LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Monte Union High School District

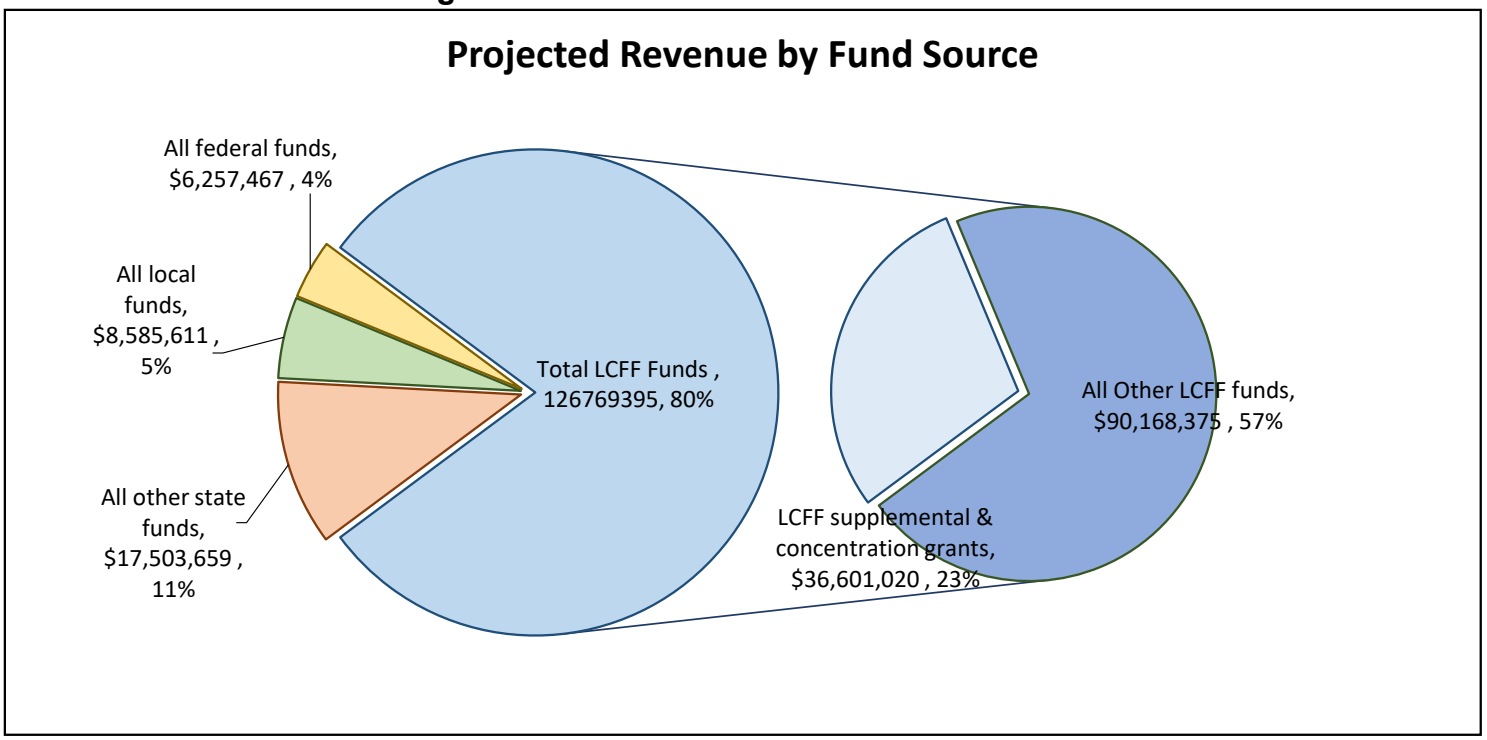
CDS Code: 19-64519-0000000

School Year: 2026-2027

LEA contact information: Violeta Ruiz: (626) 444-9005, ext. 9915, violeta.ruiz@emuhsd.org

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 2026-2027 School Year

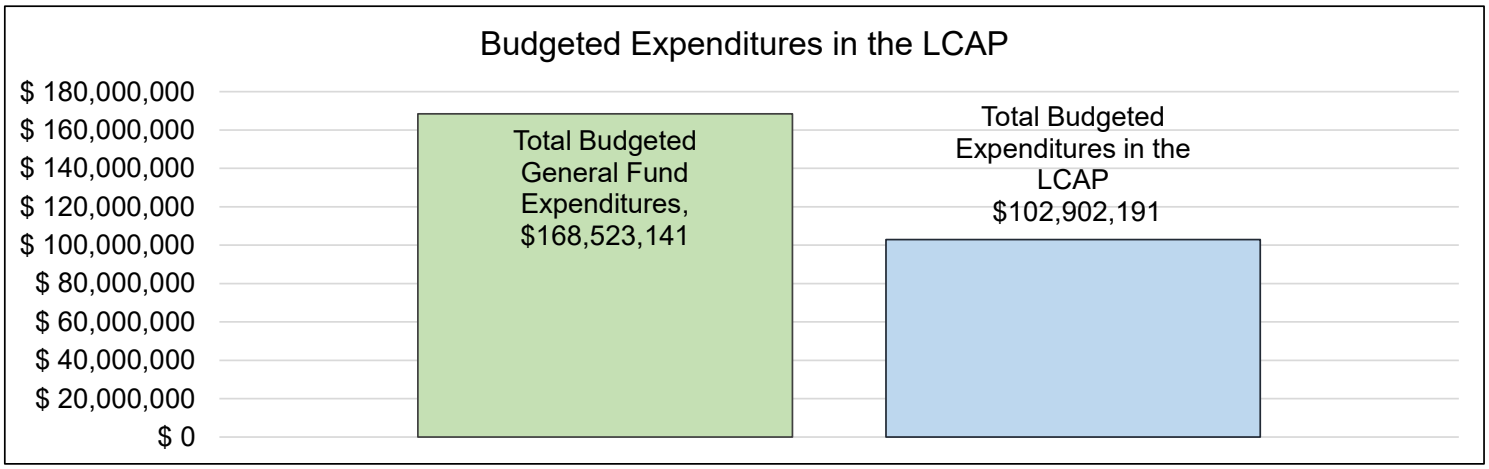


This chart shows the total general purpose revenue El Monte Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Monte Union High School District is $159,116,132.00, of which $126,769,395.00 is Local Control Funding Formula (LCFF), $17,503,659.00 is other state funds, $8,585,611.00 is local funds, and $6,257,467.00 is federal funds. Of the $126,769,395.00 in LCFF Funds, $36,601,020.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much El Monte Union High School District plans to spend for 2026-2027. 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: El Monte Union High School District plans to spend $168,523,141.00 for the 2026-2027 school year. Of that amount, $102,902,191.00 is tied to actions/services in the LCAP and $65,620,950.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

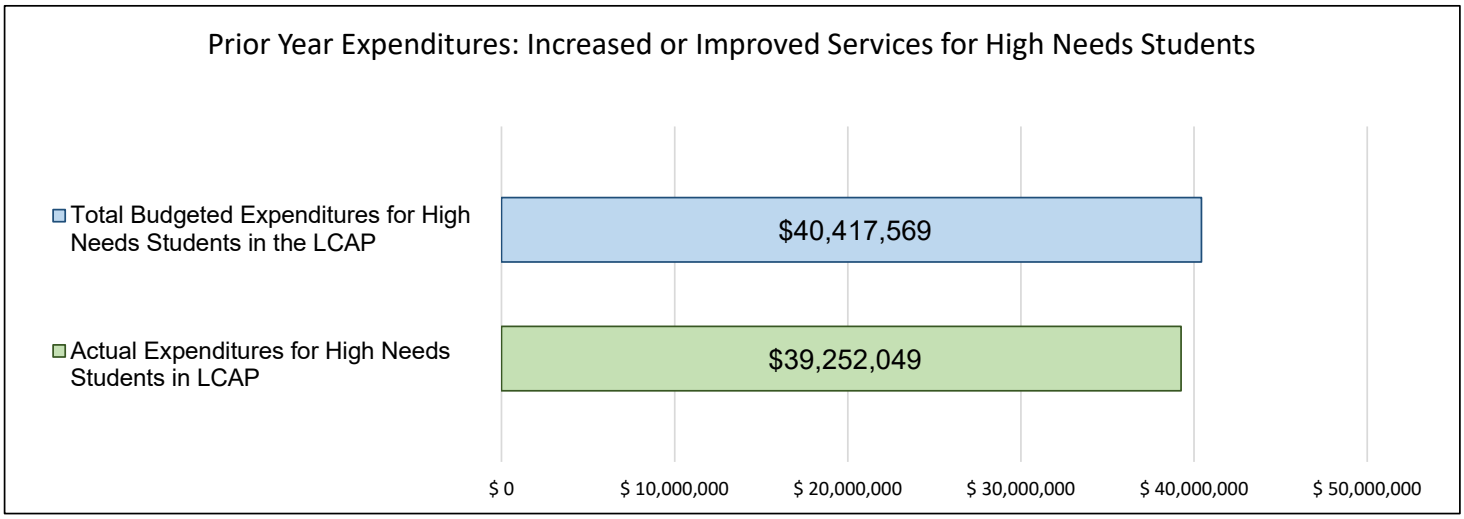
1. Salaries and benefits for District and Site Management: $6.24 million; 2. Special Education Services: $15.65 million; 3. Salaries and Benefits for Classified Support Staff (including clerks/secretaries at the District Office and sites, gardeners, custodians, etc.): $12.95 million; 4. Utility Costs: $2.59 million; 5. Transportation: $4.06 million; 6. Legal/Audit: $1.12 million; 7. Other Operating Services (phones, postage, rentals, repairs, copiers): $2.31 million; 8. Supplies: $1.16 million; 9. Federal Funds: $4.41 million.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, El Monte Union High School District is projecting it will receive $36,601,020.00 based on the enrollment of foster youth, English learner, and low-income students. El Monte Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Monte Union High School District plans to spend $40,276,744.00 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 El Monte Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Monte Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, El Monte Union High School District's LCAP budgeted $40,417,569.00 for planned actions to increase or improve services for high needs students. El Monte Union High School District actually spent $39,252,049.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,165,520.00 had the following impact on El Monte Union High School District's ability to increase or improve services for high needs students:

The difference did not materially impact the implementation of planned actions or the level of services provided to unduplicated pupils. Variances were primarily due to lower personnel costs, staff vacancies, lower-than-anticipated site expenditures, and resource realignment. The district implemented its planned evidence-based actions. These actions increased or improved services for English Learners, Low-Income students, and Foster Youth and contributed to improved academic outcomes, reduced chronic absenteeism, and strengthened school safety and student well-being.

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
El Monte Union High	Violeta Ruiz Director II, Assessment, Accountability, and Family Engagement	violeta.ruiz@emuhsd.org 626-444-9005 ext 9915

Plan Summary 2026-2027

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 El Monte Union High School District (EMUHSD) was established in 1901 and is located in the heart of the San Gabriel Valley. The EMUHSD is committed to the success of all students through a collaborative effort among district and school staff, parents and families, and community members and organizations that focus on promoting college and career readiness. The District is comprised of five (5) comprehensive high schools, a continuation high school, and a Community Day School. The following is a list of the high schools and their enrollment in the Fall of 2025:

Arroyo High School (AHS): 1,615
El Monte High School (EMHS): 1,289
Mountain View High School (MVHS): 1,112
Rosemead High School (RHS): 1,523
South El Monte High School (SEMHS): 1,097
Fernando R. Ledesma High School (FRLHS): 173
El Monte Union Community Day School (CDS): 27

There continues to be a decline in student enrollment, however, the population of our students with disabilities has remained steady over the years.

The unique academic, behavioral, and social-emotional needs of each student in the District are supported through programs and services provided by the collaborative work of our staff. The District currently employs 452 FTE certificated and 488.3 FTE classified staff.

The District's student enrollment includes students in each of the unduplicated student groups: 19.1% are English learners (ELs), and 89.8% are Socio-Economically Disadvantaged (SED) with 89.5% qualifying for Free and Reduced Meals. Less than one percent of our population is identified as Foster Youth (FY) with about 14.4% being identified as homeless. Due to the increased cost of housing, the District has seen a significant increase in the past two years in the number of students identified as homeless. In addition, about 15.1% of our students are identified as Students With Disabilities (SWDs).

The demographic composition of the District's student body consists of 76.8% Hispanic, 19.4% Asian, 0.9% White, and 2.9% Other ethnicities, including multiple ethnicities. The student population is also represented by over 30 different languages, including Spanish (50.1%), English (31.5%), Vietnamese (7.8%), Cantonese (5.7%), Mandarin

(2.2%), and other languages (2.2%).

The vision of the El Monte Union High School District is to empower and motivate our students to be resilient, college and career-ready, lifelong learners, and contributing members of our global society.

The Mission of the El Monte Union High School District is to:
-Advocate, nurture, and sustain a positive school culture through a challenging and rigorous, standards-based curriculum that promotes achievement for all students;
-Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment that is conducive to student learning and staff professional growth;
-Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
-Model a personal and institutional code of ethics and develop professional leadership capacity; and
-Promote college and career readiness skills for all students.

The District's philosophy of education calls for the school, home, and community to work collaboratively toward the achievement of the educational goals of the students. With this level of commitment underlying these goals, the Board of Trustees constantly strives to provide outstanding educational programs to the youth and adults of the communities served by the District.

Through a collaborative process, the EMUHSD identified the following as the Instructional Vision:
In the El Monte Union High School District classrooms, our teachers:
*Provide a physically and emotionally safe classroom environment with the necessary routines, climate, and culture conducive to learning,
*Intentionally plan differentiated learning opportunities that are aligned to the appropriate content and grade level standards and are reflective and responsive to the needs of all students,
*Actively engage students in meaningful and rigorous learning activities that promote student interaction and demonstrations of learning,
*Regularly engage in the process of assessing and reviewing evidence of student learning in order to adjust instruction and provide support to a diverse student population.

This leads to students who:
*Are empowered to persevere in learning that develops collaboration, critical thinking, and problem-solving skills,
*Understand and effectively articulate learning goals,
*Are actively engaged in academic discourse, activities, and tasks that develop content knowledge and skills,
*Demonstrate their knowledge and skills in various and innovative ways.

Both alternative high schools, Fernando R. Ledesma and Community Day School, continue to meet the criteria for 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.

Students within the El Monte Union High School District (EMUHSD) have demonstrated progress across several indicators based on a review of the California School Dashboard and local data sources. The District continues to analyze these data to identify both areas of success and areas where additional support is needed, particularly for student groups that have historically experienced opportunity gaps. Improvements are evident in several areas, including the English Learner Progress Indicator (ELPI), Graduation Rate, and Advanced Placement (AP) exam passing rates. These improvements reflect the District’s continued investment in targeted academic supports, professional learning, and student-centered interventions designed to promote equitable outcomes for all students.

The 2023 California Dashboard indicated a “red” performance level for the English Learner Progress Indicator due to a 13.6% decline in the percentage of English Learners making progress toward English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). The District, along with El Monte High School (EMHS), Mountain View High School (MVHS), and Fernando R. Ledesma High School (FRLHS), received the lowest performance level on this indicator.

The 2025 Dashboard reflects significant improvement, with the ELPI increasing three performance levels from “red” to “green.” This reflects a 6.8% increase in the percentage of English Learners making progress toward English language proficiency or maintaining the highest level on the ELPAC. To sustain and expand this progress, the District will continue implementing targeted supports designed to accelerate English language development and academic achievement for English Learners. These supports include EL Teachers on Special Assignment (TOSAs), EL Counselors at EMHS and MVHS, and instructional paraeducators assigned to classrooms with higher concentrations of English Learners. These resources are intended to provide targeted instructional support, progress monitoring, and strategic coordination of services to ensure English Learners continue making progress toward English language proficiency and access to rigorous coursework.

The 2023 Dashboard also identified the Graduation Rate as an area of need, with the District receiving an “orange” performance level and an overall graduation rate of 81.3%. Several student groups received the lowest performance level, including English Learners, Foster Youth, Homeless students, Students with Disabilities, and Hispanic students. In addition, the EL subgroup received the lowest performance level at AHS, EMHS, MVHS, SEMHS, and FRLHS, while the SWD subgroup received the lowest performance level at EMHS, MVHS, RHS, and SEMHS. At FRLHS, the All Students, Socioeconomically Disadvantaged (SED), and Hispanic subgroups were also identified at the lowest performance level.

The 2025 Dashboard reflects improvement, with the District’s Graduation Rate increasing two performance levels to “green,” with an overall increase of 3.2% from the prior year. To sustain this improvement, the District will continue implementing strategies designed to support student persistence and timely completion of graduation requirements. These strategies include student mentoring provided by teachers, counselors, and Career Guidance Coordinators, expanded access to both in-person and online tutoring, and the continued implementation of the Online and Personalized Learning (OPL) program for credit recovery. These efforts are intended to ensure that students who may be off track for graduation receive timely academic support and individualized interventions that promote successful course completion and on-time graduation.

Local data also shows improvement in Advanced Placement (AP) exam performance. During the 2024–2025 academic year, the AP exam passing rate (a score of 3 or higher) was 51.4% for all students and 62.5% for low-income students, reflecting improvement compared to prior years. This progress can be attributed in part to targeted professional development for AP teachers and the implementation of AP Boot Camps, which provide students with additional academic preparation prior to AP exams. These supports will continue through AP Summer Institutes for teachers and expanded AP Boot Camp opportunities for students.

While AP exam success increased, AP course enrollment declined slightly, from 26.1% of students enrolled in at least one AP course in 2022–2023 to 23.9% in 2024–2025. This decrease may be partially attributed to the expansion of dual enrollment opportunities available at district schools. Counselors and Career Guidance Coordinators will continue to promote rigorous coursework options and encourage student participation in both AP and dual enrollment pathways.

Additional local indicators show positive outcomes in several areas. All district schools continue to maintain a “Good Repair” status, ensuring that students have access to clean, safe, and functional learning environments. Professional Development (PD) days embedded within the certificated staff calendar provide educators with dedicated time for data analysis, instructional planning, and professional learning, allowing staff to better respond to student needs.

The District also continues to provide competitive substitute teacher daily rates in order to maintain a larger substitute pool. This allows teachers greater opportunities for release time to participate in professional learning and collaborative planning activities.

Parent and family engagement across EMUHSD continues to demonstrate steady growth. The District has observed increased participation in school and district events, and staff continue to expand opportunities for families to engage as partners in supporting student success. Engagement opportunities are intentionally scheduled at varied times—including daytime, evening, and weekend events—to accommodate diverse family schedules and increase accessibility. The District remains committed to actively seeking feedback from families regarding programs, workshops, and activities that support student academic success and well-being. Community Liaisons and Categorical Program Assistants will continue collaborating with the Family Engagement team to strengthen communication, increase participation, and expand meaningful opportunities for families to contribute to district and school decision-making processes.

Perceptions of campus safety show mixed trends. Student survey results indicate that 90.2% of students reported feeling safe on campus, an increase from 87.9% in the 2022–2023 school year. Staff survey responses show 85.7% of staff reporting that they feel safe on campus, a decrease from 93.3% in the prior year. To address this concern, the District will continue to provide Campus Supervisor support at each school site, along with implementing enhanced visitor check-in procedures and the continued installation of a districtwide camera system.

Indicators Identified for Improvement Based on the 2023 California Dashboard

The Local Control and Accountability Plan (LCAP) includes required actions to address areas of need identified through the 2023 California School Dashboard. Several indicators highlighted student groups that require additional support to improve outcomes.

College and Career Indicator
Students with Disabilities (SWD) and Foster Youth (FY) were identified at the lowest performance level districtwide. The SWD subgroup also performed at the lowest level at Arroyo High School (AHS), El Monte High School (EMHS), Mountain View High School (MVHS), and Rosemead High School (RHS). The English Learner (EL) subgroup was identified at the lowest level at MVHS. At Fernando R. Ledesma High School (FRLHS), the EL, Homeless, Socioeconomically Disadvantaged (SED), Hispanic, and All Students subgroups were identified at the lowest performance level.
(See Actions 2.6 and 6.1)

Academic Indicator – English Language Arts (ELA)
Students with Disabilities at EMHS and MVHS, as well as English Learners at MVHS, were identified at the lowest performance level. At FRLHS, the All Students, SED, and Hispanic subgroups were also identified at the lowest performance level.
(See Actions 3.2, 3.7, 3.16, and 6.3)

Academic Indicator – Mathematics
The English Learner subgroup was identified at the lowest performance level districtwide, as well as at AHS and South El Monte High School (SEMHS). The SED subgroup was identified at the lowest performance level at MVHS, SEMHS, and FRLHS. The SWD subgroup was identified at the lowest performance level at EMHS and SEMHS, while the Hispanic subgroup was identified at the lowest performance level at SEMHS and FRLHS. In addition, the All Students subgroup at SEMHS and FRLHS, as well as the Homeless subgroup at AHS, were identified at the lowest performance level.
(See Actions 3.1, 3.13, 3.17, and 4.5)

English Learner Progress Indicator
The District, along with EMHS, MVHS, and FRLHS, received the lowest performance level on the English Learner Progress Indicator in 2023. The 2025 Dashboard reflects improvement of three performance levels, moving from “red” to “green.”
(See Actions 3.8 and 6.1)

Graduation Rate
The EL, FY, Homeless, SWD, and Hispanic subgroups were identified at the lowest performance level districtwide in 2023. The EL subgroup also received the lowest performance level at AHS, EMHS, MVHS, SEMHS, and FRLHS, while the SWD subgroup was identified at the lowest performance level at EMHS, MVHS, RHS, and SEMHS. At FRLHS, the All Students, SED, and Hispanic subgroups were also identified at the lowest performance level. (See Actions 2.14, 3.14, and 5.1)

The Dashboard indicates improvement in this indicator, with the districtwide Graduation Rate increasing two performance levels from “orange” in 2023 to “green” in 2024, with all high schools except one performing at the green level.

Suspension Rate
The Foster Youth subgroup was identified at the lowest performance level districtwide in 2023. In addition, the All Students, SED, and Hispanic subgroups at the Community Day School were identified at the lowest performance level for Suspension Rates. (See Actions 5.5 and 7.1)

Overall, the districtwide Suspension Rate improved from “yellow” to “green.” At the Community Day School, the suspension rate decreased by 9.9%, resulting in improvement from “yellow” in 2024 to “green” in 2025.

Learning Recovery and Emergency Block Grant (LREBG)

The El Monte Union High School District will continue to utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement evidence-based strategies that accelerate learning recovery and address academic, social-emotional, and college and career readiness needs identified through the District's comprehensive needs assessment. Consistent with Education Code Section 32526 and California Department of Education guidance, the District analyzed multiple measures of student performance, including CAASPP/Smarter Balanced Assessment results, ELPAC outcomes, local assessment data, course performance, chronic absenteeism, graduation indicators, and California School Dashboard data to identify students with the greatest need for additional support. This analysis identified persistent achievement gaps and opportunities to strengthen outcomes for English Learners, Low-Income students, Foster Youth, and Long-Term English Learners.

To address these identified needs, LREBG funds will support a coordinated system of evidence-based learning recovery strategies. Professional learning (Actions 1.1, 1.2, and 1.4) will strengthen educators' capacity to implement evidence-based instructional practices, Multi-Tiered System of Supports (MTSS), and data-informed instruction through districtwide professional learning, release time for collaboration, and an additional professional learning day. These investments are designed to improve instructional effectiveness and accelerate student learning by equipping educators with the knowledge and skills necessary to address unfinished learning and identified student needs.

Recognizing the importance of continuous improvement, the District will also provide collaboration time and release days (Action 3.11) and educational leadership support (Action 3.12) to strengthen the implementation of evidence-based instructional practices through collaborative planning, analysis of student data, instructional coaching, and ongoing monitoring of student progress. These supports will help ensure that instructional decisions remain responsive to student needs and aligned with the District's Differentiated Assistance and continuous improvement efforts.

To directly address identified academic needs, LREBG funds will support targeted after-school tutoring (Action 3.5) and supplemental instructional materials (Action 3.10). These evidence-based interventions provide additional academic support and instructional resources designed to accelerate learning in English language arts, mathematics, and English language development for students demonstrating unfinished learning. The District's needs assessment identified these services as important components of efforts to reduce achievement gaps and improve academic outcomes for unduplicated student groups.

LREBG funds will also support College and Career Readiness services (Action 2.2) by providing additional academic guidance, postsecondary planning, and targeted supports designed to increase college eligibility and career readiness for students identified through the needs assessment. In addition, after-school student engagement opportunities (Action 5.3) will provide structured academic enrichment and positive school engagement experiences that address barriers to learning while promoting attendance, school connectedness, and overall student well-being.

LREBG funds will also be used to support the increased cost of the Formative Data Analysis and Progress-Monitoring Platform (Action 3.17), including additional features that were previously provided at no cost. The platform provides educators with timely student performance data to identify learning gaps, monitor student progress, analyze the effectiveness of instructional supports, and inform instructional decisions. Access to actionable data will support differentiation and targeted academic interventions designed to address unfinished learning and accelerate student progress.

Anticipated LREBG funding for the 2026–27 and 2027–28 school years will continue to support and strengthen the strategies identified above. Any remaining carryover funds will be expended during the 2027–28 LCAP cycle.

Collectively, these investments reflect the District's comprehensive approach to learning recovery by integrating high-quality instruction, evidence-based interventions, collaborative professional learning, data-informed decision-making, targeted academic supports, and student engagement strategies. The effectiveness of these actions will be monitored annually through CAASPP/Smarter Balanced Assessment results, ELPAC outcomes, local assessment data, course performance, college and career readiness indicators, chronic absenteeism, suspension rates, and other California School Dashboard measures. These data will be used to evaluate progress, assess the effectiveness of funded strategies, identify areas requiring additional support, and inform ongoing continuous improvement efforts.

Reflections: Technical Assistance

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

The EMUHSD did not meet criteria to receive differentiated assistance as a result of the 2025 Dashboard indicators.

The EMUHSD met the criteria to receive differentiated assistance for students with disabilities as a result of the 2024 Dashboard indicators, specifically, in the College and Career Indicator, ELA, and Math Indicator.

As a result, the Department of Special Education has been facilitating workgroups throughout the district to improve outcomes with special needs:

Math Workgroup (Year 3) Supporting teachers in the district math initiative by including them in the identification of power standards, training on the implementation of new assessments, and support curriculum identifying needs (Formal Mathematical Language and Fact and Computational Fluency); conducting student trials to inform practices for

25-26. In addition, the math teachers in the Department of Special Education have met to create a lesson plan template, common lesson plans and assessment and reviewed student data to improve teaching practices. The work will be supported by Instructional Coaches and Math TOSA (Action 1.1).

CBI Workgroup (Year 3): Developing Course Outlines for participating in Alternate Pathways to Diploma to increase student outcomes, including career exploration, and allowing students the opportunity to meet "prepared" through the College and Career Indicator.

Workgroup (Year 3): Compliance and best practices, including Accommodations, Transition Plans, and Student Participation in IEPs.

Adult Transition Workgroup (Year 2): Developing Course Outlines aligned Alternate Pathways to Diploma work done by CBI workgroup to increase student outcomes and classroom behavior.

ELA workgroup (Year 1) Building on the structure of the Math Workgroup. The Department of Special Education facilitated meetings with ELA teachers in the department to identify needs and plan common lessons for students with IEPs.

The Department will continue with these workgroups for the 26-27. These groups will have time to meet during the additional professional development day provided (Action 1.4).

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.

The only school that continues to be identified as a CSI (Graduation Rate) school is Fernando R. Ledesma High School (FRLHS), an alternative high school in the EMUHSD.

Support for Identified Schools

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

District-Level Support and Coordination
District-level staff provide ongoing support to all high school campuses. These teams meet with each school on a quarterly basis to review timelines related to the development and revision of school plans, provide training for School Site Councils, and analyze site-level implementation data. In addition, monthly meetings are held with instructional leaders from all sites, including Ledesma High School, to review academic performance data and promote the sharing of best practices across campuses. District-led classroom walkthroughs are also conducted to collect and analyze observational data related to instructional implementation.

Fernando R. Ledesma High School (FRLHS) receives targeted and intensified support to address specific challenges related to graduation rates.

School-Level Needs Assessment
The EMUHSD Assessment and Accountability Office provides comprehensive districtwide and site-specific data to inform school-level needs assessments. This data is used to evaluate the effectiveness of existing interventions and to identify opportunities for new or enhanced supports.

For example, FRLHS receives detailed reports that include D and F grade distributions, identification of students who are not credit-eligible, and feedback from educational partner surveys. Based on this analysis, additional math and elective courses were incorporated into the FRLHS master schedule for the current academic year. The District remains committed to continuously refining course offerings, staffing, and resources to ensure students are supported in meeting graduation requirements.

All staff, including those at FRLHS, also benefit from direct access to the District's Teacher on Special Assignment (TOSA) for Data Analysis, who provides targeted, site-specific support and guidance.

Evidence-Based Interventions
District administrators and support staff have provided FRLHS with evidence-based strategies that have demonstrated success in comparable schools across Los Angeles County. These supports include access to performance data, implementation of instructional best practices, and cost-benefit analyses of various programs and initiatives to ensure effective resource allocation.

Identifying and Addressing Resource Inequities
To address potential disparities in resources, District administrators conducted a comprehensive review of staffing levels, budget allocations, and available support programs across all school sites, including the CSI-designated school. Follow-up meetings with site staff were held to identify specific resource gaps and areas of need.

This analysis indicated that FRLHS would benefit from expanded elective course offerings, particularly those aligned with college and career exploration. In response, a targeted implementation timeline was developed in collaboration with school staff. Key action steps were incorporated into the school's improvement plan, with ongoing

progress monitoring and adjustments to ensure the effectiveness of the strategies implemented.

Monitoring and Evaluating Effectiveness

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

Monitoring, Collaboration, and Continuous Improvement
To support continuous improvement and effective implementation of the school's plan, regular classroom walkthroughs will be conducted at Fernando R. Ledesma High School (FRLHS). These walkthroughs are designed to gather evidence on the extent to which identified actions are being implemented with fidelity.

The school principal will continue to engage in quarterly meetings with District leadership to monitor progress toward the goals outlined in the school plan. These meetings will provide structured opportunities to review data trends, address challenges, and determine areas requiring targeted support.

Following walkthroughs and quarterly reviews, additional collaborative sessions will be held with school staff to conduct a deeper analysis of relevant data, including observation evidence, student performance indicators, and stakeholder feedback. This process will support reflection on both the level of implementation and the overall effectiveness of strategies in improving student outcomes.

Staff will also be provided with ongoing opportunities for professional collaboration and targeted professional development aligned to identified site needs. These efforts will focus on strengthening instructional practices and building staff capacity in alignment with the goals of the school plan.

Finally, FRLHS staff will be encouraged to actively contribute to ongoing updates of the school plan, including the identification and implementation of additional evidence-based interventions. This inclusive approach ensures the plan remains responsive to student needs and informed by those closest to the instructional environment.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	A presentation of the 2026-2027 EMUHSD LCAP was made to the DELAC on Thursday, May 28,2 026, where they were given the opportunity to comment and provide feedback. DELAC members were also given an opportunity to provide input by completing the Parent/Community Survey, which was available to receive responses between January 16, 2026, and April 3, 2026. This year, LCAP parent focus groups were held at each school to allow all parents, including DELAC, the opportunity to comment and provide input on the LCAP.

Superintendent's Parent Advisory Committee (SuperPAC)	This year, LCAP parent focus groups were held at each school to allow all parents, including SuperPAC, the opportunity to comment and provide input on the LCAP. SuperPAC members were also allowed to provide input by completing the Parent/Community Survey, which was available to receive responses between January 16, 2026, and April 3, 2026.
Teachers	Teachers were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 16, 2026, and April 3, 2026. This year, LCAP focus groups were held at each school to allow teachers the opportunity to comment and provide input on the LCAP. Teachers also have representation on the LCAP Committee, which convened four times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Other School Personnel	Other School Personnel were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 16, 2026, and April 3, 2026. This year, LCAP focus groups were held at each school to allow all staff, teaching and non-teaching, the opportunity to comment and provide input on the LCAP. Other School Personnel also have representation on the LCAP Committee, which convened four times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Administrators	Administrators have many opportunities to comment and provide input on the LCAP. At least five meetings are held with School administrators each year specifically to review actions on the LCAP and provide input. All administrators were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 16, 2026, and April 3, 2026. This year, LCAP focus groups were held at each school to allow administrators the opportunity to comment an provide input on the LCAP. Furthermore, District and School administrators were provided with an opportunity to provide their input at an All Administration Meeting in March. Administrators also have representation on the LCAP Committee, which convened four times this year thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
SELPA	A consultation meeting was held with the director of the District's SELPA.
Parents	Parents were given an opportunity to provide input by completing the Parent/Community Survey, which was available to receive responses between January 16, 2026, and April 3, 2026. This year, LCAP Parent Focus groups were held at each school to allow parents the opportunity to comment and provide input on the LCAP. Parents also have representation on the LCAP Committee which met four times this school year, thereby offering further opportunities for them to contribute feedback and commentary on LCAP.
Students	Students were given an opportunity to provide input by completing the Student Survey, which was available to receive responses between January 16, 2026, and April 3, 2026, and both the Panorama and Youth Truth Surveys, which was available during the same time frame. This year, LCAP student focus groups were held at each school to allow students the opportunity to comment and provide input on the LCAP. Students also have representation on the LCAP Committee, which met four times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Educational Partners Fernando R. Ledesma High School	Staff, students, and parents at FRLHS had the opportunity to provide input on the development and implementation of the required focus goal during an LCAP Input day held at the school. Three focus groups were given an opportunity to attend a meeting and provide direct input (parents, students, and staff). In addition, District administration was at the site to meet with any staff member, teaching and nonteaching, who wanted to comment and provide additional input. Fliers were created and shared with all stakeholders in an effort to promote participation.
Educational Partners Community Day School	Staff, students, and parents at the CDS had the opportunity to provide input on the development and implementation of the required focus goal during an LCAP Input day held at the school. District administration was at the site to meet with any staff member, teaching and non-teaching, parent, or student who wanted to comment and provide input.
Local Bargaining Units of the District	Consultation meetings were held with the president of the El Monte Union Educator's Association (EMUEA) and the president of the Classified School Employee's Association (CSEA). Members of both bargaining units had additional opportunities to provide input as they were able to complete the Staff survey, but are also members of the LCAP Committee, which met four times this school year.
Community/Public	The community was notified of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP on Friday, June 5, 2026. This communication was provided through various venues, which included the District website, social media, school marquees, and on the District bulletin boards.

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

The development of the Local Control and Accountability Plan (LCAP) was informed by ongoing and meaningful engagement with educational partners throughout the year. Educational partners were provided multiple opportunities to contribute input through stakeholder surveys, school-site LCAP meetings, LCAP Committee discussions, and the public hearing process. Additional input was gathered through targeted focus groups with students and parents at each school site. Further engagement included discussions with school and district administrators, Cabinet, employee union groups, SuperPAC, and StudentPAC.

Student voice was a critical component of the process. The District conducted focus groups with leadership students, randomly selected students, English Learners, and students with disabilities to ensure diverse perspectives were represented. Across surveys and focus groups, students identified several key needs, including continued support for paraeducators, summer school, and student wellness services provided by counselors and wellness center staff. Students also emphasized the importance of after-school programs, including athletics, to promote engagement; access to incentives such as food and field trips; continued access to technology, including Chromebooks; and sustained support for AVID programs.

Staff input, gathered through surveys and site-based discussions, highlighted the need for continued support for English Learners, targeted engagement and mentoring strategies, expanded professional development opportunities, and increased access to Career Technical Education (CTE) courses and work-based learning experiences.

Parents provided input through surveys and focus groups, emphasizing the importance of clear and consistent communication through multiple platforms, including email, phone, and mail; continued student wellness supports; expanded parent workshops offered in multiple languages; and access to in-person tutoring for students.

Across all engagement efforts, educational partners consistently identified priorities related to increased academic supports, expanded access to college and career pathways, enhanced student wellness and school climate supports, and strengthened family engagement. This feedback was carefully analyzed alongside state and local data to inform and refine the LCAP.

As a result, the 2026–2027 LCAP includes actions and services that directly reflect these identified priorities. Key investments include increased allocations for student wellness services through counselors and wellness centers; continued support for students, including English Learners, through paraeducators and additional counseling services; and expanded professional development and collaboration opportunities, including continued funding for the Math Teacher on Special Assignment (TOSA).

The Focus Goal for the Equity Multiplier Funds designed to support Fernando R. Ledesma High School (FRLHS) was developed based on input from students, parents, and staff, as well as a comprehensive review of site-level data. Educational partners identified the need to better support Hispanic and socioeconomically disadvantaged students to ensure they graduate college and career ready. As a result, the LCAP includes actions such as expanded college and career readiness supports through additional counseling and mentoring, including the addition of a College and Career Coordinator; expanded elective course offerings, including the addition of a teacher with Spanish authorization; increased access to instructional materials and resources; and targeted engagement strategies, including after-school enrichment programs, athletics, co-curricular opportunities, motivational speakers, field trips, and student recognition programs.

Similarly, the Focus Goal for the Equity Multiplier Funds at the Community Day School (CDS) was developed in response to educational partner input and analysis of student needs. Stakeholders identified the importance of creating a safe, supportive, and engaging learning environment for students with disabilities and socioeconomically disadvantaged students. As a result, the LCAP includes actions such as increased campus supervision, expanded programs that support social-emotional development, and targeted engagement strategies that promote and recognize positive student participation.

The District will continue to engage educational partners throughout the implementation of the LCAP to monitor progress, gather ongoing feedback, and make adjustments as needed to ensure the plan remains responsive to the evolving needs of students, families, and staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with effective, engaging instruction in clean and well-maintained facilities that will allow them to focus on academic achievement.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ongoing student and parent feedback from annual surveys consistently reflects a need to provide knowledgeable, caring, and dedicated staff to guide our students through a successful high school career. As a district serving over 90% of students identified as low-income, prioritizing high-quality instruction in every classroom is paramount in our mission. We recognize the necessity of ensuring a proficient and caring teacher in every classroom and are committed to providing ongoing professional development and follow-up training to support effective pedagogy. This action will be measured through the number of teachers who are fully credentialed, mis-assigned, and participated in professional development throughout the school year.
Moreover, we acknowledge the importance of supporting our teachers with implementing high-quality curriculum to effectively address the learning gaps experienced by our low-income students. This will be measured through the D and F rates in the core areas.
We want to continue to support students as they learn in facilities that are clean, well-maintained, and conducive to an effective learning environment. This will be measured through supporting documentation from the Williams review.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Williams Review: Teachers Mis-assigned	14 teachers misassigned (2022-2023)	8 Teachers Misassigned (2023-2024)	9 Teachers Misassigned (2024-2025)	0 teachers misassigned	Growth- 6 Teachers less
2	Williams Review: Teachers Fully Credentialed	100% of teachers are fully credentialed (2022-2023)	100% of teachers are fully credentialed (2023-2024)	100% of teachers are fully credentialed (2024-2025)	100% of teachers are fully credentialed	Maintained- at goal
3	Williams Review: Facilities in Good Repair	All seven (7) high schools have facilities reported as being in "good repair" or better. (2022-2023)	All seven (7) high schools have facilities reported as being in "good repair" or better. (2023-2024)	All seven (7) high schools have facilities reported as being in "good repair" or better. (2024-2025)	All seven (7) high schools have facilities reported as being in "good repair" or better.	Maintained- at goal

4	Professional Development: Participation of all teachers (through local data)	100% of teachers participated in structured professional development during the 2022-2023 school year.	100% of teachers participated in structured professional development during the 2023-2024 school year.	100% of teachers participated in structured professional development during the 2024-2025 school year.	100% of teachers participated in structured professional development.	Maintained- at goal
5	CDE Reflection Tool: Implementation of State Standards	Completion of the 2023-2024 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full Implementation NGSS: Full implementation with new textbook adoption implemented in the 2023-2024 school year. Social Science: Full implementation	Completion of the 2024-2025 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full implementation NGSS: Full implementation Social Science: Full implementation	Completion of the 2025-2026 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full implementation NGSS: Full implementation Social Science: Full implementation	Completion of the 2026-2027 CDE Reflection Tool will indicate the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full Implementation NGSS: Full implementation Social Science: Full implementation	Maintained- at goal

6	Local Data: D and F Rates in Core Subjects	Fall 2023 D and F Rates by Core Subject: English All Students: 22.5% ELs: 33.1% FY: 24.0% SED: 23.8% Math All Students: 36.2% ELs: 58.7% FY: 18.8% SED: 37.7% Science All Students: 25.7% ELs: 45.2% FY: 46.7% SED: 27.3% Social Science All Students: 17.9% ELs: 30.5% FY: 27.8% SED: 18.8%	Fall 2024 D and F Rates by Core Subject: English All Students: 21.9% ELs: 32.1% FY:16.0% SED: 23.1% Math All Students: 33.9% ELs: 56.5% FY: 46.7% SED: 35.8% Science All Students: 23.7% ELs: 37.0% FY: 46.2% SED: 25.1% Social Science All Students: 18.7% ELs: 29.1% FY: 28.0% SED: 19.5%	Fall 2025 D and F Rates by Core Subject: English All Students: 20.0% ELs: 32.2% FY: 25.00% SED: 21.3% Math All Students: 34.6% ELs: 51.3% FY: 53.9% SED: 36.3% Science All Students: 24.9% ELs: 41.2% FY: 28.6% SED: 26.7% Social Science All Students: 14.7% ELs: 24.3% FY: 28.6% SED: 15.6%	Fall 2026 D and F Rates by Core Subject will be below the following: English All Students: 20% ELs: 25% FY: 20.0% SED: 20% Math All Students: 30% ELs: 40% FY: 15% SED: 30% Science All Students: 22% ELs: 30% FY: 30% SED: 22% Social Science All Students: 15% ELs: 20% FY: 17% SED: 14%	Change from Fall 2023 to Fall 2025 of D and F Rates by Core Subject: English All Students: -2.5% ELs: -0.9% FY: +1.0% SED: -2.5% Math All Students: -1.6% ELs: -7.4% FY: +35.1% SED: -1.4% Science All Students: -.8% ELs: -4.0% FY: -18.1% SED: -0.6% Social Science All Students: -3.2% ELs: -6.2% FY: +0.8% SED: -3.2%

Goal Analysis for 2025-2026

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

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

The actions to support professional development (Actions 1.1, 1.2, and 1.4) were fully implemented to address the needs of targeted student groups, including English Learners, Foster Youth, and students identified as low-income. Several key initiatives during the 2025–2026 school year contributed to this progress. The District provided additional training and support focused on the development and implementation of content and language objectives across all sites. This follow-up effort ensured that instruction was intentionally designed to meet the academic and linguistic needs of identified student groups.

In addition, the District prioritized training on welcoming and inclusive practices to strengthen relationships and foster a sense of belonging for all students. Structured collaboration time was also provided, allowing teachers to work alongside instructional coaches. These sessions focused on lesson planning and the identification of targeted instructional strategies to effectively support diverse learners.

To further strengthen instructional practices and promote professional learning across the District, classroom walkthroughs were conducted three times throughout the school year. These walkthroughs included both administrators and teachers from multiple sites and provided opportunities to observe instruction, collect data on the implementation of content and language objectives as well as inclusive practices, and share effective strategies and best practices across campuses.

One implementation challenge was the limited availability of substitute teachers, which impacted the District's ability to release multiple teachers simultaneously for collaboration and walkthrough participation.

Routine Maintenance (Action 1.3) was fully implemented as there were many upgrades made to the facilities, including roof and HVAC replacements, along with the replacement of water heaters in the gyms at all high schools.

Action 1.5 was fully implemented as teachers were funded at the same ratio (36:1).

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

Action 1: Professional Development
Expenditures for professional development were slightly higher than budgeted by $19,976 due to a 2.3% salary increase provided to staff.

Action 5: Core Program – Teachers
The core instructional program was implemented with a ratio of 36 students per teacher. Due to a 2.3% salary increase, total expenditures reached $52,543,032 (104.85%) of the $50,113,894 budgeted for the 2025–2026 school year.

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

Actions 1.1, 1.2, and 1.4 (Professional Development) were effectively implemented, as evidenced by overall reductions in D and F rates across most core content areas and student groups, with notable improvements in Social Science and Science. English Learners, Low-Income students, and Students with Disabilities demonstrated consistent improvement, indicating that these actions supported improved academic performance through strengthened instructional practices. Mathematics, however, remains an area of need. While Foster Youth demonstrated significant improvement in Science (18.1% reduction in D and F rates), this student group experienced increases in D and F rates in English (1%), Social Science (0.8%), and Mathematics (35.1%). These results indicate that, although the professional learning actions were effective overall, additional targeted interventions and instructional supports are needed to improve outcomes for Foster Youth, particularly in Mathematics.
Action 1.3 (Routine Maintenance) was effectively implemented, with all schools rated in "Good Repair" through the Williams review.

Action 1.5 (Core Program) was effectively implemented, as 100% of teachers are appropriately credentialed and participated in professional development.

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

Action 1 and Action 2: The allocation was increased to reflect additional support funded through LREBG.

Action 4: The allocation was reduced to reflect one professional development day, in alignment with the contractual agreement.

Action 5: The allocation was adjusted to reflect the core program based on actual enrollment.

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	1.1 Professional Development	Professional development opportunities will be available to all staff across all content areas to support the implementation of evidence-based instructional practices and strengthen leadership capacity. Supports will include Teacher Induction and mentoring programs, Instructional Coaches and Math TOSA support, conferences and trainings, collaboration opportunities, and release time. New teachers and administrators will receive coaching and mentorship focused on best practices to support English learners, foster youth, and low-income students. Instructional Coaches and district leadership will provide structured professional development focused on data analysis, evidence-based instructional strategies, and improving student outcomes. Staff will also be provided opportunities for collaboration, conference participation, and release time to refine instructional practices, review student data, and share best practices. This action is aligned with the district's Differentiated Assistance work. This action is partially funded through the Learning Recovery Emergency Block Grant (LREBG) to support professional development, conferences, travel, collaboration, and release time that strengthen instructional practices and accelerate student learning recovery. Research supports sustained, collaborative professional learning as an effective strategy for improving instruction and student achievement, particularly for addressing unfinished learning and supporting English Learners and other student groups. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC data, local assessment data, and course performance. Approximately $109,806 of LREBG funds will be used to support this action.	$1,795,062.00	Yes
2	1.2 Professional Development through	This action is fully funded through the Learning Recovery Emergency Block Grant (LREBG) and provides substitute coverage to support teacher release time for collaborative planning, analysis	$100,000.00	No

	Release Time	of student data, and alignment of instructional practices. These collaboration opportunities strengthen instructional effectiveness and support student learning recovery. The total LREBG allocation for this action is $100,000. Research supports collaborative professional learning and data-driven planning as effective strategies for improving instruction and student achievement, particularly for students needing additional academic support. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC data, local assessment data, and course performance.		
3	1.3 Routine Maintenance	Provide supplies, services, and improved facilities to ensure that all district facilities are maintained in good repair (meaning safe, clean, and functional) for all staff, students, and parents/families.	$6,096,224.00	No
4	1.4 Professional Development through one additional Day	Provide one districtwide professional learning day for all certificated staff focused on strengthening implementation of a Multi-Tiered System of Supports (MTSS) to improve outcomes for English Learners, Low-Income students, and Foster Youth. Professional learning will emphasize evidence-based instructional practices, data-driven decision-making, and targeted interventions that address the language development needs of English Learners, the academic needs of Long-Term English Learners, the social-emotional and academic needs of Foster Youth, and equitable access to rigorous instruction for Low-Income students. This action aligns with the district's Differentiated Assistance efforts to strengthen instructional systems and improve student outcomes. Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $398,936 will support this action. Research demonstrates that collaborative professional learning and data-informed instructional planning improve teaching effectiveness and student achievement, particularly for students requiring additional academic support. Effectiveness will be monitored using CAASPP/Smarter Balanced Assessment results, ELPAC performance, local assessment data, and course performance.	$398,936.00	Yes
5	1.5 Core Program: Teachers	Provide a core program to all students taught by appropriately assigned and fully credentialed teachers. The core program will use a rigorous and standards-aligned curriculum and be supplemented with all necessary resources and materials to ensure that every student can meet, at the very least, the requirements for high school graduation. The core program will provide ELs and LTELs with designated and integrated English Language Development (ELD).	$48,340,091.00	No

Goal

Goal #	Description	Type of Goal
2	Provide all students with the knowledge and skills necessary for them to graduate college and career ready.	Broad Goal

State priorities addressed by this goal.

7, 2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

In order for students to be considered college and career-ready, as measured by meeting or exceeding meeting standards on both English language arts and math portions of the Smarter Balanced Summative Assessments, passing at least two Advanced Placement (AP)exams with a 3 or higher, meeting A-G requirements, and completing CTE Pathways, students need to be provided with the essential skills and qualities for attaining their future goals. Students need to be provided with access to a broad course of study consisting of a variety of curricular options that include College Prep, AP, and CTE courses, technology integration, and opportunities for critical thinking, collaboration, creativity, and communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Williams Review: Instructional Materials	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2023-2024)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2024-2025)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2025-2026)	100% of students will have access to standards-aligned instructional materials as reported by the Williams Review. (2026-2027)	Maintained- at goal
2	Dataquest: A-G Completion Rates	The A-G Completion Rate for the Class of 2023 was as follows: All Students Districtwide: 49% English Learners: 21.3% Foster Youth: 22.2% Socio-Economically Disadvantaged: 47.9%	The A-G Completion Rate for the Class of 2024 was as follows: All Students Districtwide: 44.9% English Learners: 18.9% Foster Youth: 16.7% Socio-Economically Disadvantaged: 42.9%	The A-G Completion Rate for the Class of 2025 was as follows: All Students Districtwide: 43.5% English Learners: 17.5% Foster Youth: 14.3% Socio-Economically Disadvantaged: 41.5%	The A-G Completion Rate for the Class of 2026 will be as follows: All Students Districtwide: 55% English Learners: 36.3% Foster Youth: 37.2% Socio-Economically Disadvantaged: 53.9%	The A-G Completion Rate change was as follows: All Students Districtwide: -5.5% English Learners: -3.8% Foster Youth: -7.9% Socio-Economically Disadvantaged: -6.4%

3	CA School Dashboard: CTE Pathway Completion Rate	The Class of 2023 CTE Pathway Completion Rate was as follows: All Students: 10.4% SED: 10.5% ELs: 6.7% FY: 5.3%	The Class of 2024 CTE Pathways Completion Rate was as follows: All Students: 11.1% SED: 11.1% ELs: 8.4% FY: 19.0%	The Class of 2025 CTE Pathway Completion Rate was as follows: All Students: 13.3% SED: 13.3% ELs: 10.2% FY: 10.3%	The Class of 2026 CTE Pathway Completion Rate will be as follows: All Students: 25.4% SED: 25.5% ELs: 21.7% FY: 20.3%	The CTE Pathway Completion Rate change was as follows: All Students: +2.9% SED: +2.8% ELs: +3.5% FY: +5.0%
4	Local Data: Advanced Placement (AP) Enrollment Rate	26.1% of students were enrolled in the AP program. (2022-2023)	29.1% of students were enrolled in the AP program. (2023-2024)	23.9% of students were enrolled in the AP program. (2024-2025)	30% of students will be enrolled in the AP program. (2025-2026)	The change was as follows: -2.2% of students were enrolled in the AP program.
5	College Board: AP Passing Rates	The Spring 2023 Passing Rates were as follows: District-wide All Students: 58.9% Low-Income: 57.7%	The Spring 2024 Passing Rates were as follows: Districtwide All Students: 61.3% Low-Income: 60.1%	The Spring 2025 Passing Rates were as follows: Districtwide All Students: 51.4% Low-Income: 62.5%	The Spring 2026 Passing Rates will be as follows: District-wide All Students: 67.9% Low-Income: 66.7%	"The Passing Rates changes were as follows: District-wide All Students: -7.5% Low-Income: +4.8%"
6	CA School Dashboard: College/Career Indicator	The 2023 CCI reflects the following: Percent of All Student "Prepared": 40.8% Percent of Foster Youth Students "Prepared": 6.3%	The 2024 CCI reflects the following: Percent of All Students "Prepared": 40.5% Percent of Foster Youth Students "Prepared": 15%	The 2025 CCI reflects the following: Percent of All Students "Prepared": 45.8% Percent of Foster Youth Students "Prepared": 15%	The 2026 CCI will reflect the following: Percent of All Student "Prepared": 46.8% Percent of Foster Youth Students "Prepared": 18.3%	The CCI change reflects the following: Percent of All Student "Prepared": +5.0% Percent of Foster Youth Students "Prepared": +8.7%
7	Local Data: LCAP Student Survey (Connectedness)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt connected to the school.	During the 2024-2025 school year, 82.2% of students who completed the LCAP student survey stated they felt connected to the school.	During the 2025-2026 school year, 87.0% of students who completed the LCAP student survey stated they felt connected to the school.	During the 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel connected to the school.	The change reflected a -0.9% of students who completed the LCAP Student survey stated they felt connected to the school. Slightly higher than the Panorama student data of 85% which had a much higher response rate.

8	Dataquest: Five-Year Cohort Graduation Rate	The Five-Year Cohort Graduation Rates for the Class of 2023 was as follows: District-wide: 87.0% English Learners: 72.3% Foster Youth: 73.1% Socio-Economically Disadvantaged (SED): 87.6%	The Five-Year Cohort Graduation Rates for the Class of 2024 were as follows: District-wide: 82.7% English Learners: 63.9% Foster Youth: 52.9% Socio-Economically Disadvantaged (SED): 82.7%	The Five-Year Cohort Graduation Rates for the Class of 2025 was as follows: District-wide: 87.4% English Learners: 76.7% Foster Youth: 70.0% Socio-Economically Disadvantaged (SED): 87.2%	The Five-Year Cohort Graduation Rates for the Class of 2026 will be as follows: District-wide: 90.0% English Learners: 81.3% Foster Youth: 82.1% Socio-Economically Disadvantaged (SED): 90.6%	The Five-Year Cohort Graduation Rates changes was as follows: District-wide: +.4% English Learners: +4.4% Foster Youth: -3.1% Socio-Economically Disadvantaged (SED): -0.4%

Goal Analysis for 2025-2026

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 2.1 was fully implemented, as textbooks were replaced during the school year. However, no new curriculum was adopted; therefore, the budgeted amount was not fully expended.

Actions 2.2 and 2.3 were fully implemented, as unduplicated students received college and career counseling, information on postsecondary options, and support with college and scholarship applications. Additionally, students were provided the opportunity to take the SAT and PSAT at no cost.

Actions 2.4, 2.5, 2.6, and 2.7 (Career Technical Education) were effectively implemented, providing low-income students with access to courses, instructional materials, and career pathway opportunities. A continuing challenge is ensuring students complete full pathways; in response, staff began revising select pathways to be completed within two years instead of three.

Actions 2.8 and 2.15 were successfully implemented, as low-income students, English Learners, and Foster Youth were provided with technology and online resources to access digital programs, including tutoring. Due to increased technology costs, additional funding sources were utilized to support purchases.

Action 2.9 (Enrichment Opportunities) was effectively implemented, with students actively participating in high-interest activities and programs without notable challenges.

Action 2.10 was effectively implemented, providing students at the Adult Transition Center with entry-level job skills training. Increased student participation created a minor challenge in securing sufficient job placement opportunities.

Action 2.11 (AVID) was fully implemented across all schools, supporting English Learners, Foster Youth, and low-income students. Tutors were also provided to support the tutorial component of the program.

Action 2.12 (ELA Support Courses) was partially implemented across four schools through Academic Language Development or English I Intensive courses. One school provided comparable support through an alternative structure.

Action 2.13 (Library Services) was fully implemented at four of the five comprehensive high schools, where students had access to resources and guidance from a librarian. A vacancy at one site limited direct support; however, students maintained access to materials through an open library supported by clerical staff.

Action 2.14 (Online and Personalized Learning – OPL) was successfully implemented, providing students with access to credit recovery through online courses with embedded supports such as scaffolds, accommodations, and translation. A continuing challenge is prioritizing services due to limited staffing.

Action 2.16 (Online Math and Reading Programs) was implemented as planned with no substantive differences between the planned and actual implementation. Students continued to access online mathematics and reading programs to support differentiated instruction and targeted academic intervention throughout the school year.

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

Action 1: Instructional Materials (Textbooks)
All necessary textbooks were replaced; however, there were no new adoptions. As a result, $317,034 (38.72%) of the $818,770 budgeted was expended.

Action 3: College and Career Coordinators
Actual salary expenditures totaled $874,723 (90.21% of the $969,602 budgeted). The expenditure variance reflects differences between projected and actual salary and benefit costs and did not impact implementation of the action.

Action 4: Instructional Materials – CTE
Requests for CTE instructional materials were lower than anticipated. As a result, $196,393 (75.54%) of the $260,000 budgeted was expended.

Action 7: Professional Development for CTE Staff
There were no significant changes in CTE curriculum requiring additional training. As a result, only $6,290 (25.16%) of the $25,000 budgeted was expended.

Action 8: Increase Access to Technology
Requests to expand access to technology were lower than anticipated. A total of $870,096 (84.20%) of the $1,033,494 budgeted was expended.

Action 9: Enrichment Opportunities
Due to a 2.3% salary increase and additional funds made available during the school year, $984,383 was expended instead of the originally planned $876,341.

Action 14: Online and Personalized Learning
Due to the funding of an additional teacher not accounted for in the original planned budget, $1,392,708 was expended instead of the planned $1,189,319.

Action 12:English Language Arts Support
One high school did not offer the English Language Arts Support course. As a result, $244,074 (86.35%) of the $282,650 budgeted for salaries was expended.

Action 13: Library
A vacancy at one site for the majority of the year resulted in $774,119 expended out of the $866,560 budgeted.

Action 15: Access for All (Chromebooks) – One-to-One Initiative
Due to rising costs and processor shortages, $1,178,234 was expended, exceeding the $850,000 budgeted.

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

Action 2.1 (Instructional Materials) was effective, as evidenced by 100% of students having access to standards-aligned textbooks, as reported in the 2025–2026 Williams Review.

Actions 2.2 and 2.3 (College and Career Readiness and Coordinators) were effective despite a 5.5% decrease in A–G completion rates. Evidence of effectiveness includes an 8.7% increase in Foster Youth identified as "Prepared" on the College and Career Indicator (CCI), a 4.8% increase in AP exam pass rates for low-income students, and a 3.5% increase in English Learners completing a CTE pathway.

Actions 2.4–2.7 (CTE Program and Supports) were effective, as demonstrated by increased CTE pathway completion rates and overall college and career readiness. There was a 5.5% increase in all students identified as "Prepared" on the CCI, along with increases in CTE pathway completion rates of 2.9% for all students, 3.5% for English Learners, and 5% for Foster Youth. Additionally, AP passing rates increased by 4.8% for low-income students.

Actions 2.8 and 2.15 (Technology Access) were effective, as reflected in positive parent and student feedback regarding Chromebook use for accessing online tutoring and instructional resources. These supports contributed to increased performance for English Learners in SBAC Math and progress toward English language proficiency. Low-income students increased their AP passing rates by 4.8% and CTE completion rates by 2.8%, while Foster Youth improved CTE completion rates by 5%. However, A–G completion rates declined for both low-income students and English Learners, and there was a slight decrease in the 5-year cohort graduation rate for low-income students (87.6% to 87.2%), although the Dashboard graduation rate increased by 6.7% to 88%.

Action 2.9 (Enrichment Opportunities) was effective despite a 2.9% decline in student-reported connectedness on the Panorama survey. Effectiveness is demonstrated by decreases in chronic absenteeism across all groups: All Students (–5.5%), English Learners (–9.5%), Foster Youth (–18.3%), and Socioeconomically Disadvantaged students (–5.9%).

Action 2.10 (Hands-on Job Training) was effective, as evidenced by an increase in the number of students participating in paid internships.

Action 2.11 (AVID Program) was effective despite declines in A–G completion rates. Local data indicate that a higher percentage of AVID students completed A–G requirements compared to non-AVID students. Additionally, there were increases in students identified as "Prepared" on the CCI, including an 8.7% increase for Foster Youth and a 0.8% increase for English Learners, as well as a 4.8% increase in AP pass rates for low-income students.

Action 2.12 (ELA Support) was effective, as evidenced by an 8.9% increase in English Learners making progress toward English language proficiency. D and F rates in ELA decreased by 2.5% for all students, 0.9% for English Learners, and 0.7% for Socioeconomically Disadvantaged students.

Action 2.13 (Library Services) was effective, as indicated by improved graduation outcomes and reductions in D and F rates for English Learners and low-income students across core subject areas. Additionally, Foster Youth demonstrated an 8.7% increase in the College and Career Indicator.

Action 2.14 (Online and Personalized Learning – OPL) was effective despite limited growth in A–G completion rates. Evidence includes increased graduation rates for all students and unduplicated pupils, positive parent and student feedback, and increased course pass rates (4% increase compared to the prior year). Additional gains include a 6.7% increase in the Dashboard graduation rate for low-income students, improved Math performance for English Learners, and increased CCI "Prepared" rates for Foster Youth.

Action 2.16 (Online Math and Reading Programs) was effective, as evidenced by reductions in D and F rates in English and Math. English D and F rates decreased by 0.9% for English Learners and 0.7% for Socioeconomically Disadvantaged students. In Math, D and F rates decreased by 7.4% for English Learners and 1.4% for Socioeconomically Disadvantaged students; however, Foster Youth experienced a significant increase of 35.1%, indicating a continued need for targeted support

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

Action 2.2 was increased to support additional instructional contracts funded through LREBG and to reflect current year expenses.

Action 3: Funding was reduced to better align the budget with actual salary projections, ensuring the allocation more accurately reflected anticipated personnel expenditures.

Actions 2.5, 2.8 2.9, 2.11, 2.14: Budget allocations were increased to account for rising salary costs.

Actions 2.12: Funding was reduced based on updated salary projections and the district's needs assessment. These adjustments better align available resources with identified student needs while maintaining the intended level of services.

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	2.1 Textbooks	Provide necessary instructional materials (textbooks) to all students at each site based on enrollment and class offerings, including each summer session, to ensure all students have access to standards-aligned instructional materials in the core program.	$813,878.00	No
2	2.2 College and Career Readiness Support Services	This action is funded through S&C and the Learning Recovery Emergency Block Grant (LREBG) to promote college and career readiness through supports and activities for low-income students, English learners, and foster youth. Supports include payment of SAT/PSAT, ACT, and/or AP exam fees for eligible students, as well as resources and activities that encourage postsecondary access, including college fairs, FAFSA and college application workshops, and field trips to colleges and universities for students and parents. Research supports increasing access to college readiness opportunities, financial aid assistance, and postsecondary exposure as effective strategies for improving college-going outcomes, student engagement, and equitable access to higher education opportunities for underserved student groups. The impact of this action will be monitored through College/Career Indicator (CCI) data, A-G completion rates, FAFSA/CADAA completion rates, college application data, participation in college readiness activities, and AP/SAT participation rates. Approximately $24000 in LREBG funds will be used to support exam fees, college readiness activities, workshops, transportation, materials, and related implementation costs.	$470,000.00	Yes
3	2.3 College and Career Coordinators	College and Career Coordinators at the schools will coordinate college and career counseling activities and provide information on post-secondary options specifically designed for English Learners, Foster Youth, and low-income students who have unique needs that may be obstacles to post-secondary education options	$887,844.00	No

4	2.4 CTE Instructional Materials	Purchase engaging and relevant instructional materials for the CTE pathway classes that support the diverse learning needs of our English learners, Foster Youth, and low-income students enrolled in the CTE pathways in an effort improve services and promote College and Career Readiness specifically for these student groups.	$260,000.00	No
5	2.5 CTE and AP Course Offerings	Increase CTE and AP programs at the comprehensive high schools by providing an additional 25 sections (5 FTEs) district-wide for additional Career & Technical Education (CTE) pathways and course sequences that are aligned to CCSS, and Advanced Placement (AP) courses. The expanded course offerings are intended to increase the participation of low-income students in these programs and provide them with additional opportunities to experience a CTE pathway or AP course.	$911,707.00	Yes
6	2.6 Career Technical Education (CTE) Program	Strengthen the CTE program through the support of technicians, the use of relevant and engaging instructional materials, improved technology, and opportunities for students to participate in internships to elevate the involvement and success of low-income students enrolled in this program. This initiative aims to expand the access of low-income students to career-oriented courses, fostering their skills development for future employment opportunities.	$1,476,423.00	Yes
7	2.7 Professional Development for CTE Staff	Provide professional development opportunities to CTE teachers, including opportunities to attend conferences, so that they are equipped to provide a rigorous and robust CTE program for all students.	$25,000.00	No
8	2.8 Technology Resources	Provide access to and bolster support for technology to enrich student learning and digital integration. Additional technology and support will target underperforming low-income students and English learners, particularly during the school day and after school hours to support their participation, engagement, and academic achievement.	$910,993.00	Yes
9	2.9 Enrichment Opportunities	Enhance enrichment opportunities for low-income students and boost student engagement and achievement by adding more elective classes and supplying additional instructional resources for these classes. Expanding the course offerings at all comprehensive high schools will promote high-interest learning opportunities for unduplicated student groups, primarily low-income students, who will be able to participate in a broad course of study that would otherwise not be available to them.	$938,647.00	Yes
10	2.10 Hand-on Job Training	Enhance the job skills training program provided to underprivileged low-income students enrolled at the Adult Transition Center by providing entry-level job skills training through placement in paid internships. This training and internship opportunity will prepare these students for future paid jobs.	$150,000.00	No
11	2.11 AVID	Provide each comprehensive high school with five sections of the AVID elective course. The AVID coordinator will increase AVID access to support unduplicated student groups, particularly low-income students, who are traditionally underrepresented in higher education. The program will provide these students with the instructional support they need, including the help of AVID tutors, to improve their academic achievement and prepare them for college.	$1,196,675.00	Yes
12	2.12 English Language Arts Support	Provide the opportunity for additional instructional support to identified students through supplemental ELA courses.	$247,735.00	No
13	2.13 Library	Each comprehensive high school has a library clerk that assists all students with library services. A librarian is placed at each comprehensive high school to guide English learners, Foster Youth, and low-income students in accessing high-interest reading materials at their reading level. Supplemental reading materials and library resources will also be purchased by each site, that are relevant and of high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students.	$786,728.00	Yes

14	2.14 Online and Personalized Learning (OPL)	Provide low-income students, Foster Youth, and English learners with access to online learning in all content areas to allow them to engage with content courses where they may have faced challenges. Students will have the opportunity to progress at their own pace, receiving additional assistance and support from OPL staff and supplemental instructional materials. These resources will be available either at each school's OPL Center or at the District Community Education Center (CEC).	$1,709,502.00	Yes
15	2.15 Student Access to Technology	Provide equitable access to technology to English Learners, Foster Youth, and low-income students by providing a Chromebook to each student. These devices will allow students to access instructional resources and practice skills outside of the school environment. English learners need as much time and resources to practice listening and speaking academic language, and the device will allow them to access this outside of school, while, low-income need access to online resources that will assist them with accessing the content.	$950,000.00	Yes
16	2.16 Online Math and Reading Programs	Implement online programs, in math and English language arts, in all comprehensive high schools to offer English learners, Foster Youth, low-income students, and students with disabilities, expanded opportunities for practicing and mastering foundational skills. This initiative aims to afford these students improved access to the demanding English Language Arts (ELA) and mathematics curriculum.	$70,000.00	No

Goal

Goal #	Description	Type of Goal
3	Provide support, resources, and services to ensure every student reaches a high level of academic achievement.	Broad Goal

State priorities addressed by this goal.

4, 2, 7, 8, 5

An explanation of why the LEA has developed this goal.

To foster our students' academic success, as measured by A-G completion rates, graduation rates, percent of students meeting or exceeding standards on SBAC, and percent of A through C grades, they must be provided with high-quality instruction and standards-aligned instructional materials. Data shows that our unduplicated students, including English Learners, low-income, and Foster Youth have fallen behind, thus added support that targets the specific needs of these students, including learning opportunities that support academic achievement through integrated and designated ELD, will be provided.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA)	The Spring 2023 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All Students Districtwide: 60.2% All ELs Districtwide: 8.1% All Students with Disabilities Districtwide: 20.8% All Hispanics Districtwide: 53.6% All SED Students Districtwide: 57.7%	The Spring 2024 SBAC results in ELA indicated the following percentage of students meeting or exceeding standards: All Students Districtwide: 57.8% All ELs Districtwide: 7.1% All Students with Disabilities Districtwide: 17.2% All Hispanics Districtwide: 50.8% All SED Students Districtwide: 55.8%	The Spring 2025 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All Students Districtwide: 58.3% All ELs Districtwide: 10.0% All Students with Disabilities Districtwide: 15.9% All Hispanics Districtwide: 50.9% All SED Students Districtwide: 56.3%	The Spring 2026 SBAC results in ELA will indicate the following percentage of students meeting or exceeding standards: All Students Districtwide: 72.2% All ELs Districtwide: 26.1% All Students with Disabilities Districtwide: 35.8% All Hispanics Districtwide: 65.6% All SED Students Districtwide: 69.7%	The SBAC rate change in ELA for students met or exceeded standards are as follows: All Students Districtwide: -1.9% All ELs Districtwide: +1.9% All Students with Disabilities Districtwide: -4.9% All Hispanics Districtwide: -2.7% All SED Students Districtwide: -1.4%

2	CAASPP Data: Smarter Balance Scores in Mathematics	The Spring 2023 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All Students Districtwide: 25.2% All ELs Districtwide: 2.8% All Homeless Students Districtwide: 20.0% All SED Students Districtwide: 22.4% All Students with Disabilities Districtwide: 4.8% All Hispanic Students Districtwide: 15.1%	The Spring 2024 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All Students Districtwide: 28.1% All ELs Districtwide: 4.5% All Homeless Students Districtwide: 31.3% All SED Students Districtwide: 26.5% All Students with Disabilities Districtwide: 3.0% All Hispanic Students Districtwide: 17.2%	The Spring 2025 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All Students Districtwide: 30.2% All ELs Districtwide: 9.6% All Homeless Students Districtwide: 24.2% All SED Students Districtwide: 28.0% All Students with Disabilities Districtwide: 4.3% All Hispanic Students Districtwide: 18.0%	The Spring 2026 SBAC results in mathematics will indicate the following percentage of students meeting or exceeding standards: All Students Districtwide: 40.2% All ELs Districtwide: 26.8% All Homeless Students Districtwide: 35.0% All SED Students Districtwide: 37.4% All Students with Disabilities Districtwide: 28.8% All Hispanic Students Districtwide: 30.1%	The SBAC rate change in Math for students met or exceeded standards are as follows:: All Students Districtwide: +5.0% All ELs Districtwide: +6.8% All Homeless Students Districtwide: +4.2% All SED Students Districtwide: +5.6% All Students with Disabilities Districtwide: -0.5% All Hispanic Students Districtwide: +2.9%
3	CA School Dashboard: English Learner Progress Indicator (ELPI)	The 2023 data indicates the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 37.8% AHS: 40.4% EMHS: 41.1% MVHS: 36.6% RHS: 48.3% SEMHS: 39.4% FRLHS: 8.0%	The 2024 data indicates the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 39.9% AHS: 37.5% EMHS: 50.7% MVHS: 37.0% RHS: 48.3% SEMHS: 32.0% FRLHS: 14.9%	The 2025 data indicates the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 46.7% AHS: 42.0% EMHS: 52.3% MVHS: 41.7% RHS: 48.0% SEMHS: 51.1% FRLHS: 17.6%	The 2026 data will indicate the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 42.0% AHS: 43.4% EMHS: 43.1% MVHS: 42.6% RHS: 49.3% SEMHS: 42.4% FRLHS: 20.0%	The rate change of English Learner students making progress towards English language proficiency, by school are as follows: District-wide: +8.9% AHS: +1.6% EMHS: +11.2% MVHS: +5.1% RHS: -.3% SEMHS: +11.7% FRLHS: +9.6%
4	Local Data: Reclassification Rate	The 2022-2023 Reclassification rate was 13.2%.	The 2023-2024 Reclassification rate was 17.5%.	The 2024-2025 Reclassification rate was 11.5%.	The 2025-2026 Reclassification rate will be 14%.	Reclassification rate change was as follows: -1.7%.

5	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA) and math	The Spring 2023 SBAC EAP results in ELA indicated that 29.3% of students who took the exam were identified as being college-ready, while only 11.6% were identified as being college-ready in mathematics.	The Spring 2024 SBAC EAP results in ELA indicated that 29.2% of students who took the exam were identified as being college-ready, while only 12.8% were identified as being college-ready in mathematics.	The Spring 2025 SBAC EAP results in ELA indicated that 28.9% of students who took the exam were identified as being college-ready, while only 15.5% were identified as being college-ready in mathematics.	The Spring 2026 SBAC EAP results in ELA will indicate that 35% of students who took the exam will be identified as being college-ready, while 20%% will be identified as being college-ready in mathematics.	Rate of change for SBAC EAP results in ELA are as follows: ELA: -0.4% Math: +3.9%
6	Local Data: D and F Rates in Core Subjects	Fall 2023 D and F Rates by Core Subject: English All Students: 22.5% ELs: 33.1% FY: 24.0% SED: 23.8% Math All Students: 36.2% ELs: 58.7% FY: 18.8% SED: 37.7% Science All Students: 25.7% ELs: 45.2% FY: 46.7% SED: 27.3% Social Science All Students: 17.9% ELs: 30.5% FY: 27.8% SED: 18.8%	Fall 2024 D and F Rates by Core Subject: English All Students: 21.9% ELs: 32.1% FY:16.0% SED: 23.1% Math All Students: 33.9% ELs: 56.5% FY: 46.7% SED: 35.8% Science All Students: 23.7% ELs: 37.0% FY: 46.2% SED: 25.1% Social Science All Students: 18.7% ELs: 29.1% FY: 28.0% SED: 19.5%	Fall 2025 D and F Rates by Core Subject: English All Students: 20.0% ELs: 32.2% FY: 25.0% SED: 21.3% Math All Students: 34.6% ELs: 51.3% FY: 53.9% SED: 36.3% Science All Students: 24.9% ELs: 41.2% FY: 28.6% SED: 26.7% Social Science All Students: 14.7% ELs: 24.3% FY: 28.6% SED: 15.6%	Fall 2026 D and F Rates by Core Subject will be below the following: English All Students: 20% ELs: 25% FY: 20.0% SED: 20% Math All Students: 30% ELs: 40% FY: 15% SED: 30% Science All Students: 22% ELs: 30% FY: 30% SED: 22% Social Science All Students: 15% ELs: 20% FY: 17% SED: 14%	Change from Fall 2023 to Fall 2025 of D and F Rates by Core Subject: English All Students: -2.5% ELs: -0.9% FY: +1.0% SED: -2.5% Math All Students: -1.6% ELs: -7.4% FY: +35.1% SED: -1.4% Science All Students: -.8% ELs: -4.0% FY: -18.1% SED: -0.6% Social Science All Students: -3.2% ELs: -6.2% FY: +0.8% SED: -3.2%

7	CA School Dashboard: A-G Requirements and CTE Pathway Completion	For the Class of 2023, 5.5% of all students who graduated completed both A-G requirements and a CTE Pathway.	For the Class of 2024, 5.9% of all students who graduated completed both A-G requirements and a CTE Pathway.	For the Class of 2025, 7.0% of all students who graduated completed both A-G requirements and a CTE Pathway.	For the Class of 2026, 11.5% of all students who graduate will have completed both A-G requirements and a CTE Pathway.	Rate of change for students who graduated and completed both A-G requirements and a CTE Pathway is +1.5%.
8	CAASPP: California Science Test (CAST)	The Spring 2023 administration of the CAST indicated that 25.6% of students who took the test met or exceeded standards.	The Spring 2024 administration of the CAST indicated that 28.4% of students who took the test met or exceeded standards.	The Spring 2025 administration of the CAST indicated that 13.0% of students who took the test met or exceeded standards.	The Spring 2026 administration of the CAST will indicate that 31.6% of students who took the test met or exceeded standards.	Rate of change for students who took the CAST who met or exceeded standards is -12.6%
9	Local Data: LCAP Student Survey (Engaged)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt engaged while at school.	During the 2024-2025 school year, 88.7% of students who completed the LCAP Student survey stated they felt engaged while at school.	During the 2025-2026 school year, 83.1% of students who completed the LCAP Student survey stated they felt engaged while at school.	During the 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel engaged while at school.	Rate of change for students who completed the LCAP Student survey that stated they felt engaged while at school is -4.8%.
10	Local Data: Summer School Passing Rate	The 2023 Summer School Passing Rate for students was 87.8%.	The 2024 Summer School Passing Rate for students was 88.8%.	The 2025 Summer School Passing Rate for students was 88.8%.	The 2026 Summer School Passing Rate for students will be over 90%.	The change in Summer School Passing Rate was +1.0%.
11	Dataquest: 5-Year Cohort Graduation Rate	The Five-Year Cohort Graduation Rates for the Class of 2023 was as follows: District-wide: 87.0% All SWD: 77.0% AHS SWD: 96.1% EMHS SWD: 77.0% MVHS SWD: 86.8% RHS SWD: 71.9% SEMHS SWD: 58.1%	The Five-Year Cohort Graduation Rates for the Class of 2024 was as follows: District-wide: 82.7% All SWD: 70.3% AHS SWD: 84.8% EMHS SWD: 75.0% MVHS SWD: 66.1% RHS SWD: 66.0% SEMHS SWD: 66.1%	The Five-Year Cohort Graduation Rates for the Class of 2025 was as follows: District-wide: 87.4% All SWD: 81.2% AHS SWD: 87.5% EMHS SWD: 89.1% MVHS SWD: 82.7% RHS SWD: 78.8% SEMHS SWD: 74.6%	The Five-Year Cohort Graduation Rates for the Class of 2026 will be as follows: District-wide: 90.0% All SWD: 83.0% AHS SWD: 97.6% EMHS SWD: 83.0% MVHS SWD: 92.6% RHS SWD: 77.9% SEMHS SWD: 64.1%	Rate of change for Five-Year Cohort Graduation Rates was as follows: District-wide: +.4% All SWD: +4.2% AHS SWD: -8.6% EMHS SWD: +12.1% MVHS SWD: -4.1% RHS SWD: +6.9% SEMHS SWD: +16.5%
12	CA School Dashboard: College/Career Indicator	The 2023 CCI reflects the following: Percent of All Student "Prepared": 40.8% Percent of All SWD: 6.9% Percent of All ELs: 12.9%	The 2024 CCI reflects the following: Percent of All Student "Prepared": 40.5% Percent of All SWD: 8.4% Percent of All ELs: 13.4%	The 2025 CCI reflects the following: Percent of All Student "Prepared": 45.8% Percent of All SWD: 8.3% Percent of All ELs: 16.4%	The 2026 CCI will reflect the following: Percent of All Student "Prepared": 46.8% Percent of All SWD: 9.9% Percent of All ELs: 15.9%	The change in CCI reflects the following: Percent of All Student ""Prepared"": +5.0% Percent of All SWD: +1.4% Percent of All ELs: +3.5%

13	DataQuest: 5-Year Cohort Graduation Rate	5-Year Graduation Rates for 2023 were: District-wide for All ELs: 72.3% AHS ELs: 75.9% EMHS ELs: 72.6% MVHS ELs: 81.2% RHS ELs: 84.3% SEMHS ELs: 58.7% FRLHS ELs: 26.7%	5-Year Graduation Rates for 2024 were: District-wide for All ELs: 63.9% AHS ELs: 75.5% EMHS ELs: 63.3% MVHS ELs: 68.5% RHS ELs: 85.3% SEMHS ELs: 58.4% FRLHS ELs: 35.8%	5-Year Graduation Rates for 2025 were: District-wide for All ELs: 76.7% AHS ELs: 75.0% EMHS ELs: 81.1% MVHS ELs: 82.4% RHS ELs: 71.8% SEMHS ELs: 79.3% FRLHS ELs: 65.6%	5-Year Graduation Rates for 2026 will be: District-wide for All ELs: 80.3% AHS ELs: 83.9% EMHS ELs: 80.6% MVHS ELs: 87.2% RHS ELs: 90.3% SEMHS ELs: 64.7% FRLHS ELs: 41.7%	The change in 5-Year Graduation Rates was as follows: District-wide for All ELs: +4.4% AHS ELs: -0.9% EMHS ELs: +8.5% MVHS ELs: +1.2% RHS ELs: -12.5% SEMHS ELs: +20.6% FRLHS ELs: +38.9%

Goal Analysis for 2025-2026

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 (Targeted Engagement Strategies and Individual Mentoring) was effectively implemented to address the needs of English Learners, Foster Youth, and low-income students. Staff provided academic support through collaboration with Instructional Coaches and EL TOSAs, focusing on the implementation of Content and Language Objectives and the use of welcoming and inclusive instructional practices.

Action 3.2 (Paraeducator Support) was fully implemented, with paraeducators assigned to support students with disabilities. A continuing challenge is the high turnover rate among paraeducators; as a result, the District continues to contract with external agencies to ensure continuity of services.

Action 3.3 was fully implemented as teachers were funded at the same ratio (36:1).

Actions 3.4 was fully implemented with each of the comprehensive school sites having 11 course leads and two content specialists per site.

Action 3.5 (After-School Tutoring) was fully implemented across all schools, with tutoring available in all content areas. While students had access to additional academic support, a persistent challenge remains in ensuring that students most in need consistently attend after-school tutoring.

Actions 3.6, 3.7, 3.8, and 3.9 (English Learner Supports) were fully implemented. Newcomer English Learners were placed in designated English Language Development (ELD) lab classes to increase opportunities for academic language development. Paraeducators provided primary language support within classrooms, and EL TOSAs and the EL Coordinator monitored student progress, provided mentoring, and shared best practices. Additionally, EL Counselors at two comprehensive high schools provided targeted support and guidance. A key challenge remains ensuring equitable access to these supports at sites without an EL Counselor.

Action 3.10 (Supplemental Instructional Materials) was fully implemented, with English Learners and low-income students receiving additional resources to support access to the curriculum.

Action 3.11 (Collaboration Time and Release Days) was implemented as requested by the school sites.
Action 3.12 (Educational Leadership) was implemented, however, funding for the action came out of the Educator Effectiveness Grant.

Action 3.13 (In-Class Tutoring) was fully implemented, with college tutors placed in classrooms to support English Learners and low-income students. A notable challenge is the high turnover and semester-based scheduling changes of college tutors, which can impact continuity of support and student engagement.

Action 3.14 (Summer School Program) was fully implemented, providing English Learners, Foster Youth, and low-income students with access to extended learning opportunities at no cost.

Action 3.15 (Summer Bridge Program) was fully implemented to support identified students in their transition into high school.

Action 3.16 (LTEL Support through Paraeducators) was fully implemented, with paraeducators strategically assigned to classrooms serving Long-Term English Learners (LTELs). Similar to Action 3.2, high turnover among paraeducators remains a challenge.

Action 3.17 (Data Analysis Platform) was fully implemented, providing teachers with tools to generate assessments and monitor student progress. However, implementation was limited by challenges in providing release time for teachers due to a shortage of substitute teachers and limited facilitation capacity. The Math department demonstrated strong implementation with support from the Math TOSA.

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

Action 5: Targeted Tutoring (After School)
Tutoring began later in the school year than in prior years. As a result, $80,135 of the $120,000 budgeted was expended.

Action 7: Paraeducators – English Learners
Districtwide turnover resulted in several vacancies. Consequently, $133,925 was expended out of the $235,565 budgeted.

Action 10: Supplemental Instructional Materials
Actual expenditures for supplemental instructional materials totaled $607,440 of the $683,975 budgeted. The variance reflects lower-than-anticipated requests for supplemental instructional materials, as school sites requested fewer materials than originally anticipated based on identified instructional needs. This expenditure difference did not impact implementation of the action.

Action 11: Collaboration Time/ Release Days
This action was fully implemented as planned. Actual expenditures totaled $9,255 of the $15,000 budgeted because the additional district professional development days reduced the need for site-requested release time for teacher collaboration. As a result, fewer funds were needed to support implementation of the action.

Action 12: Educational Leadership
This action was fully implemented as planned. Actual expenditures totaled $12,124 of the $25,000 budgeted for administrator professional development due to lower-than-anticipated participation and associated costs. The expenditure variance did not impact implementation of the action.

Action 13: Core Content Area Targeted Tutoring (During the Day)
Due to high turnover, $111,944 of the $200,000 budgeted was expended.

Action 15: Summer Bridge Program
Expenditures for the Summer Bridge program were lower than budgeted due to limited time for teachers to plan and collaborate prior to the program's start.

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

The actions for Targeted Engagement Strategies and Individual Mentoring (Action 3.1), Supplemental Instructional Materials (Action 3.10), and the Data Analysis Platform (Action 3.17) were effective, as evidenced by a districtwide 5.0% increase in the percentage of students meeting or exceeding standards on the Math Smarter Balanced Assessment (Goal 3, Metric 2), despite English Learners being the only subgroup to demonstrate growth in the ELA academic indicator with a 1.9% increase. Additional evidence of effectiveness includes declines in D and F rates for English Learners and low-income students across English, Math, Social Science, and Science courses (Goal 3, Metric 6). Foster Youth also demonstrated an 18.1% decrease in D/F rates in Science. Collectively, these actions supported teachers in identifying effective instructional strategies and utilizing supplemental materials to better address student learning needs.

The placement of paraeducators in classrooms was effective, as reflected in student feedback from focus groups, where students attributed part of their academic success to the support provided by paraeducators.

Actions supporting professional learning opportunities, including Content Specialists and Course Leads (Action 3.4), Collaborative Time/Release Days (Action 3.11), and Educational Leadership (Action 3.12), were effective, as staff were provided with multiple opportunities to collaborate and build instructional capacity. Evidence includes approximately a 5% increase in the percentage of students meeting or exceeding standards on the Math Smarter Balanced Assessment.

Action 3.3 (Core Program) was effective, as 100% of teachers were appropriately credentialed.

Action 3.5 (After-School Targeted Tutoring) was partially effective. While D and F rates decreased across most student groups and content areas from Fall 2023 to Fall 2025, attendance at after-school tutoring varied across sites, with some schools experiencing low student participation.

Actions 3.13 (Targeted Tutoring During the Day), 3.14 (Summer School Program), and 3.15 (Summer Bridge Program) were effective, as evidenced by a 1% increase in the summer school passing rate (Goal 3, Metric 10), reductions in D and F rates for English Learners and Low-Income students across all core content areas (Goal 3, Metric 6), and a 5% increase in Smarter Balanced Mathematics performance (Goal 3, Metric 2). While there was no significant increase in A–G completion rates, these actions supported improved academic outcomes for several student groups. Foster Youth demonstrated modest improvement in Science; however, increases in D and F rates across other core content areas indicate that additional targeted supports are needed to improve academic outcomes for this student group.

The actions supporting English Learners—Academic Support (Action 3.6), Paraeducators for ELs (Action 3.7), EL Program Support (Action 3.8), EL Counselors (Action 3.9), and Paraeducators for LTELs (Action 3.16)—were effective. Evidence of effectiveness includes an 8.9% increase in the percentage of students making progress toward English language proficiency (Goal 3, Metric 3), despite a 1.7% decrease in the overall district reclassification rate (Goal 3, Metric 4). Additionally, the English Learner graduation rate increased by 4.4% (Goal 3, Metric 13), highlighting the impact of the academic and social-emotional supports provided to students. Qualitative and quantitative data also reflected strong appreciation for paraeducators, particularly in supporting Long-Term English Learners. Furthermore, schools implementing Action 3.9 (EL Counselors), including El Monte High School and Mountain View High School, demonstrated increases of 12.1% and 5.1%, respectively, in the percentage of English Learners making progress toward English language proficiency.

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 of implementation and analysis of student outcome data, the district revised several actions to strengthen learning recovery efforts and ensure resources are strategically aligned to student needs.
Action 3.1: Due to increased salary costs and lower class size ratios, the budgeted amount is higher than in the previous year.

Action 3.5 (Targeted Tutoring After School) will continue with support from the Learning Recovery Emergency Block Grant (LREBG), with an increased emphasis on recruiting and serving English Learners, Low-Income students, and Foster Youth identified through the district's needs assessment as requiring additional academic support. While tutoring demonstrated positive outcomes, future implementation will include more intentional targeting of students with the greatest learning needs.

Action 3.10 (Supplemental Instructional Materials) was revised with the support from Learning Recovery Emergency Block Grant (LREBG)to better align purchases with demonstrated instructional needs at school sites. Based on prior implementation, the district determined that existing instructional resources sufficiently supported learning recovery, and future expenditures will be limited to evidence-based supplemental materials that directly address identified academic needs.

Action 3.11 (Collaboration Time/Release Days) will continue with LREBG support to strengthen teacher collaboration focused on analyzing student data, monitoring intervention effectiveness, and planning targeted instruction. Reflection on prior practice demonstrated the value of structured collaboration in improving implementation of evidence-based instructional strategies; therefore, no changes were made to the action or associated metrics.

Action 3.12 (Educational Leadership) was refined under Learning Recovery Emergency Block Grant (LREBG) support to further strengthen instructional leadership and implementation fidelity across school sites. Educational leadership will continue to support coaching, data-driven decision-making, and monitoring of Multi-Tiered System of Supports (MTSS) implementation to ensure evidence-based practices are consistently implemented. No changes were made to the goal or metrics; however, the action was refined to better support continuous improvement based on implementation findings.

Action 3.17: The cost of the data platform will increase due to additional features and services that were previously provided at no cost and will now require an additional charge. LREBG funds will be used to support the increased cost of the Formative data analysis and progress-monitoring platform. The platform supports the administration of common and formative assessments, identification of student learning gaps, monitoring of student progress, and access to timely data to inform instruction, differentiation, and targeted academic interventions designed to accelerate learning and address identified learning gaps.

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	3.1 Targeted Engagement Strategies and Individual Mentoring	English learners, Foster Youth, and low-income students will be placed in smaller classes, facilitating individualized mentoring and engagement strategies by teachers. All educators will have the capacity to conduct one-on-one sessions or small group meetings with students to offer academic support tailored to their specific needs and foster the development of non-cognitive skills such as persistence, motivation, and self-esteem. An administrator will be designated at each site to oversee and support staff in delivering these services. They will collaborate with	$6,925,424.00	Yes

		Instructional Coaches and EL TOSAs to organize professional development and facilitate opportunities for teachers to exchange best practices.		
2	3.2 Paraeducators	Provide academic support to students, particularly to Students with Disabilities, through paraeducators in core classes.	$2,728,587.00	No
3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	Provide a core program to all students taught by appropriately assigned and fully credentialed teachers. The core program will use a rigorous and standards-aligned curriculum and be supplemented with all necessary resources and materials to ensure that every student can meet, at the very least, the requirements for high school graduation. Through the core program, ELs and LTELs will be provided with designated and integrated English Language Development (ELD).	$0.00	No
4	3.4 Content Specialists/Course Leads	Support the implementation of a standards-aligned curriculum by leveraging the expertise of Content Specialists and Course Leads. This action aims to provide all students with a robust course of study in the core subjects, fostering high academic performance and college readiness through continuous improvement driven by data analysis.	$438,975.00	No
5	3.5 Targeted Tutoring After School	This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to provide targeted after-school tutoring and academic intervention opportunities for students needing additional support, including English learners, foster youth, and low-income students. Identified educators will provide after-school tutoring sessions at all comprehensive high schools across various subject areas for identified students in need of additional academic support. Research supports targeted tutoring as an effective strategy for accelerating learning recovery, improving academic achievement, and addressing unfinished learning through individualized and small-group instruction. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC data, course grades, and A-G completion. Approximately $120,000 in LREBG funds will be used to support staffing.	$120,000.00	No
6	3.6 Academic Support for English Learners	Provide increased support to enhance the academic success of English learners, encompassing resources such as English Language Development lab courses, paraeducators, and supplemental standards-aligned instructional materials and resources. The lab courses are in addition to the required ELD course where designated ELD is provided, but will allow English learners increased opportunities to practice academic language, while bilingual paraeducators will be able to provide primary language support.	$1,401,410.00	Yes
7	3.7 Paraeducators- English Learners	Assign paraeducators to classes with English learners, primarily newcomers, to provide support with language acquisition, along with additional opportunities to practice listening and speaking skills.	$135,934.00	No
8	3.8 EL Support	Provide an English Learner Teacher on Special Assignment (EL TOSA) at every comprehensive high school to bolster academic achievement, oversee progress and monitor the progress of English learners, including Long-Term ELs, in English language development, and mentor English learners. Additionally, a coordinator will spearhead and direct the efforts of EL TOSAs to ensure uniformity in practices district-wide, but also implementation of successful practices.	$1,237,534.00	Yes
9	3.9 EL Counselors	Counselors will organize parent conferences with every English Learner (EL) to assess reclassification criteria and pinpoint individual needs for meeting those criteria. Following the identification of student needs, counselors will collaborate with EL TOSAs to furnish mentors and supplementary resources, aiding each student in progressing toward English proficiency.	$334,287.00	Yes
10	3.10 Supplemental	This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to provide	$759,542.00	Yes

	Instructional Materials	additional instructional resources and hands-on learning materials that support curriculum access, increase classroom engagement, and improve academic achievement. Research supports the use of engaging, hands-on instructional materials as an effective strategy for increasing student participation, deepening understanding of content, and improving academic outcomes. The impact of this action will be monitored through CAASPP/SBAC results,course performance, student engagement indicators, and teacher feedback. Approximately $135,300 in LREBG funds will be used to support instructional materials, classroom resources, and related implementation costs.		
11	3.11 Collaboration Time/Release Days	This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to provide departmental release days and structured collaboration time for teachers, instructional coaches, course leads, content specialists, and paraeducators to analyze assessment data, exchange best practices, and strengthen instructional planning to support student learning recovery. Research supports collaborative professional learning and data-driven instruction as effective strategies for improving instructional practices and student achievement. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC scores, and course performance. Approximately $65,000 in LREBG funds will be used to support substitute coverage, release time, stipends, and related collaboration costs.	$65,000.00	No
12	3.12 Educational Leadership	This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to provide district and site administrators with professional development opportunities through coaching, conferences, trainings, and leadership academies to strengthen leadership practices and support student learning recovery. Research supports leadership development as an effective strategy for improving instructional practices, supporting staff, and increasing student achievement. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC data, and implementation of district and site initiatives. Approximately $25,000 in LREBG funds will be used to support conference registration, travel, training materials, and related professional development costs.	$25,000.00	No
13	3.13 Targeted Tutoring During the Day	Provide subject-specific tutoring sessions during school hours tailored to identified students, aimed at addressing the D and F rates and bridging the achievement gap between low-income underprivileged students, English Learners and their counterparts. College tutors will be strategically assigned to classes where at-promise students, many of whom are either low-income or English Learner, or many times both, are encountering difficulties, with the goal of bolstering their academic success.	$120,000.00	Yes
14	3.14 Summer School Program	Allocate certificated staff for the summer school session to provide English learners, Foster Youth, and low-income students with a free extended learning opportunity during the summer. This program aims to facilitate credit recovery for any content area course and/or provide enrichment opportunities.	$400,000.00	Yes

15	3.15 Summer Bridge Program	Provide identified students at each comprehensive high school with the opportunity to participate in the Summer Bridge program designed to cultivate foundational skills and prepare incoming 9th-grade students for high school.	$25,000.00	No
16	3.16 Paraeducators- Long-Term English Learners	Assign paraeducators to classrooms with a substantial population of LTELs. These paraeducators will offer assistance in language acquisition while also providing academic support to students experiencing difficulty with the content.	$900,367.00	Yes
17	3.17 Data Analysis Platform	This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to provide a data analysis and assessment platform that allows teachers to monitor student progress, analyze subgroup performance, identify learning gaps, and develop differentiated instructional supports. Research supports data-driven instruction and formative assessment systems as effective strategies for improving instructional planning, addressing unfinished learning, and increasing student achievement. The impact of this action will be monitored through CAASPP/SBAC results, ELPAC data, local assessment data, subgroup performance trends, course performance, and platform usage metrics. Approximately $80,000 in LREBG funds will be used to support platform licensing, subscriptions, training, and implementation costs.	$80,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Provide parents and families with opportunities to be engaged and empowered to support their children's success.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Although data shows there continues to be an increase in parent and family engagement events districtwide, parents continue to request additional support with helping their children academically, but also helping them grow and become better parents. Research shows that parent and family engagement is a significant predictor of student success, thus this goal is focused on providing multiple opportunities for parents to be engaged and increasing the number of families that are engaged in supporting their child's education. To continue to encourage all families to be engaged, parent input will continue to identify the workshops that will be provided and translation/interpretation services will be provided. Communication with families will be provided in different languages. Support staff, including Categorical Program Assistants and Community Liaisons, will promote a welcoming environment at each campus. Our students will also feel supported as our parents become more knowledgeable and engaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Data: The number of parents who attend workshops, academies, and district-wide events.	The following is the number of parents, by entity, who attended workshops, academies, and district-wide events during the 2023-2024 school year, through April 2024: District: 3,071 AHS: 779 EMHS: 947 MVHS: 854 RHS: 820 SEMHS: 921 FRLHS: 7	The following is the number of parents, by entity, who attended workshops, academies, and district-wide events during the 2024-2025 school year, through May 5, 2025: District: 3,250 AHS: 742 EMHS: 1,448 MVHS: 771 RHS: 607 SEMHS: 890 FRLHS: 54	The following is the number of parents, by entity, who attended workshops, academies, and district-wide events during the 2025-2026 school year, through April 2025: District: 3,461 AHS: 462 EMHS: 812 MVHS: 698 RHS: 578 SEMHS: 567 FRLHS: 114	The following is the number of parents, by entity, who we expect will attend workshops, academies, and district-wide events during the 2026-2027 school year: District: 3,378 AHS: 1,000 EMHS: 1,000 MVHS: 1,000 RHS: 1,000 SEMHS: 1,000 FRLHS: 50	The following is the change in the number of parents, by entity, who attended workshops, academies, and district-wide events: District: +390 AHS: -317 EMHS: -135 MVHS: -156 RHS: -242 SEMHS: -354 FRLHS: +107

2	Local Data: LCAP Parent Survey	90.7% of the parents who completed the LCAP survey during the 2023-2024 school year stated they feel their child is safe and engaged in school.	89.9% of the parents who completed the LCAP survey during the 2024-2025 school year stated they feel their child is safe and engaged in school.	92.4% of the parents who completed the LCAP survey during the 2025-2026 school year stated they feel their child is safe and engaged in school.	During the 2026-2027 school year, over 90% of parents who complete the LCAP survey will state they feel their child is safe and engaged in school.	There was a +1.7% change of the parents who completed the LCAP survey stating they feel their child is safe and engaged in school.
3	Local Data: LCAP Parent Survey	During the 2023-2024 school year, 84.6% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision-making.	During the 2024-2025 school year, 83.1% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision- making.	During the 2025-2026 school year, 91.2% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision- making.	Over 85% of the parents who complete the LCAP survey during the 2026-2027 school year will indicate the school provided many opportunities to be involved and actively sought input from parents in decision-making.	The change from the prior school year was +6.6% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision- making.
4	Local Data: Number of Different Families who Participate in Parent Workshops, Training, and District-wide Events.	The number of different families who participated in workshops, trainings, and district-wide events was 351 for the 2024-2025 school year.	NA	The number of different families who participated in workshops, trainings, and district-wide events was 487 for the 2025-2026 school year.	The number of different families who participate in parent workshops, training, and district-wide events will increase by 5% each year.	The number of different families who participate in parent workshops, training, and district-wide events increased by 39%.
5	Local Data: The percentage of parents of English Learners who attend district and school events.	During the 2024-2025 school year, only 48 parents of ELs attended parent workshops (3.3% of EL population). The district did not have a mechanism for capturing the data of parents who attended any school event.	NA	During the 2025-2026 school year, 158 parents of ELs attended parent workshops (11% of EL population).	Over 25% of parents of English learners will attend district and parent events during the 2026-2027 school year.	The percent of parents of English learners that participated in District events increased by 8%.

6	Local Data: Parent Survey. The percentage of parents who state they feel the school and district workshops and trainings are effective in helping them support their students will increase each year by 2%.	100% of the parents who completed the survey in the Spring 2025 stated they feel the school and district workshops and trainings are effective in helping them support their students.	NA	100% of the parents who completed the survey in the Spring 2026 stated they feel the school and district workshops and trainings are effective in helping them support their students.	By May 2027, there will be at least a 4% increase in the percentage of parents who state they feel the school district workshops and trainings are effective in helping them support their students.	No difference.

Goal Analysis for 2025-2026

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.

Actions 4.1 (Administrative Support) and 4.4 (Site Community Liaisons) were fully implemented, as staff across all schools actively promoted, supported, and encouraged parent and family engagement.

Action 4.2 (School and District-to-Home Communication) was fully implemented to ensure regular and ongoing communication with parents of English Learners, Foster Youth, and low-income students. A continuing challenge is providing personalized communication for families who speak languages other than English and Spanish, as well as connecting with parents who are unavailable due to work commitments.

Actions 4.3 (Parent Engagement Support Staff), 4.5, and 4.6 (Workshops and Trainings) were fully implemented to increase engagement among parents of English Learners, low-income students, and Foster Youth. Workshops were offered at various times, including weekdays and Saturday mornings, to maximize accessibility. A notable challenge this year was increasing participation among these groups, as community concerns related to immigration policies impacted attendance.

Action 4.7 (Interpretation and Translation Services) was fully implemented, with services provided at parent and family events to ensure that parents of English Learners could fully engage without language barriers.

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

Action 4: Site Community Liaisons
Actual expenditures totaled $316,612 of the $406,000 budgeted due to lower-than-projected salary and benefit costs. The expenditure variance reflected actual personnel costs and did not impact implementation of the action or the level of services provided.

Actions 5 & 6: Workshops/Trainings
Additional workshops were provided throughout the year based on topics identified through parent input. These services were delivered at no additional cost to the district, as they focused on mental health and were facilitated by site Wellness Coordinators.

Action 7: Interpretation/Translation Services
Community Liaisons at each school site supported a portion of the district's interpretation and translation needs. As a result, $17,550 (43.88%) of the $40,000 budgeted was expended.

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

The action Administrative Support (4.1) was effective as demonstrated by the overall increase in parent and family engagement districtwide.

The actions for Communication (Action 4.2), Support Staff (Action 4.3), and Parent Workshops (Action 4.5 and Action 4.6) were effective as demonstrated by the overall increase of 307 parent participants districtwide attending workshops, academies, and districtwide events (Goal 4 Metric 1). Furthermore, (Goal 3 Metric 2) indicates an increase in the percent of ELs (6.8%) & SED students (5.6%) demonstrating proficiency in the Smarter Balanced Math assessment. Although FY showed an increase in D and F rates in math, they had a decrease in Science. The data indicates that additional communication, workshops, academies, and districtwide events effectively support parents and students.

Community Liaisons, Action 4.4, was effective as demonstrated by the overall increase in parent and family engagement districtwide.

The action Interpretation/Translation Services (Action 4.7) was effective as demonstrated by the local data LCAP Parent Input survey. Both quantitative and qualitative data indicate our EL parents valued the amount and variety of workshops offered districtwide. Parents also indicated an appreciation for the variety of times workshops were available to meet the needs of working parents.

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

Action 4- Reduced to reflect current year expenses.

Action 5: Funds allocated for parent workshops have been reduced to reflect current-year expenditures.

Action 7- Reduced to reflect current year expenses with an increase in services for districtwide parent meetings.

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	4.1 Administrative Support	Site administrators will encourage parental involvement and engagement among parents and families of all students through school-wide activities coordinated with and overseen by both site administrators and district personnel.	$480,000.00	No
2	4.2 Communication	Improve school-to-home communications by utilizing resources to boost and encourage parent involvement. These resuorces will enable regular communication with parents, especially those of English learners, by offering messages in their home language. Moreover, the resources will facilitate the documentation of communications with parents of English learners, Foster Youth, and low-income students, ensuring their active engagement in their child's education and awareness of parent involvement activities tailored to their specific needs.	$400,000.00	Yes
3	4.3 Support Staff	At each comprehensive high school, a Categorical Programs Assistant will facilitate heightened parent involvement in school activities and leadership committees. This personnel, along with the District Community Liaison and a district administrator, will also encourage parent engagement through supplementary workshops tailored for parents of students in low-income and English learner student groups. These workshops aim to enhance parental understanding of the high school program and cultivate leadership and decision-making skills among these parents.	$494,715.00	Yes
4	4.4 Site Community Liaisons	A Community Liaison at each school will support increased parent participation in school and district activities. This personnel will also promote parent engagement by providing additional parent workshops that are designed to build parent knowledge about the high school program and foster leadership and decision-making capacity for these parents.	$321,361.00	No
5	4.5 Parent Workshops	Enhance parent engagement among unduplicated students' families, English learners, and low-income families by offering diverse opportunities such as conferences, workshops, and family networking events. These gatherings aim to nurture leadership skills, enhance parenting abilities, and facilitate the exchange of best practices among parents. A dedicated facility will be accessible at all times and days to accommodate the needs of our families, including childcare services.	$271,000.00	Yes
6	4.6 Parent Workshops (All Students)	Increase parent engagement of the parents of all students by providing various opportunities for developing parenting skills and building leadership capacity through district-wide parent trainings and workshops.	$7,500.00	No
7	4.7 Interpretation/Translation Services	Provide interpretation and translation services to boost the involvement of parents of English learners in school functions, activities, and leadership groups. By providing these services, parents of English learners can actively engage in educational events and activities without language barriers hindering their participation.	$25,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	Provide students with the resources and support necessary to cultivate student well-being and improve student engagement in a safe learning environment	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Feedback from both students and parents affirmed the need to continue to provide systematic tiered support to students. This support aims to cultivate awareness about mental health but also provides them with tools on how to manage mental health challenges. enhance student engagement, ensuring that all students have access to the necessary resources. By providing additional support services in a safe learning environment, through the support of Attendance Coordinators, Campus Supervisors, and School Resource Officers, students will be able to feel more of a sense of belonging to the school and be able to focus on academics. By providing site-level funding to support wellness campaigns, field trips, and other after-school activities, students will be more engaged in their education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest: Suspension Rate	The 2022-2023 Suspension Rate was the following: All Students: 3.9% English Learners: 5.7% Foster Youth: 12.3% SED: 4.2%	The 2023-2024 Suspension Rate was the following: All Students: 4.0% English Learners: 5.6% Foster Youth: 9.5% SED: 4.3%	The 2024-2025 Suspension Rate was the following: All Students: 3.4% English Learners: 5.0% Foster Youth: 4.3% SED: 3.4%	The 2025-2026 Suspension Rate will be the following: All Students: 3.0% English Learners: 3.0% Foster Youth: 6.0% SED: 3.0%	The change in Suspension Rate was the following: All Students: -0.5% English Learners: -0.7% Foster Youth: -8.0% SED: -0.8%
2	DataQuest: Chronic Absenteeism Rate	The 2022-2023 Chronic Absenteeism Rate was the following: For All Students: 25.2% English Learners: 35.2% Foster Youth: 50.9% SED: 35.1%	The 2023-2024 Chronic Absenteeism Rate was the following: For All Students: 22.1% English Learners: 30.1% Foster Youth: 44.6% SED: 23.2%	The 2024-2025 Chronic Absenteeism Rate was the following: For All Students: 19.7% English Learners: 25.7% Foster Youth: 32.6% SED: 20.7%	The 2025-2026 Chronic Absenteeism Rate will be the following: For All Students: 10.2% English Learners: 14.2% Foster Youth: 20.9% SED: 14.1%	The change in the Chronic Absenteeism Rate was the following: For All Students: -5.5% English Learners: -9.5% Foster Youth: -18.3% SED: -14.4%

3	Local Data: LCAP Parent Survey (Safety)	During the 2023-2024 school year, 90.7% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.	During the 2024-2025 school year, 86.0% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.	During the 2025-2026 school year, 93.4% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.	During the 2026-2027 school year, over 90% of parents who complete the LCAP Parent survey will state they feel their child is safe on campus.	The change was +2.7% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.
4	Local Data: LCAP Student Survey (Safety)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt safe on campus.	During the 2024-2025 school year, 89.6% of students who completed the LCAP Student survey stated they felt safe on campus.	During the 2025-2026 school year, 89.4% of students who completed the LCAP Student survey stated they felt safe on campus.	During the 2026-2027 school year, over 90% of students who complete the LCAP Student survey will state they feel safe on campus.	The change was +1.5% of students who completed the LCAP Student survey stated they felt safe on campus.
5	Local Data: LCAP Staff Survey (Safety)	During the 2023-2024 school year, 93.3% of staff members who completed the LCAP Staff survey stated they felt safe on campus.	During the 2024-2025 school year, 94.4% of staff members who completed the LCAP Staff survey stated they felt safe on campus.	During the 2025-2026 school year, 86.2% of staff members who completed the LCAP Staff survey stated they felt safe on campus.	During the 2026-2027 school year, over 90% of staff members who complete the LCAP Staff survey will state they feel safe on campus.	The change was -7.1% of staff members who completed the LCAP Staff survey stated they felt safe on campus.
6	Local Data: Staff LCAP Survey	93.3% of the staff who completed the survey indicated they felt engaged in school. (2023-2024)	96.7% of the staff who completed the survey indicated they felt engaged in school. (2024-2025)	90% of the staff who completed the survey indicated they felt engaged in school. (2025-2026)	Over 90% of the staff who complete the survey will indicate they feel engaged in school. (2026-2027)	The change was -3.3% of the staff who completed the survey indicated they felt engaged in school.
7	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Hispanics: 85.4%	The 2024 Graduation Rates: District-wide: 82.7% Hispanics: 79.7%	The 2025 Graduation Rates: District-wide: 87.4% Hispanics: 85.9%	The 2026 Graduation Rates will be: District-wide: 90.0% Hispanics: 90%	The change in Graduation Rates was: District-wide: +0.4% Hispanics: +0.5%
8	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Homeless: 86.1%	The 2024 Graduation Rates: District-wide: 82.7% Homeless: 75.9%	The 2025 Graduation Rates: District-wide: 87.4% Homeless: 88.1%	The 2026 Graduation Rates will be: District-wide: 90% Homeless: 90%	The change in Graduation Rates was: District-wide: +0.4% Homeless: +2.0%
9	DataQuest: 5-Year Cohort Outcomes (Dropout Rate)	The district dropout rate for the Class of 2023 was 8.3%.	The district dropout rate for the Class of 2024 was 11%.	The district dropout rate for the Class of 2025 was 8%.	The district dropout rate for the Class of 2026 will be less than 5.3%.	The change in the district dropout rate was -0.3%.
10	DataQuest: Expulsion Rate	The district expulsion rate for 2022-2023 school year was 0%.	The district expulsion rate for 2023-2024 school year was 0%.	The district expulsion rate for 2024-2025 school year was 0%.	The district expulsion rate for the 2025-2026 school year will be 0%.	There was no change- maintained 0%

11	Average Daily Attendance (ADA)	The district-wide ADA for the 2022-2023 school year was 93.6%.	The district-wide ADA for the 2023-2024 school year was 93.5%.	The district-wide ADA for the 2024-2025 school year was 94.5%.	The district-wide ADA for the 2025-2026 school year will be over 95%.	The change in district-wide ADA was +0.9%.

Goal Analysis for 2025-2026

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 5.1 was fully implemented, as counselors, nurses, wellness coordinators, and support staff conducted workshops, provided individual and group sessions, and offered resources to support the academic and social-emotional success of English Learners, Foster Youth, and low-income students.

Action 5.2 was fully implemented, with a Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) assigned to each school to support student engagement, safety, and attendance, particularly for English Learners, Foster Youth, and low-income students.

Action 5.3 (After-School Student Engagement) was fully implemented, providing English Learners, Foster Youth, and low-income students with expanded opportunities to participate in after-school programs. Additionally, an athletic trainer was hired at each comprehensive high school to enhance student safety and support athletic programs.

Action 5.4 (Campus Supervision) was effectively implemented, with campus supervisors assigned to all high schools and resources provided to enhance overall school safety. However, recruitment and retention of part-time campus supervisors continues to be a challenge due to limited work hours, resulting in high staff turnover.

Action 5.5 (Foster Youth Support) was fully implemented, as Foster Youth were provided with dedicated staff support for mentoring and access to necessary resources. The continued MOU with LACOE supported transportation needs for these students.

Action 5.6 (Fine Arts Access) was fully implemented to increase engagement of low-income students in fine arts programs. A stage technician supported implementation, and outside consultants were utilized to ensure equitable access to performances and related opportunities.

Action 5.7 (Resources to support Student Safety) was fully implemented.

Action 5.8 (Support for Students Experiencing Homelessness) was fully implemented, as low-income students experiencing homelessness were identified, contacted, mentored, and connected to resources through a district community liaison.

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

Action 5: Support of Foster Youth
Due to additional funding made available during the school year, $128,608 was expended, exceeding the $112,588 originally budgeted.

Action 6: The expended amount was more than double of the planned amount as an additional Stage Tech was hired.

Action 7: Student Safety
Expenditures were lower than budgeted due to reduced school site requests.

Action 8: Homeless Liaison
Expenditures were lower than budgeted due to the liaison's salary being less than originally projected.

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

Action 5.1 (Multi-Tiered System of Supports) was effective, as evidenced by slight increases in graduation rates for all students and student subgroups, along with an overall decline in suspension rates. Additionally, chronic absenteeism decreased significantly across all student groups, including a 9.5% decrease for English Learners, a 5.9% decrease for low-income students, and a notable 18.3% reduction for Foster Youth.

Actions 5.2 (Student Engagement) and 5.3 (After-School Student Engagement) demonstrated effectiveness in supporting positive student outcomes, despite a 5.2% decrease in the percentage of students reporting a sense of engagement on the LCAP Student Survey (Goal 5, Metric 9). Evidence of effectiveness is reflected in reductions in suspension rates among English Learners (0.7%), Foster Youth (8.0%), and Low-Income students (0.8%) (Goal 5, Metric 1). These outcomes suggest that the actions contributed to improved student behavior and school engagement, particularly among unduplicated student groups. However, the decline in students' reported sense of engagement indicates a continued area of need and supports the District's ongoing focus on strengthening participation and meaningful engagement opportunities, particularly for Foster Youth.

Actions 5.4 (Campus Supervision) was effective, despite a 7.2% decrease in staff reporting feeling safe on campus based on the LCAP Survey. Evidence includes a 1.5% increase in students reporting feeling safe (Goal 4, Metric 4), along with significant reductions in chronic absenteeism for English Learners, Foster Youth, and low-income students.

Action 5.5 (Foster Youth Support Services) was effective. The 5-year cohort graduation rate for Foster Youth increased, along with an 8.7% increase in Foster Youth identified as "Prepared" on the College and Career Indicator (CCI) and a 5.0% increase in CTE pathway completion. Additionally, Foster Youth experienced an 18.3% decrease in chronic absenteeism and an 8.0% decrease in suspension rates.

Action 5.6 (Stage Technicians/Fine Arts Support) was effective despite a 5.2% decrease in student-reported engagement on the LCAP Student Survey (Goal 3, Metric 9). Evidence of effectiveness includes a 0.9% increase in Average Daily Attendance and a districtwide decrease in chronic absenteeism of 5.5%, including a 5.9% reduction among low-income students, reflecting increased student engagement opportunities (Goal 5, Metric 2).

Action 5.7 (Resources to Support Student Safety) was effective in making progress toward the goal, as evidenced by improvements in school safety, attendance, and student behavior. LCAP Survey results showed a 1.5% increase in students reporting that they feel safe on campus and a 2.7% increase in parents reporting that their students feel safe at school. Chronic absenteeism also declined among English Learners, Foster Youth, and Low-Income students, while suspension rates decreased among English Learners (0.7%), Foster Youth (8.0%), and Low-Income students (0.8%) (Goal 5, Metric 1). These outcomes demonstrate progress toward creating safe, supportive school environments and improving student engagement and connection to school, particularly for unduplicated student groups. However, a decline in students' reported sense of engagement indicates a continued area of need and supports the District's ongoing focus on expanding meaningful opportunities for student participation and school connectedness.

Action 5.8 (Support Services for Low-Income Students Experiencing Homelessness) was effective despite a decrease in the 5-year cohort graduation rate for homeless students. Evidence of effectiveness includes a 1.0% increase in overall 5-year graduation rates and a 4.2% increase in homeless students meeting or exceeding standards on the SBAC Math assessment.

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

Action 3: LREBG funds ($15,000) will partially support Action 5.3, an evidence-based after-school engagement strategy designed to increase school connectedness and student participation, with an emphasis on Foster Youth, English Learners, and Low-Income students. Effectiveness will be monitored through chronic absenteeism, suspension rates, and student-reported engagement and school connectedness.

Action 7: Funding was reduced based on the district's needs assessment and analysis of prior-year expenditures to better align resources with identified student needs.

Action 6: Funding will reflect the projected expenditures for two stage technicians.

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	5.1 Multi-Tiered System of Supports	Enhance student engagement, equity, academic preparedness, social/emotional well-being, and promote healthy behavioral expectations by implementing, and supporting a Multi-Tiered System of Supports. This system will furnish standardized assurances and procedures to identify and assist students requiring support. Counselors, two nurses, wellness coordinators, and support staff will conduct workshops and offer individual and group sessions tailored for English Learners, Foster Youth, and low-income students to bolster their overall success. Additionally, resources will be available to support student wellness.	$8,578,219.00	Yes
2	5.2 Student Engagement	Data on student engagement reveals that English learners, Foster Youth, and low-income students are participating in school activities at lower rates compared to their peers. To address student engagement challenges among these groups, each comprehensive school site will have a Child Welfare and Attendance (CWA) coordinator and School Resource Officer (SRO) working in tandem. They will offer personalized mentoring to these students and disseminate information about campus and community activities in which students can participate.	$2,196,071.00	Yes
3	5.3 After-school Student Engagement	English Learners, Foster Youth, and Low-Income students will be provided with expanded opportunities to participate in after-school enrichment, athletics, and co-curricular activities to increase student engagement, school connectedness, and a sense of belonging. Approximately $15,000 in LREBG funds will support these activities. Effectiveness will be monitored through chronic absenteeism, suspension rates, and LCAP Survey data related to engagement and school connectedness. This action is research-based, as participation in extracurricular and enrichment activities is associated with increased school engagement, belonging, attendance, and positive student outcomes.	$2,903,079.00	Yes
4	5.4 School Safety- Campus Supervision	Additional campus supervisors will support a safe learning environment for students. They will focus their supervision efforts on areas where students are accessing services, including the library, fields, and tutoring rooms.	$1,970,147.00	Yes
5	5.5 Foster Youth Support Services	This action is funded through S&C to provide a Foster Youth Advocate who will monitor student progress toward graduation, provide mentorship, and connect students to academic and social-emotional supports. Research supports targeted mentoring and progress monitoring as effective strategies for improving academic outcomes, engagement, and graduation rates for foster youth. The impact of this action will be monitored through graduation rates, credit completion, attendance, course performance, and progress toward graduation requirements for foster youth.	$114,862.00	Yes
6	5.6 Stage Technician	Research indicates that low-income students have limited opportunities to engage in and enjoy the arts compared to their peers. Feedback from students during focus groups highlighted the desire for increased access to such sessions. To address this, two additional stage technicians wil be employed to provide technological support in audio and video for the fine arts programs. This expansion will also facilitate more professional theater productions, fostering engagement among	$160,456.00	Yes

		students, parents, and the community. Moreover, it will enable the involvement of low-income students, families, and community members in events they might not otherwise have access to.		
7	5.7 Resources to Support Student Safety	Parents of Foster Youth, English learners, and low-income students have emphasized the importance of establishing a safe learning environment in all high schools. Resources aimed at fostering and enhancing student safety will be made available. These resources may encompass tools such as radios enabling staff communication throughout the day. Site funds will be provided to ensure each site has the financial resources to support additional safety needs of their specific school, including safety signage in different languages and additional supervision during after school activities.	$193,000.00	Yes
8	5.8 Support for Low-Income Students Experiencing Homelessness	A community liaison will be assigned to support and advocate for students low-income students experiencing homelessness.	$30,000.00	Yes

Goal

Goal #	Description	Type of Goal
6	By May 2027, Fernando R. Ledesma High School (FRLHS) will increase engagement and outcomes for English learners, Homeless, Hispanic, Long Term English Learners, and Socially Economically disadvantaged students by providing targeted resources and support that will allow them to graduate from high school college and career ready, as measured by the college/career indicator and 5-year graduation rate.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

Our analysis of the dashboard and Dataquest data indicated a need to continue supporting college/career readiness throughout the District, but specifically for English learners, Long-Term English Learners, Homeless, Hispanic, and Socio-Economically Disadvantaged students at F. Ledesma HS, an Equity Multiplier school site. This need was further echoed by feedback from educational partners, including the expansion of access to elective courses that align with student interests and greater access to mentoring and motivational opportunities that promote engagement and academic achievement. F. Ledesma plans to improve graduation, academic, and college/career outcomes through several actions included in this goal and will measure the progress using the college/career indicator and 5-year graduation rate.

Measuring and Reporting Results

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

1	Dataquest: 5-Year Graduation Rate	The 5-Year Cohort Graduation Rate for the Class of 2023 was as follows: All FRLHS Students: 39.6% Socio-Economically Disadvantaged (SED) Students: 39.1% Hispanics (HISP): 40.0% English Learners: 26.7%	The 5-Year Cohort Graduation Rate for the Class of 2024 was as follows: All FRLHS Students: 41.1% Socio-Economically Disadvantaged (SED) Students: 40.6% Hispanics (HISP): 41.6% English Learners: 35.8% Baseline Data for the following: LTELs: 56.2% (Dashboard) Homeless: 46.4% (Dashboard)	The 5-Year Cohort Graduation Rate for the Class of 2025 was as follows: All FRLHS Students: 54.8% Socio-Economically Disadvantaged (SED) Students: 54.8% Hispanics (HISP): 54.2% English Learners: 65.6% LTELs: 45.7% Homeless: 52.5%	The 5-Year Cohort Graduation Rate for the Class of 2026 will be as follows: All FRLHS Students: 50% SED: 50% HISP: 50% ELs: 45% LTELs: 65% (Dashboard) Homeless: 55% (Dashboard)	The change in the 5-Year Cohort Graduation Rate was as follows: All FRLHS Students: +15.2% SED: +15.7% HISP: +14.2% ELs: +38.9% LTELs: -10.5% Homeless: +6.1%
2	Local Data: Completion of CTE Exploration Course	Hispanics (HISP): no baseline (New course). Baseline data will be available in May 2026.	Not Implemented	Baseline: HISP: 71	HISP: 60 students	N/A
3	CA School Dashboard: College and Career Indicator (CCI)	The 2023 CCI reflected the following: Percent of All Student "Prepared": 6.9% Percent of All ELs: 3.7% Percent of All Homeless: 5.4% Percent of All SED: 7.1% Percent of All HISP: 7.1%	The 2024 CCI reflected the following: Percent of All Student "Prepared": 5.2% Percent of All ELs: 7.8% Percent of All Homeless: 0.0% Percent of All SED: 4.7% Percent of All HISP: 5.5%	The 2025 CCI reflected the following: Percent of All Student "Prepared": 7.5% Percent of All ELs: 4.8% Percent of All Homeless: 3.4% Percent of All SED: 7.5% Percent of All HISP: 7.8% Baseline Percent of LTELs: 5.1%	The 2026 CCI will reflect the following: Percent of All Student "Prepared": 11% Percent of All ELs: 9% Percent of All Homeless: 7% Percent of All SED: 11% Percent of All HISP: 11% Percent of all LTELs: 9%	The change in the CCI was as follows: Percent of All Student "Prepared": +0.6% Percent of All ELs: +1.1% Percent of All Homeless: -2.0% Percent of All SED: +0.4% Percent of All HISP: +0.7 Percent LTELs: N/A

4	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA)	The Spring 2023 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All FRLHS Students: 30.6% All SED students at FRLHS: 29.5% All Hispanic students at FRLHS: 30.7%	The Spring 2024 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All FRLHS Students: 17.9% All SED students at FRLHS: 18.0% All Hispanic students at FRLHS: 18.2% Baseline Data for the following: All ELs at FRLHS: 8.0% All LTELs at FRLHS: 5.4%	The Spring 2025 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All FRLHS Students: 16.1% All SED students at FRLHS: 15.4% All Hispanic students at FRLHS: 15.4% All ELs: 3.3% All LTELs: 4.00%	The Spring 2026 SBAC results in ELA will indicate the following percentage of students will meet or exceed standards: All FRLHS Students: 33% All SED students at FRLHS: 33% All Hispanic students at FRLHS: 33% All ELs at FRLHS: 25% All LTELs at FRLHS: 18%	The change in SBAC results in ELA indicate the following: All FRLHS Students: -14.5% All SED students at FRLHS: -14.1% All Hispanic students at FRLHS: -15.3% All ELs: -4.7 All LTELs: -1.4
5	CAASPP Data: Smarter Balance Scores in mathematics	The Spring 2023 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All FRLHS Students: 0.6% All SED students at FRLHS: 0.6% All Hispanic students at FRLHS: 0%	The Spring 2024 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All FRLHS Students: 0.7% All SED students at FRLHS: 0.7% All Hispanic students at FRLHS: 0.7% Baseline Data for the following: All ELs at FRLHS: 0% All LTELs at FRLHS: 0%	The Spring 2025 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All FRLHS Students: 3.4% All SED students at FRLHS: 0.7% All Hispanic students at FRLHS: 0.7% All ELs: 0% All LTELs: 0%	The Spring 2026 SBAC results in mathematics will indicate the following percentage of students will meet or exceed standards: All FRLHS Students: 6.6% All SED students at FRLHS: 6.6% All Hispanic students at FRLHS: 6% All ELs at FRLHS: 6% All LTELs at FRLHS: 6%	The change in SBAC results in mathematics was as follows: All FRLHS Students: +2.8% All SED students at FRLHS: +0.1% All Hispanic students at FRLHS: +0.7% All ELs: 0 All LTELs:0
6	CA School Dashboard: English Learner Progress Indicator (ELPI)	The 2023 data indicates the following percentage of English Learner students making progress towards English language proficiency: District-wide: 37.8% FRLHS: 8.0%	The 2024 data indicates the following percentage of English Learner students making progress towards English language proficiency: District-wide: 39.9% FRLHS: 14.9%	The 2025 data indicates the following percentage of English Learner students making progress towards English language proficiency: District-wide: 46.7% FRLHS: 17.6% Baseline LTELs- 15.3%	The 2026 data will indicate the following percentage of English Learner students making progress towards English language proficiency: District-wide: 42.0% FRLHS: 20.0% LTELs: 18%	The change was the following in the percentage of English Learner students making progress towards English language proficiency: District-wide: +8.9% FRLHS: +9.6% LTELs: N/A

Goal Analysis for 2025-2026

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 6.1 (College and Career Readiness Support) was implemented through the hiring of a College and Career Coordinator, who provided students with college and career readiness support. However, access to educational field trips, motivational speakers, and job shadowing opportunities was more limited than originally anticipated due to implementation and scheduling constraints. A continued challenge is ensuring consistent student participation and expanding access to these opportunities, particularly for students experiencing attendance or scheduling barriers.

Action 6.2 (Expanded Opportunities for Graduation Requirements and Career Development) was implemented through the hiring of an additional elective teacher, increasing students' access to elective courses aligned with their interests and graduation needs. However, student interest in specific course offerings resulted in lower-than-anticipated enrollment in some electives, limiting full implementation of the planned course offerings. A continued challenge is ensuring that course offerings align with student demand and provide students with opportunities to complete full course sequences.

Action 6.3 (Instructional Materials and Resources) was partially implemented. Expenditures for materials to support newly offered and existing courses were significantly lower than anticipated due to fewer materials and resources being needed or requested than originally projected. A continued challenge is ensuring timely access to necessary instructional materials and providing ongoing training for staff to effectively utilize available resources.

Action 6.4 (Targeted Engagement Strategies) was partially implemented, as students received services through the Wellness Center, supported by additional funding sources to expand available resources. A continuing challenge is maintaining sufficient staffing and capacity to meet the growing social-emotional needs of students and providing additional training for staff to effectively identify student needs, implement appropriate supports, and connect students with available resources.

Overall, students at FRLHS were provided with slight increased access to elective courses, instructional materials, and academic and social-emotional supports. Continued attention to student engagement, program alignment, and resource capacity will be important to sustain and strengthen these efforts.

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

Action 6.1: College and Career Readiness Support
Estimated actual expenditures were $109,409 of the $275,000 budgeted. The difference of $165,591 was due to the actual salary and benefit costs of the newly hired College and Career Coordinator being lower than projected. Additionally, as this was a new position, the coordinator's initial year focused on learning the role, establishing systems, and providing core college and career readiness services. As a result, planned expansion of college and career exploration opportunities, including educational field trips, motivational speakers, and job shadowing, was more limited than anticipated.

Action 6.2: Expanded Opportunities for Graduation Requirements and Career Development
Estimated actual expenditures were $191,447 of the $430,000 budgeted. The difference of $238,553 was due in part to the actual salary and benefit costs of the additional elective teacher being lower than projected. Additionally, the school did not identify additional courses taught by staff that met the criteria for this action, resulting in fewer eligible expenditures than originally anticipated.

Action 6.3: Instructional Materials and Resources
Estimated actual expenditures were $800 of the $131,000 budgeted. The difference of $130,200 was due to lower-than-anticipated site needs for additional instructional materials and resources. The school had not fully identified additional course offerings requiring new materials, and existing instructional resources were sufficient to support implemented courses, resulting in limited requests for additional purchases during the year.

Action 6.4: Targeted Engagement Strategies
Estimated actual expenditures were $24,475 of the $200,000 budgeted, resulting in a difference of $175,525. The difference was due to lower-than-anticipated expenditures for targeted engagement activities. While the action was implemented, not all planned activities were executed during the year, resulting in significantly lower expenditures than originally projected.

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

Action 6.1 (College and Career Readiness Support) was effectively implemented, as evidenced by a 15.2% increase in the overall percentage of FRLHS students identified as "Prepared" on the College and Career Indicator (CCI). In addition, the implementation of a Leadership class provided students—including Hispanic students, English Learners, low-income students, and students experiencing homelessness—with opportunities to participate in the EMUHSD ASB Leadership Day, further supporting college and career readiness and student engagement.

Actions 6.2 (Expanded Opportunities for Graduation Requirements), 6.3 (Instructional Materials), and 6.4 (Targeted Engagement Strategies) were effective, as reflected in the significant increase in the 5-year cohort graduation rate at FRLHS. Overall, FRLHS experienced a 15.1% increase in graduation rates, with notable gains among key student groups, including English Learners (+38.9%), Hispanic students (+14.2%), and low-income students (+15.1%). These outcomes support the effectiveness of expanded course access, targeted supports, and the use of supplemental instructional materials and resources.

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.

Actions 1-4 will be reduced to reflect the projected allocation and current year expenditures.

LTEL's and EL are a new group identified in Metrics 3 and 6 of the plan. As such, adjustments were made to the planned implementation strategies for the coming year to strengthen academic language development, increase access to rigorous coursework, and improve monitoring of student progress.

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	6.1 College and Career Readiness Support	Promote college and career readiness through mentoring and counseling at the school to coordinate activities designed to provide greater access to post-secondary career opportunities. This includes providing materials and resources to facilitate such activities. Activities may include mentoring students, collaboration time with teachers and other staff, activities, and experiences connected to job development, expansion of community partnerships, and expanded instructional time aligned to grade-level standards.	$226,819.00	No
2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	Provide additional elective course offerings aligned with student interests and career/job exploration, including personnel and staffing resources, planning and collaboration time, expanded instructional time, and professional development to promote student engagement for graduation and career.	$190,639.00	No
3	6.3 Instructional Materials and Resources	Purchase high-interest, engaging, and relevant instructional materials to support the diverse learning needs of students across the curriculum to promote student active engagement both within and after the school day, and support academic achievement in English and math.	$22,972.00	No
4	6.4 Targeted Engagement Strategies	Expand academic and social-emotional support targeted to specific needs, including the enhancement of life and career skills like persistence, motivation, and self-esteem. Students will be provided with expanded avenues to actively participate and engage in school through after-school enrichment programs, field trips, athletics, and co-curricular, as well as incentives for student recognition and motivation.	$18,000.00	No

Goal

Goal #	Description	Type of Goal
7	By May 2027, Community Day School will increase engagement and outcomes for all students, including Hispanics and Socio-Economically Disadvantaged students, by providing targeted support in creating a safe and welcoming learning environment that will allow students to engage productively, as measured by the suspension rate.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

6, 5

An explanation of why the LEA has developed this goal.

Our analysis of the dashboard data indicated a need to continue supporting school climate and student engagement for Hispanics and Socio-Economically Disadvantaged students at Community Day School, an Equity Multiplier school site. This need was further echoed by feedback from educational partners, including the expansion and access to mentoring and motivational opportunities that promote engagement, safety, and well-being. Community Day School plans to improve suspension rates through several actions included in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest: Suspension Rate	The 2022-2023 Suspension Rate was as follows: All CDS students: 32.6% Socio-Economically Disadvantaged: 34.1% Hispanic: 33.3%	The 2023-2024 Suspension Rate was as follows: All CDS students: 23.1% Socio-Economically Disadvantaged: 22.2% Hispanic: 23.1%	The 2024-2025 Suspension Rate was as follows: All CDS students: 13.2% Socio-Economically Disadvantaged: 13.2% Hispanic: 13.2%	The 2025-2026 Suspension Rates will be as follows: All CDS students: 20% Socio-Economically Disadvantaged: 25% Hispanic: 20%	The change in Suspension Rate was as follows: All CDS students: -19.4% Socio-Economically Disadvantaged: -20.9% Hispanic: -20.1%

Goal Analysis for 2025-2026

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 7.1 (Additional Supervision and Counseling) was implemented, with two additional Campus Supervisors hired at CDS and the Wellness Coordinator providing ongoing mentoring and counseling to students.

Action 7.2 (7.2 Expanded Learning Program to Support Social and Emotional Development) was fully implemented, as the Wellness Coordinator facilitated structured learning activities during the school day to support students' social-emotional development.

Action 7.3 (Targeted Engagement Strategies) was not implemented as planned. A continuing challenge is the high level of student transience at CDS, which can result in students participating in the same activities multiple times and limits the continuity of engagement efforts.

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

Action 1: Additional Supervision and Counseling
Actual expenditures totaled $13,813 of the $45,000 budgeted due to turnover among Campus Supervisors during the school year, resulting in lower-than-anticipated salary expenditures. The expenditure variance did not materially impact implementation of the action.

Action 2: Expanded Learning Opportunities to Support Social and Emotional Development
Expanded structured learning activities were provided to students. As a result, $12,157 was expended instead of the $10,000 originally planned.

Action 7.3: Targeted Engagement Strategies
None of the $2,472 budgeted was expended. The variance was due to lower-than-anticipated program needs and challenges associated with the high level of student transience at CDS, which limited the continuity and implementation of planned engagement activities. While existing resources supported some engagement efforts, not all planned activities were implemented during the year.

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

The implementation of Actions 7.1 and 7.2 was effective, as evidenced by a decrease in suspension rates for all students at CDS, including Hispanic and Socioeconomically Disadvantaged students. Action 7.3 was not implemented as planned; therefore, its effectiveness could not be fully evaluated. Continued implementation and monitoring will be necessary to assess the action's impact on student engagement and outcomes.

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.

Actions 1 will be reduced to reflect the projected allocation and current year expenditures.

Actions 2 and 3 will be increased to reflect the implementation strategies identified by the site.

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	7.1 Additional Supervision and Counseling	Provide additional supervision before, during, and after the school day to promote a safe learning environment and positive interactions between students. This may include additional hours for campus supervisors and other staff, as well as resources to facilitate student activities like mentoring and counseling.	$15,000.00	No
2	7.2 Expanded Learning Program to Support Social and Emotional Development	Provide structured learning activities within the school day to develop the social and emotional development of students, including personnel and staffing resources, instructional materials, planning and collaboration time, expanded instructional time, and professional development.	$47,846.00	No
3	7.3 Targeted Engagement Strategies	Students will be provided with expanded avenues to actively participate and engage in school through student activities, as well as incentives for student recognition and motivation.	$3,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$36,601,020.00	$4,724,514.00

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
40.96%	0.80%	$705,501.30	41.76%

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 #(s)	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 Professional Development	District data analysis of grades in the core subjects revealed performance gaps for the English Learners, Foster Youth, and low-income student groups. English Learners need additional support with English language development and language acquisition, while Foster Youth need support with building foundational literacy skills as a result of interrupted schooling. Low-income students need relevant, engaging, and educationally rich learning experiences that they cannot access at home.	Increased Professional Development opportunities will be provided to teachers and paraeducators to support the effective implementation of evidence-based practices into lessons that address the specific needs of English Learners, Foster Youth, and low-income students. Professional development, including collaboration time, conferences, and support from instructional coaches, all target full implementation of evidence-based practices in all classrooms, in an effort to allow English learners, Foster Youth, and low-income students access to the curriculum to succeed academically. This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.	Grades in the Core Subjects for all students, including English Learners, Foster Youth, and Low-income Students. (Goal 1, Metric 6)
1.4 Professional Development through additional PD Days	The academic indicator data, in both ELA and math, revealed performance gaps for the English Learners, Foster Youth, and low-income student groups. This was further validated with performance gaps for the same subgroups in core subject grades. English learners need additional support with academic language development. Foster Youth need social-emotional support, while low-income students need educationally rich and engaging experiences.	Professional development opportunities through PD days will be provided for all certificated staff, in all content areas. The PD will target language development needs of struggling English Learners, the social-emotional needs of Foster Youth with interrupted schooling, and the need for educationally rich experiences for low-income students, who are enrolled in a rigorous course of study. Professional development through additional PD days will support increased student achievement as monitored by grades in the core areas. This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.	Grades in the Core Subjects for all students, including English Learners, Foster Youth, and Low-income Students. (Goal 1, Metric 6)
2.2 College and Career Readiness Support Services	Less than 48% of our low-come students met A-G requirements, while only 21.3% of English Learners and 22.2% of Foster Youth met the same requirements. These student groups need additional counseling on post-secondary options. They also need to be provided with opportunities to visit post-secondary institutions that they would otherwise not visit.	Staff will continue to work with English Learners, Foster Youth, and low-income students to support their success after high school by providing college and career counseling, information on post-secondary options that would otherwise not be available to them, and assistance with completing financial aid and college applications. This action provides support and information on post-secondary options to unduplicated students who would otherwise not receive it, but is being provided districtwide as all students can benefit from access to increased support and information on post-secondary options.	The percentage of unduplicated students meeting A-G requirements will be monitored. (Goal 2, Metric 2)

2.5 CTE and AP Course Offerings	The AP Passing rates on the College Board report identifies only 57.7% of low-income students passed an AP exam with a score of 3. This is far below the Asian subgroup passing rate of 72.2%, and slightly below the overall passing rate of 58.9%. This action is being provided to allow more low-income students to enroll in AP courses and prepare them to pass AP exams. Furthermore, 10.5% of low-income students completed a CTE pathway in 2023, while the State average was 18.7%. Increasing CTE course offerings will allow more low-income students to access these courses and in turn complete a pathway.	Increasing the number of sections for these course offerings will provide many more opportunities for student participation and engagement through these high-interest and relevant programs, including opportunities to complete pathways and AP courses. This action is being offered districtwide to support all subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.	AP Passing rates for all students, including low-income (Goal 2, Metric 5) will be monitored along with the CTE Pathway Completion rate for the same groups (Goal 2, Metric 3). The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.6 Career Technical Education (CTE) Program	Only 10.5% of low-come students completed a CTE pathway in 2023, while 6.7% of English Learners and 5.3% of Foster Youth completed a CTE Pathway. These percentages are between 2% and 8% below the State averages. These students need access to resources that will allow them to explore the different career options available after high school.	Low-income, ELs, and FY students do not have the resources that will allow them to explore various career options. The CTE program will continue to provide a broad course of study to prepare students enrolled in the CTE pathway for diverse career options after high school. This action is being offered districtwide to support all subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.	The CTE pathway completion rate for English Learners, Foster Youth, and Low-income student groups (Goal 2, Metric 3) will be monitored. The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.8 Technology Resources	Achievement data as it relates to A-G completion rates indicate a gap between percentage of all students who complete the A-G requirements, as compared to English Learners and low-income students. Low-income and English Learners have less access to internet connectivity, online resources, and tech support outside of the school day. These students need more time to practice skills, access content through different means, including verbally in a primary language, and engage more in the learning process outside of the regular school day.	Providing English Learners and low-income students with internet connectivity and tech support will allow them to access online resources and programs giving them more time to practice these skills, complete a-g requirements, and access online tutoring. English learners will also be able to access content in their primary language and at a pace to allows them to revisit areas they need to master. This action is offered districtwide to support all student groups who are in the red for the College and Career Indicator.	The A-G completion rate for low-income students and English Learners (Goal 2, Metric 2) will be monitored. The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.9 Enrichment Opportunities	English Learners, Foster Youth, and low-income students need increased opportunities to access and engage in activities and curriculum of high interest. This was supported through student data on connectedness to school.	An increase in the number of elective classes, along with additional supplemental resources for these classes, will provide these students with a broad course of study that is high-interest and engaging of which they would not have access to otherwise. This action is being offered districtwide because enrichment opportunities benefit all students.	We will monitor student survey data on connectedness to school. (Goal 2, Metric 7). The Chronic Absenteeism rate will also be monitored for these subgroups (Goal 5, Metric 2).

2.11 AVID	A-G completion data indicated a lower completion rate for the English learner (21.3%), Foster Youth (22.2%), and low-income (47.9%) students as compared to other student subgroups (Asian 82.6% and all 49%). These student groups need additional counseling and guidance on post-secondary options as data shows most of these students have parents without a post-secondary education. These students need additional support with completing college and financial aid applications since they cannot receive this support at home.	The AVID program, designed to target students, including English learners, Foster Youth, and low-income students, that are traditionally underrepresented in higher education, provides these students with the guidance and support they need to successfully complete the A-G requirements, assist with completion of college and financial aid applications, and graduate from high school college and career ready. This action is being offered districtwide to support all student subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.	We will monitor the A-G completion rate of the unduplicated student subgroups. (Goal 2, Metric 2). The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.13 Library	Data shows an achievement gap in English and math for English learners, Foster Youth, and low-income students. These students need increased access to high-interest grade-level materials that are engaging and support literacy development in order for them to access the core curriculum. They also need to be assisted and guided in the selection of reading materials that are appropriate for their reading level.	The school library facilitates access to reading materials and resources that are relevant and of high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students. Librarians will support this access by assisting and guiding these students in their selection of high-interest materials appropriate to their reading level. This action is being offered districtwide to support all student subgroups who are in the red indicator for the Graduation Rate Indicator, districtwide and at specific schools.	We will monitor the graduation rate of all students, including the unduplicated student subgroups (English learners, Foster Youth, and Low-income students). (Goal 2, Metric 8)
2.14 Online and Personalized Learning (OPL)	An analysis of the number of students not meeting A-G requirements during the 2022-2023 school year indicated that the Foster Youth (22.2%), English learners (21.3%), and low-income (47.9%) student groups had a lower A-G completion rate than the overall rate (49%). English learners need to be provided with learning opportunities supported by their primary language and at their own pace. Foster Youth need learning opportunities that are flexible due to their mobility. Low-income students need supplemental resources embedded within the curriculum so that they have different forms of accessing the content.	The OPL program allows students to make up courses and provides embedded support and accommodations, including translation and learning scaffolds for English learners, for their successful completion of the online courses. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	We will monitor the A-G completion rates for the unduplicated student subgroups. (Goal 2, Metric 2). The graduation rate will also be monitored for these student subgroups (Goal 2, Action 8).

2.15 Student Access to Technology	Student survey data indicated low-income students continue to value having technology at home to access online resources and practice skills on online programs outside of the school environment. Achievement data indicates these students, along with English Learners and Foster Youth, are not meeting graduation requirements at the same level at all other students. These students do not have the financial resources to access technology or connectivity at home and benefit from the additional support technology and online resources provide.	The district will continue to provide all English Learners, Foster Youth, and low-income students with a Chromebook allowing them to access online tutoring and the Online Personalized Learning program to support successful completion of coursework to meet graduation requirements. This action is being offered districtwide to support all student subgroups who are in the red indicator for the Graduation Rate Indicator, districtwide and at specific schools.	We will monitor the graduation rate of all students, including low-income, ELs, and FY. (Goal 2, Metric 8)
3.1 Targeted Engagement Strategies and Individual Mentoring	The student survey indicated that 88.0% of students who completed the survey were engaged. However, English learners continue to need more support with language acquisition, while Foster Youth need more support through mentoring and individualized instruction that bridge the gaps created through interrupted schooling. Low-income students need one-on-one and small group sessions which foster the development of non-cognitive skills such as persistence, motivation, and self-esteem which they may not receive at home.	The increased number of teachers added to the master schedule with guidance and support from the administrators will allow teachers to effectively implement targeted engagement strategies to individual students. This action is provided district-wide because all students benefit from evidence-based practices, including engagement strategies, to support their academic achievement.	We will review the student survey to monitor student engagement. (Goal 3, Metric 9). The SBAC Math results will also be monitored for these subgroups (Goal 3, Metric 2), along with the D and F rates for different student subgroups including ELs, FY, and low-income students.
3.10 Supplemental Instructional Materials	An analysis of the Spring 2023 SBAC data indicated that the English learners and low-income students are meeting/exceeding standards at lower levels than all other students in both ELA and mathematics. In ELA, the percentage of students meeting/exceeding standards for each group was as follows: English learners 8.1%, low-income 57.7%, and all students 60.2%. In mathematics, the percentage of students meeting/exceeding standards for each group was as follows: English learners 2.8%, low-income 22.4%, and all students 25.2%. English learners need access to additional supplemental materials, some in their primary language or at their grade level, that will allow them to access the core curriculum. Low-income students need access to supplemental resources that are engaging, culturally responsive, and will provide a deeper academic understanding.	Providing these students with access to supplemental instructional materials will allow students to practice skills that are tailored to their needs and interests. This action is being offered districtwide to support all subgroups who are in the red indicator for the Academic Indicators, both in ELA and mathematics, districtwide and at specific schools.	The Academic indicator data in both ELA (Goal 3, Metric 1) and mathematics (Goal 3, Metric 2) will be monitored for all students, including English learners and low-income.

3.13 Targeted Tutoring During the Day	District data analysis of grades in the core subjects revealed a higher D and F rate for the English Learners and low-income student groups as compared to all students. These students need additional support from staff that will provide one-to-one instruction and focus on targeting the learning gaps for these students.	College tutors will provide these students with the guidance and individual support they need to successfully pass their classes with a C or better, thus completing the A-G requirements and graduating from high school college and career ready. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	We will monitor the D and F rates district-wide for all students, but also for English Learners and low-income students, in the four content areas (Goal 3, Metric 6). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2).
3.14 Summer School Program	An analysis of the number of students not meeting A-G requirements during the 2022-2023 school year indicated that the Foster Youth (22.2%), English learners (21.3%), and low-income (47.9%) student groups had a lower A-G completion rate than the overall rate (49%). Foster Youth, English Learners, and Low-income students experience learning gaps due to lack of access to a continued educational program in the summer and the need for academic and social-emotional support.	The Summer School program allows students to make up A-G courses and provides free extended learning opportunities for these students to access educational experiences in the summer. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	We will monitor the completion of A-G completion rates (Goal 2, Metric 2) for English Learners, Foster Youth, and low-income students. We will also monitor passing rates for summer school (Goal 3, Metric 10) and graduation rates for these student subgroups (Goal 2, Metric 8).
3.17 Data Analysis Platform	The D and F rates for the English Learners and low-income student groups in the core subjects, including English and math, were higher as compared to all students. In English, the Fall 2023 D and F rate was 22.5% for all students, but for English learners it was 33.1% and for low-income students it was 23.8%. The Fall 2023 D and F rates in math for all students was 36.2%, however, that rate was 58.7% for English Learners and 37.7% for low-income students. English learners need targeted language development strategies that include hands-on activities, Foster Youth need support in building foundational literacy skills, and low-income students need educationally rich experiences through added resources. The database platform will allow teachers to disaggregate the data by subgroup, to identify and develop specific language development strategies for English learners, foundational literacy skill development activities for Foster Youth, and added resources that provide educationally rich experiences for low-income students.	Professional development will be planned to focus on the analysis of data disaggregated by subgroup, and data collaboration sessions will be provided throughout the year to allow for this activity. Students will be provided with the targeted support they need to access the rigorous course of study through added scaffolds and differentiated instruction as a result of the collaboration and sharing of best practices. This action is provided district-wide because all students benefit from the implementation of scaffolds and evidence-based practices to support their academic achievement.	We will monitor the D and F rates in the four core areas, by subgroup (Goal 3, Metric 6). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2).

4.2 Communication	Most parents/guardians of English Learners speak a language other than English and need communication in their primary language. The parents/guardians of Foster Youth need guidance on how to support their Foster Youth, and parents/guardians of low-income students need access to resources for supporting their child. Parents of these students need to be informed of the different opportunities available to them to support their children academically, behaviorally, and social-emotionally whether through workshops, trainings, cultural events, or conferences.	The District will provide regular communication to parents, through different venues, to promote parent workshops, training, and cultural events. This communication will also be provided in the parents' primary languages to promote the engagement of English learner parents. This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.	We will monitor the number of families who participate in parent workshops, trainings, and district-wide events. (Goal 4, Metric 1). We will also monitor SBAC results in math (Goal 3, Metric 2) as well as the D and F rates for different student subgroups including ELs, FY, and low-income students.
4.3 Support Staff	Through the parent survey, parents of English learners and low-income students expressed the need for training on how to help their child be actively engaged and successful in the completion of courses and their desire that this training continue to be provided. Parents of English learners need support with navigating the school system and different procedures, including registration. Parents of low-income students need support with strategies on how to assist their students academically due to their lower educational levels.	Staff will facilitate the process of providing additional site and district workshops that build knowledge, leadership, and decision-making capacity for parents of unduplicated students. Staff will also provide personal communication to families to invite them to site and district-level events that can support them as parents. Bilingual staff will be able to guide parents to various locations on campus and answer any questions they might have in their primary language. This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.	The number of parents who attend workshops and academies will be monitored each school year. (Goal 4, Metric 1). We will also monitor SBAC results in math for English Learners and low-income students (Goal 3, Metric 2).
4.5 Parent Workshops	Input at focus group meetings from parents of English learners, Foster Youth, and low-income students indicated an interest from the parents in more training and workshops on how to help their child be actively engaged and successful in school. Parents of low-income students expressed their lack of financial resources to seek support outside of the educational setting. They also expressed their inability to support their children academically due to their own limited education.	The District will continue to support parents by providing them with the opportunity to attend a variety of conferences and trainings, in their primary language, at the school site, and outside of the school to support the development of parenting skills and leadership capacity. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child's education. In addition, the district will have a dedicated location, the Family and Community Engagement Center, specifically to provide these added conference and training opportunities. This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.	The number of parents who attend workshops and academies will be monitored each school year. (Goal 4, Metric 1), including parents of English Learners (Goal 4, Metric 5). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2) as well as the D and F rates for different student subgroups including ELs, FY, and low-income students..

5.1 Multi-Tiered System of Supports	Results from the student, parent, and staff surveys indicated the need for academic and mental health support, especially for Foster Youth, English learners, and low-income students. English learners, Foster Youth, and low-income students frequently cope with trauma and need assistance with developing personal and social skills. They also need assistance with developing strategies for managing emotional issues. In addition, English learners often deal with anxiety as they often deal with language barriers and cultural different.	The Assistant Principal and support staff provide basic support services to students. Additional counselors, psychologists, nurses, wellness coordinators, and pupil services staff will continue to provide these students with targeted services. Mental health counseling and mentoring will provide these students with access to resources that will mitigate the issues that impact their social-emotional well-being and promote their active engagement in school. This action is being implemented districtwide as all students can benefit from these services.	We will monitor the suspension rate for all students, including English Learners, Foster Youth, and low-income. (Goal 5, Metric 1). The graduation rate will also be monitored for these student subgroups (Goal 2, Action 8).
5.2 Student Engagement	The Chronic Absenteeism rate for the District was 25.2%. The rate for English learners (35.2%), Foster Youth (50.9%), and low-income students (26.6%) was higher. English learners, Foster Youth, and low-income students need support, guidance, and mentoring on addressing social-emotional trauma that was caused by language barriers, instability, and poverty to support and encourage their daily engagement in school.	A Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) at each comprehensive high school will continue to work collaboratively to address the attendance issues experienced by low-income students, English learners, and Foster Youth. They will also provide individual mentoring and share resources on activities available on campus and in the community in which students can participate. This action is being implemented district-wide as all students can benefit from mentoring and added resources to promote and encourage their engagement in school.	The Chronic Absenteeism rate will be monitored for all students and the unduplicated subgroups. (Goal 5, Metric 2)
5.3 After-school Student Engagement	Feedback from student focus groups emphasized the importance of maintaining after-school enrichment and co-curricular activities to offer diverse opportunities for student interaction, including sports, performing arts, and other events. English Learners, Foster Youth, and low-income students need to be provided with opportunities to participate in activities outside of the school day that does not require financial resources or transportation and allows them to build personal and social skills.	The district will continue to provide multiple and varied opportunities for student engagement, targeting the unduplicated student groups. This action is being implemented district-wide as research suggests that student engagement in after-school activities, including sports, positively contributes to student success including improved leadership and interpersonal skills, along with a stronger sense of belonging.	We will monitor student survey data on engagement (Goal 3, Metric 9) and connectedness to school (Goal 2, Metric 7) for all students. The suspension rate will also be monitored for unduplicated students (Goal 5, Metric 1).

5.4 School Safety-Campus Supervision	The Spring 2024 Student survey indicated 88% of students felt safe on campus, while 90.7% of parents felt their child was safe on campus. English Learners, Foster Youth, and low-income students often struggle with trust issues towards adults. This can stem from feelings of abandonment due to being separated from their families, either permanently or temporarily, or from being left alone at home because of their parents' demanding work schedules. Campus supervisors will actively engage with students and build positive relationships to establish a sense of trust and support among students.	The hiring of additional campus supervisors, including bilingual campus supervisors, will allow for the continued establishment of a school environment that provides a safe haven for students where they can build trusting relationships with staff. The action is being provided districtwide to support a safe learning environment for all students.	The Parent (Goal 5, Metric 3), Student (Goal 5, Metric 4), and Staff (Goal 5, Metric 5) Survey responses on safety will be monitored. The Chronic Absenteeism rate will also be monitored for the unduplicated student groups (Goal 5, Metric 2).
5.6 Stage Technicians	Low-income students do not have the financial resources to access professional theater production events. These students need to be provided with opportunities to engage in high-interest educational experiences outside of the school day. Educational partners, including students, parents, and staff provided input and expressed gratitude for the availability of additional production events during the 2023-2024 school year.	The two stage technicians will facilitate an increase in the number of varied opportunities for low-income students and their families to experience professional theater productions at school, family, and community events. This action is being provided district-wide as these opportunities will allow all families to be engaged and more active participants in their child's education. Educational partners expressed gratitude for the availability of additional events during the school year.	We will monitor student survey data on engagement (Goal 3, Metric 9) for all students along with the D and F rates for low-income students (Goal 3, Metric 6). The Chronic Absenteeism rate will also be monitored for low-income students (Goal 5, Metric 2).
5.7 Resources to Support Student Safety	Parents of Foster Youth, English learners, and low-income students have identified the need to continue to support a safe learning environment at all high schools. English Learners, Foster Youth, and low-income students often struggle with trauma resulting from language barriers, cultural insensitivity, instability, and poverty. This oftentimes leads to trust issues within their surrounding environments. These students need to feel safe at all times, particularly while on campus.	Resources that support and promote student safety will be provided and may include radios that allow staff to communicate throughout the day. Site funds will be provided to ensure each site has the financial resources to support additional safety needs of their specific school, including safety signage in different languages and additional supervision during after school activities. The action is being provided districtwide to support a safe learning environment for all students.	The student (Goal 5, Metric 4) and parent (Goal 5, Metric 3) survey responses on safety will be monitored. We will also monitor suspension rates for the unduplicated student subgroups (Goal 5, Metric 1).

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6 Academic Support for English Learners	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year.	English learners will receive additional support to practice listening, speaking, reading, and writing skills in English via the English Language Development (ELD) lab classes, in-class assistance provided by paraeducators, and access to supplemental instructional materials.	The English Learner Progress Indicator (ELPI) will be monitored districtwide, including for each high school. (Goal 3, Metric 3)
3.8 EL Support	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year. In addition, the percent of students reclassified decreased from 14.5% (2022) to 13.2% (2023).	A Teacher on Special Assignment is placed at each comprehensive high school to mentor English learners, monitor English learner progress towards English language proficiency and reclassification, and support English learner academic achievement.	The reclassification rate (Goal 3, Metric 4) and 5-Year Cohort Graduation rate, for Els by site (Goal 3, Metric 13), will be monitored.
3.9 EL Counselors	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year, resulting in a red indicator districtwide. Two comprehensive high schools, EMHS and MVHS, also showed a red for the ELPI.	Counselors will organize parent conferences with every English Learner (EL) to assess reclassification criteria and pinpoint individual needs for meeting those criteria. Following the identification of student needs, counselors will collaborate with EL TOSAs to furnish mentors and supplementary resources in an effort to support each student in progressing toward English proficiency.	The ELPI for EMHS and MVHS will be monitored. (Goal 3, Metric 3)
3.16 Paraeducators - LTELs	Districtwide, our EL subgroups showed a red Graduation Rate. LTELs continue to need one-on-one support in the core classes to be able to access curriculum and successfully pass their classes in order to meet graduation requirements.	Paraeducators will be assigned to classrooms with a substantial population LTELs. These paraeducators will offer assistance in language acquisition while also providing academic support to students experiencing difficulty with the content.	Graduation rates for ELs will be monitored (Goal 3, Metric 13).
4.7 Interpretation/ Translation Services	Parents of English learners need access to information in their primary language. This includes being able to provide mailers, personal calls, and workshops in their primary language so that they feel welcomed when going to school and are able to navigate the school system in a language they understand.	Interpretation and translation services provided as a supplement to the mandated written communications will allow parents of English learners additional opportunities to participate in educational functions and increase their engagement in decision-making. Parents will continue to be able to understand the information presented at Board meetings and workshops and become knowledgeable and active participants in the success of their child’s education.	Monitor the percentage of parents of English learners who attend district and school events. (Goal 4, Metric 5)
5.5 Foster Youth Support Services	The 5-Year Cohort Graduation rate for the district in 2023 was 87%, while the rate was 73.1% for Foster Youth. Foster Youth need additional targeted support and resources to address their unique challenges as a result of ongoing instability. They need a consistent person to support and promote their academic success.	A Foster Youth advocate will monitor the progress of each Foster Youth student toward meeting graduation requirements. They will also mentor them and refer them to receive any necessary resources in order for them to be successful in school and graduate.	The 5-Year Cohort Graduation Rate for Foster Youth will be monitored (Goal 2, Metric 8).

5.8 Support Services for Low-Income Students Experiencing Homelessness	The 5-Year Cohort Graduation rate for the district in 2023 was 87%, while the rate was 86.1% for Homeless students. Low-income students experiencing homelessness need additional targeted support and resources to address their unique challenges as a result of their current uncertainty and instability. They need a consistent person to support and promote their academic success.	A Community Liaison will be assigned to support, mentor, and guide students experiencing homelessness to the necessary resources that will allow them to continue enrolled in school even through their challenges with a stable home. The liaison will also mentor these students and monitor their progress toward meeting graduation requirements.	The 5-Year Cohort Graduation for low-income students identified as homeless will be monitored. (Goal 5, Metric 8)

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 district is using the additional concentration grant add-on funds to increase the number of certificated staff who provide instruction and individual mentoring to unduplicated students through expanded course offerings (Goal 3, Action 1) and to increase the number of certificated staff who provide instruction in additional English Language Development lab courses (Goal 3, Action 6) for English learners. CALPADS Report 1.17 indicates all schools have a high concentration of Foster Youth, English learners, and low-income students. As a result, additional staff will be hired proportionally, based on student enrollment, to provide direct services to students in the unduplicated student groups. The certificated staff-to-student ratio is 1:16. The classified staff-to-student ratio is 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 classified staff providing direct services to students		1 to 15
Staff-to-student ratio of certificated staff providing direct services to students		1 to 16

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$89,352,504.00	$36,601,020.00	40.96%	0.80%	41.76%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$40,276,744.00	$60,536,098.00	$0.00	$2,089,349.00	$102,902,191.00	$85,312,119.00	$17,590,072.00

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	1.1 Professional Development	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,200,012	$595,050	$1,685,256	$109,806	$0	$0	$1,795,062	0.00%
1	2	1.2 Professional Development through Release Time	All	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
1	3	1.3 Routine Maintenance	All	No				Ongoing	$0	$6,096,224	$0	$6,096,224	$0	$0	$6,096,224	0.00%
1	4	1.4 Professional Development through one additional Day	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$398,936	$0	$0	$398,936	$0	$0	$398,936	0.00%
1	5	1.5 Core Program: Teachers	All	No				Ongoing	$48,340,091	$0	$0	$48,340,091	$0	$0	$48,340,091	0.00%
2	1	2.1 Textbooks	All	No				Ongoing	$0	$813,878	$0	$813,878	$0	$0	$813,878	0.00%
2	2	2.2 College and Career Readiness Support Services	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$470,000	$446,000	$24,000	$0	$0	$470,000	0.00%
2	3	2.3 College and Career Coordinators	All	No				Ongoing	$887,844	$0	$0	$0	$0	$887,844	$887,844	0.00%
2	4	2.4 CTE Instructional Materials	All	No				Ongoing	$0	$260,000	$0	$260,000	$0	$0	$260,000	0.00%
2	5	2.5 CTE and AP Course Offerings	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$911,707	$0	$911,707	$0	$0	$0	$911,707	0.00%

2	6	2.6 Career Technical Education (CTE) Program	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$1,476,423	$0	$1,476,423	$0	$0	$0	$1,476,423	0.00%
2	7	2.7 Professional Development for CTE Staff	All	No				Ongoing	$0	$25,000	$0	$0	$0	$25,000	$25,000	0.00%
2	8	2.8 Technology Resources	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$560,993	$350,000	$910,993	$0	$0	$0	$910,993	0.00%
2	9	2.9 Enrichment Opportunities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$808,647	$130,000	$938,647	$0	$0	$0	$938,647	0.00%
2	10	2.10 Hand-on Job Training	Student with Disabilities (SWD)	No				Ongoing	$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
2	11	2.11 AVID	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$1,196,675	$0	$1,196,675	$0	$0	$0	$1,196,675	0.00%
2	12	2.12 English Language Arts Support	All	No				Ongoing	$247,735	$0	$0	$0	$0	$247,735	$247,735	0.00%
2	13	2.13 Library	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, All five comprehensive high schools.	Ongoing	$786,728	$0	$786,728	$0	$0	$0	$786,728	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,549,502	$160,000	$1,709,502	$0	$0	$0	$1,709,502	0.00%
2	15	2.15 Student Access to Technology	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$950,000	$950,000	$0	$0	$0	$950,000	0.00%
2	16	2.16 Online Math and Reading Programs	Student with Disabilities (SWD), Foster Youth, Hispanic or Latino, Long-term English learner, Low Income, English learner (EL)	No				Ongoing	$0	$70,000	$0	$70,000	$0	$0	$70,000	0.00%

3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	$6,925,424	$0	$6,925,424	$0	$0	$0	$6,925,424	0.00%
3	2	3.2 Paraeducators	All	No				Ongoing	$0	$2,728,587	$0	$2,728,587	$0	$0	$2,728,587	0.00%
3	3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	3.4 Content Specialists/Course Leads	All	No				2024-2027	$438,975	$0	$0	$0	$0	$438,975	$438,975	0.00%
3	5	3.5 Targeted Tutoring After School	All	No				Ongoing	$120,000	$0	$0	$120,000	$0	$0	$120,000	0.00%
3	6	3.6 Academic Support for English Learners	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	$1,250,910	$150,500	$1,401,410	$0	$0	$0	$1,401,410	0.00%
3	7	3.7 Paraeducators- English Learners	English learner (EL)	No				Ongoing	$135,934	$0	$0	$0	$0	$135,934	$135,934	0.00%
3	8	3.8 EL Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	$1,237,534	$0	$1,237,534	$0	$0	$0	$1,237,534	0.00%
3	9	3.9 EL Counselors	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Moutain View High School	2026-2027 School Year	$334,287	$0	$334,287	$0	$0	$0	$334,287	0.00%
3	10	3.10 Supplemental Instructional Materials	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$0	$759,542	$624,242	$135,300	$0	$0	$759,542	0.00%
3	11	3.11 Collaboration Time/Release Days	All	No				Ongoing	$0	$65,000	$0	$65,000	$0	$0	$65,000	0.00%
3	12	3.12 Educational Leadership	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
3	13	3.13 Targeted Tutoring During the Day	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$120,000	$0	$120,000	$0	$0	$0	$120,000	0.00%
3	14	3.14 Summer School Program	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$400,000	$0	$400,000	$0	$0	$0	$400,000	0.00%

3	15	3.15 Summer Bridge Program	All	No				Ongoing	$25,000	$0	$0	$0	$0	$25,000	$25,000	0.00%
3	16	3.16 Paraeducators- Long-Term English Learners	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$900,367	$0	$900,367	$0	$0	$0	$900,367	0.00%
3	17	3.17 Data Analysis Platform	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$80,000	$0	$80,000	$0	$0	$80,000	0.00%
4	1	4.1 Administrative Support	All	No				Ongoing	$425,000	$55,000	$0	$480,000	$0	$0	$480,000	0.00%
4	2	4.2 Communication	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$400,000	$400,000	$0	$0	$0	$400,000	0.00%
4	3	4.3 Support Staff	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$494,715	$0	$494,715	$0	$0	$0	$494,715	0.00%
4	4	4.4 Site Community Liaisons	All	No				Ongoing	$321,361	$0	$0	$0	$0	$321,361	$321,361	0.00%
4	5	4.5 Parent Workshops	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$271,000	$271,000	$0	$0	$0	$271,000	0.00%
4	6	4.6 Parent Workshops (All Students)	All	No				Ongoing	$0	$7,500	$0	$0	$0	$7,500	$7,500	0.00%
4	7	4.7 Interpretation/Translation Services	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
5	1	5.1 Multi-Tiered System of Supports	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$8,478,219	$100,000	$8,578,219	$0	$0	$0	$8,578,219	0.00%
5	2	5.2 Student Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$926,071	$1,270,000	$2,196,071	$0	$0	$0	$2,196,071	0.00%
5	3	5.3 After-school Student Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,551,079	$1,352,000	$2,888,079	$15,000	$0	$0	$2,903,079	0.00%
5	4	5.4 School Safety- Campus Supervision	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,958,147	$12,000	$1,970,147	$0	$0	$0	$1,970,147	0.00%
5	5	5.5 Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	2026-2027 School Year	$84,862	$30,000	$114,862	$0	$0	$0	$114,862	0.00%
5	6	5.6 Stage Technician	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$160,456	$0	$160,456	$0	$0	$0	$160,456	0.00%

5	7	5.7 Resources to Support Student Safety	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$185,000	$8,000	$193,000	$0	$0	$0	$193,000	0.00%
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Homeless	Yes	Limited	Low Income	All Schools	Ongoing	$30,000	$0	$30,000	$0	$0	$0	$30,000	0.00%
6	1	6.1 College and Career Readiness Support	All	No				2024-2027	$190,000	$36,819	$0	$226,819	$0	$0	$226,819	0.00%
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	All	No				2024-2027	$190,639	$0	$0	$190,639	$0	$0	$190,639	0.00%
6	3	6.3 Instructional Materials and Resources	All	No				2024-2027	$0	$22,972	$0	$22,972	$0	$0	$22,972	0.00%
6	4	6.4 Targeted Engagement Strategies	All	No				2024-2027	$0	$18,000	$0	$18,000	$0	$0	$18,000	0.00%
7	1	7.1 Additional Supervision and Counseling	All	No				2024-2027	$15,000	$0	$0	$15,000	$0	$0	$15,000	0.00%
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	All	No				2024-2027	$47,846	$0	$0	$47,846	$0	$0	$47,846	0.00%
7	3	7.3 Targeted Engagement Strategies	All	No				2024-2027	$0	$3,000	$0	$3,000	$0	$0	$3,000	0.00%

2026-2027 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
$89,352,504.00	$36,601,020.00	40.96%	0.80%	41.76%	$40,276,744.00	0.00%	45.08%	**Total:**	$40,276,744.00
								LEA-wide Total:	$36,233,284.00
								Limited Total:	$4,043,460.00
								Schoolwide Total:	$0.00

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	1.1 Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,685,256.00	0.00%
1	4	1.4 Professional Development through one additional Day	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
2	2	2.2 College and Career Readiness Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$446,000.00	0.00%
2	5	2.5 CTE and AP Course Offerings	Yes	LEA-wide	Low Income	All Schools	$911,707.00	0.00%
2	6	2.6 Career Technical Education (CTE) Program	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,476,423.00	0.00%

2	8	2.8 Technology Resources	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$910,993.00	0.00%
2	9	2.9 Enrichment Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$938,647.00	0.00%
2	11	2.11 AVID	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,196,675.00	0.00%
2	13	2.13 Library	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, All five comprehensive high schools.	$786,728.00	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,709,502.00	0.00%
2	15	2.15 Student Access to Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$950,000.00	0.00%
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All five comprehensive high schools.	$6,925,424.00	0.00%
3	6	3.6 Academic Support for English Learners	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	$1,401,410.00	0.00%
3	8	3.8 EL Support	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	$1,237,534.00	0.00%
3	9	3.9 EL Counselors	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Moutain View High School	$334,287.00	0.00%
3	10	3.10 Supplemental Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$624,242.00	0.00%
3	13	3.13 Targeted Tutoring During the Day	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$120,000.00	0.00%
3	14	3.14 Summer School Program	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$400,000.00	0.00%
3	16	3.16 Paraeducators-Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$900,367.00	0.00%
3	17	3.17 Data Analysis Platform	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	2	4.2 Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$400,000.00	0.00%

4	3	4.3 Support Staff	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$494,715.00	0.00%
4	5	4.5 Parent Workshops	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$271,000.00	0.00%
4	7	4.7 Interpretation/Translation Services	Yes	Limited	English learner (EL)	All Schools	$25,000.00	0.00%
5	1	5.1 Multi-Tiered System of Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$8,578,219.00	0.00%
5	2	5.2 Student Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,196,071.00	0.00%
5	3	5.3 After-school Student Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,888,079.00	0.00%
5	4	5.4 School Safety-Campus Supervision	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,970,147.00	0.00%
5	5	5.5 Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	$114,862.00	0.00%
5	6	5.6 Stage Technician	Yes	LEA-wide	Low Income	All Schools	$160,456.00	0.00%
5	7	5.7 Resources to Support Student Safety	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$193,000.00	0.00%
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Yes	Limited	Low Income	All Schools	$30,000.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$104,508,384.00	$105,804,402.00

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	1.1 Professional Development	Yes	$1,642,541.00	$1,662,517.00
1	2	1.2 Professional Development through Release Time	No	$25,000.00	$24,586.00
1	3	1.3 Routine Maintenance	No	$5,600,000.00	$5,129,819.00

1	4	1.4 Professional Development through additional Days	Yes	$1,173,340.00	$1,173,340.00
1	5	1.5 Core Program: Teachers	No	$50,113,894.00	$52,543,032.00
2	1	2.1 Textbooks	No	$818,770.00	$317,034.00
2	2	2.2 College and Career Readiness Support Services	Yes	$436,000.00	$474,514.00
2	3	2.3 College and Career Coordinators	No	$969,602.00	$874,273.00
2	4	2.4 CTE Instructional Materials	No	$260,000.00	$196,393.00
2	5	2.5 CTE and AP Course Offerings	Yes	$880,775.00	$898,233.00
2	6	2.6 Career Technical Education (CTE) Program	Yes	$1,527,354.00	$1,598,123.00
2	7	2.7 Professional Development for CTE Staff	No	$25,000.00	$6,290.00
2	8	2.8 Technology Resources	Yes	$893,494.00	$870,096.00
2	9	2.9 Enrichment Opportunities	Yes	$876,341.00	$984,343.00
2	10	2.10 Hand-on Job Training	No	$150,000.00	$134,154.00
2	11	2.11 AVID	Yes	$1,113,552.00	$1,179,321.00
2	12	2.12 English Language Arts Support	No	$282,650.00	$244,074.00
2	13	2.13 Library	Yes	$866,560.00	$774,119.00
2	14	2.14 Online and Personalized Learning (OPL)	Yes	$1,189,319.00	$1,392,708.00
2	15	2.15 Student Access to Technology	Yes	$850,000.00	$1,178,234.00
2	16	2.16 Online Math and Reading Programs	No	$70,000.00	$68,756.00
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	$6,734,985.00	$6,823,078.00
3	2	3.2 Paraeducators	No	$2,936,103.00	$2,987,584.00
3	3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	No	$0.00	$0.00
3	4	3.4 Content Specialists/Course Leads	No	$426,358.00	$432,488.00
3	5	3.5 Targeted Tutoring After	No	$120,000.00	$80,135.00

		School			
3	6	3.6 Academic Support for English Learners	Yes	$1,417,936.00	$1,455,197.00
3	7	3.7 Paraeducators- English Learners	No	$235,565.00	$133,925.00
3	8	3.8 EL Support	Yes	$1,180,427.00	$1,219,245.00
3	9	3.9 EL Counselors	Yes	$321,866.00	$327,739.00
3	10	3.10 Supplemental Instructional Materials	Yes	$683,975.00	$607,440.00
3	11	3.11 Collaboration Time/Release Days	No	$15,000.00	$9,255.00
3	12	3.12 Educational Leadership	No	$25,000.00	$12,124.00
3	13	3.13 Targeted Tutoring During the Day	Yes	$200,000.00	$111,944.00
3	14	3.14 Summer School Program	Yes	$400,000.00	$401,924.00
3	15	3.15 Summer Bridge Program	No	$30,000.00	$20,915.00
3	16	3.16 Paraeducators- Long-Term English Learners	Yes	$863,186.00	$887,061.00
3	17	3.17 Data Analysis Platform	Yes	$50,000.00	$49,097.00
4	1	4.1 Administrative Support	No	$480,000.00	$480,000.00
4	2	4.2 Communication	Yes	$400,000.00	$390,928.00
4	3	4.3 Support Staff	Yes	$520,696.00	$488,972.00
4	4	4.4 Site Community Liaisons	No	$406,000.00	$316,612.00
4	5	4.5 Parent Workshops	Yes	$281,000.00	$242,602.00
4	6	4.6 Parent Workshops (All Students)	No	$7,500.00	$0.00
4	7	4.7 Interpretation/Translation Services	Yes	$40,000.00	$17,550.00
5	1	5.1 Multi-Tiered System of Supports	Yes	$8,456,945.00	$8,547,212.00
5	2	5.2 Student Engagement	Yes	$2,141,499.00	$2,208,213.00
5	3	5.3 After-school Student Engagement	Yes	$2,932,379.00	$3,042,014.00
5	4	5.4 School Safety- Campus Supervision	Yes	$1,899,439.00	$1,929,209.00
5	5	5.5 Foster Youth Support Services	Yes	$112,588.00	$128,608.00

5	6	5.6 Stage Technician	Yes	$76,372.00	$158,084.00
5	7	5.7 Resources to Support Student Safety	Yes	$220,000.00	$194,997.00
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Yes	$35,000.00	$24,190.00
6	1	6.1 College and Career Readiness Support	No	$275,000.00	$109,409.00
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	No	$430,000.00	$191,447.00
6	3	6.3 Instructional Materials and Resources	No	$131,901.00	$800.00
6	4	6.4 Targeted Engagement Strategies	No	$200,000.00	$24,475.00
7	1	7.1 Additional Supervision and Counseling	No	$45,000.00	$13,813.00
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	No	$10,000.00	$12,157.00
7	3	7.3 Targeted Engagement Strategies	No	$2,472.00	$0.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$36,408,718.00	$40,417,569.00	$39,252,049.00	$1,165,520.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	1.1 Professional Development	Yes	$1,642,541.00	$1,620,961.00	0.00%	0.00%
1	4	1.4 Professional Development through additional Days	Yes	$1,173,340.00	$1,173,340.00	0.00%	0.00%
2	2	2.2 College and Career Readiness Support Services	Yes	$436,000.00	$274,198.00	0.00%	0.00%
2	5	2.5 CTE and AP Course Offerings	Yes	$880,775.00	$896,930.00	0.00%	0.00%
2	6	2.6 Career Technical Education (CTE) Program	Yes	$1,527,354.00	$1,544,485.00	0.00%	0.00%
2	8	2.8 Technology Resources	Yes	$893,494.00	$870,096.00	0.00%	0.00%
2	9	2.9 Enrichment Opportunities	Yes	$876,341.00	$865,580.00	0.00%	0.00%
2	11	2.11 AVID	Yes	$1,113,552.00	$981,662.00	0.00%	0.00%
2	13	2.13 Library	Yes	$866,560.00	$683,931.00	0.00%	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	Yes	$1,189,319.00	$1,194,414.00	0.00%	0.00%
2	15	2.15 Student Access to Technology	Yes	$850,000.00	$1,178,234.00	0.00%	0.00%
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	$6,734,985.00	$6,063,198.00	0.00%	0.00%
3	6	3.6 Academic Support for English Learners	Yes	$1,417,936.00	$1,454,697.00	0.00%	0.00%
3	8	3.8 EL Support	Yes	$1,180,427.00	$1,219,245.00	0.00%	0.00%
3	9	3.9 EL Counselors	Yes	$321,866.00	$327,733.00	0.00%	0.00%
3	10	3.10 Supplemental Instructional Materials	Yes	$683,975.00	$607,440.00	0.00%	0.00%
3	13	3.13 Targeted Tutoring During the Day	Yes	$200,000.00	$111,944.00	0.00%	0.00%
3	14	3.14 Summer School Program	Yes	$400,000.00	$401,924.00	0.00%	0.00%
3	16	3.16 Paraeducators- Long-Term English Learners	Yes	$863,186.00	$887,061.00	0.00%	0.00%
3	17	3.17 Data Analysis Platform	Yes	$50,000.00	$49,097.00	0.00%	0.00%

4	2	4.2 Communication	Yes	$400,000.00	$390,928.00	0.00%	0.00%
4	3	4.3 Support Staff	Yes	$520,696.00	$488,972.00	0.00%	0.00%
4	5	4.5 Parent Workshops	Yes	$281,000.00	$235,341.00	0.00%	0.00%
4	7	4.7 Interpretation/Translation Services	Yes	$40,000.00	$17,550.00	0.00%	0.00%
5	1	5.1 Multi-Tiered System of Supports	Yes	$8,456,945.00	$8,547,212.00	0.00%	0.00%
5	2	5.2 Student Engagement	Yes	$2,141,499.00	$1,821,273.00	0.00%	0.00%
5	3	5.3 After-school Student Engagement	Yes	$2,932,379.00	$2,986,853.00	0.00%	0.00%
5	4	5.4 School Safety- Campus Supervision	Yes	$1,899,439.00	$1,929,209.00	0.00%	0.00%
5	5	5.5 Foster Youth Support Services	Yes	$112,588.00	$128,608.00	0.00%	0.00%
5	6	5.6 Stage Technician	Yes	$76,372.00	$80,746.00	0.00%	0.00%
5	7	5.7 Resources to Support Student Safety	Yes	$220,000.00	$194,997.00	0.00%	0.00%
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Yes	$35,000.00	$24,190.00	0.00%	0.00%

2025-2026 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)
$88,187,662.00	$36,408,718.00	4.02%	45.31%	$39,252,049.00	0.00%	44.51%	$705,501.30	0.80%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,489,440.00	$438,975.00	$135,934.00	$0.00	$0.00	$25,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	1.1 Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,795,062.00
1	2	1.2 Professional Development through Release Time	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
1	3	1.3 Routine Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,096,224.00
1	4	1.4 Professional Development through one additional Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$398,936.00
1	5	1.5 Core Program: Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$48,340,091.00
2	1	2.1 Textbooks	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$813,878.00
2	2	2.2 College and Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$470,000.00

		Support Services							
2	3	2.3 College and Career Coordinators	$887,844.00	$0.00	$0.00	$0.00	$0.00	$0.00	$887,844.00
2	4	2.4 CTE Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$260,000.00
2	5	2.5 CTE and AP Course Offerings	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$911,707.00
2	6	2.6 Career Technical Education (CTE) Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,476,423.00
2	7	2.7 Professional Development for CTE Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00	$25,000.00
2	8	2.8 Technology Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$910,993.00
2	9	2.9 Enrichment Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$938,647.00
2	10	2.10 Hand-on Job Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
2	11	2.11 AVID	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,196,675.00
2	12	2.12 English Language Arts Support	$247,735.00	$0.00	$0.00	$0.00	$0.00	$0.00	$247,735.00
2	13	2.13 Library	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$786,728.00
2	14	2.14 Online and Personalized Learning (OPL)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,709,502.00
2	15	2.15 Student Access to Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$950,000.00
2	16	2.16 Online Math and Reading Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,000.00
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,925,424.00
3	2	3.2 Paraeducators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,728,587.00
3	3	3.3 Core Program:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		Teachers (repeated expenditure, Goal 1, Action 5)							
3	4	3.4 Content Specialists/Course Leads	$0.00	$438,975.00	$0.00	$0.00	$0.00	$0.00	$438,975.00
3	5	3.5 Targeted Tutoring After School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
3	6	3.6 Academic Support for English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,401,410.00
3	7	3.7 Paraeducators-English Learners	$0.00	$0.00	$135,934.00	$0.00	$0.00	$0.00	$135,934.00
3	8	3.8 EL Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,237,534.00
3	9	3.9 EL Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$334,287.00
3	10	3.10 Supplemental Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$759,542.00
3	11	3.11 Collaboration Time/Release Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$65,000.00
3	12	3.12 Educational Leadership	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
3	13	3.13 Targeted Tutoring During the Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
3	14	3.14 Summer School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$400,000.00
3	15	3.15 Summer Bridge Program	$25,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
3	16	3.16 Paraeducators-Long-Term English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$900,367.00
3	17	3.17 Data Analysis Platform	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
4	1	4.1 Administrative Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$480,000.00
4	2	4.2 Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$400,000.00
4	3	4.3 Support Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$494,715.00
4	4	4.4 Site Community Liaisons	$321,361.00	$0.00	$0.00	$0.00	$0.00	$0.00	$321,361.00

4	5	4.5 Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$271,000.00
4	6	4.6 Parent Workshops (All Students)	$7,500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,500.00
4	7	4.7 Interpretation/Translation Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
5	1	5.1 Multi-Tiered System of Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,578,219.00
5	2	5.2 Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,196,071.00
5	3	5.3 After-school Student Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,903,079.00
5	4	5.4 School Safety-Campus Supervision	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,970,147.00
5	5	5.5 Foster Youth Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$114,862.00
5	6	5.6 Stage Technician	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$160,456.00
5	7	5.7 Resources to Support Student Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$193,000.00
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
6	1	6.1 College and Career Readiness Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$226,819.00
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$190,639.00
6	3	6.3 Instructional Materials and Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,972.00
6	4	6.4 Targeted Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$18,000.00

		Strategies							
7	1	7.1 Additional Supervision and Counseling	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,000.00
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,846.00
7	3	7.3 Targeted Engagement Strategies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000.00

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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