

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine Unified School District

CDS Code: 30 73650 0000000

School Year: 2026-27

LEA contact information:

Leslie Roach

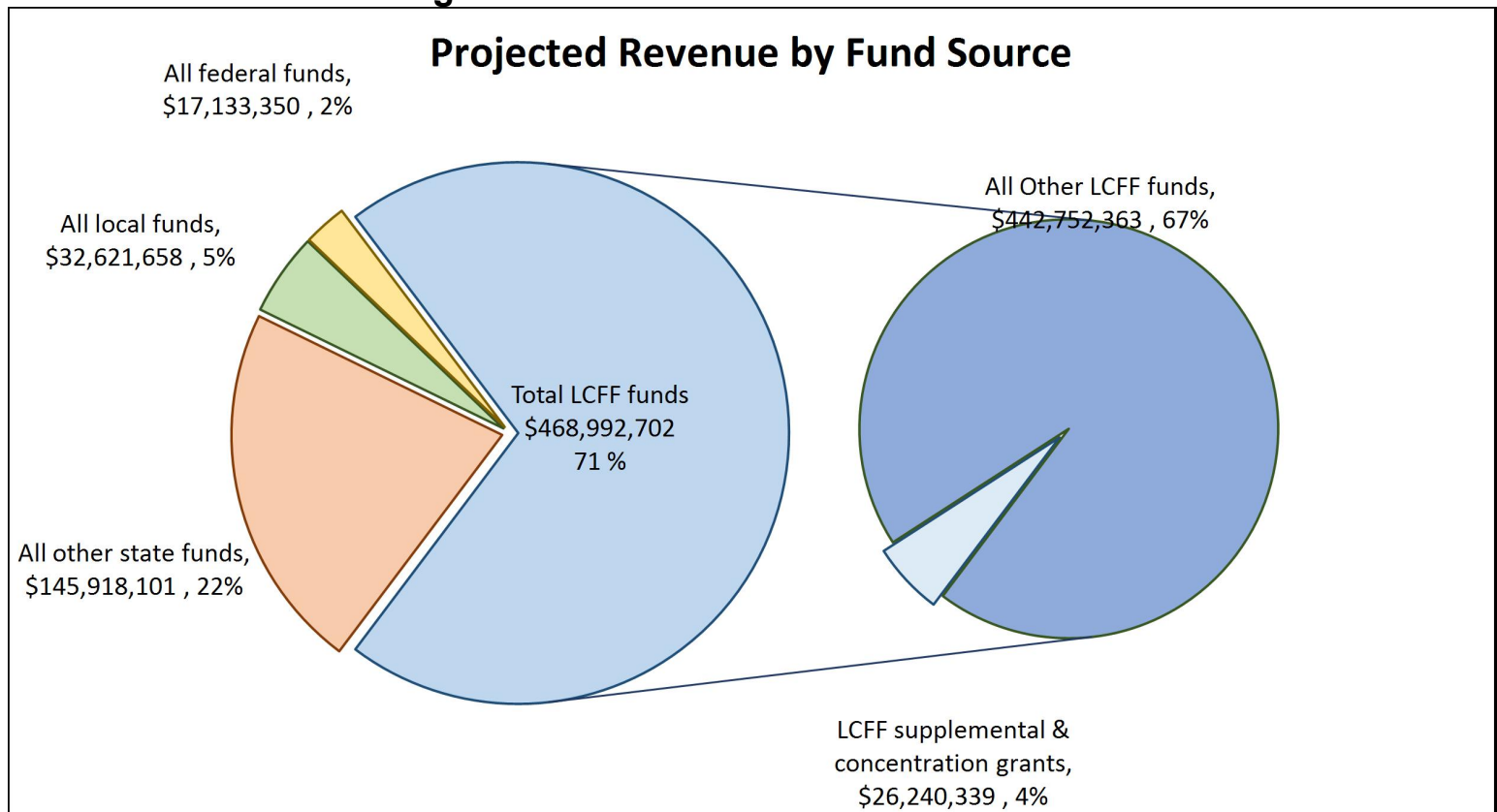
Executive Director, Student Support Services

LeslieRoach@iusd.org

949-936-5079

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

Budget Overview for the 2026-27 School Year

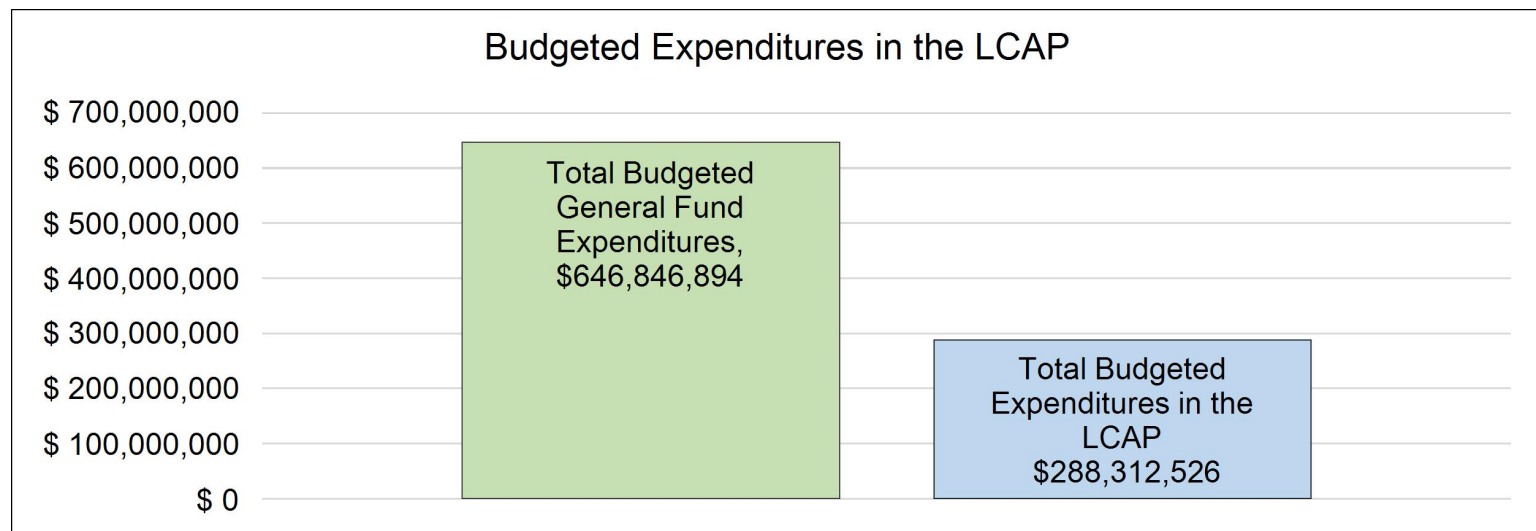


This chart shows the total general purpose revenue Irvine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine Unified School District is \$664,665,811, of which \$468,992,702 is Local Control Funding Formula (LCFF), \$145,918,101 is other state funds, \$32,621,658 is local funds, and \$17,133,350 is federal funds. Of the \$468,992,702 in LCFF Funds, \$26,240,339 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Irvine Unified School District plans to spend \$646,846,894 for the 2026-27 school year. Of that amount, \$288,312,526 is tied to actions/services in the LCAP and \$358,534,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund supports programs with additional spending in the following categories:

Certificated/Classified Salaries and Benefits: \$233,917,250

Books and Supplies: \$34,355,386

Services/Operating Expenditures: \$86,829,634

Capital Outlay: \$3,432,098

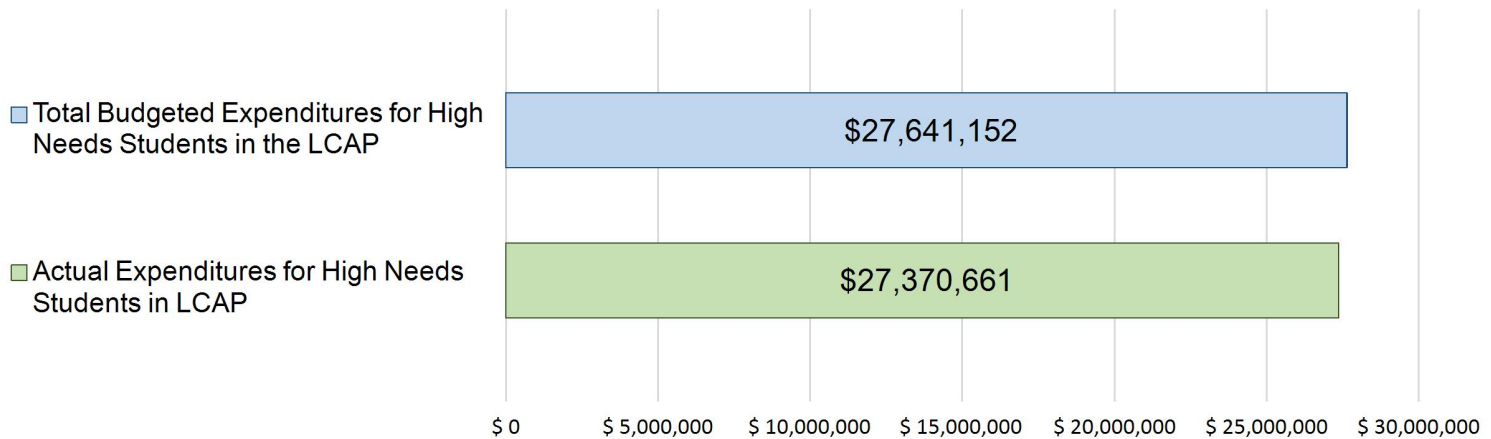
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Irvine Unified School District is projecting it will receive \$26,240,339 based on the enrollment of Foster Youth, English learner, and low-income students. Irvine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Unified School District plans to spend \$28,521,572 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

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



This chart compares what Irvine Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Irvine Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Irvine Unified School District's LCAP budgeted \$27,641,152 for planned actions to increase or improve services for high needs students. Irvine Unified School District actually spent \$27,370,661 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$270,491 had the following impact on Irvine Unified School District's ability to increase or improve services for high needs students:

Total estimated actual expenditures for high needs students in 2025–26 are less than the total budgeted expenditures for those planned actions and services. The variance is primarily attributable to staffing vacancies in contributing action items across Goal 2 and Goal 4, which resulted in reduced personnel costs relative to budgeted allocations. In each instance, the district maintained continuity of services through existing staff capacity and operational adjustments, such that increased and improved services for high needs students were not substantively diminished.

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
Irvine Unified School District	Leslie Roach Executive Director, Student Support Services	LeslieRoach@iusd.org 949-936-5079

Plan Summary [2026-27]

General Information

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

District Profile

Irvine Unified School District (IUSD) is located in Orange County, California, and serves a diverse population of more than 37,000 students from pre-kindergarten through grade 12. The district's mission is to enable all students to become contributing members of society, empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world. A commitment to excellence is the hallmark of the Irvine Unified School District. As a school-community partnership, the district is committed to providing the highest-quality educational experience it can envision.

District Enrollment and Staffing

IUSD currently enrolls 37,755 students and employs 1,954 teachers, 223 administrators, and 2,076 support staff members.

Schools

The district operates the following schools across its continuum of educational programs:

Early Childhood Center: 1

Elementary Schools: 24

K–8 Schools: 5

Middle Schools: 6

High Schools: 5

Alternative High School: 1

Virtual Academies: 2

Student Population

The district serves students across a range of identified subgroups, reflecting the diversity of the community:

Low Income: 21.5%

English Learners: 13.6%

Students with Disabilities (Special Education): 10.1%

Advanced Learners: 18.2%

Long-Term English Learners: 0.42%

Homeless: 0.17%

Foster Youth: 0.10%

District Awards and Recognition

IUSD has received numerous national, state, and local awards recognizing excellence in academics, the arts, athletics, civic engagement, sustainability, and staff achievement. These recognitions reflect the district's sustained commitment to providing a high-quality educational experience for all students.

National Recognition

IUSD has earned significant national recognition across multiple consecutive years. In 2026, seven IUSD schools were ranked among the top 100 schools in California by U.S. News and World Report. IUSD high schools earned AP School Honor Roll recognition in 2024, 2025, and 2026. In 2025, IUSD was named the number one school district in Orange County and among the top school districts in the nation. Also in 2025, IUSD students earned Congress's highest civilian honor for youth, an achievement repeated in 2026. Sierra Vista Middle School's Science Olympiad Team won the national tournament in 2025 for the second time, further demonstrating the district's academic excellence on a national stage.

State and Local Recognition

At the state and local levels, IUSD continued to earn recognition for academic performance, sustainability, and civic engagement. In 2025, IUSD high schools were ranked in the top 5% of California schools. In 2026, more than 200 IUSD students earned the California State Seal of Civic Engagement. In the area of sustainability, Portola High School earned a California Green Ribbon School Silver Level designation in 2025. In 2026, IUSD received the California Green Ribbon School District Award. Sustainability Silver Level honor, and Northwood High School earned the California Green Ribbon School Gold Level designation, reflecting the district's commitment to environmental stewardship at both the site and district levels.

Athletics — CIF Championships

IUSD student athletes demonstrated sustained excellence in athletic competition across multiple CIF championship seasons. In the 2024 fall season, district schools earned three CIF titles. In the 2025 spring season, IUSD teams earned five CIF titles, followed by three additional titles in the 2025 fall season. In the 2026 winter season, the district schools have earned two CIF titles to date.

District, School, Student, and Staff Recognition

Academics

IUSD ranks number one in California (among public school districts with more than 35,000 students) in state standardized testing and leads Orange County with 62 National Merit Semifinalists. All five IUSD high schools earned AP Honor Roll recognition, and seven IUSD schools were ranked among the top 100 schools in California by U.S. News and World Report. IUSD high schools are ranked in the top 5% of California schools, and IVA Elementary was voted the best virtual school in Orange County.

University High School defended its Science Bowl Regional Champions title, having won the title seven times in nine years. Woodbridge High School demonstrated sustained dominance at the Orange County Academic Decathlon, claiming its ninth title in ten years. IUSD students also demonstrated excellence at the 2026 Orange County Regional Science Olympiad Competition and at the 45th Annual Science Fair. Beacon Park student Jooha Lee earned third place in the Orange County Spelling Bee, and IUSD students demonstrated excellence at the Orange County Journalism Competition.

Visual and Performing Arts

IUSD students earned widespread recognition in the visual and performing arts. IUSD was named the Best Community for Music Education for the 15th consecutive year. Nearly 100 IUSD students were selected for California All-State Honors Ensembles, and additional students participated in the prestigious Southern California School Band and Orchestra Association (SCSBOA) Honor Groups. Woodbridge High School's Entertainment Corps dominated the season with a state championship win and tournament sweep. IUSD teams from Woodbridge High School and University High School earned distinction at the 2026 USA Spirit Nationals in both cheer and dance.

Athletics

IUSD student athletes continued to earn individual and team distinctions across multiple sports. Irvine High School's Summer Wilson broke an all-time record at the State Championships. Woodbridge Warriors claimed the program's first CIF Southern Section Championship in 27 years following a stunning season turnaround. Northwood High School's Ashlynn Lynch became the first student in school history to win a CIF Southern Section Girls Wrestling Championship. Portola Girls Golf secured back-to-back CIF Division II Championships. IUSD cheer and dance teams from Woodbridge High School and University High School also earned recognition at the 2026 USA Spirit Nationals.

Community and Civic Engagement

IUSD students demonstrated exceptional commitment to civic life and community service. More than 200 students earned the California State Seal of Civic Engagement, and eighteen IUSD students earned Congress's highest youth civilian honor, reflecting the district's investment in developing civically engaged young people.

Teacher and Staff Recognition

IUSD faculty and staff received wide-ranging professional recognition during the 2025–26 academic year, reflecting the district's ongoing commitment to attracting and retaining outstanding educators. The district named its 2025–26 Teachers of the Year and Teachers of Promise honorees, while several staff members received distinction at the county, state, and national levels. Coordinator Connie Jacobs was named the 2026 Orange County Counselor Advocate of the Year, and multiple IUSD leaders were recognized among Orange County's Top 125 Most Influential People. In the arts, four educators received honors from the Orange County Music and Arts Administrators (OCMAA) for excellence in arts education; two teachers were named semifinalists for the California Music Educators (CMA) Foundation's Music Teachers of Excellence Award, including Sierra Vista's Henry Miller, who earned this distinction for the second time. Woodbridge High School's Daniel

Pilchman received the 2025 Outstanding STEM Educator Award, and Katherine Findlay was named a GRAMMY Music Educator Award Semifinalist — a recognition that underscores the exceptional depth of instructional talent across the district.

District Support Systems

IUSD offers a wide range of support systems to meet the academic, behavioral, social-emotional, and developmental needs of all students. These systems reflect the district's core belief that every student can learn at high levels and that it is the collective responsibility of the school community to ensure that each student succeeds.

Multi-Tiered System of Supports (MTSS) is a systemic process that helps schools align resources, programs, and supports to meet the needs of all students. MTSS is guided by a shared belief that all students can learn at high levels and a collective responsibility to ensure that every student is successful in the academic, behavioral, health, and social-emotional realms. Through a systematic process grounded in assessment and data, students are matched to increasingly intensive supports that meet their needs across all areas. This framework supports decision-making for individual students and also drives decision-making across all levels of the school and district.

Professional Learning Communities (PLC) provide a collaborative structure through which teachers work together to positively impact student achievement and performance. Working in collaborative content or grade-level teams, teachers plan standards-aligned instruction and assessments that provide evidence of student learning. During regular meetings and release days, PLC teams analyze evidence of student learning and plan targeted instructional responses to ensure all students reach proficiency on grade-level standards.

Supportive School Communities are developed and implemented at each school site, with goals designed to cultivate an environment where all students are respected, engaged, and empowered to realize their full potential. These goals are intentionally designed to support the comprehensive development of each student while addressing the specific needs of historically underserved student populations. Site administrators apply this framework to inform the School Plan for Student Achievement (SPSA), which is reviewed and refined annually to ensure continuous improvement.

IUSD provides technology infrastructure, support, and resources to enrich learning, keep the community connected, and support the district's continued growth. The Technology Department focuses on supporting teachers and students in the classroom and offers ongoing professional learning, group training, coaching, and co-teaching opportunities to help staff leverage technology to engage students and enhance learning. The Educational Technology (EdTech) team facilitates the selection, implementation, and use of educational software and maintains communication platforms including the district website and TV.IUSD. The Information Services team supports the Student Information System and Parent Portal, while the Network Services team maintains network availability and security, wireless access, and email and internet access.

Mental Health and Wellness services are provided at each school site, offering school-based mental health and wellness resources to students and linking families to community-based mental health and social services. The district's commitment to student well-being encompasses academic, behavioral, and social-emotional health across all grade levels.

Advanced Learning and Differentiation ensures that all students feel a sense of belonging and participate in rigorous and engaging learning. In IUSD, students have access to differentiated learning experiences in all grades. Differentiation means tailoring learning experiences and instruction to meet the needs of all students. Teachers may differentiate in content, process, product, or learning environment to best serve small groups or individual students.

Access to a Broad Course of Study is provided to all IUSD students across grade levels. For students in grades 1 through 6, a broad course of study includes English, Mathematics, Social Sciences, Physical Education, and access to Arts and Wellness Education. For students in grades 7 through 12, a broad course of study includes access to English, Social Sciences, World Language, Physical Education, Science, Mathematics, Arts Education, and Career Technical Education courses.

Special Education ensures that the unique needs of students with an Individualized Education Program (IEP) are met through additional services, supports, programs, specialized placements, and appropriate educational environments. The core purpose of special education is to provide specialized academic instruction and intervention, and to give students with an IEP access to the same educational programs and activities available to their typical peers to the maximum extent possible.

Language Development Programs reflect IUSD's commitment to welcoming and valuing the cultural and linguistic diversity of its students and families. The district is committed to ensuring that multilingual learners have full and meaningful access to educational programs that result in the attainment of high levels of English proficiency, mastery of grade-level content standards, and opportunities to participate in all academic and extracurricular activities.

Parent and Family Engagement is supported through multiple avenues for parent and guardian involvement in the work of the school and in the learning of their children. Seminars, workshops, and course offerings provide opportunities for parents and guardians to access district and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning at home, establish home and school connections, and become active participants in the learning community.

Continuous Improvement Efforts (CIE) illustrate the district's core mission to develop essential capacities in students and staff, and to evaluate, each day, the impact of teaching on student learning.

District Mission, Values, and Commitment:

In fulfillment of its mission, IUSD is dedicated to the following principles:

The joy of learning for all

Respect for each individual's worth and uniqueness

A celebration of diversity

An environment that nurtures the quest for quality

A culture founded on relationship and inclusion

Mission

IUSD will leverage its collective resources in order to make a meaningful difference in the world by:

Nurturing the diverse gifts and capabilities within each individual

Challenging every student and adult learner to persevere for excellence

Developing competent, resourceful, resilient, and empowered learners prepared to meet the challenges of a complex future

Enhancing the human capacity for courage, compassion, and contribution

Values

As a district, IUSD weaves its core values into all that it does. Lived individually and exhibited organizationally, these values are:
Integrity — Collaboration — Learning — Empowerment — Trustworthiness

The district overview and profile presented here provide the foundational context within which the goals, actions, and services of this Local Control Accountability Plan (LCAP) are developed and implemented. The district's demographics, support systems, and commitment to continuous improvement inform all aspects of the 2024–27 LCAP cycle.

Reflections: Annual Performance

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

Overview of District Performance

Irvine Unified School District (IUSD) continues to show strong overall academic performance and is focused on closing persistent equity gaps among student subgroups. Using data from the California School Dashboard, Smarter Balanced Summative Assessments (CAASPP), local progress indicators, and school climate and Panorama surveys, the district has identified areas to celebrate and areas that need continued, targeted intervention. This reflection covers performance across state and local indicators, highlights disparities among student groups, and documents the district's strategies for the 2026–27 school year.

For the purposes of this document, student subgroups are referenced by the following abbreviations: ALL (All Students), AA (African American), AI (American Indian), AS (Asian), EL (English Learner), FI (Filipino), FOS (Foster Youth), HI (Hispanic), HOM (Homeless), LTEL (Long-Term English Learner), PI (Pacific Islander), SED (Socioeconomically Disadvantaged), SWD (Students with Disabilities), 2+ (Two or More Races), WH (White).

2025 Celebrations: Highest and High Performance Levels

IUSD has achieved its highest performance level (Blue) on the California Dashboard in four state indicators, reflecting sustained district-wide excellence.

Blue Performance — Highest Level

The College and Career Indicator has reached 75.8% (Blue), maintained from the prior year. The district's suspension rate stands at 0.9% (Blue), also maintained from the prior year. The graduation rate remains strong at 95.2% (Blue). English Language Arts (ELA) performance has improved to 61.8 Distance from Standard (DFS) (Blue), an increase of 3.4 points from the previous year.

Green Performance — High Level

Chronic absenteeism has improved to 8.6% (Green), a 1.1% decline from the prior year. English Learner Progress Indicator (ELPI) has been maintained at 62.4% (Green).

2025 Local Progress Indicators

Local data further reflect the district's commitment to college and career readiness, equitable access, and instructional quality.

93% of students passed AP Exams with a score of 3 or higher

69% of students met UC/CSU requirements

98.7% of students participated in two or more college preparatory courses
50.1% of students participated in one or more AP courses
100% of students have access to standards-aligned instructional materials
100% of teachers are appropriately assigned and credentialed
100% of facilities are maintained in good repair

State Board of Education (SBE) Self-Reflection Indicators

IUSD has fully implemented and sustained the majority of academic standards, instructional materials, and policy and program areas reviewed by the State Board of Education.

Implementation of Academic Standards and Instructional Materials has reached Level 5 (Full Implementation and Sustainability) in English Language Arts/Common Core State Standards, History-Social Science, English Language Development, and Next Generation Science Standards. Mathematics has reached Level 4 (Full Implementation) across academic standards, instructional materials, and policy and program support.

Implementation of Expanded Standards has reached Level 5 in Career Technical Education, Physical Education Model Content Standards, Health Education Content Standards, and Visual and Performing Arts. World Languages has reached Level 4.

Parent and Family Engagement has achieved Level 5 across all three indicators: Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making.

Equity-Driven Progress: Differentiated Assistance Exit and Equity Multiplier Status

The 2025 California School Dashboard shows two outcomes that reflect the district's sustained commitment to its highest-need student populations. IUSD has exited Differentiated Assistance (DA) for the Foster Youth (FOS) student group — a designation that had been in place throughout the 2023 and 2024 Dashboard cycles, during which FOS students performed at the lowest levels across multiple state indicators. This exit reflects deliberate, targeted intervention over multiple years and stands as one of the most significant equity milestones of the current LCAP cycle. The district continues to provide voluntary, targeted support for FOS students through Goal 4 actions, demonstrating that its commitment to this population goes beyond formal designation.

In a parallel development, Creekside High School no longer qualifies for Equity Multiplier status under the 2025 Dashboard eligibility criteria, reflecting improved student stability at the site. Together, these outcomes show that focused, evidence-based investment in the district's highest-need populations leads to measurable results. The Equity Multiplier Focus Goal designation (Goal 5) is maintained for 2026–27 to ensure the transparent spend-down of carry-over funds, which must be directed to the school that earned them, with priorities grounded in current site data and input from educational partners.

The district has also continued investments that directly support student access and achievement, including class-size reduction, additional secondary sections, full-time assistant principals, a 450:1 counseling ratio, and classroom aides at large elementary sites. Mental health and wellness, behavioral supports, and social-emotional learning programs are available at all sites and grade levels. Interventions and supplemental programs are in place for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Every student, regardless of characteristics or identified needs, receives the challenge and support they need to reach high academic standards, with equitable access to college and career pathways and advanced coursework. The district has continued to adopt textbooks and instructional materials and to implement Career Technical Education (CTE) pathways and Regional Occupation Program (ROP) learning opportunities.

Areas of Needed Growth: Three-Year California Dashboard Analysis (2023–2025)

State and local indicators consistently highlight areas requiring growth across specific student groups and school sites. The following analysis synthesizes findings from the 2023, 2024, and 2025 California Dashboard cycles and reflects the district's commitment to multi-tiered levels of support. In alignment with California School Dashboard requirements, LEAs must identify any student group within the LEA, any school within the LEA, or any student group within a school that received a Red performance level. To support this analysis, IUSD defines a "significant gap" as a student group performing two tiers below the ALL students group on the Dashboard and at least 5% below on local indicators.

*2023 Dashboard Red Indicators

The schools and student groups identified as RED (Very Low Performing) within each school are identified as follows:

Alderwood (ALL student subgroup, EL, SED, AS, HI, WH), Alternative Education–San Joaquin High (ALL student subgroup), Bonita Canyon (HI, EL), Brywood Elementary (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), College Park (SWD, HI), Creekside High (All Students, SED, SWD, HI, WH), Culverdale (SWD, AA), Cypress Village (Two + Races), Deerfield Elementary (SED), Eastshore (HI), Eastwood (SWD, HI), Greentree (SWD), Irvine High (SWD, AA), Jeffrey Trail (SED), Lakeside (SWD, WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Northwood High (SWD), Oak Creek (SWD, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin Middle (SED, HI, WH), Sierra Vista (SWD), South Lake (SED, AA, WH), Springbrook (ALL students, EL, HI, SED, SWD, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (SED, EL, WH), Woodbridge High (SWD), Woodbury (EL, WH).

2023 Dashboard Red Indicators/State Indicator Areas of Needed Growth:

In alignment with the 2023 California School Dashboard requirements, LEAs must identify any student group within the LEA, any school within the LEA, or any student group within a school that received a Red performance level. To support this analysis, IUSD also defines a 'significant gap' as a student group performing two tiers below the 'all students' group on the Dashboard and at least 5% below on local indicators. Using these criteria, the following list highlights student groups identified for additional support based on performance across the six state indicators.

English Language Arts (CA Dashboard): Culverdale (SWD), Greentree (SWD), Irvine High (SWD), Lakeside (SWD), Northwood High (SWD), Springbrook (SWD), Venado (SWD), Woodbridge High (SWD)

Mathematics (CA Dashboard): District (FOS), Culverdale (SWD), Irvine High (SWD), Lakeside (SWD), Springbrook (SWD), Smarter Balanced Summative Assessment (CAASPP) English Language Arts: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)

Smarter Balanced Summative Assessment (CAASPP) Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)

CSU/UC Requirements (DataQuest): District (AA, EL, HOM, SED, SWD)

College/Career Indicator (CA Dashboard): Creekside (ALL, SED, SWD, HI, WH)

Graduation Rates (CA Dashboard): Alternative Education, San Joaquin High School (ALL)

Chronic Absenteeism (CA Dashboard): District (AA, AI, FOS, SED), Alderwood (ALL, EL, AS, SED, HI, WH), Bonita Canyon (HI), Brywood (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), Cypress Village (2+ Races), Deerfield (SED), Eastshore (HI), Eastwood (SWD, HI), Jeffrey Trail (SED), Lakeside (WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Oak Creek (SED, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin (SED, HI, WH), Sierra Vista (SWD), Southlake (SED, AA, WH), Springbrook (ALL,

EL, SED, SWD, HI, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (EL, SED, WH), Woodbury (EL, WH)

Suspension Rates (CA Dashboard): District (HOM), Bonita Canyon (EL), College Park (SWD, HI), Creekside (ALL, SED, SWD, HI, WH), Culverdale (AA), Irvine High (AA)

Percentage of Students Completing at Least One CTE Pathway: District (AA)

Percentage of Students Completing CTE Pathways AND UC/CSU Requirements: District (AA)

Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD)

Special Education Identification Rates: District (EL, FOS, HOM)

*Additional Targeted Support and Intervention (ATSI): 6 IUSD schools were identified for Year 2 of Additional Targeted Support and Intervention (ATSI) based on California Dashboard data. IUSD schools qualify for ATSI if a student group has all or all but one indicator in the lowest status level. The schools below have been identified for the following reasons:

Canyon View Elementary: Chronic Absenteeism (SWD)

Creekside High School: Suspension Rate (HI, SED, SWD, WH)

Culverdale Elementary: Suspension Rate (AA)

Eastwood Elementary: Chronic Absenteeism (HI)

Loma Ridge Elementary: Chronic Absenteeism (HI)

Southlake Middle School: Chronic Absenteeism (AA)

Schools identified for ATSI conduct comprehensive needs assessments and data reviews to understand the scope of support needed for each subgroup. Evidence-based supports and services are identified and implemented based on the unique culture and subgroup need at each school site, and are identified in the site School Plan for Student Achievement (SPSA).

*As required, 2023 Dashboard/State Indicator performance areas are copied verbatim from the 2024-25 LCAP.

2024 California Dashboard

Red (Very Low Performing) Identifications — 2024

The following schools and student groups were identified as Very Low Performing (Red) in the 2024 California School Dashboard:

Brywood Elementary (SWD); Culverdale Elementary (SWD); Greentree Elementary (HI, SWD); Irvine High School (EL); Jeffrey Trail Middle School (HI); Northwood Elementary (SWD); Oak Creek Elementary (AS); Loma Ridge Elementary (EL, WH); Northwood High School (EL, SWD); Portola High School (SWD); Rancho San Joaquin Middle School (HI, SWD); Southlake Middle School (EL, SED, SWD, WH); Stonecreek Elementary (WH); Turtle Rock Elementary (HI, WH); University High School (AA, EL); University Park Elementary (SED, SWD, 2+); Venado Middle School (WH); Westpark Elementary (SWD); Woodbridge High School (EL, SWD).

2024 State Indicator Areas of Needed Growth

English Language Arts (CA Dashboard): District (FOS, LTEL); Culverdale Elementary (SWD); Greentree Elementary (SWD); Jeffrey Trail Middle School (LTEL); Irvine High School (EL); Northwood High School (EL, SWD); University High School (EL); Woodbridge High School (SWD).

Mathematics (CA Dashboard): District (FOS); Culverdale Elementary (SWD); Greentree Elementary (SWD); Northwood High School (SWD); Irvine High School (SWD); Lakeside Middle School (SWD); Springbrook Elementary (SWD).
 CAASPP English Language Arts: District (EL, FOS, HOM, LTEL, SED, SWD).
 CAASPP Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD).
 CSU/UC Requirements (DataQuest): District (AA, EL, HOM, HI, LTEL, SED, SWD).
 College/Career Indicator (CA Dashboard): None.
 Graduation Rates (CA Dashboard): Portola High School (SWD); Woodbridge High School (SWD).
 Chronic Absenteeism (CA Dashboard): District (FOS, HOM); Brywood Elementary (SWD); Greentree Elementary (HI); Northwood Elementary (SWD); Oak Creek Elementary (AS); Turtle Rock Elementary (HI); University Park Elementary (ALL, 2+, SWD, SED); Lakeside Middle School (WH); Jeffrey Trail Middle School (HI); Rancho San Joaquin Middle School (SWD, HI); Southlake Middle School (SED, WH, EL).
 Suspension Rates (CA Dashboard): District (FOS); Rancho San Joaquin Middle School (SWD); University High School (AA).
 Percentage of Students Completing at Least One CTE Pathway: District (AA, LTEL, SWD).
 Percentage of Students Completing CTE Pathways and UC/CSU Requirements: District (AA, FOS, HOM, SWD).
 Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD).

Additional Targeted Support and Intervention (ATSI): None. The elimination of ATSI identification in 2024, following six school identifications in 2023, reflected meaningful improvement in subgroup performance at previously identified sites, particularly Canyon View Elementary and Southlake Middle School.

2025 California Dashboard Red (Very Low Performing) Identifications — 2025

The following schools and student groups are identified as Very Low Performing (Red) in the 2025 California School Dashboard:
 Alderwood Elementary (WH); Bonita Canyon Elementary (SWD); Brywood Elementary (SED, SWD); Cadence Park K-8 School (SWD); College Park Elementary (SWD); Creekside High School (ALL, SED, SWD, HI); Culverdale Elementary (SED, SWD, HI); Cypress Village Elementary (HI); Deerfield Elementary (SWD, HI); Eastshore Elementary (HI, ELPI); Greentree Elementary (SWD); Irvine High School (SWD); Jeffrey Trail Middle School (SWD, WH); Lakeside Middle School (SED); Meadow Park Elementary (SWD, EL, PI); Oak Creek Elementary (SED, HI, WH); Sierra Vista Middle School (SWD); Solis Park K-8 School (SED); South Lake Middle School (SWD); Turtle Rock Elementary (HI); University Park Elementary (SED, HI); University High School (EL).

2025 State Indicator Areas of Needed Growth

English Language Arts (CA Dashboard): Cadence Park K-8 School (SWD); Greentree Elementary (SWD); Irvine High School (SWD); University High School (EL).
 Mathematics (CA Dashboard): District (HOM); Greentree Elementary (SWD).
 CAASPP English Language Arts: District (EL, FOS, HOM, LTEL, SED, SWD).
 CAASPP Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD).
 CSU/UC Requirements (CA Dashboard): District (AA, EL, HOM, HI, LTEL, SED, SWD).
 College/Career Indicator (CA Dashboard): None.
 Graduation Rates (CA Dashboard): None.

Chronic Absenteeism (CA Dashboard): District (AA, HOM); Alderwood Elementary (WH); Bonita Canyon Elementary (SWD); Brywood Elementary (SED, SWD); Culverdale Elementary (SED, SWD, HI); Cypress Village Elementary (HI); Deerfield Elementary (SWD, HI); Eastshore Elementary (HI); Greentree Elementary (HI); Meadow Park Elementary (SWD); Oak Creek Elementary (SED, HI, WH); Turtle Rock Elementary (HI); University Park Elementary (SED, HI); Lakeside Middle School (WH, SED); Jeffrey Trail Middle School (SED, WH); Sierra Vista Middle School (SED); Southlake Middle School (SWD).

Suspension Rates (CA Dashboard): District (FOS); Creekside High School (ALL, SED, SWD, HI); College Park Elementary (SWD); Solis Park K-8 School (SED); University High School (AA).

Percentage of Students Completing at Least One CTE Pathway: District (AA, LTEL, SWD).

Percentage of Students Completing CTE Pathways and UC/CSU Requirements: District (AA, FOS, HOM, SWD).

Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD).

Additional Targeted Support and Intervention (ATSI): None.

Differentiated Assistance: Homeless (HOM) Student Group

The 2025 California Dashboard has resulted in IUSD entering Differentiated Assistance (DA) for the Homeless (HOM) student group. This designation is the direct consequence of Red (Very Low Performing) status across two state indicators for this student group: Chronic Absenteeism and Mathematics. LEAs are identified for Differentiated Assistance when one or more student groups perform at the lowest level on a state indicator, triggering a structured process of support and intervention in collaboration with the County Office of Education.

The HOM student group's Red performance on Chronic Absenteeism is consistent with a pattern of attendance challenges documented across the 2023 and 2024 Dashboard cycles, during which homeless students at the district level demonstrated persistent difficulties with regular school attendance. The addition of Red status in Mathematics for the HOM student group in the 2025 Dashboard reflects compounding academic challenges associated with housing instability, school transitions, and limited access to consistent educational supports.

Approximately 130 homeless students are served across 44 district sites. This population faces significant and well-documented barriers to attendance, academic continuity, and social-emotional stability. The district recognizes that the DA designation for the HOM student group requires a heightened and coordinated response and will engage in the required DA process to develop and implement evidence-based supports and interventions specifically targeting this student group. Progress for HOM students will be closely monitored through both state and local indicators, and targeted strategies addressing attendance and mathematics achievement are reflected in Goal 4 and in the district's gap-closure action steps for 2026–27.

Equity Multiplier Site: Not Applicable. Creekside High School previously received Equity Multiplier funding but does not qualify for Equity Multiplier funding in 2026–27 based on the 2025 California School Dashboard. IUSD continues targeted support for Creekside High School through Goal 5 using carry-over Equity Multiplier funds from 2025-26.

Cross-Cycle Analysis: 2023–2025 Dashboard Trends

Overall Progress in Reducing Red Performance Levels

Analysis of the 2023, 2024, and 2025 California School Dashboard data indicates that IUSD has made measurable progress in reducing the number and intensity of Red (Very Low) performance levels across schools and student groups, while persistent subgroup disparities in specific indicators remain areas of focus for the 2026–27 school year.

In the 2023 Dashboard, Red status was widespread, with schools such as Springbrook Elementary, Meadow Park Elementary, and Canyon View Elementary identified across multiple student groups and indicators. By the 2024 Dashboard, Red identification had become more concentrated among specific student groups rather than entire school populations. Springbrook Elementary, previously identified across nearly all student groups in 2023, was no longer identified in Red status in 2024. Canyon View Elementary, identified in 2023 for multiple subgroups and qualifying for ATSI, was similarly no longer identified in Red status in 2024. This positive trend has continued in the 2025 Dashboard, where Red performance is more narrowly distributed across specific subgroups and sites.

Schools Demonstrating Improvement

Portola High School and Rancho San Joaquin Middle School were identified in Red status in the 2024 Dashboard — Portola High School for SWD and Rancho San Joaquin Middle School for HI and SWD — but are no longer identified in Red status in 2025, indicating a positive response to targeted supports. Creekside High School was identified in Red for the College/Career Indicator in 2023 but was not identified in that indicator in 2024 or 2025, demonstrating meaningful progress in college and career readiness outcomes.

The Graduation Rate indicator has reflected consistent system-wide improvement across all three Dashboard cycles. In 2023, Alternative Education–San Joaquin High School (ALL) was identified in Red. By 2024, Red identification was limited to Portola High School and Woodbridge High School (SWD). In 2025, no schools are identified in Red for graduation, indicating system-wide progress in this indicator.

Schools with Consistent or Emerging Areas of Need

A subset of schools demonstrates persistent Red indicators across all three Dashboard releases. Culverdale Elementary and Greentree Elementary were consistently identified in Red status — particularly for Students with Disabilities (SWD) — across the 2023, 2024, and 2025 Dashboard cycles. Creekside High School has remained a consistent area of need, with multiple subgroup Red indicators across all three years. University High School was not identified in Red status in 2023 but emerged in 2024 for AA and EL student groups and continues in 2025 for EL, demonstrating the need for sustained focus on English Learner outcomes at that site. Solis Park Elementary, not identified in prior Dashboard years, has emerged in the 2025 Dashboard for SED, reflecting a newly identified area of need for targeted focus in 2026–27.

Persistent Systemwide Challenge: Chronic Absenteeism

Chronic absenteeism has remained the most pervasive and persistent Red indicator across all three Dashboard cycles, affecting numerous schools and student groups each year. While some sites — such as Canyon View Elementary — exited Red status in subsequent years, chronic absenteeism continued to affect multiple schools in 2024 and continues to affect multiple schools in 2025, including Alderwood Elementary, Culverdale Elementary, University Park Elementary, and Southlake Middle School. The HOM student group's persistent Red status in Chronic Absenteeism across multiple Dashboard cycles, culminating in the district's entry into Differentiated Assistance for this student group in 2025, further underscores the systemic nature of this challenge. This pattern indicates that, despite targeted interventions, chronic absenteeism represents a systemic challenge that will require sustained, coordinated district-wide response throughout the 2026–27 school year.

Elimination of ATSI Identification

The 2023 Dashboard identified six schools for Additional Targeted Support and Intervention (ATSI). By the 2024 and 2025 Dashboards, no schools met ATSI criteria. The exit of Canyon View Elementary and Southlake Middle School from ATSI status reflected improved subgroup performance on Dashboard indicators and demonstrated the effectiveness of targeted supports implemented at those sites.

2025–26 Annual Survey Data

Strengths Identified

Survey results reflect broadly positive community perceptions of the district's educational environment. Among parent respondents, 70% reported being very satisfied or satisfied with students' overall educational experience, an increase of 1% from the prior year. Eighty-four percent agreed that their school supports effective parent-teacher communication, maintained from the prior year. Fifty-eight percent agreed the district provides interpretation and translation services to families who need them, an increase of 3%. Seventy-five percent agreed their child's school works to understand families' backgrounds and cultures, an increase of 2%.

Among student respondents, 95% reported having friends at school, maintained from the prior year. Eighty-seven percent agreed they have at least one trusted adult on campus, maintained from the prior year. Eighty-eight percent agreed they can succeed in school, an increase of 3%. Eighty-one percent reported being encouraged to pursue academically challenging courses, an increase of 1%. Sixty-four percent agreed they see their culture represented in the curriculum, an increase of 1%. Eighty-eight percent agreed their school supports students from different races, ethnicities, and cultures, maintained from the prior year. Among secondary students, 71% agreed their school works to understand families' backgrounds and cultures, a decrease of 1%.

Among staff respondents, 96% reported enjoying their jobs and 89% reported feeling supported in their work.

Areas of Needed Growth

Survey data identify several areas requiring continued district attention in 2026–27. Thirty-one percent of students reported experiencing racism at school, a rate unchanged from the prior year, indicating that current efforts have not yet produced measurable improvement. Fifty-seven percent of students agreed that peers treat one another with respect — a 2-percentage-point increase — though this figure reflects an ongoing need to improve school climate and peer relationships. Student well-being remains a significant concern. Twenty-eight percent of secondary students reported missing school due to chronic stress. Fifty-seven percent reported symptoms of depression in the past 12 months, a 9-percentage-point decrease from the prior year. While this decline reflects progress from existing mental health initiatives, the overall prevalence remains high and warrants continued investment and focus.

Annual Survey Participation (2025–26): Students — 22,774; Parents — 11,827; Staff — 2,513.

LCAP Engagement Activity Participation: 1,741 total participants, including 1,111 certificated staff, 182 classified staff, 60 administrators, 225 parents, 148 students, and 33 other stakeholders.

Equity Multiplier Engagement Activity: 86 staff, 11 parents, and 2 students.

Spring 2025-26 Panorama Data

Grades 3–6

District-Wide Performance

Spring 2026 Panorama SEL data for grades 3–6 reflect overall stability and incremental growth. Supportive Relationships held at 88% and Self-Management at 77%, both consistent with Spring 2025. Emotional Regulation improved from 49% to 51% (+2 points), Grit increased from 68% to 70% (+2 points), and Sense of Belonging increased from 66% to 67% (+1 point). School Climate decreased one point from 60% to 59%.

Student Group Successes

AA students demonstrated the strongest SEL competency gains. Sense of Belonging improved from 59% to 65% (+6 points), the largest gain on this measure among student groups. Grit rose from 60% to 68% (+8 points), Self-Management from 64% to 69% (+5 points), and Supportive Relationships from 86% to 88% (+2 points). HI students showed consistent improvement in Grit (64% to 66%, +2 points), Self-Management (71% to 73%, +2 points), and Emotional Regulation (48% to 50%, +2 points), with Supportive Relationships stable at 88%. SWD students gained in Grit (60% to 64%, +4 points) and Emotional Regulation (45% to 47%, +2 points), with slight gains in Self-Management (+1 point, to 70%) and Social Awareness (+1 point, to 66%). EL students improved in Grit (67% to 70%, +3 points) and Emotional Regulation (49% to 51%, +2 points); School Climate remained above the district average at 62%, a relative strength for this student group. SED students gained in Grit (65% to 68%, +3 points) and Social Awareness (67% to 69%, +2 points), with smaller gains in Self-Management and Emotional Regulation (+1 point each).

Areas of Growth

School Climate declined one point for EL (62%), SED (58%), SWD (56%), and HI students (57%), and remained unchanged for AA students at 55% — the largest gap below the district average among student groups (-4 points). Sense of Belonging held stable for EL, SED, and HI students (all at 64%) and SWD (63%); SWD students were slightly below the district average by 4 points. Self-Management gaps persist for SWD (70%, -7 points), AA (69%, -8 points), and SED students (72%, -5 points), despite year-over-year improvement. Emotional Regulation, the lowest-scoring district-wide competency at 51%, continues to fall below the district average for SWD (47%, -4 points) and SED (48%, -3 points).

Grades 7–12

District-Wide Performance and Participation

Grades 7–12 participation increased from Spring 2025 to Spring 2026: 13,232 students completed the School Supports and Environment module (up from 12,645, +587, +4.6%) and 13,139 completed the Student Competency and Well-Being module (up from 12,902, +237, +1.8%), strengthening the reliability of current findings. District-wide competency measures improved broadly: Emotional Regulation increased from 54% to 58% (+4 points), Grit from 66% to 69% (+3 points), Self-Management from 67% to 69% (+2 points), Social Awareness from 69% to 71% (+2 points), Sense of Belonging from 64% to 66% (+2 points), and Supportive Relationships from 88% to 89% (+1 point). Cultural Awareness and Action declined from 71% to 67% (-4 points) and Diversity and Inclusion from 81% to 80% (-1 point), representing the primary areas requiring continued strategic investment.

Student Group Successes

AA students demonstrated the strongest competency gains, with Emotional Regulation improving from 53% to 62% (+9 points) — the largest single-measure gain among student groups. Grit rose from 65% to 69% (+4 points) and Social Awareness from 65% to 69% (+4 points), with Self-Management increasing from 62% to 65% (+3 points) and Sense of Belonging from 54% to 56% (+2 points). HI students showed broad-based improvement: Emotional Regulation increased from 51% to 57% (+6 points), Sense of Belonging from 58% to 62% (+4 points), Grit from 60% to 64% (+4 points), Self-Management from 62% to 65% (+3 points), and Supportive Relationships from 87% to 89% (+2 points),

reaching the district average. SED students gained across multiple measures, including Emotional Regulation (52% to 57%, +5 points), Sense of Belonging (61% to 64%, +3 points), Grit (63% to 66%, +3 points), and Social Awareness (66% to 69%, +3 points). SWD students improved in Social Awareness (64% to 68%, +4 points), Emotional Regulation (52% to 56%, +4 points), Grit (60% to 63%, +3 points), Self-Management (63% to 65%, +2 points), and Sense of Belonging (61% to 63%, +2 points). EL students gained in Emotional Regulation (52% to 55%, +3 points), Grit (65% to 67%, +2 points), and Social Awareness (66% to 68%, +2 points), with Supportive Relationships stable at 88%.

Areas of Needed Growth

Cultural Awareness and Action declined for all student groups in grades 7-12, consistent with the district-wide trend. AA students scored 57%, following a 6-point decline from Spring 2025; HI and EL students each declined 5 points to 65% and 69%, respectively; SWD declined 4 points to 65%; and SED declined 3 points to 67%. This pattern across student groups indicates a need for strengthened equity-focused curriculum and programming at the secondary level. AA students continue to exhibit the largest gaps in the School Supports and Environment domain, with Sense of Belonging (56%, -10 points below the district average), Cultural Awareness and Action (57%, -10 points), and Diversity and Inclusion (72%, -8 points) all reflecting substantial gaps. Despite the strong competency gains noted above, the breadth and magnitude of school climate and belonging gaps for AA students remain the most significant focus area this grade band and requires continued, sustained strategic intervention.

Sense of Belonging improved for most student groups from Spring 2025 yet remains below the district average for HI (62%, -4 points), SWD (63%, -3 points), and SED students (64%, -2 points). Self-Management gaps below the district average persist for SWD, HI, AA, EL, and SED students, each scoring between 65–66% and trailing the district average by 3 to 4 points, indicating that current supports have not yet fully closed this gap across priority subgroups. Emotional Regulation, while improved for all subgroups, remains the lowest-scoring district-wide competency at 58%; EL students scored 55%, trailing the district average by 3 points, warranting continued monitoring and targeted support.

Steps to Be Taken to Address Gaps

The district will implement the following strategies in 2026–27 to eliminate achievement, attendance, and opportunity gaps across student subgroups.

The highest-leverage strategy will remain the continued implementation of high-quality professional learning and the recruitment and retention of highly qualified professionals. Specific professional learning targeting Tier 3 academic interventions in ELA and Mathematics will be provided, with a principal focus on closing achievement gaps for subgroups performing two tiers or more below the ALL student group on the Dashboard, or at least 5% below on local indicators — specifically AA, HI, SWD, SED, FOS, and HOM.

District Mental Health Specialist (MHS) staff will provide targeted support to African American students and families to address specific barriers to achievement, attendance, and college and career readiness. The district will continue to partner with Equal Opportunity Schools (EOS) to identify low-income students and students of color who qualify for but are not yet enrolled in Advanced Placement courses. The district will continue to support best practices that elicit excellence and honor equity, diversity, and inclusion, and will maintain an inclusive and engaging school climate for all students.

Grading, reporting, testing, and homework practices that create barriers to student learning will be reviewed and addressed. Performance gaps will be addressed through timely data analysis, placement in supports, and ongoing monitoring of all student subgroup performance per

state and local indicators (AA, HI, HOM, SED, SWD). Graduation supports will be strengthened through implementation of interventions for students who need additional support to meet graduation requirements, expanded review of courses accepted from transfer students — both national and international — and increased use of blended and online programs and creative problem-solving to provide students with access to different classes and curricula, with particular focus on SWD and HOM.

Language Development staff will increase support for English Learners and Long-Term English Learners (LTELs) to accelerate progress toward proficiency and close achievement gaps. Special Education staff will collaborate and coordinate with district and site teams to support academic achievement for students with exceptional needs and to reduce the performance gaps that exist between student groups. Student Services staff will focus on evidence-based attendance practices, supporting student engagement and connection to school through School Attendance Review Teams (SART) and District School Attendance and Review Board (SARB) processes, with targeted support directed toward schools identified with student groups in Red on the California Dashboard. Student Services staff will also provide training, professional development, and consultation regarding discipline practices to reduce suspension rates, build alternatives to suspension, and implement restorative practices, with particular focus on subgroups with disproportionate suspension rates (AA, FOS, HOM, SWD).

District teams will support school sites in addressing school climate and implicit bias to improve student perceptions of peer respect and belonging. Student Support Services staff will track and monitor HOM and FOS students and will provide access to additional resources and supports to ensure regular attendance and full participation in a quality educational program. In alignment with the district's entry into Differentiated Assistance for the HOM student group, Student Support Services staff will develop and implement a targeted, evidence-based intervention plan specifically addressing the HOM student group's Red performance in Chronic Absenteeism and Mathematics. This plan will be developed in collaboration with the County Office of Education as required under the DA process and will be closely monitored through both state and local indicators throughout the 2026–27 school year. Multi-Tiered System of Supports (MTSS) will continue to be implemented and expanded, with particular emphasis on Tier 3 academic interventions to close the achievement gap for underperforming students and subgroups — specifically AA, FOS, HI, HOM, SED, and SWD.

Learning Recovery and Emergency Block Grant (LREBG)

Irvine Unified School District (IUSD) carries unexpended Learning Recovery Emergency Block Grant (LREBG) funds from prior fiscal years and will continue to expend those funds in 2026–27 in alignment with the needs assessment conducted pursuant to EC Section 32526(d), as reflected in the 2024–25 LCAP needs assessment findings. There are no changes to the action items funded with LREBG funds. LREBG funds are allocated to two actions in Goal 2: Action Item 2.12 (Academic Intervention — Intensive Actions), supported by \$135,000 in LREBG funds, and Action Item 2.16 (Summer School — Strategic/Intensive Actions), supported by \$2,100,000 in LREBG funds.

Action Item 2.12 — Academic Intervention: Tier 3 Elementary Intervention Program (\$135,000 LREBG)

The 2024–25 LCAP LREBG needs assessment confirmed persistent foundational literacy deficits identified through the 2024 California School Dashboard and corroborated by local diagnostic data. Significant gaps in English Language Arts (ELA) performance were documented across all student groups, with the most pronounced challenges among Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Foster Youth (FOS). Local STAR Reading assessment data demonstrated that many students in grades K–6 — particularly those in unduplicated groups — were performing below grade-level benchmarks in foundational literacy skills, establishing a documented and continuing need for intensive academic intervention.

Action Item 2.12 qualifies under EC Section 32526(c)(2)(B), which authorizes the use of LREBG funds to accelerate learning and address unfinished learning through intensive academic support. LREBG funds support one certificated Tier 3 Intervention Teacher per elementary school site to organize, implement, and oversee small-group literacy intervention for students with identified foundational skill gaps. Following an initial diagnostic screening, students receive targeted instruction using research-validated intervention materials, with continuous progress monitoring through STAR Reading assessments. This delivery model — systematic, explicit, small-group instruction with frequent assessment cycles — aligns with the evidence-based practices identified in the needs assessment as most effective for accelerating literacy growth among high-need pupils. Outcomes from 2024–25 confirm effectiveness: IUSD students receiving Tier 3 intervention outpaced national STAR Reading growth medians at every grade level assessed (Grade 3: +60.5; Grade 4: +44.5; Grade 5: +38; Grade 6: +26), demonstrating that the intervention is producing accelerated learning recovery for students disproportionately affected by unfinished learning.

Monitoring Metric: Metric 2.17 (STAR Reading Score Growth).

Action Item 2.16 — Summer School: Extended School Year (\$2,100,000 LREBG)

The 2024–25 LCAP LREBG needs assessment identified students with disabilities (SWD) as experiencing significant risk of academic regression during extended school breaks. Local data from prior Extended School Year (ESY) cycles confirmed that students who did not receive extended-year services were at greater risk of failing to maintain IEP goals and demonstrated increased difficulty re-engaging with grade-level content in the subsequent school year. This documented pattern of regression — disproportionately affecting SWD — established the continued need for structured, IEP-aligned summer programming.

Action Item 2.16 qualifies under EC Section 32526(c)(2)(A), which authorizes the use of LREBG funds to increase instructional time and support academic continuity for students at risk of learning loss. LREBG funds support the Extended School Year (ESY) program, which provides mandated summer programming for students whose IEPs identify ESY services as necessary to prevent substantial regression and maintain acquired skills. In 2024–25, 603 of 837 eligible students participated (72%), with 73% maintaining 80% or greater attendance, demonstrating both programmatic reach and sustained engagement. Continued LREBG support for this action directly addresses the regression risks documented in the needs assessment and ensures that students with the highest support needs maintain access to consistent, IEP-aligned instruction across the full school year.

Monitoring Metric: Metric 2.18 (ESY Students Eligible and Participating; Attendance Rate).

Goal Analysis and Annual Updates

Goal One required limited modifications to metrics in 2024 and remains as originally designed. Midyear data indicated that spending was on track and progress was meeting expectations. No major implementation challenges were reported; staffing levels were consistent with prior years and funding details reflected minimal issues. Although some student groups initially identified as Very Low Performing (Red) on the Dashboard demonstrated increased performance, the associated actions will remain in place and unchanged for 2026–27.

Goal Two received metric modifications in 2024 while the overall plan remains as originally designed. Two metrics independently track Action Item 2.12 (Tier 3 intervention program) and Action Item 2.16 (Extended School Year summer school program), each funded through LREBG. Overall Goal 2 items are at approximately 60% progress; the summer school item lags due to timing considerations. No challenges in expending LREBG funds have been identified, and the district is on track to spend the planned budget. The district is encouraged that

actions are successfully achieving their intended outcomes, consistent with assigned metrics, strategic initiatives, and feedback from educational partners, and will continue these efforts in 2026–27.

Goal Three requires no modifications and carries no LREBG-funded actions. The College and Career Readiness component has demonstrated sustained progress, with notable improvements reflected in the metrics, including indicators 3.6 and 3.11. Actions under this goal are considered effective based on the improved outcomes observed and will be continued into 2026–27.

Goal Four will be modified to include the HOM (Homeless) student group, in direct response to the district's entry into Differentiated Assistance for this student group based on Red performance in Chronic Absenteeism and Mathematics on the 2025 California Dashboard. Foster Youth students — approximately 100 students across 44 sites — continue to experience persistent challenges, including decreased attendance, increased chronic absenteeism, and rising suspension rates. Homeless students — approximately 130 students across 44 sites — demonstrate similar patterns, including decreased attendance, increased chronic absenteeism, and ongoing achievement gaps in ELA and Mathematics. The inclusion of HOM in Goal 4 reflects the district's commitment to developing and implementing a structured, evidence-based response to address these persistent barriers in alignment with the requirements of the DA process. All Goal 4 funds have been fully expended as planned; however, the impact of action items remains under evaluation. The district is committed to ongoing monitoring and data analysis to determine the effectiveness of action items in advancing intended outcomes in 2026–27.

Goal Five is maintained as an Equity Multiplier Focus Goal for the 2026–27 LCAP cycle. A notable and positive development is that Creekside High School (CHS) no longer qualifies for Equity Multiplier status based on the 2025 California School Dashboard eligibility criteria, reflecting improved student stability at the site. The Equity Multiplier Focus Goal designation is retained because carry-over Equity Multiplier funds earned by CHS must be spent for the benefit of the school that generated them, and maintaining this designation ensures transparency regarding the use of those funds. The 2025 Dashboard continues to identify CHS with Red performance in Chronic Absenteeism and Suspension Rate for the ALL, SED, SWD, and HI student groups, and local data confirm that the 2025–26 Period 1 attendance rate declined to 77.6% and 60.0% of students remain Not Prepared on the College and Career Indicator. Carry-over funds will continue to support supplemental transportation (Action Item 5.1) and district staff support for the School Plan for Student Achievement (Action Item 5.2) through the end of the 2026–27 LCAP cycle.

Conclusion

Across the 2023–2025 California School Dashboard cycles, IUSD demonstrated meaningful progress in reducing widespread Red performance levels, improving key outcome indicators such as graduation rates and college and career readiness, and eliminating ATSI identification. The district's exit from Differentiated Assistance for the FOS student group stands as a particularly significant achievement, reflecting the impact of sustained, targeted intervention over multiple years. At the same time, the district's entry into Differentiated Assistance for the HOM student group — driven by persistent Red performance in Chronic Absenteeism and Mathematics — underscores the continued and urgent need for equity-focused strategies to address the most significant barriers facing the district's highest-need populations. Persistent subgroup disparities, particularly among SWD, EL, HOM and SED students, and ongoing challenges with chronic absenteeism indicate the continued need for targeted, coordinated intervention to ensure consistent improvement across all student groups. While new subgroups (FOS, LTEL, and SWD) appeared in the 2024 data under CTE and A-G completion, the consistent participation of AA students in CTE and AP coursework reflects sustained outreach and commitment to academic opportunity. Continued expansion of dual enrollment, AP offerings, and CTE pathways will remain a district priority for the 2026–27 school year.

Site-level data collected through the California Dashboard, Annual Survey, and local sources inform individual school decisions and focus areas. As sites develop their School Plans for Student Achievement (SPSA), schools will use the referenced data to identify focus and improvement areas. Similarly, district administration and educational partners will use district-level data to determine focus areas for improvement throughout the implementation of this three-year Local Control Accountability Plan (LCAP) for the 2024–27 cycle.

Reflections: Technical Assistance

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

Irvine Unified School District (IUSD) is identified for Differentiated Assistance (DA) based on the 2025 California School Dashboard, which found that the HOM student group performed at the lowest level (Red) on two state indicators: Chronic Absenteeism and Mathematics. The Differentiated Assistance Plan is currently being implemented in collaboration with the Orange County Department of Education (OCDE). Work underway to address these DA obligations is operationalized through the following LCAP action items:

Chronic Absenteeism (HOM):

Action Items 1.11 (School Attendance and Chronic Absenteeism — Targeted) and 1.17 (School Attendance and Chronic Absenteeism — Strategic/Intensive) fund the site-based and district-level attendance intervention infrastructure — including School Attendance Review Teams (SART), the SARB escalation process, Attendance Dean positions at the high school level, and the Attendance Plus early-warning data system — that directly respond to the HOM student group's Red performance in Chronic Absenteeism. Action Item 1.7 (Increased/Improved Staffing Support: Student Behavior, Engagement, Health, and Mental Wellness) funds the additional staffing support principally directed at improving school connectedness and reducing attendance barriers for unduplicated students, including HOM. Action Item 4.1 (Foster Youth and Homeless Student Outreach and Support) funds the dedicated district coordinator who focuses on the needs of students experiencing homelessness, providing staff training, professional development, and individual outreach to students and families as needed.

Mathematics (HOM):

Action Items 2.1 (Professional Learning Communities) and 2.2 (Instructional Support — Curriculum TOSAs) fund the professional learning infrastructure through which teachers build the differentiated instructional capacity necessary to address the academic needs of HOM students in Mathematics. Action Item 2.12 (Academic Intervention — Intensive Actions: Tier 3 Elementary Intervention Program) funds the intensive small-group academic intervention model principally serving students with foundational skill gaps, including those in the HOM subgroup. Action Item 2.4 (Academic Interventions) provides the intervention software and lead teacher stipends that support data-driven, targeted Mathematics support at the site level.

Action Item 4.1 (District Foster Youth and Homeless Student Liaison) funds the dedicated district liaison position that focuses on the individualized needs of HOM and FOS students, providing staff training, professional development, family outreach, and direct coordination of wraparound supports to ensure regular attendance and full participation in a quality educational program.

IUSD staff are actively reviewing district policies and practices related to homeless student identification, service delivery, and attendance response, and are making modifications based on input from educational partners and an extensive root cause analysis conducted in partnership with OCDE. Comprehensive training is provided to all staff members to build understanding of and responsiveness to the distinctive challenges homeless students face, including attendance barriers and academic recovery needs, through the professional learning

infrastructure funded in Action Items 2.1 (Professional Learning Communities) and 4.3 (Professional Learning — Foster Youth and Homeless Students).

Comprehensive Support and Improvement

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

Schools Identified

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

Irvine Unified School District (IUSD) does not have any schools currently identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA). This section is Not Applicable for the 2026–27 LCAP year.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
All Educational Partners	Beginning in January 2026, IUSD announced 2026–27 LCAP engagement meeting dates through multiple communications channels, including the district website, social media platforms, and direct email outreach to families and staff. A district-wide annual climate survey was administered from January through February 2026, providing students, parents/guardians, and staff a structured opportunity to share feedback on school culture and climate, communication, instructional quality, intervention supports, and family involvement in district decision-making. Participation was monitored across all groups to ensure broad and representative responses. Parent/guardian participation increased by 3,498 respondents compared to the prior cycle — from 8,329 in 2024–25 to 11,827 in 2025–26, a 42.0% year-over-year increase — reflecting meaningful growth in family engagement with the LCAP development process. A district-wide ThoughtExchange activity was also conducted as part of the 2026–27 LCAP development process, inviting educational partners across all groups to share and rate priorities. Priority themes were analyzed and ranked by the educational partner group to inform LCAP planning. 2025–26 Annual Survey Participation: Student: 22,774 Parent/Guardian: 11,827 Staff: 2,513

Educational Partner(s)	Process for Engagement
	2026-27 LCAP ThoughtExchange Activity Participants: 1,741 Certificated Staff: 1,111 Classified Staff: 182 Parents: 225 Students: 148 Other: 33 Educational Partners were provided the opportunity to submit written comments on the specific actions and expenditures proposed for inclusion in the Local Control and Accountability Plan (LCAP), in accordance with Education Code (EC) 52062(a)(3).
District Administrators	In winter 2025–26, IUSD conducted a series of needs-assessment meetings with site administrators across all school levels. These sessions provided structured opportunities for principals and district leaders to share input on 2026–27 LCAP priorities, multi-tiered intervention systems, and alignment between site School Plans for Student Achievement (SPSAs) and district LCAP goals. • High School Principal Meeting: Wednesday, January 14, 2026 • Middle School Principal Meeting: Thursday, January 15, 2026 • Elementary School Principal Meeting: Thursday, January 22, 2026
Teachers, Counselors, Classified staff, Collective Bargaining Unit Representatives	District staff engaged certificated and classified employees and collective bargaining unit representatives in LCAP needs assessment activities from January through February 2026. Educational partners were provided structured opportunities to share input on student needs, proposed actions, and LCAP priorities through formal meetings and the district-wide annual climate survey. Input from certificated and classified staff representatives directly informed staffing-related actions in Goals 1, 2, and 3. • ITA (Irvine Teachers Association): Monday, January 12, 2026 • CSEA (California School Employees Association): Monday, February 23, 2026 • District Office Staff: Tuesday, February 3, 2026

Educational Partner(s)	Process for Engagement
Parents Representing Schools Throughout the District. IUCPTA, DELAC, AA/B, LGBTQ+	IUSD facilitated engagement meetings with district parent advisory groups from January through February 2026. Each session gave educational partners a chance to reflect on progress in 2025–26 and share qualitative and quantitative input on proposed 2026–27 LCAP action items. Meetings were conducted in accessible formats, including in-person and virtual options, to maximize participation. • IUCPTA (Irvine Unified Council PTA): Wednesday, January 21, 2026 • DELAC (District English Learner Advisory Committee): Tuesday, January 20, 2026 • IUSD African American/Black Parent Community: Wednesday, January 14, 2026 • LGBTQ+ Parent Advisory Group: Tuesday, February 17, 2026 In addition, the 2025–26 district-wide annual climate survey gave parents/guardians across all school communities an easy way to share feedback, with participation tracked and outreach to underrepresented groups. The draft 2026–27 LCAP was presented to the IUCPTA and DELAC parent advisory groups prior to the scheduled public hearing on June 9, 2026, in accordance with EC 52062 (a)(1) and (2).
Students	District and site staff engaged student educational partners directly in LCAP activities from January through February 2026, inviting structured input on proposed 2026–27 action items. The district-wide annual climate survey was also administered to students across all grade levels to gather broad feedback on school connectedness, safety, instructional effectiveness, equity and inclusion, and social-emotional well-being. • Student Advisory Council: Wednesday, January 28, 2026
Special Education/SELPA	IUSD engaged Special Education and SELPA educational partners in the 2026–27 LCAP development process through the Special Education Community Advisory Committee (SPED CAC) and district leadership meetings. These sessions enabled educational partners to reflect on the 2025–26 implementation and provide input on proposed action items.

Educational Partner(s)	Process for Engagement
	The SELPA Administrator was consulted during the 2026–27 LCAP development process. Consultation included review of draft LCAP actions related to Special Education, participation in educational partner meetings, and review of SWD subgroup data. SELPA input informed actions addressing the needs of Students with Disabilities in Goals 1, 2, and 3. • SPED CAC (Special Education Community Advisory Committee): Thursday, February 12, 2026 District Special Education/SELPA staff engage parents year-round through the SPED CAC by: receiving annual CAC-developed goals and collaborating on implementation; soliciting CAC and family input regarding the development of the Local Plan; and gathering input on priorities during the LCAP development cycle. The SELPA Director participated in district leadership meetings to ensure that Special Education educational partner perspectives were meaningfully incorporated into LCAP planning. The draft 2026–27 LCAP was presented to the SELPA Administrator and Special Education CAC prior to the scheduled public hearing on June 9, 2026, in accordance with Education Code (EC) 52062 (a)(1).
Creekside High School	Creekside High School educational partners participated in multiple engagement activities as part of the 2026–27 LCAP development process. The 2025 California School Dashboard reflects improved student stability at CHS — a positive outcome that resulted in the school no longer qualifying for Equity Multiplier status. Because carry-over Equity Multiplier funds earned by CHS in 2025–26 must be spent for the benefit of the school that generated them, the Equity Multiplier Focus Goal designation is maintained for 2026–27, and educational partner engagement was conducted to ensure that the priorities guiding the use of those funds remain directly aligned with current site needs. A site-specific ThoughtExchange activity was administered to the Creekside school community to gather input on priorities for the Equity Multiplier Focus Goal. The Creekside principal also

Educational Partner(s)	Process for Engagement
	participated in the district-wide High School Principal Meeting on January 14, 2026, contributing site-level input to LCAP planning. Creekside students, parents/guardians, and staff participated in the district-wide annual climate survey administered January–February 2026. ThoughtExchange LCAP Engagement Activity: Creekside High School educational partners 99 respondents (98 completed; 99% completion rate): 86 certificated/classified/administrative staff, 11 parents, 2 students High School Principal Meeting: Wednesday, January 14, 2026 (Creekside principal in attendance) District-Wide Annual Climate Survey: January–February 2026 (Creekside students, parents/guardians, and staff included) Note: Parent and student response counts fell below the five-response anonymity threshold for most keyword themes. Priority data, therefore, primarily reflect staff and administrator perspectives. The district will continue to expand parent and student engagement at Creekside in subsequent LCAP cycles.
Governing Board	The 2025–26 Mid-Year Report was presented to the Governing Board at the regularly scheduled February 17, 2026, Board of Education meeting, providing a detailed accounting of implementation progress, mid-year outcome data, and expenditures aligned with the 2025–26 LCAP. A Public Hearing will be conducted at the June 9, 2026, Board of Education meeting, at which the draft 2026–27 LCAP will be presented for Board and community review and feedback. The 2026–27 LCAP is scheduled for formal adoption at a regularly scheduled June 23, 2026, Board of Education meeting. Consistent with California Education Code requirements, the adopted LCAP will be posted publicly on the district website within five calendar days of Board approval.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP will be posted publicly on the district website within five calendar days of Board approval.
Community Members	The 2025–26 Mid-Year Report was presented publicly at the February 17, 2026, Board of Education meeting, providing community members access to district progress data, goal implementation status, and mid-year expenditure information. A draft 2026–27 LCAP will be presented for public comment at the June 9, 2026, Public Hearing, with Board adoption at a meeting subsequently scheduled for June 23, 2026. All LCAP-related meeting dates and materials are accessible to the public via the IUSD website.

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

The following describes how feedback obtained through the educational partner engagement process directly influenced the goals, metrics, actions, and budgeted expenditures of the 2026–27 LCAP, consistent with California Education Code §52064(b)(3). Educational partner feedback gathered through the 2025–26 annual climate survey, advisory committee meetings, principal needs assessments, collective bargaining unit consultations, site-based engagement sessions, and the district-wide ThoughtExchange activity has directly informed the structure, priorities, and investments of the 2026–27 LCAP.

Staff (Certificated and Classified)

Class size reduction is the highest collectively rated priority among certificated staff (4.6/5 for both Lower Class Sizes and Class Size Reduction) and classified staff (3.7–3.8/5) in the 2026–27 ThoughtExchange activity, and is corroborated by the 2025–26 Annual Staff Survey, in which only 43.8% of staff agreed that class sizes are appropriate and supportive of student learning. This sustained, multi-year feedback directly supports the continuation of Action Items 3.1, 3.2, and 3.3 (Class Size Reduction).

Staff also identified instructional support and professional learning (Action Items 1.20, 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14, 2.20, 3.4, 3.11, 3.14), support staff levels (Action Items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23), English Learner instructional support (Action Items 1.12, 1.14, 1.20, 1.21, 2.1, 2.13, 2.15, 2.16, 2.19, 2.20, 2.21, 2.22, 2.23, 3.14), and Special Education support (Action Items 1.1, 1.3, 1.4, 1.10, 1.13, 2.1, 2.8, 2.9, 2.18, 3.1) as priority areas for district investment.

Administrators

Administrator and supervisor feedback through the ThoughtExchange activity and principal needs assessment meetings identified student mental health and social-emotional support (4.1/5), student engagement (4.3/5), and teacher-to-student ratio (4.1/5) as the highest-rated priorities. Administrator input also emphasized the need for targeted support for student groups with Red performance on the California School Dashboard, student behavior support, and data-driven instructional support. This feedback directly influenced Action Items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, and 1.17 (student mental health and social-emotional support); Action Items 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.17, 1.18, 1.19, and 4.2 (student behavior support); Action Items 1.3, 1.5, 1.9, 1.11, 1.17–1.20, 2.1, 2.2, 2.4, 2.9, 2.10, 2.12–2.15,

2.18, 2.21, 3.5–3.7, 3.9, 3.11, and 4.1–4.4 (support for student groups with Red Dashboard performance); and Action Items 3.1, 3.2, and 3.3 (class size).

Parents/Guardians

Parent and guardian feedback confirmed class size and student mental health as the highest-priority concerns for the 2026–27 LCAP cycle. In the ThoughtExchange activity, parents rated Class Sizes at 4.5/5 and Class Sizes Reduction at 4.2/5. Parent feedback directly influenced Action Items 3.1, 3.2, and 3.3 (class size); Action Items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.17, and 4.2 (student mental health); Action Items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, and 3.14 (intervention support); Action Items 1.3, 1.4, 1.10, 1.16, 2.1, 2.2, 2.3, 2.7, 2.9, 2.20, and 3.4 (staff training); and Action Items 1.6, 1.12, 1.17, 1.18, 1.19, 1.21, and 4.1 (parent engagement opportunities).

The 2025–26 Annual Parent/Guardian Survey was completed in 28 languages, reflecting the breadth of IUSD’s multilingual family community. While 77% of respondents (9,155) completed the survey in English, 12% (1,450) responded in Chinese (Simplified), 4% (461) in Korean, 2% (261) in Japanese, 1% (116) in Chinese (Traditional), 1% (103) in Russian, and 1% (94) in Spanish. Additional responses were received in Arabic (36), Vietnamese (18), Portuguese (17), Persian (42), Turkish (41), Ukrainian (12), and a range of other languages, including Hebrew, Gujarati, Telugu, Tamil, Polish, Indonesian, Kyrgyz, Mongolian, Romanian, Thai, Urdu, Italian, Danish, and Czech. This multilingual participation — combined with the 36.5% year-over-year increase in parent/guardian participation overall — confirms that IUSD’s outreach strategies are successfully reaching linguistically diverse families and validates sustained investment in translated communications, interpretation services, and multilingual parent engagement opportunities (Action Items 1.6, 1.12, 1.21, and 4.1).

Students

Student educational partners identified student mental health and bullying prevention as the most urgent priorities for the 2026–27 LCAP cycle. The 2025–26 Annual Student Survey documented a 20-percentage-point increase in students identifying bullying as a problem at their school (49.6%, up from 30% in 2024–25). Students also affirmed strong agreement that schools are preparing them for college or career (77.2%, +3 points) and that they can succeed in their classes (87.8%, +3 points), while identifying equitable access to advanced coursework and student wellness as continued priorities. Student feedback directly influenced Action Items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, and 1.17 (student mental health); Action Items 1.1, 1.7, 1.17, 1.21, 2.4, 2.5, 2.11, 2.16, 2.19, 3.5, 3.6, 3.7, 3.9, 3.12, 3.14, and 4.1 (equity and access); Action Items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, and 3.14 (intervention support); Action Items 3.1, 3.2, and 3.3 (class size); and Action Items 1.1, 1.3, 1.4, 1.7, 1.8, 1.12, 1.17, 1.18, 1.19, 3.4, 4.1, and 4.2 (student wellness).

The 2025–26 Annual Student Survey was completed in more than 20 languages. While 94% of student respondents (21,359) completed the survey in English, notable participation was recorded in Chinese (Simplified) at 4% (907), Korean (136), Japanese (113), Russian (106), Chinese (Traditional) (51), Spanish (22), Turkish (22), Portuguese (4), Arabic (9), Vietnamese (9), Persian (9), Hebrew (6), Kazakh (4), French (4), and additional languages including German, Mongolian, Ukrainian, Indonesian, Finnish, Thai, Italian, Akan, Latin, and others. This multilingual student participation confirms that IUSD’s survey outreach is reaching students across diverse linguistic backgrounds and reinforces continued investment in equitable access and multilingual support services (Action Items 1.21, 2.13, 2.15, 2.16, and 4.1).

Creekside High School — Equity Multiplier Goal

A positive outcome of the 2025–26 cycle is that Creekside High School no longer qualifies for Equity Multiplier status based on the 2025 California School Dashboard eligibility criteria, reflecting improved student stability at the site. The Equity Multiplier Focus Goal designation is maintained for 2026–27 to ensure transparent and compliant spend-down of carry-over Equity Multiplier funds, which must be used for the

benefit of the school that earned them. Educational partner engagement through the site-specific ThoughtExchange activity (99 respondents; 99% completion rate) and the January 14, 2026, High School Principal Meeting confirmed that transportation support, teacher-to-student ratio, small class sizes, and mental health support remain the highest-rated priorities among CHS staff and administrators. Transportation Support was rated 4.4/5 by certificated staff and 4.7/5 by classified staff. Small Class Sizes were rated 4.6/5 by certificated staff. Mental Health Support was rated 4.4/5 by both certificated and classified staff. Administrator priorities aligned with transportation (4.4/5), student engagement (4.3/5), and teacher-to-student ratio (4.1/5). The educational partner feedback confirmed that continuing to invest in Action Items 5.1 (Transportation and Attendance Support) and 5.2 (College and Career Readiness Support) aligns with the highest-priority needs identified by the CHS school community, so carry-over Equity Multiplier funds will be directed to the areas most supported by site stakeholders.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create an engaging, inclusive school climate and a multi-tiered system of support to ensure personal and academic growth for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad goal to encompass key elements that foster student engagement, promote a positive school climate, and enhance parent involvement. This goal guides district efforts throughout the 2024–2027 LCAP cycle. In support of parent involvement, the State Board of Education (SBE) adopted the Parent Engagement Self-Reflection Tool, which has served as a critical resource in defining effective practices and identifying areas for continuous improvement. IUSD values its strong partnerships with families, recognizing them as essential contributors to our mission of delivering the highest quality educational experience. The self-reflection process has provided a clear framework to evaluate and strengthen school-family partnerships districtwide. To monitor pupil engagement, IUSD utilizes multiple state and local data sources. Key state indicators on the California School Dashboard—Chronic Absenteeism, Suspension Rate, and Graduation Rate—serve as primary metrics. Additionally, middle and high Social Emotional Learning (SEL) Survey, and IUSD’s annual School Climate Survey. These instruments collectively inform our understanding of students’ connectedness, well-being, and perceptions of school culture. School sites align their School Plans for Student Achievement (SPSA) with the LCAP goals to ensure coherence in focus, resource allocation, and instructional strategies across the PK–12 continuum. This alignment supports a unified system approach to improving student outcomes throughout the 2024–2027 LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	P1 Attendance Rates Aeries	P1 2023 Attendance Rates	2023-24 Attendance Rates	2024-25 Attendance Rates ALL: 95.7%	2026 P1 Attendance Rate ALL: +1%	ALL: +0.4% AA: +0.4% AI: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 5: Student Engagement	ALL: 95.3% AA: 93% AI: 93% AS: 96.4% EL: 95% FOS: 90.7% HI: 93% HOM: 88.9% SED: 93.8% SWD: 92.6% 2+: 95.2% WH: 94%	ALL: 95.7% AA: 93.6% AI: 93.8% AS: 96.8% EL: 95.7% FOS: 90.6% HI: 93.8% HOM: 88.6% SED: 94.5% SWD: 93.4% 2+: 95.5% WH: 94.8%	AA: 93.4% AI: 93.4% AS: 96.8% EL: 95.5% FOS: 91.2% HI: 94% HOM: 86% SED: 94.4% SWD: 93.5% 2+: 95.8% WH: 95%	AA: +2% AI: +2% AS: +0% EL: +0% FOS: +2% HI: +2 % HOM: +2% SED: +2% SWD: +2% 2+: +0% WH: +2%	AS: +0.4% EL: +0.5% FOS: +0.5% HI: +1% HOM: -2.9% SED: +0.6% SWD: +0.9% 2+: +0.6% WH: +1%
1.2	Attendance Rates CALPADS 14.1 Student Absenteeism Count	2022-23 CALPADS14.1 Students Absent 0%: 10%	2023-24 CALPADS 14.1 Students Absent 0%: 11.5%	2024-25 CALPADS 14.1 Students Absent 0%: 11.3%	2025-26 CALPADS 14.1 Students Absent 0%: + 2%	CALPADS 14.1 Students Absent 0%: +1.3%
	LCFF Priority 5: Student Engagement	Students Absent less than 5%: 52.8% Students Absent more than 5% but less than 10%: 25.5% Students Absent more than 10% but less than 20%: 9.7% Students Absent more than 20%: 2.2%	Students Absent less than 5%: 56.7% Students Absent more than 5% but less than 10%: 22.3% Students Absent more than 10% but less than 20%: 7.8% Students Absent more than 20%: 1.87%	Students Absent less than 5%: 58.3% Students Absent more than 5% but less than 10%: 21.8% Students Absent more than 10% but less than 20%: 7.2% Students Absent more than 20%: 2.1%	Students Absent less than 5%: +2% Students Absent more than 5% but less than 10%: - 2% Students Absent more than 10% but less than 20%: - 2% Students Absent more than 20%: - 2%	Students Absent less than 5%: +5.5% Students Absent more than 5% but less than 10%: - 3.7% Students Absent more than 10% but less than 20%: - 2.5% Students Absent more than 20%: - 0.1%
1.3	Chronic Absenteeism	2023 CA Dashboard ALL: 12.3%	2024 CA Dashboard	2025 CA Dashboard	2026 CA Dashboard	ALL: -2.6% AA: +20.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	(Orange) AA: 25.7% (Red) AI: 23.7% (Red) AS: 7.5% (Orange) EL: 14.2% (Orange) FI: 9% (Green) FOS: 46.3% (Red) HI: 24.1% (Orange) HOM: 45.7% (Orange) LTEL: N/A PI: 17.5% (Orange) SED: 21.5% (Red) SWD: 22% (Orange) 2+: (2+): 11.4% (Yellow) WH: 15.7% (Orange) Schools With Student Groups in Red: Alderwood: ALL: 18% EL: 18% AS: 13.4% SED: 24.6% HI: 25.7% WH: 20.6% Bonita Canyon: HI: 23.3% Brywood: HI: 25.5%	ALL: 9.7% (Green) AA: 22% (Yellow) AI: 22.00% (Orange) AS: 5.6% (Green) EL: 11.1% (Yellow) FI: 6.6% (Green) FOS: 49.10% (Red) HI: 19.5% (Yellow) HOM: 45.9% (Red) LTEL: 17.1% (Yellow) PI: 14.30% (Yellow) SED: 17.7% (Yellow) SWD: 18.2% (Yellow) 2+: 9.6% (Green) WH: 12.8% (Yellow) Schools With Student Groups in Red: Alderwood: ALL: 16.7% EL: 13.4% AS: 7.8% SED: 16.3% HI: 14.3% WH: 14.8%	ALL: 8.6% (Green) AA: 22.5% (Red) AI: 10.6% (Yellow) AS: 4.9% (Green) EL: 9.6% (Orange) FI: 5.8% (Green) FOS: 31.1% (Orange) HI: 17.6% (Yellow) HOM: 46.1% (Red) LTEL: 19.5% (Orange) PI: 19.4% (Orange) SED: 16.5% (Yellow) SWD: 17.1% (Yellow) 2+: 8.1% (Green) WH: 11.8% (Yellow) Schools With Student Groups in Red: Alderwood: WH: 18.5% Bonita Canyon: SWD: 22.4% Brywood: SED: 22.6% SWD: 20.4% Canyon View: SED: 6.4%	ALL: -2% AA: -2% AI: -2% AS: -2% EL: -2% FI: -2% FOS: -2% HI: -2% HOM: -2% LTEL: -2% PI: -2% SED: -2% SWD: -2% 2+: -2% WH: -2% Schools with Student Groups in Red: Alderwood: ALL: -2% EL: -2% AS: -2% SED: -2% HI: -2% WH: -2% Bonita Canyon: HI: -2% Brywood: HI: -2% Cadence Park: SED: -2% HI: -2%	AI: -1.7% AS: -1.9% EL: -3.1% FI: -2.4% FOS: +2.8% HI: -4.6% HOM: +0.4% LTEL: -2.0% PI: -3.2% SED: -3.8% SWD: -3.8% 2+: -1.9% WH: -2.9% Schools With Student Groups in Red: Alderwood: ALL: -1.3% EL: -4.6% AS: -5.6% SED: +8.3% HI: -11.4% WH: -5.8% Bonita Canyon: HI: -11.4% Brywood: HI: -4.7% Cadence Park: SED: -1.8% HI: -2.8% Canyon View: SED: -18.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cadence Park: SED: 17.7% HI: 22.8% Canyon View: SED: 24.5% *SWD: 37.9% WH: 25.4% Cypress Village: 2+: 22.5% Deerfield: SED: 33.6% Eastshore: HI: 30.8% Eastwood: SWD: 24.3% *HI: 32.1% Jeffrey Trail: SED: 17.0% Lakeside: WH: 15% Loma Ridge: *HI: 25.8% Meadow Park: EL: 29.4% SED: 24.4% AS: 14.5% HI: 20.5%	Bonita Canyon: HI: 11.9% Brywood: HI: 20.8% Cadence Park: SED: 15.9% HI: 20.0% Canyon View: SED: 8.4% *SWD: 21.7% WH: 13% Cypress Village: 2+: 11.3% Deerfield: SED: 26.2% Eastshore: HI: 16.0% Eastwood: SWD: 20.5% *HI: 25.4% Jeffrey Trail: SED: 13.9% Lakeside: WH: 9.3% Loma Ridge: *HI: 7.5% Meadow Park:	SWD: 14.5% WH: 9.2% Culverdale: SED: 22.9% SWD: 27.6% HI: 23.3% Cypress Village: HI: 29.1% Deerfield: SWD: 20.5% HI: 21.2% Eastshore: HI: 20.5% Meadow Park: SWD: 22.7% Oak Creek: SWD: 26.5% HI: 20.4% WH: 21.5% Turtle Rock: HI: 27.8% University Park: SED: 32.6% HI: 35% Jeffrey Trail: SWD: 23.5% WH: 14.5%	Canyon View: SED: -2% *SWD: -2% WH: -2% Cypress Village: 2+: -2% Deerfield: SED: -2% Eastshore: HI: -2% Eastwood: SWD: -2% *HI: -2% Jeffrey Trail: SED: -2% Lakeside: WH: -2% Loma Ridge: *HI: -2% Meadow Park: EL: -2% SED: -2% AS: -2% HI: -2% Oak Creek: SED: -2% WH: -2%	SWD: -23.4% WH: -16.2% Cypress Village: 2+: -11.2% Deerfield: SED: -7.4% Eastshore: HI: -14.8% Eastwood: SWD: +3.8% *HI: -6.7% Jeffrey Trail: SED: +3.1% Lakeside: WH: +5.7% Loma Ridge: *HI: -18.3% Meadow Park: EL: -14.3% SED: -5.8% AS: -4.2% HI: -6.2% Oak Creek: SED: -5.9% WH: -7.0% Plaza Vista: SWD: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oak Creek: SED: 26.5% WH: 22.7% Plaza Vista: SWD: 21.6% Portola Springs: SWD: 30.6% HI: 20.3% Rancho San Joaquin: SED: 23.5% HI: 31% WH: 15% Sierra Vista: SWD: 23.3% Southlake: SED: 22.9% *AA: 38.2% WH: 20.1% Springbrook: ALL: 24% EL: 25% SED: 30.6% SWD: 38.3% HI: 38.5% WH: 25.5% Stonegate: SED: 18.8% Turtle Rock:	EL: 15.1% SED: 18.6% AS: 10.3% HI: 14.3% Oak Creek: SED: 20.6% WH: 15.7% Plaza Vista: SWD: 19.5% Portola Springs: SWD: 22.5% HI: 19.1% Rancho San Joaquin: SED: 20.4% HI: 30.8% WH: 14.0% Sierra Vista: SWD: 20.0% Southlake: SED: 23.6% *AA: 28.6% WH: 22% Springbrook: ALL: 20.3% EL: 20.8% SED: 27.7% SWD: 34.8% HI: 36.3% WH: 18.2%	Lakeside: SED: 10.1% Sierra Vista: SWD: 21.2% Southlake: SWD: 25.3% Schools with Student Groups in Orange: Alderwood: ALL: 13% SED: 18.1% SWD: 18.1% Bonita Canyon: ALL: 9% EL: 11.3% SED: 19.1% Brywood: ALL: 8.7% College Park: ALL: 7.1% EL: 8.2% SED: 19.1% SWD: 15.1% Culverdale: ALL: 15.9% EL: 11.4% Deerfield: SED: 21%	Plaza Vista: SWD: -2% Portola Springs: SWD: -2% HI: -2% Rancho San Joaquin: SED: -2% HI: -2% WH: -2% Sierra Vista: SWD: -2% Southlake: SED: -2% *AA: -2% WH: -2% Springbrook: ALL: -2% EL: -2% SED: -2% SWD: -2% HI: -2% WH: -2% Stonegate: SED: -2% Turtle Rock: EL: -2% University Park: SED: -2%	Portola Springs: SWD: -8.1% HI: +1.2% Rancho San Joaquin: SED: -3.1% HI: -0.2% WH: -0.7% Sierra Vista: SWD: -3.3% Southlake: SED: +0.7% *AA: -9.6% WH: +1.9% Springbrook: ALL: -3.7% EL: -4.2% SED: -2.9% SWD: -3.5% HI: -2.2% WH: -7.3% Stonegate: SED: -4.6% Turtle Rock: EL: -2.3% University Park: SED: +1.5% HI: -4.1% Venado: SED: -8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 14.5% University Park: SED: 26.6% HI: 32.5% Venado: SED: 27.2% SWD: 37% WH: 20.2% Westpark: EL: 24.7% SED: 33.9% WH: 16.7% Woodbury: EL: 11.8% WH: 11% Schools with Student Groups in Orange: Cadence Park: ALL: 15.8% SWD: 20.3% AS: 12.4% WH: 18% 2+: 15.4% Deerfield: ALL: 15.3% EL: 18.1% HI: 35.9% SWD: 21.7% 2+: 13.3% WH: 19.1%	Stonegate: SED: 14.2% Turtle Rock: EL: 12.2% University Park: SED: 28.1% HI: 28.4% Venado: SED: 18.8% SWD: 27.1% WH: 21.7% Westpark: EL: 16.2% SED: 26.2% WH: 15.6% Woodbury: EL: 8.1% WH: 11.5% Schools With Student Groups in Orange: Cadence Park: ALL: 10.4% SWD: 11.6% AS: 7.3% WH: 8.8% 2+: 15.9% Deerfield: ALL: 11.7%	Eastshore: ALL: 9% EL: 12.7% SWD: 13.1% Greentree: ALL: 11.2% EL: 13.6% SED: 15.4% SWD: 19.8% Meadow Park: SED: 19.7% Oak Creek: ALL: 17.4% EL: 18.7% SWD: 20.8% Santiago Hills: ALL: 5.2% SED: 11.4% SWD: 9.1% Springbrook: SWD: 21.2% Stone Creek: SED: 11.2% Stonegate: EL: 9.3% Turtle Rock: SWD: 16.4% University Park: ALL: 18.7%	HI: -2% Venado: SED: -2% SWD: -2% WH: -2% Westpark: EL: -2% SED: -2% WH: -2% Woodbury: EL: -2% WH: -2% Schools with Student Groups in Orange: Cadence Park: ALL: -2% SWD: -2% AS: -2% WH: -2% 2+: -2% Deerfield: ALL: -2% EL: -2% HI: -2% SWD: -2% 2+: -2% WH: -2% Jeffrey Trail: ALL: -2% EL: -2%	SWD: -9.9% WH: +1.5% Westpark: EL: -8.5% SED: -7.7% WH: -8.4% Woodbury: EL: -3.7% WH: +0.5% Schools With Student Groups in Orange: Cadence Park: ALL: -5.4% SWD: -8.7% AS: -5.1% WH: -9.2% 2+: +0.9% Deerfield: ALL: -3.6% EL: -3.3% HI: -15.0% SWD: -1.9% 2+: -5.0% WH: -8.4% Jeffrey Trail: ALL: +0.1% EL: +0.4% HI: +6.7% SWD: -5.6% WH: -3.7% Oak Creek:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Jeffrey Trail: ALL: 6.9% EL: 10.5% HI: 16.5% SWD: 17.8% WH: 11.9% Oak Creek: ALL: 17.9% EL: 19.3% HI: 32.1% SWD: 28.2% Rancho San Joaquin: ALL: 12.3% EL: 13.8% SWD: 26.3% Santiago: ALL: 9% EL: 14.6% SED: 12.9% WH: 17.1% 2+: 8.9% Sierra Vista: ALL: 9% EL: 12.5% HI: 23.8% WH: 19% 2+: 11.3% Stonegate: ALL: 9.1% EL: 8.4% SWD: 14%	EL: 14.8% HI: 20.9% SWD: 19.8% 2+: 8.3% WH: 10.7% Jeffrey Trail: ALL: 7% EL: 10.9% HI: 23.2% SWD: 12.2% WH: 8.2% Oak Creek: ALL: 15.2% EL: 17% HI: 19.4% SWD: 22.8% Rancho San Joaquin: ALL: 11.5% EL: 16.5% SWD: 27.8% Santiago: ALL: 4.3% EL: 5.5% SED: 7.9% WH: 11.2% 2+: 1.6% Sierra Vista: ALL: 8.2% EL: 12.7% HI: 22.3% WH: 16.8%	EL: 17.3% SWD: 28.7% Westpark: EL: 16.2% Jeffrey Trail: EL: 10.9% SED: 14.3% Lakeside: EL: 12.7% SWD: 15.5% Rancho San Joaquin: SWD: 25.8% Venado: EL: 11.5% SED: 19% SWD: 25% Beacon Park: SED: 10.6% Cadence Park: EL: 7.4% SWD: 12.8% Plaza Vista: ALL: 9% SED: 16.8% SWD: 20% Vista Verde: EL: 11.3%	HI: -2% SWD: -2% WH: -2% Oak Creek: ALL: -2% EL: -2% HI: -2% SWD: -2% Rancho San Joaquin: ALL: -2% EL: -2% SWD: -2% Santiago: ALL: -2% SED: -2% WH: -2% 2+: -2% Sierra Vista: ALL: -2% EL: -2% WH: -2% 2+: -2% Stonegate: ALL: -2% EL: -2% AS: -2% HI: -2% 2+: -2%	ALL: -2.7% EL: -2.2% HI: -12.6% SWD: -5.3% Rancho San Joaquin: ALL: -0.8% EL: +4.2% SWD: +1.5% Santiago: ALL: -4.7% EL: -9.1% SED: -5.1% WH: -5.9% 2+: -7.2% Sierra Vista: ALL: -0.8% EL: +0.2% HI: -1.5% WH: -2.2% 2+: +2.7% Stonegate: ALL: -2.3% EL: +0.9% SWD: -2.8% AS: -2.4% HI: +1.4% 2+: -2.5% Venado: ALL: -3.1% HI: -12.4% 2+: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: 6.8% HI: 16.2% 2+: 15.1% Venado: ALL: 12.5% HI: 30.6% 2+: 7.9% Westpark: ALL: 17.4% SWD: 25.3% AS: 10.2% HI: 29% 2+: 16.7% Woodbury: ALL: 11.6% SED: 20.8% AS: 7.1% FI: 16.7% HI: 20.2% 2+: 11% *ATSI School/Student Group	2+: 14% Stonegate: ALL: 6.8% EL: 9.3% SWD: 11.2% AS: 4.4% HI: 17.6% 2+: 12.6% Venado: ALL: 9.5% HI: 18.2% 2+: 8.5% Westpark: ALL: 14.2% SWD: 27.1% AS: 8.2% HI: 25.4% 2+: 16.8% Woodbury: ALL: 7.6% SED: 17.4% AS: 4.8% FI: 2.7% HI: 16.7% 2+: 8.5%	SED: 11.8% *ATSI School/Student Group in Red: None	Venado: ALL: -2% HI: -2% 2+: -2% Westpark: ALL: -2% SWD: -2% AS: -2% HI: -2% 2+: -2% Woodbury: ALL: -2% SED: -2% AS: -2% FI: -2% HI: -2% 2+: -2%	Westpark: ALL: -3.2% SWD: +1.8% AS: -2.0% HI: -3.6% 2+: -0.2% Woodbury: ALL: -4.1% SED: -3.4% AS: -2.3% FI: -14.0% HI: -3.5% 2+: -2.5%
1.4	Graduation Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard ALL: +94.5% (Green) AA: +89.1% (Yellow) EL: 87.9% (Yellow) FI: 98.6% (Blue)	2024 CA Dashboard ALL: +95.5% (Blue) AA: 90.1% (Green) EL: 91.4%	2025 CA Dashboard Graduation Rate ALL: 95.2% (Blue) AA: 90.6% (Green) EL: 87.6% (Orange)	2026 CA Dashboard Increase % (+%) ALL: +2% AA: +2% EL: +2% FI: +0%	ALL: +1.0% AA: +1.0% EL: -0.3% FI: +1.4% FOS: -18.2% HI: -2.3% HOM: -7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FOS: 90.9% (Green) HI: 94.9% (Green) HOM: 90.9% (Green) LTEL: No Data on 2023 Dashboard SED: 92% (Green) SWD: 77.7% (Yellow) WH: 93.1% (Green) School with Student Group in Red: Alternative Education- San Joaquin High School: ALL: 66.2%	(Green) FI: 96.5% (Blue) FOS: 81.8% (NC) HI: 93.7% (Yellow) HOM: 87.5% (Orange) LTEL: 91.3% (Green) SED: 93.1% (Green) SWD: 77.2% (Orange) WH: 94.3% (Green) Alternative Education- San Joaquin High School: ALL: 74.4% (Yellow) School with Student Group in Red: Portola High: SWD:63.6%	FI: 100.0% (Blue) FOS: 72.7% HI: 92.6% (Yellow) HOM: 83.3% (Orange) LTEL: 86.4% (Orange) SED: 92.0% (Yellow) SWD: 77.0% (Orange) WH: 94.2% (Green) School-Level (All Students): Alternative Education-San Joaquin High: 86.4% (Yellow) Irvine High: 93.8% (Green) Woodbridge High: 94.4% (Yellow) Portola High: 94.6% (Yellow) Creekside High: 94.9% (Green) Northwood High: 96.9% (Blue)	FOS: +2% HI: +0% HOM: +2% LTEL: +2% SED: +2% SWD: +2% WH: +2% Alternative Education-San Joaquin High School: minimum +10% Portola High: SWD: +3%	LTEL: +1.3% SED: +1.2% SWD: -0.7% WH: +1.2% Alternative Education-San Joaquin High School: ALL: +8.3% (Yellow) Portola High: SWD: +31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				University High: 97.2% (Blue)		
1.5	Drop Out Rates Middle School CALPADS 8.1.C High School Four-Year Adjusted Cohort Outcome LCFF Priority 5: Student Engagement	Middle School: 2022-23 CALPADS 8.1.C HI: 0.15% 2+: 0.19% WH: 0.45% High School 2022-23 Data Quest: Four-Year Adjusted Cohort Outcomes AA: 7.3% EL: 9.6% FI: 1.4% HI: 1.5% HOM: 4.8% SWD: 6.9% SED: 4.4% WH: 3.4% 2+: 2.6%	Middle School: 2023-24 CALPADS 1.14 AS: .07% AA: 1.5% HI: 0.13% 2+: 0% WH: 0% High School 2023-24 Data Quest: Four-Year Adjusted Cohort Outcomes AS: .38% AA: .77% FI: .3% HI: .42% HOM: 0% SWD: 0% SED: 0% WH: 0% 2+: 0%	Middle School: 2024-25 CALPADS High School 2024-25 Data Quest: Four-Year Adjusted Cohort Outcomes AA: 0.0% EL: 6.6% FI: 4.8% HI: 8.3% HOM: 0.0% SWD: 56.1% SED: 4.9% WH: 6.6% 2+: 4.4%	2025-26 CALPADS 1.14 Middle School: Decrease subgroup dropout rates (-%) AS: -.07% AA: -.05% HI: -.05% 2+: -.1% WH: -.1% 2025-26 Data Quest: Four Year Adjusted Cohort Outcomes High School: Decrease subgroup dropout rates (-%) AA: -2% EL: -2% FI: -.2% HI: -.2% HOM: -2% SWD: -2% SED: -2% WH: -2% 2+: -2%	Middle School HI: -0.15 2+: -0.19% WH: -0.45% AS: 0 AA: 0 High School AS: +.38% AA: -7.3% FI: +3.4% HI: +6.8% HOM: -4.8% SWD: +49.2% SED: +0.5% WH: +3.2% 2+: -1.8%
1.6	Suspension Rate Indicator CA Dashboard LCFF Priority 6: School Climate	2023 Dashboard ALL: 1% (Blue) AA: 6.5% (Orange) EL: 1.3% (Yellow) FI: 0.2% (Blue) FOS: 5.4%	2024 Dashboard ALL: 0.9% (Blue) AA: 4.9% (Yellow) EL: 1.2% (Green) FI: 0.6% (Green)	2025 CA Dashboard ALL: 0.9% (Blue) AA: 3.9% (Green) EL: 1.4% (Green) FI: 0.6% (Blue)	2026 CA Dashboard: ALL: 0% AA: -2% EL: -.2% FI: 0%	ALL: -0.1% AA: -1.6% EL: +0.1% FI: +0.4% FOS: +4.4% HI: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Orange) HI: 2% (Yellow) *HOM: 8% (Red) LTEL: N/A SED: 2.5% (Green) SWD: 3% (Orange) 2+: 0.9% (Blue) WH: 1.3% (Green) District Student Group in Red: * HOM: 8% Schools with Student Groups in Red: Bonita Canyon: EL: 6.5% College Park: SWD: 16.4% HI: 6.5% Creekside: ALL: 26% *SED: 27.6% *SWD: 27% *HI: 25.6% *WH: 38.9% Culverdale: *AA: 9.1% Irvine High: AA: 10.5%	FOS: 9% (Red) HI: 1.8% (Green) HOM: 3.3% (Green) LTEL: 3.7% (Green) SED: 1.9% (Green) SWD: 2.8% (Yellow) 2+: 0.9% (Blue) WH: 1.1% (Green) District: HOM: 3.3% (Green) 2023 Dashboard Schools with Student Groups in RED: Bonita Canyon: EL: 0% College Park: SWD: 10.8% HI: 5.8% Creekside High: ALL: 15% *SED: 17.4% *SWD: 14% *HI: 14.3% *WH: 22.9% Culverdale: *AA: 0%	FOS: 9.8% (Red) HI: 1.7% (Green) HOM: 4.4% (Orange) LTEL: 4.7% (Orange) SED: 1.9% (Green) SWD: 2.9% (Yellow) 2+: 0.9% (Blue) WH: 1.1% (Green) District Student Group in Red: FOS: 9.8% Schools with Student Groups in Red: Bonita Canyon: None College Park: SWD: 13.5% Solis Park: SED: 3.4% Creekside: ALL: 16.1% SED: 17.3% SWD: 19.2% HI: 19.7% Culverdale: None	FOS: 0% HI: -2% *HOM: -2% LTEL: -1% SED: -2% SWD: -2% 2+: 0% WH: -.2% District: HOM: -2% Schools with Student Groups in Red: Bonita Canyon: EL: -2% College Park: SWD: -2% HI: -2% Creekside: ALL: -2% *SED: -2% *SWD: -2% *HI: -2% *WH: -2% Culverdale: *AA: -2% Irvine High: AA: -2% Rancho San Joaquin: -2%	HOM: -4.7% LTEL: 0 SED: -0.6% SWD: -0.2% 2+: +0% WH: -0.2% District Student Group in Red: *HOM: +8% 2023 Dashboard Schools with Student Groups in Red: Bonita Canyon: EL: -6.5% College Park: SWD: -5.6% HI: -0.7% Creekside: ALL: -11% *SED: -10% *SWD: -13.1% *HI: -11.3% *WH: -16% Culverdale: *AA: -9.1% Irvine High: AA: -3.5% 2025 Dashboard Schools with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Irvine High: AA: 7% 2024 Dashboard Schools with Student Groups in RED: Rancho San Joaquin: SWD: 14.1% University High: AA: 11.7%	Irvine High: None	University High: -2%	Student Groups in Red: Rancho San Joaquin: SWD: 0 University HS: AA: 0
1.7	Expulsion Rate Indicator Data Quest LCFF Priority 6: School Climate	2022-23 Data Quest Expulsion Rate: 0.04% Expulsion Count: 17	2023-24 Data Quest Expulsion Rate: 0.0% Expulsion Count: 5	2024-25 Data Quest Expulsion Rate: 0.03% Expulsion Count: 14	2025-26 Data Quest -0%	Expulsion Rate: -0.01% Expulsion Count: -3
1.8	CA Healthy Kids Survey LCFF Priority 6: School Climate	2023-24 Total Participation Rate: 7,269 School Connectedness Gr 7: 67% Gr 9: 66% Gr 11: 66% Sense of School Safety Gr 7: 70% Gr 9: 72% Gr 11: 77%	2024-25 School Connectedness Data Not Available Sense of School Safety Data Not Available	2025-26 School Connectedness Grade 7 ALL: 72% EL: 72% LTEL: 77% HOM: 72% FY: * Grade 9 ALL: 72% EL: 69% LTEL: 65% HOM: * FY: 84% Grade 11	2026-27 School Connectedness Grade 7 ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2% Grade 9 ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2% Grade 11	School Connectedness Grade 7 ALL: +5% EL: 0 LTEL: 0 HOM: 0 FY: 0 Grade 9 ALL: +6% EL: 0 LTEL: 0 HOM: 0 FY: 0 Grade 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ALL: 69% EL: 63% LTEL: 66% HOM: * FY: * Sense of School Safety: Grade 7 ALL: 75% EL: 80% LTEL: 87% HOM: 50% FY: * Grade 9 ALL: 80% EL: 76% LTEL: 71% HOM: * FY: 90% Grade 11: ALL: 80% EL: 76% LTEL: 70% HOM: * FY: * *When number of student responses falls below 10, data is not reported.	ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2% Sense of School Safety: Grade 7 ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2% Grade 9 ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2% Grade 11 ALL: +2% EL: +2% LTEL: +2% HOM: +2% FY: +2%	ALL: +3% EL: 0 LTEL: 0 HOM: 0 FY: 0 Sense of School Safety: Grade 7 ALL: +5% EL: 0 LTEL: 0 HOM: 0 FY: 0 Grade 9 ALL: +8% LTEL: 0 HOM: 0 FY: 0 Grade 11 ALL: +3% EL: 0 LTEL: 0 HOM: 0 FY: 0 *CHKS Survey is biennial and subgroup baseline data was not tracked in 2023-24
1.9	School Climate Survey LCFF Priority 6: School Climate	Spring 2024 Favorability % Score: Strongly Agree/Agree	Spring 2025 Favorability %	Spring 2026 Favorability %	Spring 2027 Results Favorability %	Favorability % Score: Strongly Agree/Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 3: Parent Engagement	Sense of Community on Campus Student ALL: 71% School/District Supports Effective Communication with Parents: 78% My family feels welcome participating in school activities Student: 71% Student can explain feelings to others: Student: 53% Satisfaction addressing student discipline: Student: 59% Parent: 69% Staff: 60% Student has at least one adult at school they trust Student: 87% Parent: 89% District provides translation and interpretation services to families who need them	Score: Strongly Agree/Agree Sense of Community on Campus Student: ALL: 47% School/District Supports Effective Communication with Parents Parent: 84% My family feels welcome participating in school activities Student: 72% Student can explain feelings to others Student: 67% Satisfaction addressing student discipline Student: 36% Parent: 76% Staff: 49% Student has at least one adult at school they trust Student: 87%	Score: Strongly Agree/Agree Sense of Community on Campus Student ALL: 47% School/District Supports Effective Communication with Parents Parent: 84% My family feels welcome participating in school activities Student: 73% Student can explain feelings to others Student: 69% Satisfaction addressing student discipline Student: 33% Parent: 48% Staff: 45% Student has at least one adult at school they trust Student: 86% Parent: 83%	Score: Strongly Agree/Agree Sense of Community on Campus Student ALL: +2% School/District Supports Effective Communication with Parents Parent: +2% My family feels welcome participating in school activities Student: +2% Student can explain feelings to others Student: +2% Satisfaction addressing student discipline Student: +2% Parent: +2% Staff: +2% Student has at least one adult at school they trust Student: +2% Parent: +2%	Sense of Community on Campus Student ALL: - 24% School/District Supports Effective Communication with Parents Parent: +6% My family feels welcome participating in school activities Student: +2% Student can explain feelings to others Student: +16% Student can explain feelings to others Student: +14% Satisfaction addressing student discipline Student: -23% Parent: +7% Staff: -15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent: 83% School/District works to understand family backgrounds and cultures Student: 73% Parent: 80% Student has healthy strategies to manage stress Student: 57% Parent: 72%	Parent: 84% District provides translation and interpretation services to families who need them Parent: 55% School/District works to understand family backgrounds and cultures Student: 72% Parent: 73% Student has healthy strategies to manage stress Student: 66% Parent: 79%	The district provides translation and interpretation services to families who need them Parent: 58% School/District works to understand family backgrounds and cultures Student: 71% Parent: 75% Student has healthy strategies to manage stress Student: 69% Parent: 79% *Importance of outreach/culturally responsive engagement: Parent ALL: 33% SED: 48% EL: 47% *Year 2 is baseline for this item	District provides translation and interpretation services to families who need them Parent: +2% School/District works to understand family backgrounds and cultures Student: +2% Parent: Maintain 80% Student has healthy strategies to manage stress Student: +2% Parent: Maintain/Increase +5% Importance of systemic outreach/culturally responsive engagement: Parent ALL: +2% SED: +2% EL: +2%	Student has at least one adult at school they trust Student: 0% Parent: -1% District provides translation and interpretation services to families who need them Parent: -25% School/District works to understand family backgrounds and cultures Student: -2% Parent: -5% Student has healthy strategies to manage stress Student: +12% Parent: +7% *Importance of systemic outreach/culturally responsive engagement: Parent ALL: 0 SED: 0 EL: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Year 2 outcome is baseline
1.10	Social Emotional Learning Panorama Survey- LCFF Priority 6: School Climate	Spring 2024 Gr 3–6 Supportive Relationships (District): ALL: 87% EL: 85% SED: 86% AA: 88% Self-Management (District): ALL: 78% EL: 73% SED: 73% AA: 67% Bonita Canyon: EL: 67% College Park SWD: 71% HI: 64% Culverdale: AA: 55% Social Awareness (District): ALL: 70% EL: 67% SED: 69% AA: 69% Emotional Regulation (District): ALL: 50% EL: 48%	Spring 2025 Gr 3–6 Supportive Relationships (District): ALL: 88% EL: 87% SED: 87% AA: 86% Self-Management (District) ALL: 77% EL: 73% SED: 71% AA: 64% Bonita Canyon: EL: 68% College Park: SWD: 75% HI: 74% Culverdale: AA: 58% Social Awareness (District): ALL: 70% EL: 66% SED: 67% AA: 67%	Spring 2026 Gr 3–6 Supportive Relationships (District): ALL: 88% EL: 86% SED: 87% AA: 88% Self-Management (District) ALL: 77% EL: 74% SED: 72% AA: 69% Bonita Canyon: EL: 71% College Park: SWD: 67% HI: 78% Culverdale: AA: 54% Social Awareness (District): ALL: 70% EL: 67% SED: 69% AA: 68%	Gr 3–6 Supportive Relationships (District): ALL: +2% EL: +2% SED: +2% AA: +2% Self-Management (District): ALL: +2% EL: +2% SED: +2% AA: +2% Bonita Canyon: EL: +2% College Park: SWD: +2% HI: +2% Culverdale: AA: +2% Social Awareness: ALL: +2% EL: +2% SED: +2% AA: +2% Emotional Regulation (District):	Gr 3–6 Supportive Relationships (District): ALL: +1% EL: +1% SED: +1% AA: 0% Self-Management (District) ALL: -1% EL: +1% SED: -1% AA: -3% Bonita Canyon EL: +4% College Park SWD: -4% HI: +14% Culverdale AA: -1% Social Awareness ALL: +0% EL: +0% SED: +0% AA: +1% Emotional Regulation (District): ALL: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 46% AA: 47% Bonita Canyon: EL: 43% College Park: SWD: 45% HI: 37% Culverdale: AA: 47% Sense of Belonging (District): ALL: 66% EL: 66% SED: 64% AA: 63% School Climate (District): ALL: 61% EL: 66% SED: 64% AA: 63% Gr 7–12 Supportive Relationships (District): ALL: 86% EL: 87% SED: 85% AA: 83% Self-Management (District): ALL: 69% EL: 68% SED: 66% AA: 64% Creekside High:	Emotional Regulation (District): ALL: 49% EL: 49% SED: 47% AA: 48% Bonita Canyon: EL: 42% College Park: SWD: 48% HI: 45% Culverdale: AA: 67% Sense of Belonging (District): ALL: 66% EL: 64% SED: 64% AA: 59% School Climate (District): ALL: 60% EL: 63% SED: 59% AA: 55% Gr 7–12 Supportive Relationships (District)	Emotional Regulation (District): ALL: 51% EL: 51% SED: 48% AA: 49% Bonita Canyon: EL: 50% College Park: SWD: 45% HI: 54% Culverdale: AA: 44% Sense of Belonging (District): ALL: 67% EL: 64% SED: 64% AA: 65% School Climate (District): ALL: 59% EL: 62% SED: 58% AA: 55% Gr 7–12 Supportive Relationships (District)	ALL Students: +2% EL: +2% SED: +2% AA: +2% Bonita Canyon: EL: +2% College Park: SWD: +2% HI: +2% Culverdale: AA: +2% Sense of Belonging (District): ALL: +2% EL: +2% SED: +2% AA: +2% School Climate (District): ALL: +2% EL: +2% SED: +2% AA: +2% Gr 7–12 Supportive Relationships (District): ALL: +2% EL: +2% SED: +2% AA: +2%	EL: +3% SED: +2% AA: +1% Bonita Canyon: EL: +7% College Park: SWD: +0% HI: +17% Culverdale: AA: -3% Sense of Belonging (District): ALL: +1% EL: +1% SED: +2% AA: +1% School Climate (District): ALL: -2% EL: -4% SED: -6% AA: -8% Gr 7–12 Supportive Relationships (District): ALL: +3% EL: +1% SED: +2% AA: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 38% SED: 32% SWD: 53% HI: 52% WH: 27% Irvine High: AA: 60% Social Awareness (District): ALL: 68% EL: 67% SED: 66% AA: 63% Emotional Regulation (District): ALL: 54% EL: 54% SED: 51% AA: 52% Creekside: ALL: 38% SED: 32% SWD: 53% HI: 52% WH: 27% Irvine High: AA: 60% Diversity and Inclusion (District): ALL: 80% EL: 80% SED: 76% AA: 66% Cultural Awareness and Action (District): ALL: 69%	ALL: 88% EL: 88% SED: 87% AA: 85% Self-Management (District): ALL: 67% EL: 66% SED: 64% AA: 61% Creekside High: ALL: 47% SED: 45% SWD: 45% HI: 44% WH: 47% Irvine High: AA: 66% Social Awareness (District): ALL: 69% EL: 66% SED: 66% AA: 64% Emotional Regulation (District): ALL: 54% EL: 52% SED: 52% AA: 53%	ALL: 89% EL: 88% SED: 87% AA: 84% Self-Management (District): ALL: 69% EL: 66% SED: 66% AA: 64% Creekside High: ALL: 62% SED: 62% SWD: 55% HI: 56% WH: 60% Irvine High: AA: 58% Social Awareness (District): ALL: 71% EL: 68% SED: 69% AA: 69% Emotional Regulation (District): ALL: 58% EL: 55% SED: 57% AA: 62%	Self-Management (District): ALL: +2% EL: +2% SED: +2% AA: +2% Creekside High: ALL: +2% SED: +2% SWD: +2% HI: +2% WH: +2% Irvine High: AA: +2% Social Awareness (District): ALL: +2% EL: +2% SED: +2% AA: +2% Emotional Regulation (District): ALL: +2% EL: +2% SED: +2% AA: +2% Creekside: ALL: +2% SED: +2% SWD: +2% HI: +2%	Self-Management (District): ALL: +0% EL: -2% SED: +0% AA: +1% Creekside High: ALL: +24% SED: +30% SWD: +2% HI: +4% WH: +33% Irvine High AA: +4% Social Awareness ALL: +3% EL: +1% SED: +3% AA: +6% Emotional Regulation (District) ALL: +4% EL: +1% SED: +6% AA: +10% Creekside ALL: +14% SED: +21% SWD: -1% HI: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 72% SED: 68% AA: 60% Sense of Belonging (District): ALL: 61% EL: 63% SED: 59% AA: 51%	Creekside: ALL: 32% SED: 29% SWD: 35% HI: 25% WH: 28% Irvine High: AA: 56% Diversity and Inclusion (District): ALL: 81% EL: 81% SED: 78% AA: 74% Cultural Awareness and Action (District): ALL: 71% EL: 74% SED: 70% AA: 62% Sense of Belonging (District): ALL: 64% EL: 65% SED: 61% AA: 54%	Creekside: ALL: 52% SED: 53% SWD: 52% HI: 45% WH: 50% Irvine High: AA: 64% Diversity and Inclusion (District): ALL: 80% EL: 79% SED: 78% AA: 72% Cultural Awareness and Action (District): ALL: 67% EL: 69% SED: 67% AA: 57% Sense of Belonging (District): ALL: 66% EL: 66% SED: 64% AA: 56%	WH: +2% Irvine High: AA: +2% Diversity and Inclusion (District): ALL: +2% EL: +2% SED: +2% AA: +2% Cultural Awareness and Action (District): ALL: +2% EL: +2% SED: +2% AA: +2% Sense of Belonging (District): ALL: +2% EL: +2% SED: +2% AA: +2%	WH: +23% Irvine High: AA: +4% Diversity and Inclusion: ALL: +0% EL: -1% SED: +2% AA: +6% Cultural Awareness and Action: ALL: -2% EL: -3% SED: -1% AA: -3% Sense of Belonging: ALL: +5% EL: +3% SED: +5% AA: +5%
1.11	SBE Parent Engagement Self Reflection	Spring 2024 Results Building Relationships: 5- Full	Spring 2025 Building Relationships: 5-	Spring 2026 Building Relationships: 5-	Spring 2027 Building Relationships: Maintain 5-Full	Building Relationships: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 3: Parent Engagement	Implementation and Sustainability Building Partnerships for Student Outcomes: 4- Full Implementation Seeking Input for Decision Making: 5- Full Implementation and Sustainability	Full Implementation and Sustainability Building Partnerships for Student Outcomes: 5- Full Implementation and Sustainability Seeking Input for Decision Making: 5- Full Implementation and Sustainability	Full Implementation and Sustainability Building Partnerships for Student Outcomes: 5- Full Implementation and Sustainability Seeking Input for Decision Making: 5- Full Implementation and Sustainability	Implementation and Sustainability Building Partnerships for Student Outcomes: Increase to 5-Full Implementation and Sustainability Seeking Input for Decision Making: Maintain 5- Full Implementation and Sustainability	Building Partnerships for Student Outcomes: +0% Seeking Input for Decision Making: +0%
1.12	Parent Square Communication Reports	Spring 2024 # District Posts: 34 # School Posts: 3,565 # Class Posts: 3,371 # Group Posts: 2,120	Spring 2025 # District Posts: 45 # School Posts: 3,996 # Class Posts: 4,615 # Group Posts: 2,258	Spring 2026 (April, 2026) # District Posts: 31 # School Posts: 3,900 # Class Posts: 10,107 # Group Posts: 2,871	Spring 2027 Increase # Posts District: +2% School: +2% Class: +2% Group: +2%	# District Posts: -3 # School Posts: +335 # Class Posts: +6,736 # Group Posts: +751
1.13	IUSD Professional Learning Logs Compass Registration System	Spring 2024 # Professional Learning Opportunities Mental Health & Wellness: 45 Student Services: 38 Special Education: 152 Attendance # Mental Health & Wellness: 1,840	Compass Log July 1- April 23, 2025 Professional Learning Opportunities Mental Health and Wellness: 16 Student Support Services: 23	Compass Log July 1- April 1, 2026 Professional Learning Opportunities Mental Health and Wellness: 5 Student Services: 10	Spring 2027 Maintain or Increase Professional Learning Opportunities Mental Health and Wellness: +2% Special Education: Maintain +2%	PL Opportunities Mental Health & Wellness: -40 Student Support Services: -28 Special Education: -52 Attendance # Mental Health & Wellness: -1,761

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Services: 1,353 Special Education: 1,168	Special Education: 104 Attendance # Mental Health & Wellness: 435 Student Services: 286 Special Education: 1,999	Special Education: 100 Attendance # Mental Health & Wellness: 79 Student Services: 335 Special Education: 2,772	Attendance # Mental Health and Wellness: +2% Student Services: +2% Special Education: +2%	Student Support Services: -1,018 Special Education: ++1,604
1.14	Number of Long- Term English Learners Data Quest	2023 Data Quest Number of Long- Term English Learners: 328	2024 Data Quest Number of Long- Term English Learners: 30	2024-25 Data Quest Number of Long- Term English Learners: 305	2026: Data Quest Number of Long- Term English Learners: - 1%	Number of Long- Term English Learners: -23

Goal Analysis [2025-26]

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

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

The analysis of implementation, challenges, successes, and substantive differences for each action item was synthesized and grouped by related themes for each Local Control and Accountability Plan (LCAP) goal.

Base Staffing Allocations (Actions 1.1.1, 1.1.2, 1.1.3, 1.1.4):

The district kept its core staffing in place to strengthen school climate and behavioral supports. The deployment of School Counselors (1.1.1) decreased the student-to-counselor ratio, increasing individualized college and career support. Elementary Resource Counselors (1.1.2) successfully provided Tier 2 interventions and crisis support to 4,740 students. Health and wellness operations were anchored by School Nurses (1.1.3), who managed an average of 20 daily visits with an 82% return-to-class rate, and by Health Assistants (1.1.4), who provided critical support for site health services. Successes include a robust graduation rate (Metric 1.4: CA Dashboard Grad Rates: 95.2%) and significant increases in mental health referrals from health offices (Health office visits, return to class rates, students with high acuity health diagnoses, mental health referrals from the health office). A notable challenge is the high transiency of the Health Assistant position, which occasionally shifts clerical and emergency-care burdens onto front-office staff.

Student Support Services Leadership (Actions 1.2.1, 1.2.2):

District leadership in Student Support Services and Mental Health & Wellness maintained a systemic focus on inclusivity and safety. Safety oversight and well-being protocols helped sustain positive student perceptions. Successes are evident in consistent community feedback

(25-26 Educational Partner Input Activity; Thought Exchange data), maintaining strong mental health support ratings ranging from 3.9 to 4.2 across all partner groups, and stable perceptions of campus connectedness (Metric 1.9: Annual Survey: Sense of Community on Campus).

Behavior Systems and Multi-Tiered Support (Actions 1.3.1, 1.3.2, 1.3.4, 1.3.5, 1.16.1, 1.16.2):

The district effectively expanded its behavior support infrastructure and alternatives to suspension. Action 1.3.1 facilitated vital behavioral coaching, while Comprehensive School Threat Assessment Guidelines (CSTAG) training (1.3.5) successfully equipped 29 additional staff members, allowing the completion of 98 formal assessments. The Alternative to Suspension (ATS) program (1.16.2) demonstrated high success, diverting 44% of suspendable offenses to interventional counseling. These collective efforts helped maintain an exceptionally low overall suspension rate (Metric 1.6: Dashboard-Susp Rate: 0.9%). However, specific challenges and substantive differences were observed: the Drug/Alcohol Intervention (JADE) program (1.16.1) experienced low completion rates, with only 4 of 17 referred families finishing the requirements. Additionally, Restorative Practices Training (1.3.2) was partially implemented this year by training University High School staff, with a planned secondary expansion next year.

Social-Emotional Learning (SEL) and School Climate (Actions 1.3.3, 1.4.1, 1.4.2, 1.4.3, 1.10.1, 1.10.2):

The district progressed in capturing perceptual data and facilitating SEL instruction, achieving a 77.9% student participation rate utilizing the Panorama instrument (1.4.2). Successes include the delivery of 28 site-based inclusive practice trainings and 9 SEL professional learning sessions (Metric 1.13: MHW PL Logs). A key difference in implementation was observed in the Calm Classroom program (1.3.3). It was used infrequently and inconsistently across elementary classrooms (Percentage of elementary classrooms using the program weekly; Panorama data), so we transitioned to comprehensive curricula such as SchoolBeat. A related challenge persists in general SEL implementation (1.4.1), as survey data indicates 40% of elementary educators still lack a consistent instructional structure for SEL (Metric 1.10; Panorama: Self Management, Emotional Regulation).

School Attendance and Chronic Absenteeism (Actions 1.5.1, 1.5.2, 1.11.1, 1.11.2, 1.11.3, 1.17.1, 1.17.2, 1.17.3, 1.17.4):

Targeted attendance campaigns and district support effectively stabilized overall attendance at 95.7% (Metric 1.1: District attendance rates by student group). Successes included the issuance of over 18,735 attendance interventions (1.5.1) and the successful piloting of the "Attendance Plus" early-warning data-tracking system (1.11.2) (Metric 1.2). However, challenges persist regarding chronic absenteeism among vulnerable subgroups. While the district-wide chronic absenteeism rate declined to 8.6%, disproportionately high rates necessitate continued systemic reevaluation (1.11.1) to support Homeless (45.9%) and African American (22.5%) students (Metric 1.3: Dashboard CA).

Supplemental Mental Health Staffing and Supports (Actions 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.8.1, 1.8.2, 1.9.1, 1.9.2, 1.9.3, 1.13.1, 1.13.2, 1.13.3, 1.15.1, 1.15.2, 1.15.3, 1.15.4):

The district invested robustly in psychological and behavioral specialists. Mental Health Specialists (1.8.1, 1.15.1) completed over 10,626 individual sessions and 144 suicide screeners this year, while School Psychologists and ERMHS providers (1.13.1, 1.13.3) effectively delivered mandated counseling (Number of students receiving mental health counseling services as required in the IEP). Successes include reduced counselor ratios (1.7.1), which fostered highly supportive climates for diverse populations (Metric 1.10: Panorama data: Supportive relationships, connectedness). Challenges impacting implementation include ongoing recruitment vacancies for MHS roles (1.15.1) and Gen Ed Behavior Interventionists (1.9.3), briefly limiting service capacity. A substantive difference is the continued systematic phase-out of the elementary Guidance Assistant program (1.7.3) due to staffing transitions.

Family Engagement and Language Development Support (Actions 1.5.3, 1.6.1, 1.6.2, 1.12.1, 1.12.2, 1.14.1, 1.18.1, 1.18.2, 1.19.1, 1.19.2):

The district strengthened culturally responsive engagement through Community Liaisons and Language Development Program leadership (1.12.1, 1.14.1). In the Annual Survey, 75% of parents affirmed that the district works to understand family backgrounds (Metric 1.9). Additionally, the district maintained strong language support utilizing TransPerfect for over 4,027 minutes (1.19.1) (TransPerfect Usage Data). A substantive difference in implementation occurred with centralized Parent Education Workshops (1.6.1), which shifted to localized engagement utilizing translation devices (1.19.2), while community partner workshops (1.6.2) stalled entirely due to coordinator transitions. A challenge was noted in the placement of Long-Term English Learners (1.18.2), which revealed inconsistent enrollment trajectories across secondary sites (Metric 1.14: Number of LTELs).

Special Education Advisory and Awareness (Actions 1.20.1, 1.20.2, 1.20.3, 1.20.4):

Engagement with the Special Education Community Advisory Committee (CAC) was implemented with high fidelity. Successes include delivering procedural IEP training to 40 participants (1.20.2) and coordinating the Abilities Awareness Event with approximately 300 attendees (1.20.4) (annual event). The district effectively gathered and integrated input on LCAP development from 34 special education parents (1.20.3).

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.

1.4 School Climate/Social-Emotional Learning: Estimated actual expenditures for the Panorama Survey instrument (Action 1.4.2) were lower than budgeted. The final contract cost came in below the projected amount, resulting in a favorable variance with no reduction in scope or services.

1.15 Staffing: Mental Health and Wellness: Estimated actual expenditures were lower than budgeted due to unexpected staff vacancies in Mental Health Specialist positions. Recruitment efforts are ongoing, and unspent funds reflect unfilled positions rather than a reduction in the planned service model.

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

Goal 1: School Climate and Multi-Tiered System of Support

1.1.1 Base allocation-School Counselors

Effectiveness: High

As measured by Metric 1.4, the district's graduation rate for ALL students is 95.2% (Blue). Counselor staffing successfully reduced the counselor-to-student ratio, increasing individualized CCR and SEL support. As measured by Metric 1.10, 70% of parents and 82% of students report access to counseling support. This staffing directly contributed to the district's low suspension rate of 0.09% (Blue on 2024 Dashboard).

1.1.2 Base allocation-Elementary Resource Counselors

Effectiveness: High

The effectiveness of the Elementary Resource Counselors was evaluated using Metric 1.10 (Panorama SEL Survey). Outcome data for Self-Management in Grades 3–6 indicates EL students (74%) and SED students (72%) remain slightly below the ALL student group (77%). Ongoing counselor support is required to close these early-intervention SEL gaps.

1.1.3 Base Allocation- School Nurses

Effectiveness: High

Health offices average 20 visits per day with an 82% return-to-class rate. As tracked through health office metrics, nurses support 3,000+ students with high-acuity diagnoses. Mental health referrals increased 47% over three years (282 referrals in 2024–25), driven by the use of evidence-based PHQ-9 and GAD-7 screeners. Return to class rates, students with high acuity health diagnoses, mental health referrals from the health office, nurses successfully managed an average of 20 daily visits, sustained an 82% return-to-class rate, and processed 282 mental health referrals.

1.1.4 Health Assistants

Effectiveness: High

Health assistants manage immunization compliance, health records, medication administration, and campus emergencies. Health office support data show the position remains in high demand but is highly transient due to competitive wages and hours elsewhere. Front office staff bear an increased burden in the absence of a health assistant. Bell-to-bell staffing is a consistent principal request.

1.2.1 S3 Ex. Dir & Admin Asst

Effectiveness: High

As measured by Metric 1.8, school connectedness improved measurably: Grade 7 (67%- 72%), Grade 9 (66%- 72%), Grade 11 (66%- 69%). School safety scores also rose across all grade levels. As measured by Metric 1.9 in the 2025–26 Annual Survey, 47% of students report satisfaction with the sense of community on campus; 95% report having friends at school.

1.2.2 MHW Director & Coordinator

Effectiveness: High

As reflected in Thought Exchange and stakeholder engagement data, mental health support is rated 3.9–4.2, and student well-being is rated 4.0–4.1 across all stakeholder groups. Department leadership coordinates districtwide mental health strategy and is central to implementation across all school levels.

1.3.1 Districtwide MTSS-PBIS

Effectiveness: High

This initiative facilitated vital behavioral coaching and professional learning. Supported by specific metrics (Metric 1.6: Dashboard-Susp Rate), the district's Multi-Tiered System of Support maintained an exceptionally low overall suspension rate of 0.9%.

1.3.2 Admin Restorative Practices Training

Effectiveness: Medium

The district started restorative practices training for targeted high school administrative staff and mental health specialists, laying the groundwork for broader implementation across secondary schools.

1.3.3 Calm Classroom-Elementary

Effectiveness: Low

The effectiveness of the Calm Classroom program was monitored using Metric 1.6 (CA Suspension Rates). While the district suspension rate is exceptionally low at 0.09%, FOS (9.8%) and LTEL (4.7%) subgroups remain disproportionately high. This confirms Calm Classroom alone

is insufficient as a standalone tool, necessitating broader behavioral MTSS frameworks. The addition of SchoolBeat and Zones of Regulation is anticipated to increase effectiveness. Program continuation beyond the 2026–27 LCAP is pending progress monitoring.

1.3.4 Behavior/SEL Coach Stipends

Effectiveness: Medium

Behavior/SEL Coach stipends supported capacity building within the district's Multi-Tiered System of Support framework. As measured by platform login data and site-level curriculum usage, implementation fidelity varied significantly across school sites. While high-adopting sites demonstrated strong staff engagement — with up to 95% of staff completing at least one lesson — several sites reported lesson completion rates of 1% or lower, and some sites recorded no lesson implementation beyond initial account activation. Login recency data further indicates inconsistent sustained use: some staff engaged within days of the most recent data pull, while others had not accessed the platform for several months. These patterns identify site-level consistency in implementation as the primary area for growth in the 2026–27 cycle.

1.3.5 CSTAG Training/Materials

Effectiveness: High

Every IUSD site has multiple CSTAG-trained staff. Training was reduced from 4 to 2 sessions due to high existing saturation. 29 staff trained in 2025–26; 98 threat assessments completed through March 2026 — compared to 33 trained and 64 assessments completed in all of 2024–25 — indicating strong and increasing utilization.

1.4.1 SEL Curriculum Implementation

Effectiveness: Medium

The program exhibited inconsistent implementation fidelity across instructional sites. Supported by specific metrics (Metric 1.10; Panorama: Self-Management, Emotional Regulation), survey data indicated that 40% of educators lacked a consistent SEL instructional structure. Continued investment in site-based capacity building and targeted professional development remains a priority to strengthen implementation consistency district-wide.

1.4.2 Panorama Survey Instrument

Effectiveness: Medium

The instrument was implemented across the district to capture vital perception data. Supported by specific metrics (Panorama Participation Rates), the Spring 2025 assessment successfully engaged 73.9% of teachers and 77.9% of students.

1.4.3 SEL Professional Development

Effectiveness: Medium

The district scheduled strategic site interventions to address specific implementation gaps. Supported by specific metrics (Metric 1.13: MHW PL Logs), staff effectively coordinated 9 site-based SEL training sessions to correlate the execution of the SEL curriculum with reduced behavioral incidents.

1.5.1 Attendance Interventions

Effectiveness: Medium

As measured by Metric 1.5, the districtwide chronic absenteeism rate decreased 1.1% to 8.6%. 18,735 attendance letters sent in 2025–26; 97 students referred to Deputy DA meetings; 19 SARB hearings held; 20 DART meetings convened. Despite these interventions, multiple subgroups remain significantly above the district average, including AA (22.5% — Red) and Homeless (45.9% — Red).

1.5.2 DO Support for Site Attendance Staff

Effectiveness: High

As measured by Metric 1.1, overall district attendance remained at 95.7% in both 2023–24 and 2024–25. District staff supported 20 DART meetings, 20+ case consults, 5 home visits, and piloted Attendance Plus software. Several subgroups showed modest gains (FOS +0.6, HI +0.2, SWD +0.1). Students experiencing homelessness declined from 88.6% to 86.0%, indicating the need for more intensive targeted support for this population.

1.5.3 Support for Struggling Families

Effectiveness: High

Personnel successfully linked vulnerable families to essential community resources. Monitored via internal departmental service logs, staff delivered direct resource support to 131 students and facilitated housing placements for 21 families.

1.6.1 Parent Education Workshops (IPEP)

Effectiveness: Low

IPEP was not implemented this year. Community liaisons were redirected to engage at school sites with translation devices. As measured by Metric 1.9 in the 2025–26 Annual Survey, 84% of parents report effective school-to-family communication, but only 58% report access to translation devices and interpretation services, highlighting the importance of continued outreach.

1.6.2 Parent Workshops with Community Partners

Effectiveness: Low

Programmatic progress stalled due to staffing transitions. Supported by specific metrics (Metric 1.9: Annual Survey Question: School/District Supports Effective communication w/ English Learner and Non-English Learner Parents), 84% of parents still reported favorable communication efficacy, despite the formal workshop implementation being delayed.

1.7.1 Counselors--lower ratio

Effectiveness: High

Lower counselor ratios augmented individualized college and career support. Supported by specific metrics (Metric 1.10; Panorama: Supportive Relationships, Connectedness), 89% of secondary students reported positive supportive relationships in Spring 2026, and 89% of students confirmed that counseling and academic advising are available to them (2025–26 Annual Student Survey) — consistent with the prior year. Notably, 77% of EL students reported having access to the support needed to prepare for college and career readiness. These indicators correlated with an overall graduation rate of 95.5%.

1.7.2 Supplemental ERC allocation

Effectiveness: High

Supplemental funding enables 5-day-per-week ERC coverage at all schools (versus 3 days without supplemental allocation). In 2024–25, ERCs served 4,740 students. In 2025–26, 2,189 referrals were received through December. ERCs conducted 140 suicide screeners, 60

assessments, and 32 threat assessments in 2024–25, and made 505 referrals to external partners. Stakeholders rate mental health, and SEL supports 3.9–4.3 across all groups.

1.7.3 Guidance Assistants (elem)/Project Success (Sec)

Effectiveness: Low

The effectiveness of Guidance Assistants and Project Success was limited, as measured by Metric 1.10. Due to staffing transitions, the program's reach did not demonstrate a measurable impact at scale on closing the SEL gaps in supportive relationships. In grades 3–6, SED (87%) and EL (86%) students still report lower favorable perceptions than the ALL student group (88%).

1.7.4 Supplemental Nurse Allocations

Effectiveness: High

Additional nursing staff were assigned to meet the intensive demands of specialized medical procedures. Evaluated against identified metrics (Increase in the need for nurses, including specialized procedures, staff training, and high-acuity student health needs), this funding effectively mitigated the systemic challenges of a 1:1,500 nurse-to-student ratio.

1.8.1 Base Allocation MH Specialists

Effectiveness: High

As measured by Metric 1.10, Panorama SEL data reflect ongoing student social-emotional need. MHSs served 1,973 students in 2024–25 (+14.98% from the prior year) through 10,626 individual counseling sessions. Suicide screeners increased to 290 (from 250), and assessments rose to 113 (from 80). In 2025–26, 937 referrals have been processed to date.

1.8.2 School Psychologists

Effectiveness: High

Partial funding of school psychologist positions through the unrestricted general education fund enables these staff members to support the mental health and wellness of all students, facilitating early intervention before a special education assessment is initiated. Stakeholder engagement from the 2026–27 LCAP activities reflects a consistent priority of mental health support across all groups, with ratings ranging from 3.9 to 4.3. Parents (4.3), classified staff (4.2), and administrators (4.1) assigned the highest priority ratings; Special Education program respondents rated mental health supports at 4.1 and behavior supports at 4.3, reinforcing the importance of school psychologists in supporting students' social-emotional needs across both general and special education populations.

1.9.1 MHW Intervention Psych

Effectiveness: High

This position effectively directed comprehensive behavioral consultations and professional learning across the district. Supported by specific metrics (Metric 1.10; Panorama: Self-Management, Grades 3–6 and 7–12), this role successfully managed 63 formal behavioral consultation requests by March 2026. To strengthen site-level capacity, the MHW Intervention Psych provided ProAct training to all elementary assistant principals and TOSAs, equipping site leaders with evidence-based strategies to more effectively support students with behavioral needs at the school level.

1.9.2 MHW District TOSAs

Effectiveness: High

As measured through behavior referral data, TOSAs supported 71 behavior consult requests in 2024–25 and 63 through March 2026, spanning PreK through 10th grade. TOSAs also support site Behavior/SEL coaches and provide collaborative PD with SPED. Behavior support rated 3.8–4.3 across all stakeholder groups in LCAP engagement.

1.9.3 MHW Behavior Interventionists

Effectiveness: High

BIs supported 19 classrooms in 2024–25 and 17 through March 2026. Staffing was limited to 2 BIs for part of the 2025-26 school year; a fourth BI was hired in February 2026 specifically for Title I schools, bringing the total to four. Implementation level reflects earlier-year staffing constraints rather than program design limitations.

1.10.1 Targeted SEL Training for SPED & EL Students

Effectiveness: Medium

As documented in professional learning records from July 2025 through March 2026, the Mental Health and Wellness Department, in collaboration with Special Education, coordinated 28 site-based Inclusive Practices trainings and 9 SEL site-based trainings in support of targeted social-emotional learning for students with disabilities and English Learners. The Special Education Department delivered 100 professional learning sessions serving 2,772 participants during this period, encompassing co-teaching, co-planning, and inclusive instructional practices. While professional learning delivery is occurring at scale, a formal outcome metric has not yet been established, and documented impact on student social-emotional outcomes remains in development.

1.10.2 PL Staff- School Climate and SEL

Effectiveness: Medium

As measured by Metric 1.13 and corroborated by professional learning participation data from July 2025 through March 2026, the Mental Health and Wellness Department, in collaboration with Special Education, facilitated 28 site-based Inclusive Practices trainings and 9 SEL site-based trainings. The Compass PL system further documents 5 Moozoom Teacher Trainings (54 participants) and 2 Secondary Behavior/SEL Coach Trainings (25 participants) within the Mental Health and Wellness department, representing an additional 79 participants receiving targeted SEL-focused professional learning. While professional learning delivery is occurring consistently across school levels, documented impact on student social-emotional outcomes through PL Log data remains in development.

Actions 1.11.1 & 1.11.2 (Enhance School Attendance Review Process and Early Warning System for Students at-risk)

Effectiveness: Medium

The School Attendance review process and Early Warning Systems (Actions 1.11.1 and 1.11.2) demonstrated Medium effectiveness. As measured by Metric 1.3, overall chronic absenteeism is 8.6%; however, severe disparities persist for Foster Youth (31.1%) and Homeless students (46.1%). Continued monitoring using both Metric 1.2 (Student Absenteeism Count) and Metric 1.3 is necessary to validate site-based interventions.

1.11.3 HS allocation for attendance interventions

Effectiveness: High

The effectiveness of the High School allocation for Attendance Interventions (Action 1.11.3) was evaluated using Metrics 1.2 and 1.3. The provision of targeted allocations—which funded Attendance Deans and parent workshops—contributed to an overall districtwide reduction in chronic absenteeism to 8.6% (Green), as measured by Metric 1.3.

1.12.1 Community Liaisons

Effectiveness: Medium

As measured by Metric 1.9 in the 2025–26 Annual Survey, 75% of parents agree their child's school works to understand family backgrounds and cultures (+2% from 2024–25). 58% report access to translation and interpretation services (+3% from prior year). Community liaisons are effectively increasing cultural responsiveness and multilingual communication, though translation service awareness continues to have room for growth.

1.12.2 Partial Funding for LDP Coordinator

Effectiveness: High

As measured by Metric 1.9, the same positive survey trend applies: 75% cultural understanding (+2%) and 58% translation/interpretation access (+3%). LDP Coordinator supports coordination of language programs and family communication for EL families districtwide.

1.13.1 SPED-Psychologists

Effectiveness: High

School psychologists delivered essential psychological services in support of students' social-emotional, behavioral, and academic needs. According to IEP service data, 150 students received counseling services from school psychologists during the 2025–26 school year. Stakeholder engagement data from the 2026–27 LCAP priority-setting process affirm the critical importance of this work. Mental health and behavioral supports were consistently identified as high priorities across all stakeholder groups, with ratings ranging from 3.9 to 4.3 on a 5-point scale. Parents assigned the highest priority rating (4.3), followed by classified staff (4.2), administrators (4.1), and students (4.0). This broad stakeholder alignment reinforces the essential role of school psychologists and multidisciplinary teams in delivering behavioral interventions, supporting students' social-emotional needs, and ensuring appropriate services for students receiving Special Education services.

1.13.2 SPED-Behavior Interventionists

Effectiveness: Medium

As measured by IEP service data, 222 students receive behavior intervention services. BISs write Behavior Intervention Plans, provide staff training, and collaborate on Functional Behavior Assessments. An additional 68 students were identified in 2025–26 as needing behavior support to access the educational environment. Stakeholder engagement from the 2026–27 LCAP priority activities identified behavior support as a consistent priority, with Special Education program respondents rating it at 4.3, certificated staff at 4.3, CSEA and ITA at approximately 4.2, and School Site Council at 4.1.

1.13.3 SPED-ERMHS

Effectiveness: High

As measured by IEP service data, 107 students receive ERMHS services. The intensity of student mental health need increased during the 2025-26 school year. ERMHS therapists also support staff professional learning on students' social-emotional needs. Stakeholder engagement from the 2026–27 LCAP priority activities reflects consistent prioritization of mental health support across all groups: parents (4.3), classified staff (4.2), administrators (4.1), students (4.0), and certificated staff (3.9). Special Education program respondents rated mental health support at 4.1; advisory groups including CSEA (4.1), School Site Council (4.0), ITA (3.9), and CAC (3.9) rated it near or above 4.0 across all groups.

1.14.1 LDP Director, Coordinator, Specialist, Admin Asst, Office Assistant

Effectiveness: High

As measured by Metrics 1.9 and 1.11, 75% of parents agree that their child's school understands family background/culture (+2%) and 58% report access to translation services (+3%). LDP leadership is essential to coordinating multilingual family engagement and EL program oversight districtwide.

Action Items 1.15.1- 1.15.4 (Staffing: Mental Health and Wellness)

Effectiveness: High

Staffing for Mental Health and Wellness was evaluated using Metrics 1.6 and 1.10. While systemic supports are in place, Metric 1.6 reveals suspension rates for Foster Youth (9.8%) remain high, and Metric 1.10 reveals SEL Self-Management gaps persist for ELs (74% vs 77% ALL). The provision of culturally responsive African American/Black (AA) Mental Health staff is principally directed to address these intersectional needs.

1.16.1 Drug/Alcohol Intervention (JADE)

Effectiveness: Low

The effectiveness of the Drug and Alcohol Intervention JADE program was evaluated exclusively using Metric 1.6. Disproportionate suspension rates persist for specific subgroups such as Foster Youth (9.8%) and Long-Term English Learners (4.7%). Evaluating the program through Metric 1.6 confirms current diversion strategies are not sufficiently mitigating suspendable offenses for unduplicated students.

1.16.2 ATS Program

Effectiveness: High

555 suspendable offenses in 2025–26; 243 referred to ATS (44%), up from 33% in 2024–25 — an 11-percentage-point increase. ATS is proving highly effective at reducing out-of-school suspension time and providing students access to counseling, academics, and life skills. The 7 Mindsets "BASE" program has been used as an alternative to suspension for 58 students.

1.17.1 Staffing/Planning for students who are chronically absent

Effectiveness: Medium

The district strengthened systemic attendance protocols. Supported by specific metrics (Metric 1.3: Dashboard: CA Rate), this action explicitly targeted subgroup chronic absenteeism, such as the 22.5% rate among African American students.

1.17.2 Student Services Coordinator

Effectiveness: High

The coordinator supported positive behavioral implementations and school climate frameworks.

1.17.3 SART Team-Sites

Effectiveness: Low

Site teams continually administer site-level attendance review functions to address systemic truancy. There is a need to expand consistent practices among all school sites to support the improvement of chronic absenteeism rates, specifically for subgroups. This year, Attendance

Plus was piloted at 5 schools and will expand to all schools next year. This tool will support sites in effective SART teams and systems. Site teams continually administer site-level attendance review functions to address systemic truancy but need better systematics support that will be formalized in 2026-27.

1.17.4 Targeted attendance campaigns

Effectiveness: Low

During 2025–26, the district piloted Attendance Plus, an attendance data and intervention tracking platform integrated within ParentSquare, at select school sites. The platform provides real-time chronic absenteeism data and enables targeted, timely family communication — both to reinforce positive attendance patterns and to proactively engage families of students at risk of chronic absenteeism. Pilot site data reflect early implementation activity: South Lake Middle School sent 309 messages and assigned 2 interventions, and Eastwood Elementary sent 64 messages and assigned 3 interventions. Based on pilot outcomes and the platform's capacity to support scalable, systematic attendance intervention, the district will expand Attendance Plus to all IUSD school sites beginning in 2026–27, with an anticipated increase in attendance campaign reach and intervention documentation across the district.

Action Items 1.18.1 & 1.18.2 (LTEL Support-Language Development TOSAs)

Effectiveness: Medium

The implementation of Language Development support was effectively transitioned to focus on outcome-based language acquisition, as measured by Metrics 2.5, 2.6, and 2.7. Despite targeted LTEL and TOSA support, CAASPP outcomes show LTELs meeting ELA standards at only 16.05% compared to 74.53% for ALL students, confirming the ongoing need for intensive academic language coaching.

1.19.1 Language Support- TransPerfect

Effectiveness: Medium

The provision of language support through TransPerfect was highly effective at dismantling communication barriers, as measured by Metric 1.9. Outcome data shows that 83% of parents agree the district provides the translation and interpretation services they need, validating the investment in on-demand translation.

1.19.2 Translation Devices

Effectiveness: Medium

As referenced in Metric 1.11, translation devices are distributed to schools for use at presentations, supporting multilingual family engagement and increased community partnerships. As measured by Metric 1.9, 58% of families report access to translation and interpretation services, indicating continued room for growth in utilization and awareness.

Actions 1.20.1-1.20.4 Special Education CAC Actions

Effectiveness: High

The Special Education Community Advisory Committee (CAC) actions—including parent trainings, community events, and collaborative planning (Actions 1.20.1–1.20.4)—were highly effective at building inclusive partnerships, as measured by Metric 1.9. Rather than measuring success solely by attendance counts, the programmatic effectiveness is demonstrated by a +6% increase from baseline in parents reporting that their family feels welcome participating in school activities.

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 Item 1.3.3 Calm Classroom — Elementary

Calm Classroom implementation fidelity has been inconsistent, with regular usage limited to a subset of classroom teachers. Reflection on prior practice indicates that Calm Classroom is insufficient as a stand-alone SEL tool to produce measurable outcomes at scale. In response, the district will supplement Calm Classroom with SchoolBeat and Zones of Regulation in 2026–27 to provide a more comprehensive and structured SEL framework at the elementary level. Program continuation beyond the 2026–27 LCAP cycle is contingent upon progress monitoring data and demonstrated improvement in implementation consistency and student outcome measures.

Action Item 1.6.1 Parent Education Workshops (IPEP)

IPEP was not implemented during the 2025–26 school year because community liaisons were redirected to provide direct school-site engagement and translation support. As measured by Metric 1.9 (2025–26 Annual Parent/Guardian Survey), 84% of parents report effective school-to-family communication; however, only 58% report having access to translation devices and interpretation services, highlighting an inequitable language access gap that requires a structured programmatic response. Based on our reflection on prior practice and survey data, we will restructure the Parent Education program in 2026–27 with clear implementation parameters and progress-monitoring benchmarks to assess effectiveness and ensure equitable access to family engagement opportunities across the district.

Action Item 1.7.3 Guidance Assistants (Elementary) / Project Success (Secondary)

The effectiveness of this action item was limited by ongoing staffing transitions, resulting in fewer active positions at both the elementary and secondary levels. With only a limited number of positions currently filled, the program's reach and the consistency of student support have not demonstrated measurable impact at scale. In response to reflection on prior practice, the district will implement structured progress monitoring in 2026–27 to assess program effectiveness relative to current staffing levels, inform future staffing decisions, and ensure that available positions are deployed strategically to maximize support for priority student subgroups.

Action Item 1.11.1 Enhance School Attendance Review Process

As measured by Metric 1.3, overall chronic absenteeism improved 1.1 percentage points to 8.6% for the ALL student group; however, multiple student groups remain significantly above the district average: HOM (45.9%, Red), FOS (31.1%, Orange), AA (22.5%, Red), HI (17.6%, Yellow), SWD (17.1%, Yellow), SED (16.5%, Yellow), and LTEL (19.5%, Orange). The persistent and disproportionate rates among these subgroups reflect limited implementation reach under the current attendance review structure. In response, the district piloted Attendance Plus at five school sites during 2025–26. Based on our reflection on prior practice and subgroup outcome data, Attendance Plus will expand to all district sites in 2026–27 to strengthen early identification, intervention, and family engagement processes to reduce chronic absenteeism across student groups.

Action Item 1.16.1 Drug/Alcohol Intervention (JADE)

As measured by Metric 1.6, the district-wide suspension rate is 0.9% (Blue); however, drug and alcohol offenses present a concerning trend. As of March 2026, 75 drug/alcohol offenses have been recorded, already exceeding the 74 offenses documented across the entirety of 2024–25. Of the 17 JADE referrals submitted in 2025–26, only 4 students completed all program requirements, reflecting a significant gap in family follow-through and program completion that undermines the effectiveness of the intervention. In response to our reflection on prior practice, the district will monitor the JADE program in 2026–27 using defined progress benchmarks to assess referral completion rates,

identify barriers to family engagement, and determine whether programmatic adjustments or alternative intervention models are needed to more effectively address student drug and alcohol needs.

1.17.3 SART Team-Sites

Site teams regularly use site-level attendance review tools to address systemic truancy. There is a need to expand consistent practices across all school sites to reduce chronic absenteeism rates, particularly among subgroups. This year, Attendance Plus was piloted at 5 schools and will expand to all schools next year. This tool will support sites in effective SART teams and systems. Site teams continually administer site-level attendance review functions to address systemic truancy, but need better systematic support, which will be formalized in 2026-27.

1.17.4 Targeted attendance campaigns

During 2025–26, the district piloted Attendance Plus, an attendance data and intervention-tracking platform integrated into ParentSquare, at select school sites. The platform provides real-time chronic absenteeism data and enables targeted, timely family communication — both to reinforce positive attendance patterns and to proactively engage families of students at risk of chronic absenteeism. Pilot site data reflect early implementation activity: South Lake Middle School sent 309 messages and assigned 2 interventions, and Eastwood Elementary sent 64 messages and assigned 3 interventions. Based on pilot results and the platform's ability to support scalable, systematic attendance interventions, the district will expand Attendance Plus to all IUSD school sites starting in 2026–27, with an anticipated increase in the reach of attendance campaigns and intervention documentation across the district.

Action Item 1.18.2 LDP TOSAs — Support Placement of LTELs in D-ELD

As measured by Metric 1.14 during the 2025–26 school year, LTEL enrollment in Designated English Language Development (D-ELD) was inconsistent across secondary sites, resulting in inequitable access to appropriate language supports. In response to this reflection on prior practice, the district will implement more structured, districtwide placement protocols and targeted instructional coaching in 2026–27. To better track the effectiveness of these programmatic improvements, the district has updated the monitoring metrics for this action. Rather than relying solely on programmatic enrollment data (Metric 1.14), Action 1.18 will now be monitored using outcome-based language-acquisition measures: Metric 2.5 (English Learner Progress Indicator), Metric 2.6 (Summative ELPAC Performance, specifically targeting written-language gaps), and Metric 2.7 (EL Reclassification Rate). This shift in metrics ensures that the district evaluates the success of the Language Development TOSAs based on actual student progress toward English proficiency and the dismantling of long-term reclassification barriers.

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	Staffing: Student Behavior, Engagement, Health	The District will provide staffing to support positive student behavior, engagement, health, and mental wellness: 1.1.1. Base allocation school counselors	\$11,371,467.00	No

Action #	Title	Description	Total Funds	Contributing
	and Mental wellness- Actions to Support All Students	1.1.2. Base allocation Elementary Resource Counselors 1.1.3. Base allocation school nurses 1.1.4. Health assistants		
1.2	Student Support Services Staff	In order to improve school climate across all school sites, based on data from the CA Healthy Kids Survey (CHKS) and Irvine Unified School District (IUSD) Annual School Climate Survey, the District will provide the following: 1.2.1. Student Support Services Executive Director and Administrative Assistant 1.2.2. Mental Health and Wellness Director and Coordinator This action item includes Student Support Services staffing infrastructure to support school climate, social-emotional learning, and continued implementation of Multi-Tiered Systems of Support (MTSS). While the nature of the positions supports all students, the needs of EL, FOS, and SED students are best met through a coordinated, systemic approach to school climate, social-emotional learning, inclusive behavioral instruction, and the mental health support components of MTSS. Monitoring Metric: 1.8, 1.9 Baseline: CA Healthy Kids Survey (CHKS) School Connectedness: Grade 7: 67%; Grade 9: 66%; Grade 11: 66% Baseline: IUSD Annual Survey- Sense of Community on Campus: ALL: 71%; EL: 75%; AA: 64%; SED: 67% 2025 CA Healthy Kids Survey (CHKS) School Connectedness: Grade 7: 72%, Grade 9: 72%, Grade 11: 69%	\$902,360.00	Yes
1.3	Behavior Systems- Actions to Support All Students	In order to support all students with positive behavior and decrease student suspension, the District and individual school sites will do the following:	\$96,013.00	No

Action #	Title	Description	Total Funds	Contributing
		1.3.1. Continued district-wide implementation of MTSS behavior support through Positive Behavior Intervention Support (PBIS) 1.3.2. Administrators trained in Restorative Practices and implementation of Restorative Practices as part of site behavior management systems and tiers 1.3.3. Implementation of Calm Classroom as part of elementary site behavior and management systems and tiers 1.3.4. Behavior/SEL Coach stipends for onsite coaching and professional development support 1.3.5. Comprehensive School Threat Assessment Guidelines (CSTAG) training for site administrative and support teams Monitoring Metric 1.6 Suspension Rate		
1.4	School Climate Social Emotional-Learning- Actions to Support All Students	In order to support all students with social-emotional learning skills across all school sites, the District and individual school sites will do the following activities: 1.4.1. Continued implementation of Social-Emotional Learning (SEL) Curriculum 1.4.2. Panorama Survey as Social-Emotional Learning (SEL) Instrument 1.4.3. Professional development for Social-Emotional Learning Monitoring Metric 1.10: Panorama Survey: Self- Management Grade 3-6 All: 77% EL: 74% SED 72% AA: 69% Grade 7-12 ALL: 69%, EL: 66%, SED: 66%, AA: 64% Emotional Regulation Grade 3-6 All: 51%, EL: 51%, SED: 48%, AA: 49% Grade 7 - 12 All: 58%, EL: 55%, SED: 57%, AA:62%	\$252,000.00	No
1.5	School Attendance and Chronic Absenteeism	In order to support all students in improving positive student attendance and decreasing chronic absenteeism, the District and individual school sites will do the following:	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1.5.1. Attendance-related interventions to re-engage students and families, including home visits, automated calls, personal calls, Parent Portal, Student Study Teams, and/or 504/IEP meetings 1.5.2. District Office support for site attendance staff and administrators 1.5.3. Support for struggling families through connections with community-based organizations and/or community partners, and support with Free and Reduced Price Lunch Programs ** No expenditures are needed to accomplish actions in 1.5 Monitoring Metric: 1.3 Chronic Absenteeism Rate		
1.6	Parent Engagement-Actions to Support All Students	In order to build relationships with parents and increase partnerships for student outcomes, the District will do the following: 1.6.1. Provide Parent education workshops in multiple languages to expand family engagement 1.6.2. Provide Parent education webinars with community partners and service providers This action item includes staffing infrastructure to support parent involvement and engagement, and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of EL, SED, and FOS students are prioritized for the parent engagement portion of the staffing allocation and are connected to action item #1.12. ** No expenditures are needed to accomplish actions in 1.6 Monitoring Metric: 1.9 Baseline IUSD Annual Survey data: School/District Supports Effective Communication with Parents Non-English Learner Parents: 78% Strongly Agree/Agree English Learner Parents: 68% Strongly Agree/Agree	\$0.00	No
1.7	Increased/Improved Staffing Support: Student behavior,	In order to support all students to improve social- emotional learning and close the gap in social-emotional learning metrics in the area of Supportive Relationships specifically for EL, SED, and FOS students, the District will	\$5,110,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
	engagement, health, and mental wellness	provide supplemental mental and physical wellness support in the following manner: 1.7.1. Additional School Counselor FTE allocation to reduce caseload ratio to 450:1 1.7.2. Supplemental Elementary Resource Counselor allocation 1.7.3. Guidance Assistants (elementary) and Project Success (secondary) 1.7.4. Supplemental Nurse allocations Mental health and wellness staff support students' academic, behavioral, social emotional and health needs. Panorama survey data shows gaps in student perception of connectedness and social-emotional skills between unduplicated students (EL and SED) compared to the ALL student group, with EL students scoring below ALL in Sense of Belonging (–2 points) and SED students scoring below ALL in both School Climate and Sense of Belonging. The CA Healthy Kids Survey (CHKS), administered biennially, documents trends in school connectedness across secondary grade levels. Compared to 2023–24 CHKS data (Gr. 7: 67%, Gr. 9: 66%, Gr. 11: 65%), the 2025–26 CHKS reflects a modest improvement in overall connectedness (Gr. 7: 72%, Gr. 9: 72%, Gr. 11: 69%); however, EL students continue to show a steeper decline as they advance through grade levels (Gr. 7: 72%, Gr. 9: 69%, Gr. 11: 63%), narrowing the gap between EL and overall rates at Grade 7 but widening it by Grade 11. Additionally, only 50% of Homeless students at Grade 7 perceive school as safe, compared to the overall rate of 75%, underscoring the continued need for targeted counseling support in alternative education settings. The district will provide additional school counseling FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative education programs, to further reduce the caseload ratio to less than 200:1 in order to provide academic, behavioral, and social-emotional support related to supportive relationships, college and career readiness, and graduation requirements. Monitoring Metric: 1.4, 1.10, 3.4 Baseline Data: Panorama Gr 3-6: Supportive Relationships ALL: 88%, EL: 86%, SED: 87%		

Action #	Title	Description	Total Funds	Contributing
1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	In order to provide targeted support to students in the area of engagement, close the gap in social-emotional learning metrics in the areas of social awareness and emotional regulation to reduce student suspensions, the District will provide the following: 1.8.1. Base allocation Mental Health Specialists 1.8.2. School Psychologists (20% general education funding item) Baseline Data: Panorama Gr. 3-6: Social Awareness ALL: 70%, EL: 67%, SED: 69%, AA: 68% Emotional Regulation ALL: 51%, EL: 51%, SED: 48% AA: 49% Panorama Gr. 7-12: Social Awareness ALL: 71%, EL: 68%, SED: 69%, AA: 69% Emotional Regulation ALL: 58%, EL: 55%, SED: 57%, AA: 62% Metric: 1.6 Baseline: District: ALL: 1%, HOM: 8% Creekside HS: ALL: 26%, SED: 27.6%, SWD: 27%, HI: 25.6%, WH: 38.9%, Irvine HS: AA: 10.5%	\$3,584,810.00	No
1.9	Behavior Systems- Strategic/Targeted Actions to Support	In order to provide targeted support for students exhibiting behavioral challenges, and to close the gap in social-emotional learning in the area of Self- Management, the District will provide the following: 1.9.1. Mental Health Wellness (MHW) Intervention Psychologist 1.9.2. MHW District TOSAs 1.9.3. MHW Behavior Interventionists The Mental Health and Wellness (MHW) Behavior Intervention Team works in collaboration with the Language Development team and Foster Youth/McKinney Vento Mental Health Liaison and utilizes a referral process that prioritizes EL, FOS, and SED students identified with behavior challenges, and sites identified as Title I.	\$675,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Mental Health Behavior Team develops individual behavior support plans, implements culturally responsive and trauma-informed practices, and coordinates social- emotional interventions and/or alternative discipline approaches. Monitoring Metric: 1.10 Baseline Data: Panorama Data Spring 2025-26, Gr 3-6: Self-Management ALL: 77%, EL: 74%, SED: 72% Panorama Gr 7-12: Self-Management ALL: 69%, EL: 66%, SED: 66% 2023-24 Behavior Referral Data: EL: 39%, HOM: 8%, SED: 53%		
1.10	School Climate and Social Emotional Learning-Strategic/Targeted	To enhance delivery of service to students with disabilities and English learners, the District will provide the following professional development: 1.10.1. Targeted SEL Training for SPED and EL students 1.10.2. Professional learning for staff-School Climate and Social-Emotional Learning ** No additional expenditures needed to accomplish action 1.10 **	\$0.00	No
1.11	School Attendance and Chronic Absenteeism-Targeted	In order to reduce chronic absenteeism and close the performance gap between unduplicated students (EL, SED, FOS) and Homeless (HOM) and the ALL student group in the area of chronic absenteeism, the District will provide the following: 1.11.1. Enhance School Attendance Review Process at the site and district level through Site Attendance Review Teams (SART) and district School Attendance Review Board (SARB) 1.11.2. Early Warning System for students at risk of reaching chronic absenteeism 1.11.3. HS allocation for Attendance Interventions Based on the CA Dashboard Chronic Absenteeism Rate Indicator, unduplicated (EL, SED,	\$247,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		FOS) students had higher rates of chronic absenteeism compared to the ALL student group. To close the gap, each site's school attendance review team or site attendance support designee will monitor attendance and identify barriers and solutions to increase it. The referral and intervention processes are primarily directed at unduplicated students identified as having attendance challenges. Sites will use best practices to identify signs of chronic absenteeism and escalate communication to families using all available methods, including Parent Square. High school allocations for attendance interventions include, but are not limited to, positions (Attendance Dean) specifically designed to implement multi-tiered systems of support for EL, FOS, HOM, and SED students who are chronically absent; attendance software; parent/student engagement workshops; and positive attendance incentives. Monitoring Metric: 1.2, 1.3 Baseline: Attendance (Metric 1.2) Students Absent 0%: 10% Students Absent less than 5%: 52.8% Students Absent more than 5% but less than 10%: 25.5% Students Absent more than 10% but less than 20%: 9.7% Students Absent more than 20%: 2.2% Chronic Absenteeism (1.3) ALL: 12.3% (Orange), AA: 25.7% (Red), AI: 23.7% (Red), EL: 14.2% (Orange), FOS: 46.3% (Red), HOM: 45.7% (Orange, 2023 Dashboard), SED: 21.5% (Red) 2025 Dashboard update: HOM: 45.9% (Red) — Differentiated Assistance designation		
1.12	Parent Education/Engagement- Strategic Actions	In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents, the District will provide the following:	\$482,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.12.1. Community Liaisons/IPEP Classes 1.12.2. Partial Funding for LDP Coordinator Community Liaisons support parent engagement at the district level and at school sites. The Community Liaisons are bilingual staff members that provide the critical link between families and schools. They build relationships with parents and ensure parents are connecting to site, district, and community resources. Community Liaisons provide language and cultural resources primarily to English learner families to support the district's efforts in parent engagement activities as measured by IUSD annual survey data and is principally directed at supporting our EL, FOS, and SED families. This action item includes staffing infrastructure to support parent involvement and engagement and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of unduplicated students are considered first with respect to the parent engagement portion of the staffing allocation, and is connected to action item #1.6. Monitoring Metric 1.9 Baseline Data: Parents (87%) Strongly agree/Agree that the District provides translation and interpretation services to families who need them. Students (73%) and Parents (80%) Strongly agree/Agree that school/district works to understand family backgrounds and cultures.		
1.13	Staffing: Student Behavior, engagement, health, and mental wellness-Strategic/Intensive Actions	To support the mental health and well-being of students with special education needs, the District will provide the following staffing: 1.13.1. School Psychologists 1.13.2. Behavior Intervention Specialist 1.13.3. Educationally Related Mental Health Specialists (ERMHS)	\$11,701,311.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Staffing: Language Development Department - Strategic/Intensive Actions	To support language acquisition programs and services for the district's English Learner students, the District will implement infrastructure for Language Development Program (LDP) staff to build and sustain programs and services with the following: 1.14.1. LDP Director, Coordinator, Specialist, Administrative Assistant, Office Assistant This action item includes LDP staffing to maintain effective infrastructure to support the language acquisition program. The needs of multilingual students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student. Monitoring Metric: 1.9, 1.11 Baseline: Annual Survey data reflect that English-Learner parents rated the importance of having consistent and systemic support higher than parents of non-English Learner students (English Learner parents: 47%, SED parents: 48%, other parent groups: 33%). SBE Local Indicator: Build relationships between school staff and families: 4- Full Implementation SBE Local Indicator: Build relationships for student outcomes: 5- Full Implementation and Sustainability	\$908,879.00	Yes
1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	In order to close the gap in social-emotional learning in the area of social emotional awareness and emotional regulation between EL, FOS, SED students compared to the ALL Student group, the District will provide additional MHS allocations, including but not limited to: 1.15.1. Additional Site MHS Support 1.15.2. Family Counseling Center (FCC) MHS 1.15.3. LGBTQ+ MHS 1.15.4. African American/Black (AA) MHS Mental health staff provide a multi-tiered system of support for the well- being of students. Well-being practices include check- ins, trauma-informed short-term school-based therapy,	\$1,858,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted group counseling, family support, wellness centers/sensory areas, intensive support as needed, and referrals to outside agencies. The District will provide additional Mental Health Specialist FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative education programs, to further reduce the caseload ratio to address the students' unique social- emotional needs, including but not limited to social awareness and emotional regulation through Tier 3 trauma-informed care and practices to reduce suspension rates. Monitoring Metric: 1.6, 1.10 Baseline data: Panorama Gr 3-6: Social Awareness ALL: 70%, EL: 67%, SED: 69% Emotional Regulation ALL: 51%, EL: 51%, SED: 48% Panorama Gr 7-12: Social Awareness ALL: 71%, EL: 68%, SED: 69% Emotional Regulation ALL: 58%, EL: 55%, SED: 57% Suspension Rate Indicator: Creekside: ALL: 26%, *SED: 27.6%, *SWD: 27%, *HI: 25.6%, *WH: 38.9% *Expansion of Action Item 1.8*		
1.16	Behavior System Support-Intensive Actions	In order to support all students with positive behavior and to decrease student suspension, the District will provide the following: 1.16.1. Drug/Alcohol Interventions 1.16.2. Alternative to Suspension Program The District maintains drug and alcohol prevention programs, including but not limited to Brief Intervention Counseling (BIC) and referrals to the Juvenile Alcohol and Drug Education (JADE) for students who have been involved with discipline related to drugs/alcohol to reduce suspensions and expulsions.	\$141,574.00	No

Action #	Title	Description	Total Funds	Contributing
		Staffing (Alternative to Suspension Teacher) to support the Alternative to Suspension program (ATS) and Alternative Means to Correction interventions. The ATS teacher provides instruction, coordination, and monitoring to general education and special education students as assigned for disciplinary purposes. The ATS teacher also provides behavioral and mentoring guidance while creating a flexible program and positive school climate conducive to learning and personal growth in accordance with each student's ability. The ATS teacher also coordinates with community partner entities that provide specific workshops and life skills strategies. Due to the disproportionate suspension rates for unduplicated students, a strong alternative to suspension program provides an important support for our unduplicated students and is utilized as another means of correction. In addition, the ATS program is housed at Creekside High School to support Creekside students and reduce suspensions of students enrolled in the alternative education program. Monitoring Metric: 1.6 Baseline: Suspension Rates: ALL: 1%, HOM: 8%, FOS: 5.4%, SWD: 3%, EL: 1.3%, SED: 2.5% Creekside High: ALL: 26%, SED: 27.6%, SWD: 27%, HI: 25.6%, WH: 38.9%		
1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	In order to support students and EL, FOS, SED, HOM student groups in improving positive attendance and decreasing chronic absenteeism, the District and individual school sites will do the following: 1.17.1. Staffing/Planning for students who are chronically absent 1.17.2. Designated Coordinator for Student Services 1.17.3. School Attendance Review Team (SART) at each school site 1.17.4. Targeted attendance campaigns for student groups at risk of chronic absenteeism Staffing/Planning actions include, but are not limited to, coordinated meetings with students/parents to understand specific student/family needs	\$222,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for attendance and re-engagement, coordination of services and/or support for individual students to mitigate barriers impacting attendance, collaboration with site and district staff for resources that may be available at the district and/or community level. Monitoring Metric: 1.3 Baseline CA Dashboard Chronic Absenteeism Rates: ALL: 12.3% (Orange), AA: 25.7% (Red), AI: 23.7% (Red), FOS: 46.3% (Red), SED: 21.5% (Red) 2025 CA Dashboard Chronic Absenteeism Rate HOM: 46.1% (Red)		
1.18	LTEL Support-Language Development Teachers on Special Assignment (TOSA)	In order to provide opportunities, programs and structures for Long Term English learners (LTEL) to demonstrate progress toward English Language Proficiency, the District will provide the following staffing: 1.18.1. Language Development Teachers on Special Assignment (TOSA) will provide professional development and site support for Designated English Language Development (D-ELD) specifically designed to meet the needs of LTEL students. 1.18.2. Language Development TOSAs will support placement of LTELs in Designated ELD, intervention, and content area classes and provide guidance as to effective instructional practices. Monitoring Metrics: 2.5, 2.6, 2.7 Baseline Data: Metric 2.5 — CA Dashboard ELPI: ELs making progress toward proficiency: 59%; ELs progressed at least one ELPI level: 61.8%; ELs decreased at least one ELPI level: 11.7% Metric 2.6 — Summative ELPAC: % Proficient Overall: 26%; Level 4 (Well Developed): 26%; Level 3 (Moderately Developed): 33.3%; Level 2 (Somewhat Developed): 24%; Level 1 (Minimally Developed): 16.9% Metric 2.7 — EL Reclassification Rate: 2022–23 — Reclassified: 57; Percentage: 18.1%	\$430,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Parent Engagement Actions- Strategic/Intensive	In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our English learner student group, the District will provide the following: 1.19.1. Transperfect- Language support Parents of English learners require information and communication for languages other than English, and services rendered in multiple formats provide in-the- moment support. These services support the district's efforts in parental engagement activities as measured by the self-reflection tool and is principally directed at supporting our English learner families. Monitoring Metric: 1.11 Parent Engagement Baseline: Progress increasing partnerships for student outcomes- 4 Full Implementation Progress seeking input for decision making: 5- Full Implementation and Sustainability	\$7,500.00	No
1.20	Parent Engagement Actions to Support Students with Disabilities	In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our students with disabilities, the District will provide the following: 1.20.1. Receive annual goals from the Special Education CAC on which the CAC and Special Education Department/SELPA will collaborate 1.20.2. The SELPA will provide annual training to parents concerning the IEP process 1.20.3. Receive input from the CAC and parents regarding the development of the LCAP and the Local Plan 1.20.4. The SELPA will support the CAC in conducting an abilities awareness event annually *No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office staff time will be utilized to systemically support these schools.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all students attain proficiency in essential standards through the implementation of standards aligned, high quality instruction, assessment for learning, and instructional materials.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal broadly captures elements of student learning, progress on developing English language proficiency and an assortment of options for students to demonstrate College/Career readiness. Our goal is to ensure all students attain proficiency in essential standards by providing them with access to standards aligned, high quality instruction, assessment for learning, and instructional materials. We believe that preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students. We must, therefore, leverage their talent and empower personnel to develop essential capacities within our students.

We will accomplish this goal by utilizing PLCs as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. We have included several California Dashboard indicators--English Language Arts, Mathematics, and College/Career related metrics. The inclusion of local metrics also provides strong indicators at the classroom level of student learning. These are critical metrics in our multi-tiered system of support structure in terms of proactively responding to student learning needs on a rapid response basis. Our data indicates a need for additional support for our unduplicated student groups and the actions in Goal 2 highlight a systematic approach to providing them with additional support. Each of the actions for Goal 2 align to the various metrics and monitor our progress in making a difference for students. All school sites have aligned their respective School Plan for Student Achievement to these broad LCAP goals to ensure alignment of focus, resources, and efforts across our TK-12 system.

This goal includes improving outcomes for students receiving Tier 3 literacy support and those eligible for Extended School Year (ESY) services. Focus areas include increasing STAR Reading Score growth beyond national norms, increasing participation in ESY programs, and ensuring consistent attendance during ESY to maintain academic progress. STAR Reading data from 2023-24 indicates that students participating in Tier 3 interventions in grades 3–6 outperformed national norms in fall-to-spring reading growth, demonstrating the

effectiveness of targeted instruction. Additionally, ESY participation and engagement (70% participation, 69% maintaining 80% attendance) signal both strong demand and a need to expand access and remove barriers. Educational partners emphasized the importance of continuing these services as part of the district's long-term recovery strategy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELA: Distance From Standard (DFS) ALL: +64.9 DFS (Blue) AA: -15.7 DFS (Yellow) AS: +89.1 DFS (Blue) EL: +33.7 DFS (Green) FOS: -60.2 DFS (Orange) HI: +8.1 DFS (Yellow) HOM: -38.9 DFS (Yellow) LTEL: No Information on 2023 Dashboard PI: +45 DFS (Green) SED: +17.1 DFS (Green) SWD: -39.5 DFS (Orange) 2+: +68.6 DFS (Blue) WH: +47.4 DFS (Blue)	2024 CA Dashboard ELA: Distance From Standard (DFS) ALL: +65.5 DFS (Blue) AA: +56.2 DFS (Blue) AS: +76.6 DFS (Blue) EL: +82.7 DFS (Blue) FOS: +103.6 DFS (Blue) HI: +96.5 DFS (Blue) HOM: -1.3 DFS (Yellow) LTEL: -86.8 DFS (Red) PI: +5.6 DFS (Green) SED: +12.1 DFS (Green) SWD: -67.3 DFS (Orange) 2+: +65.5 DFS (Blue) WH: +34 DFS (Green)	2025 CA Dashboard ELA: Distance From Standard (DFS) ALL: +61.8 DFS (Blue) AA: -17.1 DFS (Orange) AS: +81.5 DFS (Blue) EL: +14.1 DFS (Green) FOS: -41.4 DFS (Yellow) HI: +9.5 DFS (Green) HOM: -42.1 DFS (Orange) LTEL: -74.5 DFS (Orange) PI: +69.1 DFS (Blue) SED: +17.5 DFS (Green) SWD: -37.4 DFS (Orange) 2+: +70.7 DFS (Blue) WH: +45.1 DFS (Blue)	2026 CA Dashboard ELA: DFS ALL: +1 DFS AA: +9 DFS AS: +2 DFS EL: +9 DFS FOS: +9 DFS HI: +9 DFS HOM: +9 DFS LTEL: +9 DFS PI: +9 DFS SED: +9 DFS SWD: +9 DFS 2+: +9 DFS WH: +9 DFS Schools: Culverdale: SWD: +9 DFS Greentree: SWD: +9 DFS Lakeside: SWD: +9 DFS Springbrook: SWD: +9 DFS Venado: SWD: +9 DFS Irvine High: SWD: +9 DFS Northwood High:	Metric: CA Dashboard ELA Distance From Standard (DFS) ALL: -3.1 DFS AA: -1.4 DFS AS: -7.6 DFS EL: -19.6 DFS FOS: +18.8 DFS HI: +1.4 DFS HOM: -3.2DFS LTEL: 0 PI: +24.1 DFS SED: +0.4 DFS SWD: +2.1 DFS 2+: +2.1 DFS WH: -2.3 DFS Schools: Culverdale: SWD: -0.1 DFS Greentree: SWD: -19.8 DFS Lakeside: SWD: +42.9 DFS Springbrook: SWD: +28.1DFS Venado: SWD: +39.7 DFS Irvine High: SWD: +28.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools: Culverdale: SWD: -97.8 DFS Greentree: SWD: -70.6 DFS Lakeside: SWD: -76.6 DFS Springbrook: SWD: -90.3 DFS Venado: SWD: -80.3 DFS Irvine High: SWD: -116 DFS Northwood High: SWD: -81.1 DFS Woodbridge High: SWD: -94.6 DFS	Schools: Culverdale: SWD: -85.6 DFS Greentree: SWD: -159.2 DFS Lakeside: SWD: -90.2 DFS Springbrook: SWD: -84.7 DFS Venado: SWD: -92.6 DFS Irvine High: SWD: -94.7 DFS Northwood High: SWD: -147.3 DFS Woodbridge High: SWD: -93 DFS	Schools: Culverdale: SWD: -97.9 DFS (Orange) Greentree: SWD: -90.4 DFS (Red) Lakeside: SWD: -33.7 DFS (Yellow) Springbrook: SWD: -62.2 DFS (Yellow) Venado: SWD: -40.6 DFS (Yellow) Irvine High: SWD: -87.8 DFS (Red) Northwood High: SWD: -83.1 DFS Woodbridge High: SWD: -64.7 DFS (Orange)	SWD: +9 DFS Woodbridge High: SWD: +9 DFS	Northwood High: SWD: -2 DFS Woodbridge High: SWD: +29.9 DFS
2.2	English Language Arts Smarter Balanced Summative Assessment	2023 CAASPP ELA: % Met or Exceeded Standard ALL: 75.8% AA: 45.6% AI: 72.7% AS: 83.5% EL: 28% FI: 82.3% FOS: 40% HI: 55% HOM: 32.6%	2024 CAASPP ELA: % Met or Exceeded Standard ALL: 73.94% AA: 45.62% AI: 70.55% AS: 85.48% EL: 23.7% FI: 83.78% FOS: 40% HI: 54.53%	2024-25 CAASPP ELA: % Met or Exceeded Standard ALL: 74.53% AA: 44.51% AI: 77.78% AS: 80.41% EL: 25.23% FI: 81.77% FOS: 40.0% HI: 55.44%	CAASPP ELA: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2%	Metric: CAASPP ELA % Met or Exceeded Standard ALL: -1.27% AA: +1.09% AI: +5.1% AS: -3.1% EL: -2.77% FI: -0.53% FOS: 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 25.9% PI: 72.1% SED: 58.8% SWD: 36.2% 2+: 78.5% WH: 70.3%	HOM: 32.86% LTEL: 24.56% PI: 73.38% SED: 58.97% SWD: 37.47% 2+: 78.51% WH: 68.66%	HOM: 35.71% LTEL: 16.05% PI: 67.39% SED: 58.61% SWD: 33.43% 2+: 79.8% WH: 70.33%	LTEL: +2% PI: +2% SED: +2% SWD: +2% 2+: +1.5% WH: +2%	HI: +0.44% HOM: +3.1% LTEL: -9.85% PI: -4.7% SED: -0.19% SWD: -2.77% 2+: +1.3% WH: +0.3%
2.3	Academic Mathematics Indicator CA Dashboard LCFF Priority 4: Academic Achievement	2023 CA Dashboard Mathematics: Distance From Standard (DFS) ALL: +50.7 DFS (Blue) AA: -72.4 DFS (Orange) AS: +90.3 DFS (Blue) EL: +36.4 DFS (Blue) FOS: -104.6 DFS (Red) HI: -28.3 DFS (Yellow) HOM: -73.4 DFS (Yellow) LTEL: No Information on 2023 Dashboard SED: -3.6 DFS (Green) SWD: -61.2 DFS (Orange) 2+: +45.6 DFS (Blue) WH: +21.7 DFS (Green) District Student Group in Red: FOS: -104.6 DFS Schools with Students Groups in Red: Culverdale: SWD: -101.3 DFS	2024 CA Dashboard Mathematics: Distance From Standard (DFS) ALL: +49 DFS (Blue) AA: -59.2 DFS (Yellow) AS: +84.8 DFS (Green) EL: +26.7 DFS (Green) FOS: -84.8 DFS (Yellow) HI: -29.8 DFS (Orange) HOM: -57.5 DFS (Yellow) LTEL: -101.7 DFS (Red) SED: -4.5 DFS (Yellow) SWD: -57.8 DFS (Yellow) 2+: 45.5 DFS (Blue) WH: 18.5 DFS (Green)	2025 CA Dashboard Math: Distance From Standard (DFS) District Level: ALL: +53.1 DFS (Blue) AA: -57.3 DFS (Orange) AI: +35.1 DFS AS: +88.2 DFS (Blue) EL: +28.3 DFS (Green) FI: +45.3 DFS (Blue) FOS: -82.8 DFS (Orange) HI: -24.9 DFS (Green) HOM: -99.6 DFS (Red) LTEL: -81.6 DFS (Yellow) PI: +35.7 DFS (Blue) SED: +1.7 DFS (Green)	2026 CA Dashboard Mathematics: ALL: +2 DFS AA: +9 DFS AS: +9 DFS EL: +9 DFS FOS: +9 DFS HI: +9 DFS HOM: +9 DFS LTEL: +9 DFS SED: +9 DFS SWD: +9 DFS 2+: +9 DFS WH: +9 DFS District Student Group in Red: FOS: + 20 DFS Schools with Students Groups in Red: Culverdale: SWD: +20 DFS Irvine High: SWD: +20 DFS	Metric: CA Dashboard Mathematics Distance From Standard (DFS) ALL: +2.4 DFS AA: +13.2 DFS AS: -5.5 DFS EL: -8.1 DFS FOS: +21.8 DFS HI: +1.5 DFS HOM: +15.9 DFS LTEL: 0 SED: -1.1 DFS SWD: +3.4 DFS 2+: -0.1 DFS WH: -3.2 DFS District Student Group in Red: FOS: +19.8 DFS Schools with Students Groups in Red: Culverdale: SWD: -24.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Irvine High: SWD: -168.8 DFS Springbrook: SWD: -112.9 DFS Lakeside: SWD: -109.6 DFS	District Student Group in Red: FOS: -84.8 DFS LTEL: -101.7 DFS Schools with Students Groups in Red: Culverdale: SWD: -125.8 DFS Irvine High: SWD: -142 DFS Springbrook: SWD: -108.3 DFS Lakeside: SWD: -93.1 DFS	SWD: -54.8 DFS (Yellow) MR: +47.2 DFS (Blue) WH: +23.1 DFS (Green) Schools with Student Groups in Red: Greentree Elementary: SWD: -105.1 DFS (Red)	Springbrook: SWD: +20 DFS Lakeside: +20 DFS	Irvine High: SWD: +26.8 DFS Springbrook: SWD: +4.6 DFS Lakeside:
2.4	Mathematics Smarter Balanced Summative Assessment LCFF Priority 4: Student Achievement	2023 CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.8% AA: 26.8% AI: 77.2% AS: 82.8% EL: 42.9% FI: 73.5% FOS: 6.3% HI: 40.5% HOM: 23% LTEL: 26.6% PI: 54.8% SED: 50% SWD: 32.7%	2024 CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.4% AA: 70.9% AI: 67.7% AS: 85.5% EL: 42.6% FI: 73.2% FOS: 13.3% HI: 40.1% HOM: 30.5% LTEL: 26.3% PI: 55.6% SED: 46.5% SWD: 31.3%	2024-25 CAASPP Mathematics: % Met or Exceeded Standard ALL: 70.5% AA: 30.11% AI: 73.08% AS: 81.72% EL: 44.02% FI: 72.8% FOS: 40.0% HI: 42.62% HOM: 25.0% LTEL: 22.5% PI: 57.45% SED: 50.92% SWD: 30.74%	2026 CAASPP Mathematics: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% LTEL: +2% PI: +2% SED: +2% SWD: +2%	Metric: CAASPP Mathematics % Met or Exceeded Standard ALL: +0.7% AA: +3.31% AI: -9.5% AS: -1.08% EL: +1.12% FI: -0.3% FOS: +33.7% HI: +2.12% HOM: +7.5% LTEL: -0.3% PI: +0.8% SED: +0.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 69.8% WH: 60.1%	2+: 69.4% WH: 59.36%	2+: 70.27% WH: 61.2%	2+: +2% WH: +2%	SWD: -1.4% 2+: -0.4% WH: -0.74%
2.5	English Learner Progress Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELPI Rates: ELs making progress toward proficiency: 59% ELs Progressed at Least One ELPI Level: 61.8% ELs Maintained ELPI Level 4: 1.2% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 25.3% ELs Decreased at Least One ELPI Level: 11.7%	2024 CA Dashboard ELPI Rates: ELs making progress toward proficiency: 62% ELs Progressed at Least One ELPI Level: 61.95% ELs Maintained ELPI Level 4: 2.34% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 24.28% ELs Decreased at Least One ELPI Level: 12.82%	2025 CA Dashboard ELPI Rates: ELs making progress toward proficiency: 62% ELs Progressed at Least One ELPI Level: 58.7% ELs Maintained ELPI Level 4: 2.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 24.3% ELs Decreased at Least One ELPI Level: 12.8%	2026 CA Dashboard ELPI Rates: Increase %making progress toward proficiency ELs Progressing at Least One ELPI Level: +5% ELs Maintaining ELPI Level 4: +5% ELs Maintaining ELPI Levels 1, 2L, 2H, 3L, 3H: Maintain 25% ELs Decreasing at Least One ELPI Level: -5%	CA Dashboard ELPI Rates: ALL: +3.00% ELs Progressed at Least One ELPI Level: +0.15% ELs Maintained ELPI Level 4: +1.14% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: -1.02% ELs Decreased at Least One ELPI Level: +1.12%
2.6	Summative ELPAC LCFF Priority 4: Student Achievement	Percentage of Students Proficient OVERALL: 26 % Level 4-Well Developed: 26% Level 3- Moderately Developed: 33.3% Level 2- Somewhat Developed: 24%	ELPAC: % of Students Proficient OVERALL: 23.73% Level 4- Well Developed: 23.73% Level 3- Moderately Developed:	2024-25 Summative ELPAC: % Proficient Percentage of Students Proficient OVERALL: 25.2% Level 4-Well Developed: 25.2%	ELPAC: % Proficient OVERALL: +2% Level 4- Well Developed- +2% Level 3- Moderately Developed-+2%	Summative ELPAC % Students Proficient OVERALL: -2.27% Level 4-Well Developed: -0.8% Level 3- Moderately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1- Minimally Developed: 16.9% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 37% Level 3- Moderately Developed: 30.4% Level 2- Somewhat Developed: 17.8% Level 1- Minimally Developed: 15.2% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 13.5% Level 3- Moderately Developed: 29.5% Level 2- Somewhat Developed: 33.5% Level 1- Minimally Developed: 23.5%	34.94% Level 2-Somewhat Developed: 23.95% Level 1- Minimally Developed: 17.38% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 38.13% Level 3- Moderately Developed: 30.01% Level 2- Somewhat Developed: 16.38% Level 1- Minimally Developed: 15.48% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 12.74% Level 3- Moderately Developed: 27.81%	Level 3- Moderately Developed: 33.86% Level 2- Somewhat Developed: 23.87% Level 1- Minimally Developed: 17.07% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 40.76% Level 3- Moderately Developed: 30.25% Level 2- Somewhat Developed: 14.09% Level 1- Minimally Developed: 14.91% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 12.45%	Level 2- Somewhat Developed- -2% Level 1- Minimally Developed- -2% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed- +2% Level 3- Moderately Developed- +2% Level 2- Somewhat Developed- -2% Level 1- Minimally Developed- -2% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed- +10 % Level 3- Moderately Developed-+2% Level 2- Somewhat Developed-+2% Level 1- Minimally Developed- -2%	Developed: +1.64% Level 2- Somewhat Developed: -0.05% Level 1- Minimally Developed: +0.48% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: +3.76% Level 3- Moderately Developed: -0.39% Level 2- Somewhat Developed: -3.71% Level 1- Minimally Developed: +0.28% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: -0.76% Level 3- Moderately Developed: -1.69% Level 2- Somewhat Developed: +0.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 2- Somewhat Developed: 35.50% Level 1- Minimally Developed: 23.95%	Level 3- Moderately Developed: 27.99% Level 2- Somewhat Developed: 33.64% Level 1- Minimally Developed: 25.92%		Level 1- Minimally Developed: +2.42%
2.7	English Learner Reclassification Rate Data Quest >English Learner s >Annual Reclassification (RFEP) Counts and Rates LCFF Priority 4: Student Achievement	2022-23 Redesignation: Number of English Learners Reclassified: 57 Percentage: 18.1%	2023-24 Redesignation: Number of English Learners Reclassified: 1252 Percentage:20%	2024-25 Redesignation: Number of English Learners Reclassified: 1,033 Percentage: 16.3%	2025-26 Redesignation: +1% Reclassification Percentage +1%	English Learners Reclassified ALL: +976 Reclassification Percentage: -1.8%
2.8	Percentage (%) of students meeting UC/CSU requirements Data Quest CA Dashboard UC/CSU Requirements Additional Reports	2022-23 Data Quest: % Students Meeting UC/CSU Requirements ALL: 73.3% AA: 34.7% AS: 95.2% EL: 48% FOS: TBD HI: 95.1% HOM: 15.8% SED: 54.6% SWD: 22.9% 2+: 94.4% WH: 93.1%	2023-24 Data Quest % Students Meeting UC/CSU Requirements ALL: 54.46% AA: 37.53% AS: 85.75% EL: 54.3% FOS: 33.3% HI: 43.56% HOM: 33.05% SED: 47.88% SWD: 27.68% 2+: 75.81% WH: 54.69%	2024-25 Data Quest: % Students Meeting UC/CSU Requirements ALL: 54.5% AA: 37.5% AS: 85.8% EL: 27.7% FOS: 54.3% HI: 43.6% HOM: 33.3% SED: 47.9% SWD: 33.1% 2+: 75.5% WH: 75.8%	2025-26 Data Quest Students Meeting UC/CSU Requirements ALL: +2% AA: +2% AS: +2% EL: +2 FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%	Data Quest ALL: -18.8% AA: +2.8% AS: -9.4% EL: -20.3% FOS: 0 HI: -51.5% HOM: +17.5% SED: -6.7% SWD: +10.2% 2+: -18.9% WH: -17.3% CA Dashboard-Additional Reports

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CA Dashboard: Students Meeting UC/CSU Requirements ALL: 70.5% AA: 29.6% AS: 82.4% EL: 48.8% FOS: 27.3% HI: 48.3% HOM: 25% LTEL: 37.9% SED: 53.7% SWD: 24.8% 2+: 73.4% WH: 62.0%	2024-25 Dashboard: % Students Meeting UC/CSU Requirements ALL: 70.7% AA: 29.6% AS: 82.5% EL: 49.1% FOS: 27.3% HI: 48.5% HOM: 25.0% SED: 53.7% SWD: 25.3% 2+: 73.7% WH: 62.3%	2025-26 CA Dashboard Additional Reports % Students Meeting UC/CSU Requirements ALL: +1% AA: +2% AS: +1% EL: +2% FOS: +2% HI: +1% HOM: +2% LTEL: +2% SED: +2% SWD: +2% 2+: +1% WH: +1%	%Students Meeting UC/CSU Requirements ALL: 0 AA: 0 AS: 0 EL: 0 FOS: 0 HI: 0 HOM: 0 LTEL: 0 SED: 0 SWD: 0 2+: 0 WH: 0
2.9	Percentage (%) of students passing AP exams with a 3 or higher Additional CA Dashboard Reports College Board AP Central LCFF Priority 8: Outcomes in a Broad Course of Study	2022-23 College Board: % Passing AP Exams with 3 or Higher ALL: 84% AA: 77% AS: 88% HI: 80% SED: 84% WH: 84%	2023-24 College Board % Passing AP Exams with 3 or Higher ALL: 90% AA: 76% AS: 91% HI: 85% SED: 86% WH: 88%	2024-25 College Board: % Passing AP Exams with 3 or Higher ALL: 93% AA: 90% AS: 93% HI: 88% SED: 92% WH: 93%	2025-26 College Board: % Passing AP Exams with 3 or Higher ALL: Maintain 84% AA: +2% AS: Maintain 88% HI: +2% SED: Maintain 84% WH: Maintain 84%	College Board % Passing AP Exams with 3 or Higher ALL: +7% AA: +13% AS: +5% HI: +8% SED: +8% WH: +9%
2.10	Percentage (%) of students prepared for college by the CCI Level College/Career Measures Report Data	2022-23 CCI Indicator Percentage Prepared: ALL: 71%	2023-24 CCI Indicator Percentage Prepared: ALL: 73.6%	2024-25 CCI Indicator Percentage Prepared: ALL: 75.8%	2025-26 CCI Indicator Percentage Prepared: ALL: +2%	CCI Indicator Percentage Prepared: ALL: +4.8% AA: +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 27.3% AS: 84.3% EL: 46.1% FOS: 36.4% HI: 48.9% HOM: 31.8% SED: 51.8% SWD: 19.9% 2+: 68.5% WH: 61% Percentage Approaching Prepared: ALL: 11.3% AA: 20% AS: 6.1% EL: 13.1% FI: 15% FOS: 27.3% HI: 19.5% HOM: 13.6% SED: 15.8% SWD: 21.8% 2+: 13.8% WH: 15.4% Percentage Not Prepared: ALL: 17.7% AA: 52.7% AS: 9.7% EL: 40.8% FI: 10.8% FOS: 36.4% HI: 31.5% HOM: 54.5% SED: 32.3% SWD: 58.2%	AA: 25.4% AS: 86.1% EL: 44.0% FOS: 18.2% HI: 50% HOM: 29.2% SED: 54.6% SWD: 24.4% 2+: 77.3% WH: 64.1% Percentage Approaching Prepared: ALL: 10.1% AA: 16.9% AS: 4.8% EL: 18.9% FI: 8.2% FOS: 9.1% HI: 17.9% HOM: 12.5% SED: 16.2% SWD: 19.1% 2+: 12.4% WH: 14.9% Percentage Not Prepared: ALL: 16.30% AA: 57.70% AS: 9.10% EL: 37.10% FI: 11.80% FOS: 72.7% HI: 32.1 % HOM: 58.3% SED: 29.1% SWD: 56.5%	AA: 40.3% AS: 86.9% EL: 51.4% FOS: 27.3% HI: 53.8% HOM: 37.5% SED: 57.1% SWD: 29.9% 2+: 81.5% WH: 65% Percentage Approaching Prepared: ALL: 6.9% AA: 17.7% AS: 3.1% EL: 6.8% FI: 11.5% FOS: 18.2% HI: 11.5% HOM: 0% SED: 11.2% SWD: 14.4% 2+: 4.7% WH: 11.7% Percentage Not Prepared: ALL: 17.3% AA: 41.9% AS: 10% EL: 41.8% FI: 7.1% FOS: 54.5% HI: 34.6% HOM: 62.5% SED: 31.7% SWD: 55.7%	AA: +2% AS: Maintain 84% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Percentage Approaching Prepared: ALL: +2% AA: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Percentage Not Prepared: ALL: -2% AA: -2% AS: -2% EL: -2% FI: -2%	AS: +2.6% EL: +5.3% FOS: +1.1% HI: +4.9% HOM: +5.7% SED: +5.3% SWD: +10% 2+: +13% WH: +4% Percentage Approaching Prepared: ALL: -6.4% AA: -2.3% AS: -3% EL: -6.3% FI: -3.5% FOS: -9.1% HI: -8% HOM: -13.6% SED: -4.6% SWD: -7.4% 2+: -9.1% WH: -3.7% Percentage Not Prepared: ALL: -0.4% AA: -10.8% AS: +0.3% EL: +1.8% FI: -3.7% FOS: +18.1% HI: +3.4% HOM: +8% SED: -0.6% SWD: -2.5% 2+: -3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 17.7% WH: 23.7%	2+: 10.4% WH: 21%	2+: 13.8% WH: 23.3%		WH: -0.4%
2.11	SBE Self Reflection Tool: Implementation of State Standards: Progress Providing Professional Learning for Teaching to Adopted Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Spring 2024: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2025: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2026 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 4- Full Implementation Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2027: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	ELA: +0 ELD: +0 Math: -1 Science: +0 History/Social Science: +0
2.12	SBE Self Reflection Tool: Implementation of State Standards: Progress Making Instructional Materials that are Aligned to Adopted Academic Standards and/or Curriculum Frameworks	Spring 2024 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and	Spring 2025 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation	Spring 2026 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 4- Full Implementation	Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation	ELA: +0 ELD: +0 Math: -1 Science: +0 History/Social Science: +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 2: Implementation of State Standards	Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.13	SBE Self Reflection Tool: Progress Implementing Policies/Programs to Support Staff: Identify Areas to Improve Delivering Instruction Aligned to State Standards/Frameworks LCFF Priority 2: Implementation of State Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Spring 2024: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2025: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2026 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 4- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	ELA: +0 ELD: +0 Math: -1 Science: +0 History/Social Science: +0
2.14	SBE Self- Reflection Tool: Success Engaging in Professional Learning and Support Activities LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability	Spring 2025: Identifying the needs of groups or whole staff: 5- Full Implementation and Sustainability	Spring 2026 Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability	Spring 2027: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability	Identifying needs of groups or whole staff: +0 Identifying needs of individual teachers:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5- Full Implementation and Sustainability	Identifying the needs of individual teachers: 5-Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5-Full Implementation and Sustainability	Identifying the needs of individual teachers: 5-Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5-Full Implementation and Sustainability	Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5- Full Implementation and Sustainability	+0 Providing support for teachers on standards not yet mastered: +0
2.15	IUSD Professional Learning Logs Compass Registration System	Spring 2024 Number of Professional Learning Opportunities: Curriculum and Instruction: 155 Data and Assessment: 49 Language Development: 48 Literacy: 90 Special Education: 152 STEM: 83 Attendance #: Curriculum and Instruction: 13,861 Data and Assessment: 1,556 Language Development: 694	Spring 2025 Number of Professional Learning Opportunities Curriculum and Instruction: 77 Data and Assessment: 53 Language Development: 18 Literacy: 124 Special Education: 104 STEM: 80 Attendance # Curriculum and Instruction: 6,255	Spring 2026- July 1- March 31, 2026 Number of Professional Learning Opportunities Curriculum and Instruction: 65 Data and Assessment: 51 Language Development: 12 Literacy: 58 Special Education: 100 STEM: 43 Attendance # Curriculum and Instruction: 5,671	Spring 2027 Maintain/Increase the number of Professional Learning Opportunities Curriculum and Instruction: +2% Data and Assessment: +2% Language Development: +2% Literacy: +2% Special Education: +2% STEM: +2% Attendance #:	Number of Professional Learning Opportunities Curriculum and Instruction: -90 Data and Assessment: +2 Language Development: -36 Literacy: -34 Special Education: -52 STEM: -40 Attendance # Curriculum and Instruction: -8,190 Data and Assessment: +14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Literacy: 1,902 Special Education: 1,168 STEM: 3,182	Data and Assessment: 1,601 Language Development: 414 Literacy: 1,825 Special Education: 1,999 STEM: 970	Data and Assessment: 1,570 Language Development: 337 Literacy: 1,211 Special Education: 2,772 STEM: 819	Curriculum and Instruction: +2% Data and Assessment: +2% Language Development: +2% Literacy: +2% Special Education: +2% STEM: +2%	Language Development: -357 Literacy: -691 Special Education: +1,604 STEM: -2,363
2.16	Ellevation Platform Data	2023-24 Number of English Learners Reclassified Using the Platform: 1,049 Number of Students Receiving RFEP Monitoring: 3,771 Number of Staff Members Using Instructional Strategies Component: 700	2024-25 Number of English Learners Reclassified Using the Platform: 951 Number of Students Receiving RFEP Monitoring: 3574 Number of Staff Members Using Instructional Strategies Component: 312	2025 Ellevation Data English Learners Reclassified Using the Platform: 1,033 Number of Students Receiving RFEP Monitoring: 4,502 Number of Staff Members Using Instructional Strategies Component: TBD	2026-27 Number of English Learners Reclassified Using the Platform: +10% Number of Students Receiving RFEP Monitoring: +5% Number of Staff Members Using Instructional Strategies Component: +5%	Number of English Learners Reclassified Using the Platform ALL: -16 Number of Students Receiving RFEP Monitoring ALL: +731 Number of Staff Members Using Instructional Strategies Component ALL: -388
2.17	STAR Reading Score Growth – Tier 3 Literacy Intervention	New metric added in the 2025-26 LCAP cycle. Baseline is established as the Year 1 Outcome	IUSD Median, Fall to Spring Growth (PTS) Grade 3: +64 Grade 4: +41 Grade 5: +36 Grade 6: +34	IUSD Median Fall - Spring 2024-25 Change (PTS) Grade 3: +60.5 Grade 4: +44.5 Grade 5: +38 Grade 6: +26	IUSD Median + 10 points per grade level. Maintain or increase STAR growth +5%/annually	IUSD Median Fall-Spring (PTS) Grade 3: -3.5 Grade 4: +3.5 Grade 5: +2.0 Grade 6: -8.0 National Median Fall-Spring (PTS)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			National Median Fall-Spring 2023-24 (PTS) Grade 3: +44 Grade 4: +31 Grade 5: +24 Grade 6: +19	National Median Fall - Spring 2024-25 Change (PTS) Grade 3: +43 Grade 4: +31 Grade 5: +25 Grade 6: +19		Grade 3: +1 Grade 4: 0 Grade 5: +1 Grade 6: 0
2.18	ESY Effectiveness – Participation and Attendance	New metric added in the 2025-26 LCAP cycle. Baseline is established as the Year 1 Outcome	Summer 2024 Students Eligible: 793 Students Participating: 563 (70%) Maintaining 80% Attendance: 69%	Summer 2025 Students Eligible: 837 Students Participating: 603 (72%) Maintaining 80% Attendance: 73%	Students Participating: 75% Maintaining 80% Attendance: 75%	Students Eligible: +44 Students Participating: +40 Students Participating: +2% Maintaining 80% Attendance: +4%

Goal Analysis [2025-26]

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

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

Professional Learning and Communities (PLCs) (Actions 2.1, 2.2, 2.3, 2.7.1):

The district successfully structured collaborative environments focused on instructional quality and targeted enrichment. As measured by Metrics 2.1, 2.2, 2.3, and 2.4, systemic PLC coaching and curriculum support (Actions 2.1 and 2.2) contributed to strong academic achievement, with the ALL student group performing at +61.8 DFS in ELA and +53.1 DFS in Mathematics on the CA Dashboard, alongside 74.53% of students meeting ELA standards on the CAASPP. Additionally, successes include measurable improvements in teacher clarity regarding learning goals and effective feedback, reflecting an average implementation score of 2.72 for establishing Essential Standards (Metric 2.14: SBE Local Indicator: Identifying needs of groups or whole staff; Identifying needs of individual teachers). Professional learning logistics were seamlessly managed through the Cornerstone registration system (Action 2.7.1) (Metric 1.13: Goal 1 Professional Learning Log Report Info).

Curriculum TOSAs and Instructional Support (Actions 2.2.1, 2.2.2, 2.3.1, 2.8.1, 2.22.1):

Teachers on Special Assignment (TOSAs) effectively drove student growth through targeted coaching. Successes include significant academic improvements, particularly a 5.4-point increase in ELA for SED students (Metric 2.2: CAASPP ELA; Metric 2.4: CAASPP Math). Ed Tech TOSAs (2.3.1) and Site SPED TOSAs (2.22.1) successfully addressed operational technology needs and facilitated the implementation of IEP procedures using the Goalbook platform (2.8.1).

Targeted Academic Interventions and Assessment (Actions 2.4.1, 2.4.2, 2.6.1, 2.12.1, 2.12.2, 2.15.1):

The district executed robust Tier 3 intervention programming and data analysis. Successes are evident, as students receiving Tier 3 literacy intervention demonstrated a 13% greater increase in reading growth than their national peers (Metric 2.17: STAR Reading Growth Score). Furthermore, intervention software and Lead Teacher coordination (2.4.1, 2.4.2) resulted in a 3% increase in STAR reading scores and a 5% increase in STAR Math scores (STAR Math and Reading Data). The School City online assessment program (2.6.1) was utilized proficiently by 59% of educators (PLC mid-year survey, data to drive instruction).

Summer School and Learning Recovery (Actions 2.5.1, 2.10.1, 2.16.1, 2.16.2, 2.17.1):

Summer academic programming was highly effective in supporting secondary advancement and continuity of special education. Successes include serving 1,991 students in high school enrichment (2.5.1) (Number of students served) and recovering 7,935 credits in secondary learning recovery (2.10.1) (Number of credits recovered). ESY Summer School (2.16.1) maintained robust continuity, with 73% of participating students maintaining an 80% or greater attendance rate (Metric 2.18: ESY Students eligible, stu participating). In response to declining attendance, the district is redesigning elementary and middle school learning recovery programs to focus on targeted interventions and enrichment, so the program structure more intentionally addresses the academic and engagement needs of the students served.

Language Acquisition Support and Testing (Actions 2.9.1, 2.11.1, 2.13.1, 2.18.1, 2.19.1, 2.19.2, 2.20.1, 2.21.1):

The district effectively executed English Learner testing and site-level supports. Successes include a 98% Summative ELPAC completion rate orchestrated by coordinators and short-term testers (2.19.1, 2.19.2) (Metric 2.6: Summative ELPAC completion Rate), and sustaining ELPI progress for 62% of ELs (Metric 2.5: CA Dashboard ELPI). However, implementation challenges persist: while 90 educators received GLAD training (2.20.1) (Metric 2.2: CAASPP ELA), classroom implementation remains inconsistent. Furthermore, utilizing the Ellevation platform (2.11.1) was highly successful for reclassification monitoring, but usage of its instructional strategies component remains extremely low.

Site-Based Allocations (Actions 2.14.1, 2.14.2):

Allocations designed to support Unduplicated Pupil Percentage (UPP) populations were successfully utilized by localized leadership. Successes include the strategic funding of instructional assistants to reduce ratios and deliver tailored Tier 2 interventions, contributing to overall high CAASPP proficiency rates (Metric 2.1: Dashboard ELA; Metric 2.3: Dashboard Math).

Metrics 2.17 and 2.18 were introduced in the 2025–26 LCAP as required monitoring metrics for LREBG-funded actions under EC Section 52064.4 (Actions 2.12 and 2.16, respectively). No prior baseline exists for either metric. Baseline values are established from first-year data collected in 2024–25 (Metric 2.17) and Summer 2024 (Metric 2.18) and remain unchanged for the remainder of the three-year cycle.

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 2.1 (PLC Facilitator Coaches): Estimated actual expenditures are below the budgeted allocation due to staffing vacancies in the PLC Facilitator Coach positions during the fiscal year.

Action 2.2 (Curriculum TOSAs): Estimated actual expenditures are below the budgeted allocation due to two unfilled Curriculum TOSA vacancies that persisted during the fiscal year.

Action 2.13.1 (Supplemental Off-Ratio ELD Sections): Estimated actual expenditures exceed the budgeted allocation due to the addition of supplemental off-ratio ELD sections beyond those originally planned to address identified English Learner student need.

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

2.1 – PLC Facilitator Coaches

Effectiveness: High

The effectiveness of PLC Facilitator Coaches is evaluated based on academic performance outcomes for Metrics 2.1, 2.2, 2.3, and 2.4. Systemic implementation of the PLC framework has contributed to strong overall academic achievement across the district. As measured by the 2025 CA Dashboard, the ALL student group performed exceptionally well, scoring +61.8 DFS in ELA (Metric 2.1) and +53.1 DFS in Mathematics (Metric 2.3). Similarly, 2024–25 CAASPP results demonstrate that 74.53% of ALL students met or exceeded ELA standards (Metric 2.2) and 70.5% met or exceeded Mathematics standards (Metric 2.4). While these overarching outcomes demonstrate High effectiveness in establishing foundational PLC processes, persistent performance gaps for unduplicated groups—such as English Learners meeting ELA standards at 25.23% and Foster Youth scoring -82.8 DFS in Math—highlight areas for targeted improvement. In response, for 2026–27, PLC Facilitator Coaches will shift their focus from structural process development to supporting first-best core instruction and equipping teachers to effectively differentiate for these high-need student groups within their PLCs.

2.2 – PL Support including SPED/ELD

Effectiveness: High

Metric 2.4 shows EL students meeting Math standards at 44.02% (compared to 70.5% for ALL), while FOS students met standards at 40.0%. However, Metric 2.16 shows that 1,033 English Learners were successfully reclassified. Ongoing TOSA support for the curriculum is necessary to close gaps in core content.

2.3 – PLC Release Days (GenEd, SPED, ELD)

Effectiveness: High

As measured by the PLC mid-year survey, teacher teams report increasing clarity on learning goals and proficiency criteria, with Essential Standards scores averaging 2.72 (+0.67 since 2019), student-facing Learning Targets averaging 2.64 (+0.11 over the last year), and Effective Feedback practices averaging 2.55 (+0.10). Enrichment and Extension practices improved by 0.56 since 2019; Referring Students for Additional Support maintains a strong average of 2.61.

2.2.1 – Curriculum TOSAs (6 FTE, Supplemental)

Effectiveness: High

As measured by Metrics 2.2 and 2.4, TOSA support drove districtwide gains of 3.4 points in ELA and 4.1 points in Math. SED students improved 5.4 points in ELA and 6.2 points in Math; Foster Youth climbed 38.8 points in ELA. As measured by Metric 2.16, Ellevation data confirm continued progress in EL instructional support.

2.2.2 – Curriculum TOSAs (4 FTE)

Effectiveness: High

As measured by Metrics 2.2 and 2.4, Curriculum TOSA support drove districtwide gains of 3.4 points in ELA and 4.1 points in Math. Notable subgroup gains in ELA include Socioeconomically Disadvantaged students (+5.4 points) and Foster Youth (+38.8 points); English Learners maintained their performance. Math outcomes reflect similar progress, with Socioeconomically Disadvantaged students improving by 6.2 points and both Foster Youth and English Learner populations maintaining their standing. As measured by Metric 2.16, Ellevation data confirm continued progress in EL instructional support.

2.3.1 – Ed Tech TOSAs

Effectiveness: High

Educational partner engagement affirms the priority of educational technology. Classified staff rated teacher technology support at 4.2; administrators rated student support at 4.2; certified staff prioritized reliable devices and instructional technology at 4.1. Formal effectiveness designation not assigned.

2.4.1 – Intervention Software (Gizmos, ST Math, Delta Math)

Effectiveness: High

As measured by district STAR Math and Reading data, STAR Reading scores increased by 3% and Math scores by 5% from beginning-of-year to mid-year assessments, demonstrating meaningful in-year student growth.

2.4.2 – Intervention Lead Teacher (ILT) Stipends

Effectiveness: High

As measured by STAR Math and Reading district data, in-year growth gains are consistent with Action 2.4.1 results. 25 elementary ILTs retrained as Math Leads received 18 hours of training; 18 secondary ILTs received 6 hours of action research training focused on site-based data analysis.

2.5.1 – Summer School Enrichment (Gr 9–12)

Effectiveness: High

The Summer School Enrichment program (Action 2.5.1) was highly effective, contributing to overall college and career readiness as measured by Metric 2.10. Year 2 outcomes demonstrate that the percentage of ALL students scoring 'Prepared' on the CCI increased to 75.8% (up from 73.6% in Year 1).

2.6.1 – Online Assessment Program (School City)

Effectiveness: High

The Online Assessment Program was highly effective in supporting data-driven instruction districtwide, as measured by Metric 2.14. The platform enables PLCs to efficiently analyze common assessments, sustaining the district's Level 5 (Full Implementation and Sustainability) rating in identifying the needs of student groups.

2.7.1 – PL Software Registration System (Cornerstone on Demand)

Effectiveness: Medium

As evidenced by professional learning participation data generated through the Cornerstone on Demand platform from July 2025 through March 2026, the system is actively supporting districtwide PL tracking and reporting across all departments. During this period, the platform

recorded 475 sessions serving 16,562 participants across 19 departments, demonstrating its effectiveness as the district's centralized professional learning management system. This data infrastructure supports goal-level reporting across Metrics 1.13, 2.15, and 3.10.

2.8.1 – Goal Book (SPED)

Effectiveness: Medium

The implementation of the Goal Book for Special Education is effective in supporting individualized IEP goal development, as monitored by Metric 2.12. The resource sustains the district's Level 5 rating on the SBE Self-Reflection for ELA and Level 4 for Mathematics in providing high-quality instructional materials aligned to adopted academic standards.

2.9.1 – EL Site Lead Teacher Stipends

Effectiveness: High

As measured by Metric 2.5, 62% of ELs made progress toward English proficiency on the ELPI, a slight increase over the prior year. EL Lead teachers supported RFEP monitoring by completing forms for over 89% of RFEP students, EL placement, and instructional data analysis.

2.10.1 – Learning Recovery Summer School (Gr 1–12)

Effectiveness: Medium

Learning Recovery Summer School demonstrated Medium effectiveness, as evaluated by Metric 2.10. Year 2 outcomes reflect a positive impact, with the 'Not Prepared' rate on the CCI decreasing to 11.2% for Socioeconomically Disadvantaged students and 17.3% for ALL students.

2.11.1 – Ellevation Platform (EL Students)

Effectiveness: Medium

As measured by Metric 2.16, 1,033 students were reclassified, and RFEP monitoring was completed for 4,502 students with an 89% completion rate. However, only 350 staff accessed the Strategies component between August 2025 and February 2026, indicating underutilization. As measured by Metric 2.5, 62% of ELs made ELPI progress; 58.7% progressed at least one level.

2.12.1 – Tier III Intervention Program (22 FTE)

Effectiveness: High

As measured by Metric 2.17, students outperformed national peers in STAR Reading growth across all four grade levels: Grade 3 (+60.5 vs. national +43), Grade 4 (+44.5 vs. +31), Grade 5 (+38 vs. +25), Grade 6 (+26 vs. +19) — an average of 13% greater growth than national peers.

2.12.2 – Tier III Intervention Program (7 FTE)

Effectiveness: High

As measured by Metric 2.17, outcomes are consistent with Action 2.12.1. 3,715 intervention plans created in 2025–26; as of January 2026, 282 students met ELA exit criteria and 111 met Math exit criteria.

2.13.1 – Supplemental Off-Ratio ELD Sections

Effectiveness: Medium

Language Acquisition Support (Action 2.13) was evaluated using Metrics 2.5 and 2.6. While 62% of EL students are making progress toward proficiency (Metric 2.5), 12.8% decreased a level. Summative ELPAC data (Metric 2.6) indicates persistent gaps in written language. This confirms the need for targeted, lower-ratio Designated ELD instruction.

2.14.1 – Site-Based Allocations for UPP Students (EL, FOS, SED)

Effectiveness: Medium

As measured by Metrics 2.1 and 2.3, EL, FOS, and SED gaps persist in ELA and Math Dashboard performance. Sites fund instructional aides for Tier 2 instruction, EL-level instruction, and MTSS coordination. Implementation varies across sites.

2.14.2 – Site-Based Allocations for UPP Students (Secondary)

Effectiveness: Medium

Secondary Site-Based Allocations for UPP Students demonstrated Medium effectiveness. As explicitly measured by Metrics 2.1 and 2.3, severe achievement gaps persist. 2025 CA Dashboard data shows FOS students at -41.4 DFS in ELA and -82.8 DFS in Mathematics. Continued refinement of site-level implementation is required.

2.15.1 – Supplemental Intervention Materials

Effectiveness: High

As measured by Metric 2.17, the provision of Supplemental Intervention Materials (Action 2.15.1) was highly effective. Year 2 outcome data confirm that Tier 3 students using these materials exceeded the national median change from fall to spring on STAR Reading in 4 of 4 grade levels.

2.16.1 – ESY Summer School (LREBG)

Effectiveness: High

As measured by Metric 2.18, of the 837 students eligible for Extended School Year services in Summer 2025, 603 participated (72%), of whom 73% maintained 80% or greater attendance. These participation and attendance rates reflect the program's effectiveness in delivering mandated extended-year services and sustaining meaningful student engagement among students with disabilities.

2.16.2 – ESY Summer School SPED

Effectiveness: High

As measured by Metric 2.18, of the 837 students eligible for Extended School Year services in Summer 2025, 603 participated (72%), of whom 73% maintained 80% or greater attendance. These participation and attendance rates reflect the program's effectiveness in delivering mandated extended-year services and sustaining meaningful student engagement among students with disabilities.

2.17.1 – Supplemental Academic Resources for SS Program

Effectiveness: Medium

Supplemental Academic Resources for the SS Program demonstrated Medium effectiveness, as measured by Metric 1.11. Year 2 outcome data indicate the district SBE Self-Reflection remains at a '4 - Full Implementation' in Building Partnerships. Further refinement is needed to ensure resources directly elevate parent partnerships".

2.18.1 – Instructional Aides to Support EL Clustering

Effectiveness: Medium

As measured by Metric 2.6, ELPAC proficiency improved from 23.75% to 25.20% between 2023–24 and 2024–25. As measured by Metric 2.5, ELPI increased from 62% to 62.4%. Incremental progress is occurring; more intensive support remains warranted for students at the lowest proficiency levels.

2.19.1 – Short-Term ELPAC Testers

Effectiveness: High

As measured by Metric 2.6, 5,373 ELs were assessed during the Summative ELPAC window — a 98% completion rate. 2,652 newly enrolled students received the Initial ELPAC. Overall ELPAC proficiency: 25.2% Level 4 (Well Developed); oral language Level 4 at 40.76%; written language Level 4 at 12.45%.

2.19.2 – ELPAC Coordinator Stipends

Effectiveness: High

ELPAC Coordinator Stipends were highly effective in ensuring assessment compliance, as measured by Metric 2.6. The coordination facilitated by these stipends provided the vital Metric 2.6 performance data required to drive accurate EL placement and monitor the 25.2% overall proficiency rate.

2.20.1 – GLAD Training (Support for EL Learners)

Effectiveness: Medium

90 teachers received licenses for the 20-hour BeGLAD course; 90% completed training. As intended to be measured through Metrics 2.2 and 2.4, classroom implementation is inconsistent and the measurable impact on ELA and Math outcomes is difficult to gauge at this time.

2.21.1 – EL TOSA Sections

Effectiveness: Medium

EL TOSAs provided essential coordination and instructional support across English Learner program functions, fulfilling the combined responsibilities of EL Lead and ELPAC Coordinator. As measured by Metric 2.6, overall ELPAC proficiency is 25.2%, with Oral Language Level 4 at 40.76% and Written Language Level 4 at 12.45%, indicating a persistent gap in written language development that requires more targeted instructional support. Supporting operational indicators reflect strong program fidelity: the ELPAC completion rate was 98%, the RFEP monitoring rate was 89%, and the English Learner Progress Indicator (ELPI) stands at 62%. Continued investment in targeted written language instruction and coordinated EL program support remains a priority for the 2026–27 cycle.

2.22.1 – Site SPED TOSAs (4 FTE)

Effectiveness: High

Site SPED TOSAs demonstrated High effectiveness in building teacher capacity, as measured by Metric 2.15. Year 2 outcome data confirms robust engagement, logging 100 targeted Special Education professional learning sessions and 2,772 staff attendances

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 Item 2.1 — Professional Learning Communities (PLC):

After several years of PLC training, the framework is now deeply embedded across school sites, as reflected in the High effectiveness rating and improving PLC mid-year survey scores. In 2026–27, PLC Facilitator Coaches will shift their focus from foundational PLC process development to supporting first-best instruction and deepening teachers' capacity to design and deliver high-quality core instruction within their PLCs. This evolution is supported by educational partner engagement data, in which certificated staff rated instructional quality (4.3) as a top priority, and parents similarly prioritized learning supports (4.3). Goal 2 metrics, target outcomes, and all other action items are unchanged for 2026–27.

Action Item 2.17: New metric added in 2025–26 in response to LREBG monitoring requirements under EC Section 52064.4. No prior-cycle baseline exists. First-year baseline established using 2024–25 STAR Reading median growth scores for students receiving Tier 3 literacy intervention.

Action Item 2.18: New metric added in 2025–26 in response to LREBG monitoring requirements under EC Section 52064.4. No prior-cycle baseline exists. First-year baseline established using Summer 2024 data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Communities (PLC)	In order to ensure a comprehensive approach to high-quality first-best instruction, the District will implement the following: 2.1.1. Professional Learning Communities (PLC) Facilitator Coaches 2.1.2. Ongoing Professional Development support that includes SPED and language acquisition (ELD) 2.1.3. Teacher PLC Release Days- General Education, Special Education, and Language Development Part-time PLC Facilitator Coaches (PLC FCs) at each school support the development of PLCs, including the use of common assessment data to improve instruction. The district provides ongoing professional development for all teachers to implement the Common Core State Standards through district- and site-based professional learning. The focus is on strengthening our Professional Learning Communities (PLCs) by implementing The Learning Cycle and using data to make instructional decisions.	\$2,693,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning opportunities support access and equity for EL, SED, and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students. Monitoring Metric: 2.1, 2.2, 2.3, 2.4 CAASPP ELA 2024–25 (% Met or Exceeded Standard): ALL: 74.53%, EL: 25.23%, FOS: 40.0%, HOM: 35.71%, LTEL: 16.05%, SED: 58.61% CAASPP Math 2024–25 (% Met or Exceeded Standard): ALL: 70.5%, EL: 44.02%, FOS: 40.0%, HOM: 25.0%, LTEL: 22.5%, SED: 50.92% 2025 Dashboard Math DFS with colors: ALL: +53.1 (Blue), EL: +28.3 (Green), FOS: -82.8 (Orange), HOM: -99.6 (Red), LTEL: -81.6 (Yellow), SED: +1.7 (Green), AA: -57.3 (Orange)		
2.2	Instructional Support-Actions to Support All Students	In order to support teachers in successfully implementing state standards, and to develop and curate curriculum resources to support best instruction, the District will provide the following: 2.2.1. Curriculum TOSAs. District-level curriculum TOSAs and teacher mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards. This action item is principally directed toward the EL, FOS, SED, and LTEL groups to close the achievement gap between the ALL student and the identified unduplicated student groups. Monitoring Metric: 2.2, 2.4 Baseline: CAASPP ELA: % Met or Exceeded Standard ALL: 75.8%, EL: 28%, FOS: 40%, LTEL: 25.9%, SED: 58.8% CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.8%, EL: 42.9%, FOS: 6.3%, LTEL: 26.6%, SED: 50%	\$1,440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Educational Technology (Ed Tech) Support- Actions to Support All Students	In order to provide professional learning, guidance and support for teachers in integrating technology in classroom, the District will provide the following: 2.3.1. Education Technology (Ed Tech) TOSAs Ed Tech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. TOSAs help teachers design lessons and leverage new facilities and technology to engage students and deepen learning. Each high school receives sections to release teachers who provide instructional technology professional learning and support.	\$478,233.00	No
2.4	Academic Interventions - Actions	In order to provide support for academic interventions, the District will provide the following: 2.4.1. Intervention Software (ST Math, Gizmos, Delta Math) 2.4.2. Intervention Lead Teacher stipends	\$458,171.00	No
2.5	Summer School Actions to Support All Students	In order to provide students opportunities for enrichment during summer months, the District will provide the following: 2.5.1. Enrichment Courses (Gr 9-12)	\$230,000.00	No
2.6	Student Online Assessment Program	In order to provide online assessment technology which provides teachers and other staff support for students with immediate access to information on student understanding of key concepts, progress over time, and the need for learning supports, the District will provide the following: 2.6.1. School City Assessment Platform The license includes access to rich standards-aligned item banks and learning resources to provide teachers with multiple high-quality assessment options.	\$181,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Professional Learning	In order to provide professional learning support for all IUSD staff, the District will provide the following: 2.7.1. Professional Learning Software Registration System Funding for professional learning software supports in- person professional learning events and provides rich on-demand learning resources for IUSD staff. The system allows teachers and other staff to provide valuable resources online to extend learning.	\$203,000.00	No
2.8	Instructional Support-Special Education	In order to provide support for students with exceptional needs, the District will provide the following: 2.8.1 Special Education Instructional Support-Goal Book Instructional support includes Universal Design for Learning (UDL) strategies and a goal writing toolkit.	\$125,664.00	No
2.9	Language Acquisition Program Support	In order to provide opportunities, programs, and structures for EL students to demonstrate progress toward English proficiency, the District will provide the following: 2.9.1. English Learner Site Leads/Coordinators EL Site lead teachers/coordinators provide support and monitor progress and achievement of English learners (EL). CA Dashboard English Learner Progress Toward Proficiency (ELPI) data reflects a 4% decline over prior year progress, and 11.7% ELs who decreased at least one ELPI level. The goal is to provide staffing for dedicated support at the school level to increase ELPI rates. Monitoring Metric: 2.5.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Summer School-Targeted/Strategic Actions	In order to increase access and improve student achievement for students demonstrating academic deficits, the District will provide the following: 2.10.1. Learning Recovery/Credit Recovery Program (grades 1-12) The impact of this action item has been support for students who demonstrate academic deficits in English Language Arts (ELA) and Mathematics based on benchmark indicators in current content standards, support toward English learners (EL) progress in reaching proficiency, and opportunities for secondary students to remediate courses to reach graduation requirements.	\$600,000.00	No
2.11	Student Online Progress Monitoring Platform- Targeted Actions	In order to support the use of data to provide targeted instructional support, the District will provide the following: 2.11.1. Ellevation Platform to support progress monitoring of English learner (EL) students The Ellevation data platform supports site and district leaders in planning and monitoring the EL instructional program. The Ellevation platform supports EL student data analysis, reporting collaboration and instruction, and monitoring student progress toward proficiency. Monitoring Metric: 2.5, 2.16.	\$77,000.00	No
2.12	Academic Intervention-Intensive Actions	In order to provide intensive academic interventions for students, the District will provide the following: Tier 3 Elementary Intervention Program This action item includes Tier 3 academic interventions for grades K-6 at the elementary level including 1 certificated teacher (1 FTE) per school to serve as a dedicated Tier 3 Intervention Teacher to organize, oversee, and implement Tier 3 interventions for students in need of foundational skill remediation.	\$4,752,060.00	No

Action #	Title	Description	Total Funds	Contributing
		After an initial screening, identified students are assessed with diagnostic assessments to identify specific foundational skill gaps. Students receive targeted instruction using research-based intervention materials in small groups outside of core instruction with progress monitoring occurring at regular intervals. The District provides comprehensive training, a common intervention program, and consistent expectations for implementation at all school sites. Monitoring Metric 2.17: STAR Reading Score Growth LREBG Alignment Justification: This action qualifies under EC §32526(c)(2)(B) for accelerating learning recovery through targeted academic support. It directly addresses literacy gaps exacerbated by the COVID-19 pandemic and is primarily intended for unduplicated pupils. Provided LEA-wide, but students served are prioritized based on need. LREBG Amount: \$135,000		
2.13	Language Acquisition Support-Strategic/Intensive	In order to support English learners and Long-Term English learners with language acquisition, the District will provide the following: 2.13.1. Supplemental Off-Ratio sections for Instructional Support of EL students. English learners receive targeted, designated ELD instruction in classrooms with lower teacher-to-student ratios to support their progress toward proficiency. Off-ratio sections provide smaller class sizes for D-ELD sections in grades 6-12. Research shows that reduced class size, targeted instruction, and small-group interventions are effective practices for improving academic performance. Long-Term English learners receive targeted D-ELD specifically focused on academic language in classrooms with lower teacher-to-student ratios to support their progress toward proficiency. Off-ratio sections provide smaller class sizes for D-ELD in grades 6-12.	\$513,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 2.5, 2.6 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency ELs Progressed at Least One ELPI Level: 1.2% ELs Maintained ELPI Level 4: 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 11.7% ELs Decreased at Least One ELPI Level. Summative ELPAC: Percentage of Students Proficient OVERALL: 26 % Level 4-Well Developed: 26% Level 3- Moderately Developed: 33.3% Level 2- Somewhat Developed: 24% Level 1- Minimally Developed: 16.9% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 37% Level 3- Moderately Developed: 30.4% Level 2- Somewhat Developed: 17.8% Level 1- Minimally Developed: 15.2% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 13.5% Level 3- Moderately Developed: 29.5% Level 2- Somewhat Developed: 33.5% Level 1- Minimally Developed: 23.5%		
2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	In order to provide opportunities, programs, and structures for FOS, EL, and SED students to close the achievement gap in English Language Arts (ELA) and Mathematics, the District will do the following: 2.14.1. Site based allocations (supplemental) to support FOS, EL, and SED student learners specific to the context of each school site.	\$2,145,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action item is principally directed to FOS students identified for Differentiated Assistance in Mathematics. This action will also benefit EL and SED students. School site-based allocations to support FOS, EL, and SED students specific to the context and needs of each school. School teams document and progress monitor actions and allocation through their School Plan for Student Achievement. Monitoring Metric: 2.1, 2.3 Baseline: CA Dashboard, English Language Arts: ALL: +64.9 DFS (Blue), FOS: -60.2 DFS (Orange), EL: +33.7 DFS (Green), SED: +17.1 DFS (Green) CA Dashboard, Mathematics: ALL: +50.7 DFS (Blue), FOS: -104.6 DFS (Red), SED: +3.6 DFS (Green), EL: +36.4 DFS (Blue).		
2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	In order to provide supplemental intervention materials to help students master essential standards, the District will provide the following: 2.15.1. Supplemental Intervention Materials (iReady, Lexia, other intervention programs).	\$340,000.00	No
2.16	Summer School-Strategic/Intensive Actions	In order to provide extended school year (ESY) programming for students with exceptional needs per IEP recommendations, the District will provide the following: 2.16.1. Extended School Year (ESY). Summer school action items will be implemented, and metrics will be added to track progress. Monitoring Metric 2.18 LREBG Alignment Justification:	\$2,100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Supports allowable use under EC §32526(c)(2)(A) to increase instructional time and support academic continuity. ESY addresses pandemic-related regression risks, particularly for high-needs students. Action is targeted, with outcomes tracked to support continuous improvement. LREBG Amount: \$2,100,000		
2.17	Supplemental Academic Resources for ELD Summer Programs- Intensive Actions	In order to provide supplemental academic materials for EL summer programming, the District will provide the following: 2.17.1. Supplemental Academic Resources for ELD Summer Programs (Language Power Instructional Materials) Newcomer students (ELPAC Level 1, enrolled 18 months or less) entering grades 1-9 receive instruction and participate in enrichment activities designed to develop language proficiency and promote engagement. Monitoring Metric: 1.10, 1.11.	\$25,000.00	No
2.18	Language Acquisition Instructional Aides	In order to support English learner progress toward proficiency, the District will provide support for clustering ELs in the following manner: 2.18.1. Instructional Aides Instructional aides are strategically placed to support ELs during integrated and designated ELD. For LTELs, instructional aides are strategically placed to provide support during content area instruction. Monitoring Metric: 2.5 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency, 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4: 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 11.7% ELs Decreased at Least One ELPI Level.	\$345,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	In order to support initial ELPAC testing, the District will provide the following: 2.19.1. Short Term ELPAC Testers 2.19.2. ELPAC Coordinator Stipends ELPAC testers support initial ELPAC testing year-round and Summative ELPAC testing during the Feb 1-May 31st window. ELPAC Coordinators facilitate Summative testing at their school sites by scheduling students for computer-based testing and one-on-one testing as appropriate. Monitoring Metric: 2.6 Baseline: Summative ELPAC completion rate: 98% Students Enrolled: 4,959 # Students Tested: 4,877.	\$265,261.00	Yes
2.20	Professional Development for Teachers Supporting LTEL Students	In order to support teachers in providing first best instructional strategies to support LTEL students, the District will provide the following: 2.20.1. Professional Learning-GLAD Training GLAD training provides first best instructional strategies to support language acquisition development across all grade levels and content areas. Monitoring Metric: 2.2, 2.4 Baseline: EL achievement data on standardized CAASPP ELA/Math/Science: % Met or Exceeded Standard CAASPP ELA: EL: 28%, LTEL: 25.9% CAASPP Math: EL: 42.9%, LTEL: 26.2%.	\$90,000.00	No
2.21	Site English Learner TOSA Support	In order to support site instructional support for teachers working with multilingual learners at the secondary level, the District will provide the following: 2.21.1. Site Instructional support (English learner TOSA sections) Monitoring Metric: 2.6	\$257,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		At secondary sites, teachers support staff and administrators in planning and implementing effective programs and services for English learners. Additionally, they facilitate ELAC meetings, ELPAC testing and RFEP monitoring.		
2.22	Instructional Supports- Actions to Support Student with Disabilities	In order to support co-teaching and inclusive practices, the District will provide the following: 2.22.1 Special Education TOSAs District-level Special Education (SPED) TOSAs assist in developing curricular resources and providing professional learning opportunities to ensure that students with disabilities have access to a broad course of study. SPED TOSAs also provide support for professional learning concerning co-teaching and inclusive practices.	\$640,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Identify and mitigate barriers which may limit student access and achievement, provide additional support as needed, and ensure equity in allocation of resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal three reflects the district's collective commitment to identifying and proactively addressing systemic barriers that may limit student access, engagement, and achievement. By working closely with school site teams and district departments, the Irvine Unified School District ensures all students have the resources, supports, and opportunities they need to succeed academically and personally. At the heart of this commitment is the belief that every learner deserves access to a high-quality educational experience with effective, fully credentialed educators; a rigorous, inclusive curriculum; and comprehensive support systems that foster both academic growth and personal development. In pursuit of this vision, the district strives to equitably allocate qualified staff, safe and well-maintained facilities, standards-aligned instructional materials, relevant instructional technologies, and other essential supports, ensuring that all students — regardless of background, circumstance, or learning need — have access to the conditions necessary to meet and exceed high academic standards. School environments are intentionally designed to be inclusive, respectful, and psychologically safe, cultivating a strong sense of belonging so that students feel empowered to engage fully in learning and pursue excellence. The district reaffirms its commitment to providing equitable access to all school programs, including advanced coursework, enrichment opportunities, and extracurricular activities. With intentional program design and ongoing monitoring by site leadership and district departments, learning environments challenge every student to achieve at high levels and provide the academic and social-emotional supports they need to reach those standards. Equity in opportunity, access, and outcomes remains central to the district's mission and vision for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage (%) of Teachers Fully Credentialed and	2023 California State Assignment Accountability System	2024 California State Assignment	2025 California State Assignment Accountability	2026 California State Assignment	Number/percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Appropriately Assigned California State Assignment Accountability System LCFF Priority 1: Basic Services	(CalSAAS) Report Outcomes 2022-23 Number/percentage of misassignments of teachers of ELs: 0 Total teacher misassignments: 19 Vacant teacher positions: 1 Ineffective teachers: 0 Out-of-field teachers: 7 Inexperienced teachers: 115 Williams Complaint for Teacher Vacancy or Misassignment: 1 (Resolved)	Accountability System (CalSAAS) Report Outcomes 2023-24 Number/percentage of misassignments of teachers of ELs: 6 Total teacher misassignments: 60 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 164 Inexperienced teachers: 155 Williams Complaint for Teacher Vacancy or Misassignment: 0	System (CalSAAS) Report Outcomes 2024-25 Number/percentage of misassignments of teachers of ELs: 0 Total teacher misassignments: 0 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 164 Inexperienced teachers: 151 Williams Complaint for Teacher Vacancy or Misassignment: 0	Accountability System (CalSAAS) Report Outcomes Number/percentage of misassignments of teachers of ELs: 0 Total teacher misassignments: -5% Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: -3% Out-of field teachers: -20% Inexperienced teachers: -25% Williams Complaint for Teacher Vacancy or Misassignment: -50%	misassignments of teachers of ELs: 0 Total teacher misassignments: -19 Vacant teacher positions: -1 Ineffective teachers: +0 Out-of-field teachers: +157 Inexperienced teachers: +36 Williams Complaint for Teacher Vacancy or Misassignment: -1
3.2	Percentage of Students who have access to standards aligned instructional materials IUSD Board Meeting Resolution	2023 Board Resolution: 100%	2024 Board Resolution: 100%	2025 Board Resolution: 100%	2026 Board Resolution: 100%	+0%
3.3	Percentage of School facilities maintained and in good repair SARC FIT	2022-23 SARC FIT Report: % Facilities in Good	2023-24 SARC FIT Report: % Facilities in	2024-25 SARC FIT Report: %	2025-26 SARC FIT Report: % Facilities in	+0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Report	Repair:100%	Good Repair: 100%	Facilities in Good Repair: 100%	Good Repair: 100%	
3.4	Percentage of students prepared by College and Career Inventory (CCI) Level CA Dashboard	2023 CA Dashboard: CCI Indicator ALL: 71% (Very High) AA: 27.3% (Low) AS: 84.3% (Very High) EL: 46.1% (Medium) FOS: 36.4% (No Performance Level) HI: 48.9% (Medium) HOM: 31.8% (Low) SED: 51.8% (Medium) SWD: 19.9% (Low) 2+: 68.5% (High) WH: 60.9% (High) Alternative Education- San Joaquin High School: 9% or lower (Very Low)	2024 CA Dashboard: CCI Indicator ALL: 73.6% (Blue) AA: 25.4% (Orange) AS: 86.1% (Blue) EL: 44% (Yellow) FOS: 18.2% (No Performance Color (NC)) HI: 50% (Yellow) HOM: 29.2% (Orange) SED: 54.6% (Yellow) SWD: 24.4% (Orange) 2+: 77.30% (Blue) WH: 64% (Green) Alternative Education- San Joaquin High School: 37.20% (Orange)	2025 CA Dashboard: CCI Indicator ALL: 74.3% (Very High) AA: 33.3% (Low) AS: 85.7% (Very High) EL: 49.8% (Medium) FOS: 39.2% (No Performance Level) HI: 52.6% (Medium) HOM: 34.1% (Low) SED: 54.7% (Medium) SWD: 21.8% (Low) 2+: 70.9% (High) WH: 63.4% (High) Alternative Education- San Joaquin High School: 37.2% (Medium)	2026 CA Dashboard: CCI Indicator ALL: +2% AA: +2% AS: +1% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Alternative Education-San Joaquin High School: +3%	ALL: +3.3% AA: +6% AS: +1.4% EL: +3.7% FOS: +2.8% HI: +3.7% HOM: +7.4% SED: +2.9% SWD: +1.9% 2+: +2.4% WH: +2.5% Alternative Education- San Joaquin High School: +28.2%
3.5	Percentage of students completing at least one CTE Pathway CA College/Career Indicator-Student Level Data	2022-23 ALL: 11.7% AA: 3.6% AS: 12.8% EL: 10.1% FOS: 18.2% HI: 10.8%	2023-24 ALL: 14.3% AA: 7% AS: 17.3% EL: 10% FOS: 0% HI: 11.2%	2024-25 ALL: 15.9% AA: 17.2% AS: 18.3% EL: 9.4% FOS: 0.0% HI: 10.4%	2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2%	ALL: +4.2% AA: +13.6% AS: +5.5% EL: -0.7% FOS: -18.2% HI: -0.4% HOM: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 9.1% SED: 11.1% SWD: 10.6% 2+: 9.4% WH: 11.9%	HOM: 12.5% SED: 12.5% SWD: 8.8% 2+: 15.5% WH: 10.6%	HOM: 8.3% SED: 12.9% SWD: 10.4% 2+: 16.5% WH: 13.5%	HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%	SED: +1.8% SWD: -0.2% 2+: +7.1% WH: +1.6%
3.6	Percentage of students completing CTE pathways AND met UC/CSU Requirements CA College/Career Indicator-Student Level Data	2022-23 ALL: 8.7% AA: 1.8% AS: 11.1% EL: 5% FOS: 18.2% HI: 4.8% HOM: 0% SED: 6.8% SWD: 3.4% 2+: 7.3% WH: 7.4%	2023-24 ALL: 11.4% AA: 4.2% AS: 15.6% EL: 8.6% FOS: 0% HI: 6.6% HOM: 4.2% SED: 8.7% SWD: 3.2% 2+: 10.7% WH: 6.9%	2024-25 ALL: 12.8% AA: 7.8% AS: 16.1% EL: 5.7% FOS: 0% HI: 6.6% HOM: 8.3% SED: 8.9% SWD: 4.3% 2+: 12.6% WH: 9.3%	2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%	ALL: +4.17% AA: +6% AS: +5% EL: +0.7% FOS: -18.2% HI: +1.8% HOM: +8.3% SED: +2.1% SWD: +0.9% 2+: +5.3% WH: +1.9%
3.7	Percentage of Students Participating in 2 or More College Preparatory Courses	2022-23 ALL: 99.3% AA: 98.3% AS: 99.6% EL: 96.6% FOS: 93.1% HI: 98.1% HOM: 92.5% SED: 98.4% SWD: 91.2% WH: 99.2%	2023-24 Aeries ALL: 99.24% AA: 97.87% AS: 99.4% EL: 96.2% FOS: 93.1% HI: 98.4% HOM: 92.5% SED: 99.2% SWD: 91.24% WH: 99.3%	2024-25 Aeries ALL: 98.7% AA: 96.2% AS: 99.2% EL: 95.1% FOS: 95.2% HI: 97% HOM: 92.6% SED: 97.3% SWD: 87.3% WH: 98.6%	2025-26 ALL: +.05% AA: +.05% AS: +.01% EL: +.05% FOS: +.05% HI: +.01% HOM: +.05% SED: +.01% SWD: +.05% WH: +.01%	ALL: -0.06% AA: -2.1% AS: -0.4% EL: -01.5% FOS: 2.1% HI: -1.1% HOM: 0.1% SED: -1.1% SWD: -3.9% WH: -0.6%
3.8	Percentage of Students Participating in One or More AP Courses College Board	2022-23 Aeries ALL: 43% AA: 17.2% AS: 52.4% EL: 8.7% FOS: 9.1% HI: 25.3% HOM: 17.1%	2023-24 Aeries ALL: 73.6% AA: 25.4% AS: 86.1% EL: 44.0% FOS: 18.2% HI: 50% HOM: 29.2%	2024-25 Aeries ALL: 50.1% AA: 22.3% AS: 60.7% EL: 21.6% FOS: 13.6% HI: 28.9% HOM: 11.4%	2025-26 Aeries ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2%	ALL: +7.1% AA: +5.1% AS: +8.3% EL: +12.9% FOS: +4.5% HI: +3.6% HOM: -5.7% SED: +7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 30.4% SWD: 5.9% WH: 37.3%	SED: 54.6% SWD: 24.4% WH: 64.1%	SED: 37.6% SWD: 10.2% WH: 40.9%	SED: +2% SWD: +2% WH: +2%	SWD: +4.3% WH: +3.6%
3.9	SBE Self- Reflection Tool: Progress on extent to which all students have access to and are enrolled in a broad course of study	Spring 2024 5- Full Implementation and Sustainability	Spring 2025: 5- Full Implementation and Sustainability	Spring 2026 5- Full Implementation and Sustainability	Spring 2027 Maintain 5- Full Implementation and Sustainability	+0
3.10	Professional Learning Logs April 2023 Compass Logs	Spring 2024 Advanced Learning: 30 Early Childhood Primary Instruction: 7 Human Resources: 8 Induction: 49 Attendance # Advanced Learning: 132 Early Childhood Primary Instruction: 400 Human Resources: 410 Induction: 1,316	Spring 2025 Advanced Learning: 23 Early Childhood Primary Instruction: 21 Human Resources: 4 Induction: 37 Attendance # Advanced Learning: 727 Early Childhood Primary Instruction: 460 Human Resources: 286 Induction: 2,252	Spring 2026 Advanced Learning: 20 Early Childhood Primary Instruction: 15 Human Resources: 5 Induction: 22 Attendance # Advanced Learning: 603 Early Childhood Primary Instruction: 446 Human Resources: 254 Induction: 1,282	Spring 2027: Maintain/Increase number of professional learning opportunities Attendance # Advanced Learning: Increase 2% Early Childhood Primary Instruction: increase 2% Human Resources: Maintain 400 Induction: Maintain 1,000	Advanced Learning: -10 Early Childhood Primary Instruction: +8 Human Resources: -3 Induction: -27 Attendance # Advanced Learning: +471 Early Childhood Primary Instruction: +60 Human Resources: +936 Induction: +936

Goal Analysis [2025-26]

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

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

Staffing, Class Size, and Early Learning (Actions 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2, 3.4.1):

The district maintained workforce credentialing, registering zero misassignments and zero vacancies (Metric 3.1: Teachers fully credentialed, low misassignments, vacancies). Successes include lowering the secondary student-to-teacher ratio by 1.5 students (3.3.2) and preserving reduced adult-to-student ratios utilizing instructional aides (3.2.1). Early Learning TOSAs (3.4.1) effectively modeled Tier 2 early interventions (Psychoeducational Assessment Referral Counts). A structural challenge remains regarding Elementary Class Size Reduction (3.3.1), where high operational costs limit the full cost-effectiveness of incremental improvements in the ratio (Metric 2.2: CAASPP ELA).

College and Career Readiness (Actions 3.5.1, 3.6.1, 3.6.2, 3.6.3, 3.8.1, 3.11.1):

The district successfully expanded postsecondary pathways and removed logistical barriers to access. Successes included universal PSAT/PACT testing during the school day (3.6.3) and maintaining a 'Very High' readiness level of 73.6% (Metric 3.4: Dashboard CCI). Equal Opportunity Schools (3.8.1) catalyzed a 35.3-point increase in AP participation among English Learners (Metric 3.8: Stu participating in 1 or more AP courses), and AVID (3.11.1) accelerated CTE pathway completion to 14.3%. A notable challenge persists in closing disparities in pathway participation, particularly among Foster Youth and African American student groups (Metric 3.5: Dashboard CTE Pathway Data).

Instructional Materials and Supplemental Interventions (Actions 3.7.1, 3.9.1, 3.10.1, 3.12.1, 3.12.2):

The district successfully achieved textbook sufficiency certification (3.10.1) (Metric 3.2: Instructional Material Sufficiency). Impacted intervention sections (3.9.1) proved particularly successful in addressing Foster Youth mathematics deficiencies (Metric 2.3: Dashboard Math). However, challenges were identified with supplemental digital tools: the Paper/Grade Slam online tutoring platform (3.7.1) showed suboptimal student adoption (Vendor Usage Data), and the Imagine Learning platform (3.12.1) showed inconsistent utilization, though highly active users demonstrated measurable literacy gains (Metric 2.7: Reclassification Rates).

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

Action 3.1 (General Education and Special Education Teachers): Estimated actual expenditures exceed the budgeted allocation due to a 2025–26 bargained settlement agreement with the Irvine Teachers Association (ITA), which resulted in compensation costs higher than those projected at the time of LCAP adoption.

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

3.1.1 – Gen Ed Teachers

Effectiveness: High

As measured by Metric 3.1, the 2024–25 California State Assignment Accountability System (CalSAAS) report confirms zero teacher misassignments, zero vacant teacher positions, zero ineffective teachers, and zero Williams complaints. The report identifies 164 out-of-field and 151 inexperienced teachers districtwide.

3.1.2 – SPED Teachers

Effectiveness: High

As of March 31, 2026, the district reports no vacancies in mild/moderate special education classes and one vacancy in moderate/severe classes, reflecting strong staffing stability across the special education continuum. A total of 28 new special education teachers were hired during the 2025–26 school year. All new teachers received structured support through assigned mentors, Special Education TOSAs, and new-teacher professional learning focused on special education practice, so newly credentialed staff entered classrooms with foundational

instructional and compliance support. These results demonstrate the effectiveness of the district's recruitment, onboarding, and retention infrastructure in maintaining continuity of services for students with disabilities.

3.2.1 – Instructional Aide Support (Class Size, Supplemental)

Effectiveness: Medium

District Class Size Support (Action 3.2) was evaluated using Metrics 1.4, 2.2, and 2.4. Metric 2.2 and Metric 2.4 demonstrate that EL students are only meeting ELA and Math standards at 25.23% and 44.02%, respectively, compared to 74.53% and 70.5% for ALL students. This confirms the ongoing need for instructional aides to provide immediate, differentiated scaffolding.

3.3.1 – Elementary Class Size Reduction

Effectiveness: Medium

As measured by Metrics 2.2 and 2.4, the reduction of teacher-to-student ratios at the elementary level has increased opportunities for individualized instruction and targeted intervention for EL, FOS, and SED students. While overall academic performance reflects the benefits of smaller class sizes, the high per-pupil cost of maintaining elementary FTE allocations to achieve incremental reductions in the teacher-to-student ratio limits the cost-effectiveness of this action relative to the magnitude of academic gains produced for unduplicated student groups.

3.3.2 – Secondary Class Size Reduction (Gr 7–12)

Effectiveness: Medium

The teacher-to-student ratio was successfully reduced by 1.5 students in grades 7–12, providing increased opportunities for individualized instructional support — particularly for English Learner, Foster Youth, and Socioeconomically Disadvantaged students. The high cost of the investment relative to the incremental change in the ratio will factor into future LCAP planning and resource allocation decisions.

3.4.1 – Early Learning Specialist Program TOSA

Effectiveness: Medium

Using Professional Learning Logs, Panorama data, and psychoeducational assessment referral counts, the Early Learning Specialist Program provides ongoing coaching, modeling, and professional learning focused on inclusive, developmentally appropriate practices across all school sites. Tier 2 intervention systems and individualized plans are developed, implemented, and monitored through the Early Learning Specialist department, supporting early identification and intervention across academic, social, and emotional domains.

3.5.1 – Sections to Increase Graduation Requirements (Math/Sci, Supplemental)

Effectiveness: Medium

As measured by Metric 1.4, the district successfully increased Math support and off-ratio sections to provide targeted intervention and credit recovery aligned to increased graduation requirements. The district's 2025 College/Career Indicator reflects a "Very High" readiness level of 73.6%, providing early evidence of the effectiveness of these supports. The first cohort of students subject to the new graduation requirements has not yet graduated, and the long-term impact will be measured in subsequent reporting cycles.

3.6.1 – CTE Support

Effectiveness: Medium

Metrics 3.5 and 3.6 show that CTE sections and testing access increased, expanding college and career pathway opportunities for students districtwide. The 2024 College/Career Indicator reflects a "Very High" readiness level of 73.6%; however, significant subgroup disparities persist — Foster Youth at 18.2% and African American students at 25.4% — underscoring the continued need for intentional and equitable outreach to ensure access to CTE programming across all student populations.

3.6.2 – ROP Support (Teachers on ROP Payroll)

Effectiveness: Medium

As measured by Metrics 3.5 and 3.6, ROP offerings were expanded, broadening college and career pathway options for students. Consistent with Action 3.6.1, the overall CCI reflects "Very High" readiness at 73.6%, while persistent subgroup disparities for Foster Youth (18.2%) and African American students (25.4%) indicate the continued importance of targeted efforts to ensure equitable access to ROP programming.

3.6.3 – PSAT/PACT College Testing Program

Effectiveness: Medium

As measured by Metric 3.4, universal in-school-day administration of the PSAT/PACT removes logistical and financial barriers, ensuring that all high school students have equitable access to college-readiness benchmarks. The 2024 CCI reflects "Very High" readiness at 73.6%. While it's hard to measure the isolated impact of this assessment on overall Dashboard metrics, universal participation is a critical equity-focused investment that helps identify underrepresented students for advanced coursework and college preparation.

3.7.1 – Paper/Grade Slam Online Tutoring (Gr 4–12)

Effectiveness: Low

As measured by vendor usage data, student adoption of the platform remains limited despite universal availability for students in grades 4–12. While the platform provides equitable access to after-hours tutoring and essay feedback and supports academic confidence among active users, it has not demonstrated a measurable impact on CAASPP ELA and Math outcomes. Continued low utilization relative to program cost warrants evaluation of the action item's continuation beyond the 2026–27 LCAP cycle. During next school year, the district will pilot other AI tools, for grades 9–12 to support students direct feedback for tutoring and writing to consider what platform may be more cost effective and efficient.

3.8.1 – Equal Opportunity Schools (EOS, Supplemental)

Effectiveness: High

As measured by Metric 3.8, full implementation of the Equal Opportunity Schools program has been achieved at all sites, successfully identifying capable but underrepresented students for advanced coursework. District-wide AP participation increased significantly, including a 35.3-point gain among English Learners and an 18.5-point gain among Students with Disabilities. According to Metric 3.4, the CCI shows sustained "Very High" readiness, confirming the program's contribution to expanding equitable access to rigorous academic opportunities.

3.9.1 – Intervention Sections (Gr 7–12, Supplemental)

Effectiveness: Medium

As shown in Metrics 2.1–2.4, the site-based intervention section allocations let schools tailor academic interventions to local student performance data. These sections have proven particularly impactful in addressing the needs of Foster Youth students identified for Differentiated Assistance in Mathematics, supporting both credit recovery and academic skill development at the secondary level.

3.10.1 – Textbook Adoptions/Materials & Reserve

Effectiveness: High

As measured by Metric 3.2, the IUSD Board of Education certified the sufficiency of instructional materials in fall 2025, confirming that all students have access to standards-aligned textbooks and core instructional resources. This certification meets the state's local indicator requirement and shows the district's ongoing commitment to providing all students with the foundational instructional materials they need to access grade-level curriculum.

3.11.1 – AVID

Effectiveness: High

As measured by the Dashboard College/Career Indicator, AVID has been successfully implemented at nearly all secondary sites, providing critical college- and career-readiness support to students. CTE pathway completion rose from 11.7% to 14.3%, and dual completion of CTE and UC requirements rose from 8.7% to 11.4%. Students with Disabilities and Foster Youth continue to have lower completion rates, indicating an ongoing need for differentiated support and intentional outreach within the program to ensure equitable outcomes for all students. AVID has a positive impact; however, the grant used to fund half of the district cost expires at the end of the 2025-26 school year. The district will need to consider what level of implementation is sustainable.

3.12.1 – Imagine Learning (Supplemental)

Effectiveness: Medium

Imagine Learning licenses were provided to students attending elementary ELD and LRA summer programs, as well as to newcomer students in grades K–6 during the school year. Usage has been inconsistent across sites; however, students who engaged with the program regularly demonstrated measurable progress, with first-grade active users showing a 21% increase in literacy skills from the beginning to the mid-year assessment. As reported to the California Department of Education, the reclassification rate (Metric 2.7) is 16.3%, and the ELPI (Metric 2.5) is 62.4%, reflecting incremental progress in English language development outcomes.

3.12.2 – Get Ready/English 3D

Effectiveness: Medium

English 3D instructional materials are utilized in 20 ELD 2 and ELD 3 courses at middle school and K–8 sites, and in 19 ELD 2 and ELD 3 courses at the high school level. Middle school English Learners demonstrated an average ELPI progress rate of 75%, while high school English Learners averaged 57%, indicating that the program is contributing to language development, with greater impact at the middle school level. Continued monitoring is warranted to strengthen implementation consistency and outcomes at the high school level.

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.

3.7.1 – Paper/Grade Slam Online Tutoring (Grades 4–12)

As measured by vendor usage data, student adoption of the platform remains limited despite universal availability for students in grades 4–12. While the platform provides equitable access to after-hours tutoring and essay feedback and supports academic confidence among active users, it has not demonstrated a measurable impact on CAASPP ELA and Mathematics outcomes. The gap between program costs and utilization rates suggests we should formally evaluate program effectiveness. In response to reflection on prior practice, the district will monitor platform utilization and student outcome data in 2026–27 against defined benchmarks. Continuation of this action item beyond the

2026–27 LCAP cycle is contingent upon demonstrated improvement in utilization rates and a measurable correlation with student academic outcomes. Next school year, other AI tutoring options will be piloted to determine a more efficient and cost-effective alternative to students receiving equitable support for writing and tutoring.

3.11.1 - AVID

AVID is considered an effective program for students involved in it. However, the cost of the program for the limited number of students who participate has been offset by a state grant, which expired in June of 2026. The district will need to consider alternative options in funding or other ways to create a sustainable program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing: Certificated Teachers	In order to optimize our comprehensive human resources system to select, develop and retain a professional staff that can create, implement and maintain the highest quality education experience for all students, the District will provide: 3.1.1. General Education Teachers 3.1.2. Special Education Teachers	\$213,181,957.00	No
3.2	District Class Size Support	In order to close the achievement gap for EL, FOS, SED students compared to the ALL student group, the district will maintain the following class size reduction support: 3.2.1. Instructional Aide staffing to reduce the adult to student ratio for more individualized support Based on the CA Dashboard and Smarter Balanced Summative Assessments in English Language Arts (ELA) and Mathematics, our EL, FOS, SED student groups have a large performance gap compared to ALL students. Reducing the adult to student ratio supports more individualized attention and proactive engagement in the learning process to increase participation and achievement.	\$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 2.1, 2.2, 2.3, 2.4 Baseline Data: CA Dashboard: ELA: ALL: +64.9 DFS (Blue), EL: +33.7 DFS (Green), FOS: - 60.2 DFS (Orange), SED: +17.1 DFS (Green) CA Dashboard Mathematics: ALL: +50.7 DFS (Blue), EL: +36.4 DFS (Blue), FOS: -104.6 DFS (Red), SED: - 3.6 DFS (Green) Smarter Balanced Summative Assessment ELA Percentage of Students who have Met or Exceeded Standard: ALL: 75.8%, EL: 28%, SED: 58.8%, FOS: 40%; Smarter Balanced Summative Assessment Math Percentage of Students who have Met or Exceeded Standard: ALL: 69.8%, EL: 42.9%, SED: 50%, FOS: 6.3%		
3.3	Class Size-Reduction	To maintain the reduction of class size in grades TK-6 by two students in each grade, and one and a half students in grades 7-12, the District will provide the following: 3.3.1. Elementary Class Size Reduction FTE Allocation 3.3.2. Secondary Class Size Reduction FTE Allocation The impact of an increased adult to student ratio will be more individual attention, increased participation, and better communication between the instructor and students. Increased individual attention and participation directly benefit and support the needs of district EL, FOS, SED students to close the achievement gap. Monitoring Metric: 2.2, 2.4 Baseline: Smarter Balanced Summative Assessment- ELA Percentage of Students who have Met or Exceeded Standard: ALL: 75.8%, EL: 28%, SED: 58.8%, FOS: 40%; Mathematics	\$8,421,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ALL: 69.8%, EL: 42.9%, SED: 50%, FOS: 6.3%		
3.4	Early Learning	In order to provide Tier 1 inclusive learning environments in PK-1 grade classrooms, the District will provide the following: 3.4.1. Early Learning Specialist (ELS) Program Early Learning Specialist (ELS) TOSAs model, train, and support teachers in best practices around creating an inclusive and welcoming environment for all cultures, language abilities, and learning styles. ELS TOSAs may also be involved in Tier 2 support specifically for students struggling with appropriate behaviors and learning difficulties, and participate in observations, data collection and analysis, and staffing meetings (SSTs, 504, IEP, etc.).	\$1,113,752.00	No
3.5	Graduation Support	In order to support the needs of FOS, EL, HOM and SED students as they experience an increase in the graduation requirements in the areas of science and math, beginning with students who graduate in 2027, the District will provide the following: 3.5.1. Off Ratio sections at secondary sites for intervention/support classes The following action item is principally directed for HOM students who have been identified for Differentiated Assistance in Mathematics. This action will also benefit EL, LTEL, and SED students who are at risk of not meeting graduation requirements based on data from the CA Dashboard	\$1,030,000.00	Yes
3.6	College and Career Readiness- Broad Actions	In order to provide a broad course of study and extensive opportunities for all students to demonstrate preparedness for college and career, the District will provide the following: 3.6.1. CTE section allocations for secondary sites 3.6.2. Maintain district funding for ROP 3.6.3. PSAT/PACT College Testing Program	\$1,743,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The Career Technical Education (CTE) program supports school sites in the development and implementation of standard-based courses in various industry sectors that provide students with authentic learning experiences conducive to long-term college and career success. This includes the development and acquisition of learning spaces and industry equipment to support CTE courses. In addition, CTE teachers are exposed to ongoing professional development by business and college professionals. Similarly, students are provided field trip opportunities and exposure to industry professionals in the form of speaking engagements, internships, and mentorships. The impact of the CTE program includes the district's ability to provide a diverse selection of college and career programs such as Culinary, Engineering, Medical, and Business to all students to increase their academic and workforce skill set, while increasing high school graduation rates, college admissions, and overall student engagement. College and career readiness has been outstanding, with a notable increase in celebrations in this area.		
3.7	Online Tutoring	In order to provide equitable and timely tutoring for all students, the district will provide the following: 3.7.1. Online Tutoring (Gr 4-12) Paper provides equitable and timely tutoring support to students through a web-based platform in which students can ask for live help from a tutor on any subject, at any time. They communicate with a tutor via chat and a digital whiteboard and they can upload files or send a photo directly through the platform. Rather than dispensing answers, tutors are trained to use Socratic-based pedagogy to guide students through solving problems on their own. The tool includes an essay-review feature where a Paper tutor will give feedback on students' drafts within 24 hours. In addition, all help requests and communication between students and tutors are captured on a dashboard that educators can review and see.	\$659,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This can help current teachers understand where learners may be struggling, or which topics remain confusing.		
3.8	Equal Opportunity Schools (EOS)	In order to increase access to college and career- preparatory courses for EL, FOS, SED student groups, the District will provide: 3.8.1. Equal Opportunity Schools Equal Opportunity Schools (EOS) strengthens educators and system capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for all students so that they may thrive in their postsecondary pursuits and life goals. With assistance from EOS, we focus on challenging high school courses, such as Advanced Placement (AP), because the academic intensity of the high school curriculum is the biggest driver of college completion. EOS provides expertise, knowledge, industry research with data analysis, and the tools and technology for our schools to address and close their equity and achievement gaps. With the support of EOS, school leaders identify and enroll all students who can succeed in these college ready courses but are not yet enrolled, with an emphasis on enrolling underrepresented students from a low-income background and students of color. Monitoring Metric: 3.4, 3.8 Baseline: Percentage of Students Participating in One or More AP Courses ALL: 43%, EL: 8.7%, FOS: 9.1%, SED: 30.4% CA Dashboard-College and Career Inventory ALL: 71% (Very High), EL: 46.1% (Medium), FOS: NP (No Performance Level), SED: 51.8% (Medium)	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Direct Site Funding to Support Interventions	In order to provide site specific programs and resources that target the needs of district FOS, EL, and SED student groups, the District will provide: 3.9.1. Site allocations for impacted/intervention supports The action item outlined targets HOM students identified for Differentiated Assistance in Mathematics, and providing benefits to FOS, EL and SED students as well. To meet the unique needs of each school, supplemental site allocations aligned with LCAP Goals and School Plan for Student Achievement (SPSA) goals will be provided. These funds support academic achievement for site-specific FOS, EL, and SED student needs through customized programs and additional interventions. Each SPSA outlines strategies tailored to the specific needs of unduplicated student groups and uses LCAP ELA and Mathematics metrics to monitor progress. These strategies may include reading and math intervention sections, designated staff for intensive small group reading support, intervention teachers, instructional assistants, and relevant materials and software. Monitoring Metric: 2.1, 2.2, 2.3, 2.4	\$1,518,000.00	Yes
3.10	Instructional Material Sufficiency	In order to maintain student accessibility to resources, the District will provide the following: 3.10.1. Textbook adoptions and materials This action item includes the purchase and adoption of textbooks to ensure all students are provided an individual textbook or instructional material, as well as establish reserves for future purchases as needed, access to online tutors, and courses designed to help students recover credits. All core textbooks and instructional materials are state-adopted in Kindergarten through 8th grade, and Board approved in grades 9 -12. The impact of access to standards-aligned resources, textbooks, and additional support to close the achievement gap. Increased individual attention with writing assignments, detailed feedback and coaching as well	\$2,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		as opportunities to recover credit directly benefit and support the needs of all students.		
3.11	College and Career Readiness- Targeted Actions	In order to provide a broad course of study and extensive opportunities for unduplicated student groups to demonstrate preparedness for college and careers, the District will do the following: 3.11.1. Advancement Via Individual Determination (AVID) Advancement Via Individual Determination (AVID) is a college and career readiness system that aligns with IUSD's Strategic Initiative "to prepare all students for their respective futures, which requires empowering students to own their learning." AVID accelerates and enhances the work already happening at the district and school site level. More importantly, AVID aims to close opportunity gaps by providing all students, particularly those traditionally underrepresented in higher education, with the academic, career, college, and social-emotional support they need to succeed. AVID brings research-based strategies and curricula to educational institutions and provides educators with training and methodologies that develop students' writing, inquiry, collaboration, organization, and reading skills (WICOR) across all content areas throughout the entire campus. AVID fosters a supportive learning environment where all students are encouraged to set high academic goals and support each other in achieving them. Overall, AVID's college and career readiness system supports all student learning by promoting equity and access, fostering college, career, and life readiness, providing support for unduplicated students, offering professional development for educators, and creating a positive school climate and culture.	\$1,057,000.00	No
3.12	Language Acquisition Supplemental Materials	In order to provide targeted instructional materials for English learners to make progress toward proficiency, the District will provide the following:	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.12.1. Supplemental electronic learning program (Imagine Learning) provided to novice English learners in grades 1-6. 3.12.2. Instructional Materials to supplement the D-ELD components of adopted ELA programs. Monitoring Metric: 2.5, 2.6, 2.7		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide strategic and systemic support for Foster Youth and homeless students to reduce chronic absenteeism rates and increase academic performance based on California Dashboard data in the areas of Chronic Absenteeism, English Language Arts and Mathematics by the end of the 2024-27 LCAP cycle.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects IUSD's strategic commitment to improving academic outcomes and engagement for foster youth (FOS) and homeless (HOM) students through the end of the 2024–27 LCAP cycle. It supports the district's broader effort to advance educational equity by addressing persistent disparities and ensuring meaningful access to high-quality learning opportunities for two of its highest-need student populations. The goal was developed and sustained based on California Dashboard data showing that FOS students performed at the Red (Very Low) level on two state indicators across multiple consecutive years. Chronic absenteeism for FOS students was identified at 46.3% in 2023, and 49.1% in 2024, and the Mathematics indicator reflected performance of -104.6 Distance from Standard (DFS) in 2023 and -104.7 DFS in 2024. These metrics, together with stakeholder input identifying FOS student engagement and academic achievement as urgent needs, support this goal and highlight the need for sustained, focused intervention throughout the 2024–27 LCAP cycle. The Homeless (HOM) student group was added to this goal during the 2025–26 Annual Update based on 2025 California Dashboard data demonstrating that HOM students are performing at the Red (Very Low) level for Chronic Absenteeism at 45.9% and for the Mathematics indicator at -99.6 DFS. These results, which mirror the pattern that led to this goal for FOS students, show we need to extend focused, coordinated interventions to HOM students. Approximately 130 students experiencing homelessness are served across 44 district sites, and this population faces well-documented barriers to attendance, academic continuity, and social-emotional stability that require a dedicated and structured district response. The addition of HOM students to this goal also reflects the district's entry into Differentiated Assistance for the HOM student group, triggered by Red performance in both Chronic Absenteeism and Mathematics on the 2025 Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates Aeries LCFF Priority 5: Student Engagement	2023 P1 Attendance FOS: 90.7%	2024 P1 Attendance FOS: 90.6%	2025 P1 Attendance FOS: 91.2% HOM: 86.1%	2026 P1 Attendance FOS: +2% HOM: +2%	P1 Attendance FOS: +0.5% *HOM: N/A *Baseline for HOM is Year 2 Outcome
4.2	Chronic Absenteeism Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard FOS: 46.3% (Red)	2024 CA Dashboard FOS: 49.10% (Red)	2025 CA Dashboard FOS: 31.1% (Orange) HOM: 46.1% (Red)	2026 CA Dashboard FOS: - 2% HOM: -2%	CA Dashboard-Chronic Absenteeism FOS: -15.2% *HOM: N/A *Baseline for HOM is Year 2 Outcome
4.3	English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELA FOS: -60.2 DFS (Orange)	2024 CA Dashboard ELA FOS: 68.70 DFS (Blue)	2025 CA Dashboard ELA FOS: -41.4 DFS (Yellow) HOM: -42.1 DFS (Orange)	2026 CA Dashboard ELA FOS: +10 DFS HOM: +10 DFS	CA Dashboard ELA FOS: +18.8 DFS *HOM: N/A *Baseline for HOM is Year 2 Outcome
4.4	Smarter Balanced Summative Assessment (CAASPP) English Language Arts LCFF Priority 4: Student Achievement	2022-23 CAASPP ELA (% Met or Exceeded Standard) FOS: 40%	2023-24 CAASPP ELA (% Met or Exceeded Standard) FOS: 40.00%	2024-25 CAASPP ELA (% Met or Exceeded Standard) FOS: 40% HOM: 35.71%	2025-26 CAASPP ELA (% Met or Exceeded Standard) FOS: +2% HOM: +2%	CAASPP ELA (% Met or Exceeded Standard) FOS: 0.0% *HOM: N/A *Baseline for HOM is Year 2 Outcome
4.5	Mathematics Indicator CA Dashboard LCFF Priority 4: Academic Achievement	2023 CA Dashboard Mathematics (% Met or Exceeded Standard) FOS: - 104.6 DFS (Red)	2024 CA Dashboard Mathematics (% Met or Exceeded Standard) FOS: - 104.70 DFS (Red)	2025 CA Dashboard Mathematics (% Met or Exceeded Standard) FOS: - 82.8 DFS (Orange)	2026 CA Dashboard Mathematics FOS: + 10 DFS HOM: +10 DFS	CA Dashboard Mathematics FOS: +21.8 DFS *HOM: N/A *Baseline for HOM is Year 2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				HOM: -99.6 (Red)		
4.6	Mathematics Smarter Balanced Summative Assessment (CAASPP) LCFF Priority 4: Student Achievement	2022-23 CAASPP Mathematics (% Met or Exceeded Standard) FOS: 6.3%	2023-24 CAASPP Mathematics (% Met or Exceeded Standard) FOS: 16.1%	2024-25 CAASPP Mathematics (% Met or Exceeded Standard) FOS: 40% HOM: 25%	2025-26 CAASPP Mathematics FOS: +2% HOM: +2%	CAASPP Mathematics FOS: +33.7% *HOM:N/A *Baseline for HOM is Year 2 Outcome
4.7	Graduation Rate CA Dashboard	2023 CA Dashboard Graduation Rate FOS: 90.9%	2024 CA Dashboard Graduation Rate FOS: 81.8% (NC)	2025 CA Dashboard Graduation Rate FOS: 72.7% (NC) HOM: 83.3% (Orange)	2026 CA Dashboard Graduation Rate FOS: +2% HOM: +2%	CA Dashboard Graduation Rate FOS: -18.2% *HOM: N/A *Baseline for HOM is Year 2 Outcome
4.8	College and Career Readiness (CCI) Indicator CA Dashboard	2023 CA Dashboard CCI FOS: 36.4%	2024 CA Dashboard CCI FOS: 18.2% (NC)	2025 CA Dashboard CCI (% Prepared) FOS: 27.3% (NC) HOM: 37.5% (Yellow)	2026 CA Dashboard CCI FOS: +2% HOM: +2%	CA Dashboard CCI (% Prepared) FOS: 9.1% *HOM: N/A *Baseline for HOM is Year 2 Outcome

Goal Analysis [2025-26]

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

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

Staffing, Training, and Engagement Protocols (Actions 4.1.1, 4.3.1, 4.5.1):

The district effectively trained staff and delivered essential resource linkage, housing navigation, and transportation to 120 Foster Youth and 148 McKinney-Vento families (4.1.1) (Metric 4.1: FOS Attendance Rates). Successes include strengthening staff operational support (4.3.1), contributing to a 91.2% P1 Attendance rate for Foster Youth. A substantive difference and challenge arose regarding Family Engagement Protocols (4.5.1); progress stalled following the liaison's resignation, prompting an ongoing strategic redesign of the engagement paradigm (Metric 4.2/1.3: CA Dashboard- FOS).

Attendance Interventions and Academic Support (Actions 4.2.1, 4.4.1, 4.6.1):

Targeted policy evaluations successfully implemented coding adjustments (Code "5" for Orangewood) and independent study contracts to mitigate court-related academic disruptions (4.2.1). Successes in district monitoring (4.6.1) facilitated the Foster Youth group moving out of Differentiated Assistance for Chronic Absenteeism, ELA, and Mathematics (Metric 4.3: Dashboard ELA FOS). A persistent challenge remains scaling these interventions: the Foster Youth and Homeless student cohorts are extremely small and highly transient, complicating the deployment of consistent, district-wide interventions tracking tools (4.4.1) (Metric 1.3: CA Dashboard- FOS).

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 4.1.1 (District FOS and HOM Student Liaison): Estimated actual expenditures are substantially below the budgeted allocation due to a prolonged position vacancy resulting from the incumbent staff member's departure from the district. To maintain service continuity during the vacancy, support was temporarily redistributed among existing Student Support Services staff, ensuring Foster Youth and students experiencing homelessness continued to receive coordinated services without interruption. The position has been filled effective July 1, 2026, restoring full implementation fidelity and the individualized coordination and advocacy services this role provides to the district's most vulnerable student populations.

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

4.1.1 – FOS/HOM Liaison

Effectiveness: Medium

The Foster Youth/McKinney Vento Liaison demonstrated Medium effectiveness, as evaluated by Metrics 4.1 and 4.2. While the liaison coordinated direct outreach, Metric 4.1 shows Foster Youth P1 attendance at 91.2% and HOM at 86.1%, while Metric 4.2 shows chronic absenteeism remains critically high for HOM students at 46.1% (Red). Interventions must directly target these specific attendance outcomes.

4.2.1 – SARB/Attendance/IS Policy Evaluation for FOS

Effectiveness: High

The district has made several targeted policy changes to reduce attendance barriers for Foster Youth students. These include assigning a "5" attendance code to students placed at Orangewood to protect enrollment records, providing one-day Independent Study contracts to cover required court absences, and prioritizing Foster Youth for before-and after-school and summer learning recovery programs. The Foster Youth Liaison has also expanded outreach to site leadership and families to strengthen communication and promote consistent student engagement. As measured by Metric 1.3, Foster Youth chronic absenteeism remains at 31.1% (Orange on the 2025 Dashboard), indicating that while meaningful systemic adjustments have been implemented, continued and intensified intervention efforts are necessary to achieve measurable improvement.

4.3.1 – FY/HOM Training for Staff

Effectiveness: High

As measured by Metric 4.1, Foster Youth P1 attendance is 91.2%. Annual mandatory McKinney-Vento training is completed by all certificated staff and applicable classified and administrative staff through the Compass professional learning platform. The Foster Youth Liaison participates in ongoing professional development throughout the year and provides annual guidance to Office Assistants on immediate enrollment procedures, school stability protections, and available Mental Health and Wellness supports. Speak Up, We Care site

liaisons received additional training this year to expand site-level capacity to identify and support Foster Youth students, reflecting a deliberate effort to broaden the district's collective responsibility for this student population.

4.4.1 – Develop Intervention Protocols for At-Risk Attendance

Effectiveness: Medium

Districtwide attendance intervention systems were strengthened this year through targeted staff training, site-level consultations, consistent implementation of Student Attendance Review Team (SART) processes, and a pilot of the Attendance Plus data-tracking platform. Full districtwide rollout of Attendance Plus is planned for 2026–27, with the goal of enabling more timely and targeted family outreach and early intervention. As shown in Metrics 4.2 and 1.3, Foster Youth chronic absenteeism remains at 31.1% (Orange), and the African American student subgroup remains at 22.5% (Red). This highlights the need for explicit, differentiated intervention strategies for these populations in the 2026–27 LCAP cycle.

4.5.1 – Build and Implement Engagement Protocols for FOS Families

Effectiveness: Medium; Implementation: Low

Implementation of family engagement protocols for Foster Youth families remained limited this year. While a Foster Youth parent group was convened in Spring 2025, the planned follow-up sessions were not held after the liaison's mid-year resignation. The district is currently restructuring the position to incorporate expanded districtwide family engagement responsibilities. As measured by Metrics 4.2 and 1.3, Foster Youth chronic absenteeism remains at 31.1% (Orange on the 2025 Dashboard), reflecting a direct relationship between limited implementation of family engagement and persistent attendance challenges for this student population. Sustained and systematic engagement efforts will be essential to improving outcomes for Foster Youth students in the 2026–27 cycle.

4.6.1 – District Staff Support Monitoring SPSAs

Effectiveness: Medium

As measured by Metrics 4.2–4.8, Foster Youth academic outcome data from the 2025 California Dashboard indicate persistent and significant performance gaps that require continued district attention. ELA performance reflects a Distance from Standard of –41.4 (Yellow); Math reflects a Distance from Standard of –82.8 (Orange); Graduation Rate is 72.7% (No Color); and the College/Career Indicator reflects 27.3% prepared (No Color). As measured by 2024–25 CAASPP data, 40% of Foster Youth students met or exceeded standard in both ELA and Mathematics. These outcomes underscore the critical importance of sustained and targeted district-level monitoring of site SPSAs to ensure that school-level planning adequately addresses the academic and support needs of Foster Youth students.

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.

Reflection on prior practice, combined with analysis of California Dashboard data and stakeholder input, led to one substantive modification to Goal 4 for the upcoming 2026–27 school year: adding the Homeless (HOM) student group to the goal's scope, metrics, and planned actions.

This change was driven by 2025 California Dashboard data demonstrating that HOM students are performing at the Red (Very Low) level on two state indicators — Chronic Absenteeism at 45.9% and the Mathematics indicator at -99.6 Distance from Standard (DFS). These results parallel the performance pattern that originally prompted the development of this goal for the Foster Youth (FOS) student group, for whom

Chronic Absenteeism was identified at 46.3% in 2023 and 49.1% in 2024, and the Mathematics indicator reflected -104.6 DFS in 2023 and -104.7 DFS in 2024. The alignment of these data across both student groups affirmed the need to extend this goal's framework of focused, coordinated intervention to homeless students. The addition of HOM students also reflects the district's entry into Differentiated Assistance for this student group, triggered by Red performance in both Chronic Absenteeism and Mathematics on the 2025 Dashboard.

Approximately 100 homeless students are served across 44 district sites. This population faces well-documented barriers to consistent school attendance, academic continuity, and social-emotional stability—barriers that, as the data show, have led to outcomes comparable to those of foster youth who have required sustained, targeted support throughout the 2024–27 LCAP cycle. The district's commitment to advancing educational equity requires that the same level of deliberate, data-informed response be applied to HOM students as has been applied to FOS students under this goal.

As a result of this change, the following modifications have been made for the 2026–27 school year:

The goal's scope has been expanded to explicitly include the HOM student group alongside FOS students in all planned actions, oversight structures, and progress monitoring activities. Metrics tracking attendance, chronic absenteeism, ELA and Mathematics performance on the California Dashboard, CAASPP results, graduation rates, and college and career readiness outcomes — previously focused on FOS — have been extended to include parallel tracking for HOM students. Target outcomes have been established for HOM students, aligned with the Differentiated Assistance process and in response to the Red performance levels identified on the 2025 Dashboard. Planned actions have been updated to reflect the coordinated district response required for HOM students, including targeted resource linkage, attendance intervention, and academic support strategies, developed in collaboration with the County Office of Education as required under the Differentiated Assistance framework.

Beyond the addition of HOM, implementation data, and ongoing monitoring of FOS outcomes informed additional refinements to planned actions for 2026–27. The Foster Youth and McKinney-Vento Liaison position is being redesigned to incorporate a broader district-wide family engagement focus, in response to the recognition that family engagement protocols for FOS families have not achieved the level of implementation originally planned and that strengthening family connection is an important lever for improving attendance and academic engagement. Attendance intervention protocols for at-risk FOS students will be strengthened through the district-wide implementation of the Attendance Plus platform, which is transitioning from a pilot at five schools to full district-wide deployment in 2026–27. This decision is data-driven to improve early identification and timely outreach. Current data show that earlier intervention through SART processes is substantially more effective than late-stage SARB intervention, especially for students experiencing housing instability or placement transitions.

The remaining structure of Goal 4 — including the staffing of the FOS/HOM Liaison, ongoing staff training, SARB, and independent study policy adaptations for foster youth, and district monitoring of school site SPSAs — has been maintained, as implementation data confirm these actions are being carried out at high levels and continue to provide essential infrastructure for serving this student population. While the impact of some action items is still being evaluated, the district's continued strategic use of Goal 4 funds shows its ongoing commitment to this work. Ongoing monitoring and data analysis will inform further adjustments as needed to ensure that action items advance the intended outcomes for both FOS and HOM students through the end of the 2024–27 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	In order to provide support, services, and advocacy for foster youth and students experiencing homelessness, the Foster Youth (FOS)/McKinney Vento (HOM) Liaison will coordinate support/services. 4.1.1. Foster Youth/McKinney Vento (HOM) Liaison	\$146,360.00	No
4.2	Attendance Policy and Practice Evaluation to Support FOS and HOM Student Groups	In response to Irvine Unified being identified for Differentiated Assistance for FOS students in Chronic Absenteeism and Academic Performance (Mathematics) in 2024, and for HOM students in 2025, the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism among foster youth, the Student Services department will do the following: 4.2.1. Evaluate and Revise Policies and Practices Regarding Attendance coding, Independent Study, and School Attendance Review Board (SARB) to implement consistent and best practices districtwide. Once revised, sharing information about practices with FOS and HOM students and the adults who support them helps the school and the student/support system work together, and, as needed, offers options to maintain school stability. Monitoring Metric: 4.1, 4.2 Quarterly District Attendance Reports for FOS and HOM student groups Baseline: 2023 Dashboard- FOS: Chronic Absenteeism- FOS: 46.3% (Red) Attendance: FOS- 90.7% 2025 CA Dashboard- HOM: Chronic Absenteeism- HOM: 46.1% (Red) Attendance: HOM- 86.1% **No additional expenditures are needed to accomplish actions in 4.2.**	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Foster Youth Training	In response to Irvine Unified being identified for Differentiated Assistance for FOS students in Chronic Absenteeism and Academic Performance (Mathematics) in 2024, and for HOM students in 2025, the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to support positive student attendance and sense of belonging with foster youth, the Mental Health and Wellness department, in collaboration with school sites, will provide the following: 4.3.1. Provide McKinney-Vento (HOM)/Foster Youth training to ensure a personalized approach with support staff and administrators and tools/resources to address foster youth needs and rights. Monitoring Metric: 4.1 2023 Baseline- FOS: FOS: 90.7% 2025 Baseline- HOM: HOM:86.1% **No additional expenditures are needed to accomplish actions in 4.3. The support system is part of Action Item 1.2, 1.5, and 4.1.**	\$0.00	No
4.4	Attendance Support for Foster Youth	In response to Irvine Unified being identified for Differentiated Assistance for FOS students in Chronic Absenteeism and Academic Performance (Mathematics) in 2024, and for HOM students in 2025, the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with FOS and HOM student groups, the Mental Health and Wellness department, in collaboration with school sites, will provide the following: 4.4.1. Develop an intervention protocol to escalate resources and attention on at-risk attendance histories to ensure a proactive rather than a reactive approach. Intervention protocols will include automatic engagement triggers when FOS and HOM students miss consecutive days of school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 4.2 2023 Baseline: FOS- 46.3% (Red) 2025 Baseline: HOM- 46.1% (Red) **No additional expenditures are needed to accomplish actions in 4.4. The support system is part of Action Item 1.2. and 4.1.**		
4.5	Family Engagement Actions for Foster Youth	In response to Irvine Unified being identified for Differentiated Assistance for FOS students in Chronic Absenteeism and Academic Performance (Mathematics) in 2024, and for HOM students in 2025, the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with foster youth, the Student Support Services department, in collaboration with school sites, will do the following: 4.5.1. Build and implement attendance protocols/practices for foster youth and family engagement so staff can re-engage families. FOS and HOM students and the adults that support them face unique challenges, and therefore need protocols and practices designed specifically to address their needs and concerns. Additionally, practices and protocols may differ at each grade level and school site, based on each site's unique culture and the developmental needs of each foster student. The Student Support Services team, which includes staff from mental health and wellness, student services, language development, and health services, will work with site teams to develop protocols and practices that can be individualized to meet the unique needs of FOS and HOM students. Monitoring Metric: 4.2 2023 Baseline- FOS: FOS- 46.3% (Red) 2025 Baseline- HOM:	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		HOM- 46.1% (Red) **No additional expenditures are needed to accomplish actions in 4.5. The support system is part of Action Item 1.2. and 4.1.**		
4.6	District Support for Foster Youth Students	To ensure site fiscal resource alignment to meet the unique needs of FOS and HOM students to increase student achievement, the District will do the following: 4.6.1. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA) to ensure resource and action/strategy alignment to support FOS and HOM students at each school site. District categorical program staff will support monitoring of School Plans for Student Achievement (SPSA), especially in Title I schools with underperforming foster youth students, and ensure fiscal resource alignment to meet the unique needs of FOS and HOM students, thereby increasing student achievement. For non-Title I schools, district mental health and wellness staff will monitor the achievement of FOS and HOM students and collaborate with site administrators and the FOS/HOM Liaison to identify individual student needs and provide resources to increase student achievement. Monitoring Metric: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 2023 Baseline (FOS): CA Dashboard ELA: FOS: -60.2 DFS (Orange) Mathematics: FOS: -104.6 DFS (Red) Graduation Rates: FOS: 90.5% (No Performance Color) College and Career Indicator (% Prepared): FOS: 36.4% 2025 Baseline (HOM) CA Dashboard ELA: HOM: -42.1 DFS (Orange) Mathematics: HOM: -99.6 DFS (Red) Graduation Rates: HOM: 83.3% (Orange) College and Career Indicator (% Prepared): HOM: 37.5%	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office Staff time will be prioritized to systemically support these schools		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2024–27 LCAP cycle, implement evidence-based services and supports for Creekside High School (CHS) students to increase the attendance rate by at least 2 percentage points above the 2023–24 baseline and to increase the proportion of students Prepared on the CCI Indicator by at least 2 percentage points, while reducing Not Prepared by at least 2 percentage points from the 2024 Dashboard baseline, for the ALL, SED, SWD, and HI student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creekside High School (CHS) was designated as an Equity Multiplier site during the 2024–25 school year, qualifying based on a prior-year student non-stability rate exceeding 25% and a socioeconomically disadvantaged pupil rate exceeding 70%. Based on the 2025 California School Dashboard eligibility criteria, CHS no longer qualifies for Equity Multiplier status — a positive outcome reflecting improved student stability at the site. The Equity Multiplier Focus Goal designation is maintained for 2026–27 because carry-over Equity Multiplier funds earned by CHS in 2025–26 must be spent for the benefit of the school that generated them. Retaining this designation ensures transparency regarding the source and purpose of the funds supporting Actions 5.1 and 5.2.

The 2025 Dashboard identifies CHS with Red (lowest performance level) in Chronic Absenteeism and Suspension Rate for the ALL, SED, SWD, and HI student groups. Local attendance data confirm the 2025–26 Period 1 attendance rate declined to 77.6%, a decrease of 6.7 percentage points from the 2023–24 baseline of 84.3%. College and Career Indicator (CCI) data show incremental progress — students Prepared increased from 2.1% to 8.6% — yet 60.0% remain Not Prepared. Suspension is addressed through Goal 1 district-wide behavioral and restorative practice actions directed toward the ALL, SED, SWD, and HI student groups at all sites, including CHS.

Root cause analysis and a site-specific ThoughtExchange engagement activity (99 respondents; 99% completion rate) identified transportation as the primary barrier to consistent attendance. Educational partners confirmed that college and career readiness is a high-priority concern, with certificated staff assigning a priority score of 4.3 and classified staff 4.2. Teacher assignment, credentialing, and staff retention were not identified as barriers at this site. This goal is aligned with LCFF Priority 5 (Pupil Engagement) and Priority 6 (School Climate).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Absenteeism Rate Creekside High Aeries	New metric added in the 2025–26 LCAP cycle. Baseline is established using Year 1 Outcome data.	2023-24 P1 Attendance-Aeries CHS: ALL: 84.3%	2025-26 P1 Attendance- Aeries CHS: ALL: 77.6% SED: 83.56% SWD: 82.59% HI: 80.24%	2026-27 P1 Attendance- Aeries CHS: ALL: +2% SED: +2% SWD: +2% HI: +2%	P1 Attendance-Aeries CHS: *ALL: -6.7% SED: 0 SWD: 0 HI: 0 *Year 1 baseline data were not historically disaggregated for the specific SED, SWD, and HI student groups; their differences registered as "0". **ALL Baseline is Year 1 Outcome Data
5.2	CA Dashboard College and Career Indicator (CCI) Rates Creekside High	New metric added in the 2025–26 LCAP cycle. Baseline is established using Year 1 Outcome data.	2024 CA Dashboard % Prepared: 2.1% % Approaching Prepared: 33.3% % Not Prepared: 64.6% SED: % Prepared: 2.4% Approaching Prepared: 35.7% Not Prepared: 61.9% SWD:	2025 CA Dashboard ALL: % Prepared: 8.6% Approaching Prepared: 31.34% Not Prepared: 60.0% SED: % Prepared: 8.3% Approaching Prepared: 41.7% Not Prepared: 50% SWD:	CHS College and Career Readiness ALL: % Prepared: +2% % Approaching Prepared: +2% % Not Prepared: -2% SED: % Prepared: +2% % Approaching Prepared: +2% % Not Prepared: -2%	*CHS College and Career Readiness ALL: 0% Prepared: +6.5% Approaching Prepared: -1.96% Not Prepared: -4.6% SED: % Prepared: +5.9% Approaching Prepared: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% Prepared: 0% Approaching Prepared: 28.6% Not Prepared: 71.4% HI: % Prepared: 4.3% Approaching Prepared: 34.8% Not Prepared: 60.9%	% Prepared: 9.1% Approaching Prepared: 9.1% Not Prepared: 81.8% HI: % Prepared: 0% Approaching Prepared: 23.1% Not Prepared: 76.9%	SWD: % Prepared: +2% % Approaching Prepared: +2% % Not Prepared: -2% HI: % Prepared: +2% % Approaching Prepared: +2% % Not Prepared: -2%	Not Prepared: -11.9% SWD: % Prepared: +9.1% Approaching Prepared: -19.5% Not Prepared: +10.4 HI: % Prepared: -4.3% Approaching Prepared: -11.7% Not Prepared: +16% *Baseline is Year 1 Outcome Data

Goal Analysis [2025-26]

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

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

The most significant contextual change to Goal 5 for the 2026–27 LCAP cycle is that Creekside High School no longer qualifies for Equity Multiplier status based on the 2025 California School Dashboard eligibility criteria. This reflects improved student stability at the site and represents a meaningful positive outcome. The Equity Multiplier Focus Goal designation is nonetheless retained in 2026–27 because carryover Equity Multiplier funds earned by CHS in 2025–26 must be spent for the benefit of the school that generated them. Maintaining this designation ensures full transparency regarding how these funds are being directed and is consistent with guidance from the Orange County Department of Education.

The goal description, metrics, Year 3 target outcomes, and action items are unchanged. Carry-over Equity Multiplier funds will continue to support Action Item 5.1 (Transportation Plan) and Action Item 5.2 (District Staff Support with SPSA) through the end of the 2026–27 LCAP cycle, ensuring that CHS students maintain uninterrupted access to the evidence-based services and supports that carry-over funds are designated to provide.

To more accurately reflect and monitor progress toward Goal 5 and the specific student groups generating Equity Multiplier funding at Creekside High School, Metrics 5.1 (Absenteeism) and 5.2 (College and Career Readiness) were added as new metrics during the 2025–26 LCAP cycle. Because they were introduced mid-cycle, their baselines are established using Year 1 outcome data rather than 2024–25 baseline data. The current difference from baseline for these metrics is calculated by comparing Year 2 outcomes directly to Year 1 outcomes."

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 5.1 (Transportation Plan): Estimated actual expenditures are substantially below the budgeted allocation due to logistical challenges related to supplemental transportation guidelines and the unique operational context of Creekside High School (CHS). As a districtwide-enrollment site without a defined attendance boundary, coordinating compliant, consistent, and cost-effective transportation routes for a geographically dispersed student population has delayed full implementation of the Transportation Plan.

Stakeholder engagement data shows that transportation is the highest-priority support need among CHS site stakeholders, with certificated staff rating it 4.3 and classified staff 4.5. The district is continuing to refine transportation logistics and expects to spend more of the Equity Multiplier carry-over funds as coordination challenges are resolved and implementation moves toward full deployment in 2026–27.

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

5.1.1 – Transportation (CHS)

Effectiveness: Low

The effectiveness of the Transportation Plan for Creekside High School was evaluated using Metric 5.1. Year 2 outcome data shows the P1 attendance rate for ALL students declined to 77.6%, down 6.7% from the Year 1 baseline of 84.3%. This indicates Low effectiveness in overcoming transportation barriers.

5.2.1 – Staff Support with SPSA (CHS)

Effectiveness: Medium

District Support for Creekside HS was evaluated using Metric 5.2. As measured by the CCI, the percentage of ALL students scoring 'Prepared' increased to 8.6% (+6.5 percentage points). However, 81.8% of SWD students and 50% of SED students remain 'Not Prepared', indicating that district support staff must continue to monitor the SPSA to ensure fiscal resources perfectly align with student needs.

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

The most significant contextual change to Goal 5 for the 2026–27 LCAP cycle is that Creekside High School no longer qualifies for Equity Multiplier status based on the 2025 California School Dashboard eligibility criteria. This reflects improved student stability at the site and represents a meaningful positive outcome. The Equity Multiplier Focus Goal designation is nonetheless retained in 2026–27 because carryover Equity Multiplier funds earned by CHS in 2025–26 must be spent for the benefit of the school that generated them. Maintaining this

designation ensures full transparency regarding how these funds are being directed and is consistent with guidance from the Orange County Department of Education.

The goal description, metrics, Year 3 target outcomes, and action items are unchanged. Carry-over Equity Multiplier funds will continue to support Action Item 5.1 (Transportation Plan) and Action Item 5.2 (District Staff Support with SPSA) through the end of the 2026–27 LCAP cycle, ensuring that CHS students maintain uninterrupted access to the evidence-based services and supports that carry-over funds are designated to provide.

Metrics 5.1 and 5.2 were added to the LCAP during the 2025-26 update to provide more targeted monitoring. Because they were added mid-cycle, their baselines are established using Year 1 outcome data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transportation Plan	In order to provide support and services to Creekside High school students, the District will provide: 5.1.1. Transportation Plan to provide supplemental transportation support for Creekside High students Monitoring Metric: 5.1 Aeries- Attendance Rates Baseline: Attendance: 84.3%	\$25,700.00	No
5.2	District Support for Creekside HS Students	To ensure site fiscal resource alignment to meet the unique needs of Creekside students to increase student achievement, the District will do the following: 5.2.1. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA) to ensure resource and action/strategy alignment to support Creekside student achievement. District categorical program staff will support monitoring of School Plans for Student Achievement (SPSA) to address underperformance among Creekside students and ensure fiscal resources align with students' unique needs, thereby increasing achievement.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 5.2, 1.6 Baseline: CA Dashboard- CCI Indicator % Prepared: 2.1% % Approaching Prepared: 33.3% % Not Prepared: 64.6% Metric 1.6: CA Suspension Rates ALL: 26% SED: 27.6% SWD: 27% HI: 25.6% *No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office Staff time will be prioritized to systemically support these schools*		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$26,240,339	\$0.00

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
5.964%	0.000%	\$0.00	5.964%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Student Support Services Staff Need: Data from Metrics 1.8 and 1.9 document persistent, disproportionate gaps in school connectedness, sense of belonging, and perceived school safety among unduplicated student groups that are not resolved by site-level action alone.	Action 1.2 is principally directed to our unduplicated students, rather than merely providing an incidental benefit to them. The Student Support Services and Mental Health & Wellness leadership funded by this action are explicitly tasked with designing, coordinating, and evaluating the exact Tier 2 and Tier 3 MTSS and school climate frameworks necessary to close the specific 25% safety gap for HOM students and the connectedness/engagement barriers for EL and SED students identified in Metrics 1.8 and 1.9.	1.8, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As measured by Metric 1.8 (2025–26 CA Healthy Kids Survey), EL students enter secondary school at parity with the overall connectedness rate (EL: 72% vs. overall: 72% at Grade 7) but decline to 63% by Grade 11, while the overall rate holds at 69% — producing a 6-point gap that widens progressively across grade levels. LTELs follow a similar trajectory, declining from 75% at Grade 7 to 66% at Grade 11. The most acute disparity is documented for HOM students: only 50% of HOM students at Grade 7 perceive their school as safe, compared to 75% of the overall population — a 25-point gap — reflecting the documented instability and trauma exposure that create structural barriers to school connection for this population. Metric 1.9 (Annual Survey): Survey data show that unduplicated parents express a disproportionately stronger need for systemic outreach and culturally responsive engagement than other parent groups to feel connected to the school (EL parents: 47%, SED parents: 48%, compared to other groups: 33%). These compounding disparities underscore the unique need for a coordinated, district-level MTSS infrastructure to address the severe gaps in safety, connectedness, and engagement disproportionately experienced by unduplicated students	Rather than managing a generalized system, this district leadership team's primary directive is to ensure culturally responsive mental health interventions and targeted engagement strategies are directly deployed to the EL, SED, and HOM students experiencing these severe climate disparities. Centralizing this LEA-wide leadership staffing is the most effective use of these funds because it creates the economies of scale required to ensure every site—regardless of size or unduplicated student concentration—has access to the same level of systemic, culturally responsive behavioral infrastructure. Research on multi-tiered systems of support consistently demonstrates that centralized district-level coordination is a prerequisite for site-level implementation fidelity (Sugai & Horner, 2006; Stroul & Blau, 2008). By providing this leadership LEA-wide, the district ensures that the interventions our unduplicated students disproportionately rely on are delivered equitably and consistently across all 45 school sites to close the gaps identified in Metrics 1.8 and 1.9. Education Research: Sugai, G., & Horner, R. (2006). A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	For this contributing action item, Homeless (HOM) students are included in the SED unduplicated student group category Scope: LEA-wide	"Gateway to Success" Program Training: Alhambra Unified School District. UCLA Center for School Mental Health: (Website). Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
1.7	Action: Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness Need: Panorama survey data from Spring 2026 reveal a social-emotional learning gap in supportive relationships between ALL students and unduplicated student subgroups. In grades 3–6, 88% of all students reported favorable perceptions of supportive relationships, compared to 86% of EL and 87% of SED students. In grades 7–12, the gap narrows but remains: 89% of all students report supportive relationships, compared to 88% of ELs, and only 87% of SED students. The 2025–26 CA Healthy Kids Survey (CHKS), administered biennially, corroborates these findings, documenting a steeper decline in school connectedness among EL students across secondary grade levels (Gr. 7: 72%, Gr. 9: 69%, Gr. 11: 63%) relative to the overall population (Gr. 7: 72%, Gr. 9: 72%, Gr. 11: 69%). Additionally, only 50% of HOM students	This action item is principally directed at our unduplicated students to improve social-emotional learning in the area of supportive relationships and to close the gap in social-emotional learning metrics between the ALL student and unduplicated student subgroups. The LEA-wide provision is the most effective use of funds because the need for relationship-building and behavioral wellness supports is systemic rather than site-specific. Research from the UCLA Center for School Mental Health and the System of Care framework (Stroul & Blau, 2008) establishes that sustained, universal access to adult connection and behavioral support — rather than targeted emergency response — produces the most durable reductions in SEL disparities for unduplicated student groups. Education Research: Sugai, G., & Horner, R. (2006). A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. "Gateway to Success" Program Training: Alhambra Unified School District, UCLA Center for School Mental Health: (Website)	1.4, 1.10, 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in Grade 7 perceive their school as safe, compared with 75% of the overall population. While overall connectedness has improved since the 2023–24 CHKS (Gr. 7: 67%, Gr. 9: 66%, Gr. 11: 65%), persistent and widening gaps for EL, SED, and HOM students demonstrate a continuing need to strengthen school-based connections for unduplicated students and sustain SEL staffing to close subgroup gaps in engagement and relationship-building supports. For the purposes of this contributing action item, Homeless (HOM) students are included in the Low Income (LI) unduplicated student group category. Scope: LEA-wide	Stroul, B.A. Blau, G.M. (Eds.) (2008). The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
1.9	Action: Behavior Systems- Strategic/Targeted Actions to Support Need: Unduplicated students continue to demonstrate disproportionately high levels of need in chronic absenteeism, suspension, and social-emotional support. These indicators underscore the need for support staffing to provide Tier 2 and Tier 3 interventions at the site level. CA Dashboard – Chronic Absenteeism Rate 2025	This action item is primarily directed at our EL, FOS, and SED student groups to improve social-emotional learning in the area of self-management and to close the gap in social-emotional learning metrics between ALL students and EL, FOS, and SED student groups. LEA-wide deployment of intervention paraprofessionals and specialists is the most effective use of these funds because it ensures that every unduplicated student, regardless of school of enrollment, has access to a qualified adult who can deliver individualized attendance, behavioral, and SEL interventions. The PBIS framework (Sugai & Horner, 2006) establishes that	1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 8.6% (Green) EL: 9.6% (Green) FOS: 31.1% (Orange) SED: 16.5% (Yellow) HOM: 46.1% (Red) LTEL: 19.5% (Orange) CA Dashboard – Suspension Rate 2025 ALL: 0.09% (Blue) FOS: 9.8% (Red) LTEL: 4.7% (Orange) Panorama SEL – Self Management, Grades 3–6 (Spring 2026) ALL: 77% EL: 74% SED: 72% These results underscore the importance of site-based support staff in implementing behavior and attendance interventions that specifically address the unique needs of unduplicated students. This action funds intervention paraprofessionals and specialists who provide direct services to improve attendance, behavior, and SEL competencies for EL, SED, and FOS across all school levels. Scope: LEA-wide	consistent, schoolwide behavioral support systems — not isolated, site-specific crisis responses — produce the most measurable reductions in suspensions and chronic absenteeism among high-need student groups. Education Research: Sugai, G., & Horner, R. (2006). A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website) Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
1.11	Action: School Attendance and Chronic Absenteeism-Targeted Need:	This action implements LEA-wide systemic attendance practices through designated staff to reduce chronic absenteeism and close the performance gap between unduplicated students and the ALL student group. Each site's SART or	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 California School Dashboard confirms that unduplicated students continue to experience disproportionately high rates of chronic absenteeism relative to the ALL student group. Despite an overall district improvement from 9.7% to 8.6% (Green), significant disparities persist among unduplicated subgroups: HOM students report a chronic absenteeism rate of 45.9% (Red), FOS students 31.1% (Orange), LTEL students 19.5% (Orange), SED students 16.5% (Yellow), and EL students 9.6% (Green). The magnitude of these disparities — particularly for HOM and FOS students — confirms a continuing need for targeted, differentiated attendance interventions beyond universal supports. Local survey data further corroborate persistent engagement gaps. Spring 2026 Panorama data indicate that EL students report a Sense of Belonging of 64% (grades 3–6) and 66% (grades 7–12), and a School Climate score of 62% (grades 3–6), at or below the ALL student baseline of 67% and 59%, respectively. SED students report a Sense of Belonging of 64% and a School Climate score of 58% across grade bands, both below the ALL student baseline. These findings reflect diminished connectedness to school among unduplicated student groups and underscore the importance of sustaining interventions that address barriers to engagement and strengthen students' emotional connection to their school communities.	designated attendance support staff monitors attendance data, identifies individual barriers to consistent school participation, and implements evidence-based re-engagement strategies prioritizing unduplicated students. Early-warning data from the Attendance Plus system helps us proactively identify students approaching chronic-absenteeism thresholds, and we escalate family communication through all available channels, including ParentSquare. The district SARB provides the escalated intervention structure for students who do not respond to site-level supports. At the high school level, dedicated attendance intervention allocations — including Attendance Dean positions, attendance software, parent and student engagement workshops, and positive attendance incentives — deliver multi-tiered supports specifically designed to re-engage EL, FOS, SED, HOM, and LTEL students who are chronically absent or at risk of chronic absenteeism. LEA-wide implementation through SART and SARB structures is the most effective use of these funds because chronic absenteeism among unduplicated students is distributed across all school sites rather than concentrated at specific campuses. A consistent, scalable attendance-intervention architecture ensures that every unduplicated student — regardless of school assignment — benefits from the same early-warning protocols, family engagement channels, and multi-tiered escalation structure, from universal monitoring through intensive SARB referral. Research establishes that culturally proficient, relationship-based family engagement	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	For the purposes of this contributing action item, Homeless (HOM) students are included in the Low Income (LI) unduplicated student group category. Scope: LEA-wide	and consistent school wide behavioral support systems produce the most durable reductions in chronic absenteeism for high-need student groups, and that these outcomes require coordinated, systemic implementation rather than isolated, site-specific responses (Sugai & Horner, 2006; Lindsey, Jungwirth, & Pahl, 2009; CDE Family Engagement Toolkit, 2017). Education Research: Sugai, G., & Horner, R. (2006). A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Jensen, E. (2013). Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Epstein, J.L., et al. (2008). School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools, California Department of Education (2014). PTA National Standards for Family-School Partnerships website	
1.15	Action: Staffing: Mental Health and Wellness-Strategic/Intensive Actions	This action item is primarily directed at our EL, FOS, and SED student groups to improve social-emotional learning in social awareness and emotional regulation and to close the gap in social-	1.6, 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Spring 2026 Panorama Survey data reflect persistent SEL gaps in social awareness and emotional regulation among unduplicated students, underscoring the continued need for targeted Mental Health Specialist support. In grades 3–6, emotional regulation rates remain below the all-student group for SED: ALL: 51%, EL: 51%, SED: 48%. In grades 7–12, gaps persist in emotional regulation (ALL: 58%, EL: 55%, SED: 57%) and social awareness (ALL: 71%, EL: 68%, SED: 69%) for both EL and SED. Additionally, 2025–26 Panorama data show that SED students score below ALL in both School Climate (58% vs. 59%) and Sense of Belonging (64% vs. 67%), reinforcing the need for sustained Tier 2 and Tier 3 mental health support to strengthen school connectedness for unduplicated students. While suspension data at Creekside High School reflect meaningful improvement from the prior year — ALL: 16.1% (down from 26%), SED: 17.3% (down from 27.6%), and SWD: 19.2% (down from 27%) — rates at the alternative education setting remain substantially higher than the district average of 0.9%, confirming the continuing need for expanded trauma-informed care, group counseling, and culturally responsive mental health services for high-need sites and unduplicated student groups. Scope:	emotional learning metrics between ALL students and EL, FOS, and SED student subgroups. Specifically, the gap in emotional regulation for EL students in grades 3-6 has closed. The provision of culturally responsive African American/Black (AA) Mental Health staff is principally directed to unduplicated students—who are disproportionately represented at the intersection of systemic trauma and behavioral needs—to close persistent gaps in emotional regulation and social awareness. LEA-wide provision of Mental Health Specialists is the most effective use of these funds because it ensures equitable access to trauma-informed, culturally responsive mental health services across all school levels. The System of Care framework (Stroul & Blau, 2008) identifies universal access to school-embedded mental health staffing as the evidence base for reducing the SEL disparities — in emotional regulation, social awareness, and school connectedness — that data confirm persist for EL, SED, and HOM students across the district. Education Research: Sugai, G., Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999) "Gateway to Success" Program Training: Alhambra Unified School District, UCLA Center for School Mental Health: (Website)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Stroul, B.A. Blau, G.M. (Eds.) (2008). The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
1.17	Action: School Attendance and Chronic Absenteeism-Strategic/Intensive Actions Need: 2025 CA Dashboard data reflect that unduplicated students continue to have disproportionately high chronic absenteeism rates compared to the ALL student group. 2025 CA Dashboard – Chronic Absenteeism Rate ALL: 8.6% (Green) AI: 10.6% (Yellow) EL: 9.6% (Green) FOS: 31.1% (Orange) SED: 16.5% (Yellow) HOM: 46.1% (Red) LTEL: 19.5% (Orange) While the overall rate has improved since 2023 (12.3%), the deep disparities among FOS SED and EL student groups underscore the need for targeted, strategic actions. This action continues to support systemic interventions through early warning systems, attendance teams, and family engagement that are crucial for reducing absenteeism barriers specific to unduplicated students. Scope: LEA-wide	This action item is principally directed at EL, FOS, and SED students. Coordinated, consistent, and systemic practices and support across all school sites will support the needs of all students, with targeted attention for EL, FOS, and SED students. LEA-wide implementation of strategic and intensive attendance interventions is the most effective use of these funds because it ensures that every secondary unduplicated student experiencing attendance barriers receives access to the same multi-tiered escalation structure, from universal early-warning data systems through intensive SARB referral, regardless of the specific high school campus they attend. Educational Research: Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Lindsey, Jungwirth, and Pahl (2009). Culturally Proficient Learning Communities. Sugai, G., & Horner, R. (2006). A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999) "Gateway to Success" Program Training: Alhambra Unified School District, UCLA Center for School Mental Health: (Website)	1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Stroul, B.A. Blau, G.M. (Eds.) (2008). The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
2.1	Action: Professional Learning Communities (PLC) Need: 2025 CA Dashboard academic performance data reflect continued progress alongside persistent achievement gaps for FOS, HOM, EL, and SED students in both English Language Arts and Mathematics. While overall district performance improved in ELA (+61.8 DFS) and Mathematics (+53.1 DFS), and notable gains were recorded for FOS in ELA (+38.8 pts) and SED in both ELA (+5.4 pts) and Mathematics (+6.2 pts), significant disparities remain. For the purposes of this contributing action item, Homeless (HOM) students are included in the Low Income (LI) unduplicated student group category. 2025 CA Dashboard — ELA (Distance from Standard): ALL: +61.8, EL: +14.1, FOS: -41.4, HOM: -42.1, SED: +17.5, LTEL: -74.5 2025 CA Dashboard — Mathematics (Distance from Standard): ALL: +53.1, EL: +28.3, FOS: -82.8, HOM: -99.6, SED: +1.7, LTEL: -81.6 2024–25 CAASPP results further confirm these gaps: LTEL students met or exceeded ELA standards at 10.2% (vs. 74.5% ALL) and Mathematics at 22.5% (vs. 70.5% ALL), while HOM students met or exceeded Mathematics	Part-time PLC Facilitator Coaches at each school site support the development of Professional Learning Communities through structured use of common assessment data to drive instructional improvement. The district provides ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning, with a sustained focus on strengthening PLCs through implementation of The Learning Cycle and data-informed instructional decision-making. Given the persistent and significant achievement gaps documented in the 2025 CA Dashboard and 2024–25 CAASPP results — particularly for LTEL, HOM, FOS, and EL students — professional learning opportunities are designed to build essential staff capacities to improve access and equity for unduplicated students. By embedding collaborative inquiry and differentiated instructional strategies into PLC structures across all school sites, this action directly supports the district's efforts to close achievement gaps and accelerate academic progress for EL, SED, FOS, and HOM students. Educational Research: Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author.	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standards at only 25.0%. These persistent disparities show we need sustained collaboration and data-driven instruction through PLCs to close performance gaps for unduplicated student groups. Year 2 implementation reflected continued high engagement across professional learning areas, including 124 sessions in Literacy and 104 in Special Education. This action builds staff capacity to address the learning needs of EL, SED, FOS, HOM, and LTEL students across all sites through structured instructional inquiry and common assessment practices. For the purposes of this contributing action item, Homeless (HOM) students are included in the Low Income (LI) unduplicated student group. Scope: Schoolwide	Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). Creating and sustaining effective professional learning communities. Retrieved September 28, 2008, from http://www.dcsf.gov.uk/research/data/uploads/dfes/RB637.pdf Eaker, R., & Gonzalez, D. (2006). Leading in professional learning communities. National Forum of Educational Administration and Supervision Journal, 24(1), 6-13. Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35. Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.	
2.2	Action: Instructional Support- Actions to Support All Students Need: The 2025 CA Dashboard and 2024–25 CAASPP results confirm persistent academic achievement gaps, particularly in ELA and Mathematics, for unduplicated student groups. ELA performance improved modestly overall (+61.8 DFS), yet EL students remain significantly below the all-student group (+14.1 DFS), and LTEL students remain deeply below standard (-74.5 DFS). In Mathematics, FOS	LEA-wide curriculum TOSA deployment builds sustainable, site-level teacher capacity to deliver high-quality, differentiated first instruction in the core classroom — the setting where unduplicated students spend the majority of their instructional time and benefit most from skilled, informed teaching. Embedding instructional coaching across the system helps site leaders and PLCs integrate targeted Designated ELD strategies and Tier 2 and Tier 3 interventions into the master schedule and MTSS framework, so that support for unduplicated students is built into core instruction rather than relying on isolated intervention models.	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students scored -82.8 DFS and HOM students -99.6 DFS. CAASPP data reflect the following 2024–25 performance: CAASPP ELA 2024–25 (% Met or Exceeded Standard): ALL: 74.53%, EL: 25.23%, FOS: 40.0%, HOM: 35.71%, LTEL: 16.05%, SED: 58.61% CAASPP Math 2024–25 (% Met or Exceeded Standard): ALL: 70.5%, EL: 44.02%, FOS: 40.0%, HOM: 25.0%, LTEL: 22.5%, SED: 50.92% 2025 Dashboard Math DFS with colors: ALL: +53.1 (Blue), EL: +28.3 (Green), FOS: -82.8 (Orange), HOM: -99.6 (Red), LTEL: -81.6 (Yellow), SED: +1.7 (Green), AA: -57.3 (Orange) Scope: LEA-wide	A LEA-wide deployment is the most effective use of these funds because the achievement gaps driving this action are systemic — present across all 44 school sites — and require a systemic instructional response. Concentrating coaching resources at selected sites would leave unduplicated students at other campuses without access to the same quality of differentiated instructional support. This determination is further supported by outcome data: in 2025–26, curriculum TOSA support contributed to districtwide gains of 3.4 points in ELA and 4.1 points in Mathematics, with SED students improving 5.4 points in ELA and 6.2 points in Mathematics, and FOS students gaining 38.8 points in ELA — demonstrating that the LEA-wide coaching model is producing measurable, equitable academic progress for the unduplicated student groups it principally serves. Research on professional learning communities and instructional coaching consistently identifies job-embedded, classroom-level coaching as more effective than isolated professional development events in producing durable instructional change and measurable student achievement gains for high-need student groups (Annenberg Institute for School Reform; Supovitz, 2002; Huffman, Hipp, Pankake, & Moller, 2001). Educational Research: Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Haar, J. M. (2003). Providing professional development and team approaches to guidance. <i>Rural Educator</i>, 25(1), 30-35. Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. <i>Journal of School Leadership</i>, 10(5), 448-463. Supovitz, J. A. (2002). Developing communities in instructional practice. <i>Teachers College Board</i>, 104(8), 1591-1626.	
2.14	Action: Site Based Allocations for Unduplicated Student Support-Strategic Actions Need: The 2025 CA Dashboard confirms persistent academic disparities for FOS, EL, and SED students in both ELA and Mathematics, underscoring the need for flexible, site-level intervention resources tailored to each school's unduplicated pupil population. 2025 CA Dashboard — ELA (Distance from Standard): ALL: +61.8, FOS: -41.4, EL: +14.1, SED: +17.5 2025 CA Dashboard — Mathematics (Distance from Standard): ALL: +53.1, FOS: -82.8, EL: +28.3, SED: +1.7	The 2025 CA Dashboard confirms persistent academic achievement disparities among FOS, EL, and SED student groups in ELA and Mathematics, underscoring the critical need for targeted interventions. These actions are implemented schoolwide because embedding resources within the broader school framework is the most effective instructional design for closing these achievement gaps. Rather than relying on isolated pull-out programs, a schoolwide provision allows site leadership and Professional Learning Communities (PLCs) the autonomy to seamlessly integrate Tier 2 and Tier 3 interventions—such as tailored reading sections or specialized instructional assistants—directly into the master schedule and Multi-Tiered System of Supports (MTSS). This structural design ensures that every site can rapidly deploy customized, evidence-based interventions to address real-time	2.1,2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FOS students remain identified for Differentiated Assistance in Mathematics and continue to show the largest proficiency gaps. While SED and EL students show some improvement, gaps persist and require ongoing, targeted site-based support. These data confirm the need for supplemental site allocations that empower school teams to implement locally responsive academic and social-emotional interventions aligned to the specific needs of their unduplicated student populations. Scope: Schoolwide	performance gaps for their specific unduplicated populations. Educational Research: DuFour, R. (2003). Building a professional learning community means, for system leaders, allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mim0JSD/is 5 6 O/ai 101173944 DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree. Hargreaves, A., Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565. Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.	
3.2	Action: District Class Size Support Need: The 2025 CA Dashboard and 2024–25 CAASPP results confirm persistent and significant academic achievement gaps for EL, FOS, and SED students. FOS students scored -41.4 DFS in ELA (Orange) and -82.8 DFS in Mathematics (Orange). EL students met or	This action is principally directed at EL, FOS, and SED students by maintaining instructional aide staffing to reduce the adult-to-student ratio. This action is provided on an LEA-wide basis because systematically reducing the adult-to-student ratio builds the structural capacity of the general education classroom to deliver robust, small-group MTSS interventions. By embedding instructional aides system-wide, general education teachers are empowered to facilitate real-time, flexible Tier	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exceeded ELA standards at 25.23% and Mathematics standards at 44.02%, compared to 74.53% and 70.5%, respectively, for the ALL student group. These gaps reflect a sustained need for instructional environments that afford greater individualized attention, real-time scaffolding, and differentiated support within the core classroom. 2025 CA Dashboard — ELA (Distance from Standard): ALL: +61.8, EL: +14.1, FOS: -41.4, SED: +17.5 2025 CA Dashboard — Mathematics (Distance from Standard): ALL: +53.1 (Blue), EL: +28.3 (Green), FOS: -82.8 (Orange), SED: +1.7 (Green) 2024–25 CAASPP — ELA % Met or Exceeded Standard: ALL: 74.53%, EL: 25.23%, FOS: 40.0%, SED: 58.61% 2024–25 CAASPP — Mathematics % Met or Exceeded Standard: ALL: 70.5%, EL: 44.02%, FOS: 40.0%, SED: 50.92% While overall district performance continues to improve, gaps remain most pronounced for FOS and EL students, underscoring the continued need for instructional settings that provide more individualized attention and targeted support. Scope:	1 and Tier 2 academic and engagement supports within the core instructional block. This inclusive design ensures that unduplicated students receive immediate, differentiated scaffolding without being pulled out and isolated from rigorous, grade-level peer instruction, which is the most effective systemic design to accelerate learning across all school sites. Educational Research: Baker, B. D., Farrie, D., and Sciarra, D. G. (2016). Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37. Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. National Education Policy Center, University of Colorado. Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work Is Needed to Reduce Inequities in K-12 Schools. Zyngier, David. (2014). Class size and academic results, with a focus on children from culturally, linguistically, and economically disenfranchised communities. Evidence Base, issue 1, 2014.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	Action: Class Size-Reduction Need: The 2025 CA Dashboard and 2024–25 CAASPP data confirm persistent academic disparities between unduplicated student groups and the all-student group in both ELA and Mathematics. 2024–25 CAASPP — ELA % Met or Exceeded Standard: ALL: 74.53%, EL: 25.23%, FOS: 40.0%, SED: 58.61% 2024–25 CAASPP — Mathematics % Met or Exceeded Standard: ALL: 70.5%, EL: 44.02%, FOS: 40.0%, SED: 50.92% 2025 CA Dashboard — ELA (Distance from Standard): ALL: +61.8, EL: +14.1, FOS: -41.4, SED: +17.5 2025 CA Dashboard — Mathematics (Distance from Standard): ALL: +53.1 (Blue), EL: +28.3 (Green), FOS: -82.8 (Orange), SED: +1.7 (Green) These disparities are especially pronounced for FOS and EL students, underscoring the need for instructional settings that support	This action is principally directed at closing learning gaps for EL, FOS, and SED students by maintaining smaller class sizes (reduced by 2 students in grades TK–6 and 1.5 students in grades 7–12). This action is implemented LEA-wide because structurally altering the learning environment is a foundational requirement for executing high-fidelity, differentiated instruction. A systemic reduction in class size affords teachers the critical instructional minutes needed to provide more frequent formative feedback and build deeper teacher-student connections. By lowering the system-wide ratio, the district ensures that every master schedule has the built-in flexibility needed to deliver targeted, localized interventions that accelerate the academic progress of unduplicated learners. Educational Research: Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work is Needed to Reduce Inequities in K- 12 Schools. Buffum, A., Mattos, M. Weber, C. (2009) Pyramid Response to Intervention. Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms. Mathis, W., (2016) The Effectiveness of Class Size Reduction. The Center For Public Education Research. National Education Association, “Class Size Reduction: A Proven Reform Strategy”.	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individualized attention and targeted academic intervention. Scope: Schoolwide		
3.5	Action: Graduation Support Need: Graduation support is principally directed toward FOS, EL, and SED student groups, who continue to face disproportionate barriers to credit completion and college and career readiness benchmarks. The 2025 CA Dashboard reflects the following graduation and college/career readiness rates: 2025 CA Dashboard — Graduation Rate: ALL: 95.2% (Blue), EL: 87.6% (Orange), FOS: 72.7%, SED: 92.0% (Yellow), HOM: 83.3% (Orange) 2025 CA Dashboard — College/Career Indicator (CCI): ALL: 74.3% (Very High), EL: 49.8% (Medium), FOS: 39.2% (No Performance Level), SED: 54.7% (Medium) 2024–25 CAASPP — ELA % Met or Exceeded Standard: ALL: 74.53%, EL: 25.23%, FOS: 40.0%, SED: 58.61% 2024–25 CAASPP — Mathematics % Met or Exceeded Standard:	This action provides additional off-ratio sections for intensive remediation in ELA and Mathematics for students at risk of not completing graduation requirements. Providing these off-ratio sections schoolwide is the most effective instructional design because it empowers secondary site master schedulers to build targeted credit-recovery and intensive remediation pathways directly into the regular school day. Rather than treating these interventions as optional after-school programs, which often create logistical and transportation barriers for EL, FOS, and SED populations, this schoolwide structural autonomy ensures that intensive graduation supports are prioritized in the core master schedule, maximizing equitable access and on-time graduation rates. Educational Research: Buffum, A., Mattos, M., & Malone, J. (2018). Taking Action: A Handbook for RTI at work. Bloomington, IN: Solution Tree Press. Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree Press.	1.4, 2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 70.5%, EL: 44.02%, FOS: 40.0%, SED: 50.92% The FOS graduation rate of 72.7% — significantly below the all-student rate of 95.2% — and the FOS CCI rate of 39.2% confirm the persistent and urgent need for targeted graduation support and credit recovery opportunities for this population. EL students' graduation rate of 87.6% (Orange) and LTEL CAASPP proficiency gaps also confirm the need for sustained remediation support at secondary levels. Scope: Schoolwide	Mattos, M. (2017). Timebomb: The Cost of Dropping Out [DVD]. Bloomington, IN: Solution Tree Press. Mattos, M., & Buffum, A. (2015). It's About Time: Planning Interventions and Extensions in Secondary School. Bloomington, IN: Solution Tree Press.	
3.8	Action: Equal Opportunity Schools (EOS) Need: DataQuest and CA Dashboard data reflect persistent disparities in college and career readiness for EL, FOS, and SED student groups. The 2025 CA Dashboard College/Career Indicator (CCI) reflects the following rates: 2025 CA Dashboard — CCI (% Prepared): ALL: 74.3% (Very High), EL: 49.8% (Medium), FOS: 39.2% (No Performance Level), SED: 54.7% (Medium) While overall CCI reflects improvement from the 2024 baseline (ALL: 73.6%), EL, FOS, and SED students continue to demonstrate	Equal Opportunity Schools (EOS) provides data tools and expertise to identify and enroll underrepresented students in college-ready courses. This action is implemented schoolwide across all high schools because closing the participation gap requires a systemic dismantling of institutional barriers to advanced coursework. Rather than relying on traditional student self-selection or isolated counselor recommendations—which have historically under-identified EL, FOS, and SED students—the EOS framework integrates data-driven identification tools and equity-focused professional learning for the entire site staff. This schoolwide transformation of site culture and enrollment practices is necessary to proactively identify, recruit, and scaffold historically marginalized, academically capable students into rigorous academic pathways.	3.4, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significantly lower rates of college and career preparedness than the all-student group. AP course access and enrollment also remains inequitably distributed, necessitating proactive identification and enrollment of academically capable but underrepresented students in rigorous coursework. These results highlight the need for structured data-driven outreach to strengthen equitable access to college-preparatory pathways. Scope: Schoolwide	Educational Research: Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.	
3.9	Action: Direct Site Funding to Support Interventions Need: The 2025 California School Dashboard shows persistent academic achievement gaps that need immediate, locally tailored academic support. While the overall student population achieved +53.1 Distance from Standard (DFS) in Mathematics, FOS students recorded -82.8 DFS (Orange), resulting in their identification for Differentiated Assistance. In English Language Arts (ELA), FOS students scored -41.4 DFS, EL students +14.1 DFS, and SED students +17.5 DFS, all of which significantly trail the district-wide "All Student" average of +61.8 DFS.	Action 3.9 is implemented schoolwide because embedding resources within the broader school framework is the most effective instructional design for closing these achievement gaps. Rather than relying on isolated pull-out programs, a schoolwide provision allows site leadership and Professional Learning Communities (PLCs) the autonomy to seamlessly integrate Tier 2 and Tier 3 interventions—such as tailored reading sections or specialized instructional assistants—directly into the master schedule and Multi-Tiered System of Supports (MTSS). This design lets every site quickly deploy customized, evidence-based interventions to address real-time performance gaps for their specific SED, FOS, and EL populations. This schoolwide structural design is grounded in educational theory on redistributed leadership for sustainable professional learning communities (Hargreaves & Fink, 2006) and in the proven efficacy of "allowing autonomy within defined	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These data confirm that unduplicated student groups continue to require targeted, intensive academic remediation. Scope: Schoolwide	parameters" in improving system-wide student achievement (DuFour, 2003). Educational Research: DuFour, R. (2003). Building a professional learning community means, for system leaders, allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/m0JSD/is 5 6 O/ai 101173944 DuFour, R., Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree. Hargreaves, A., Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565. Huffman, J. B., Hipp, K. A., Pankake, A. M., Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	Action: Parent Education/Engagement- Strategic Actions Need: Community Liaisons play a vital role in connecting families, particularly English Learner households, to site and district resources. With over 70 languages spoken across 44 school sites — including Mandarin, Korean, Japanese, Farsi, Arabic, and Spanish as the most prevalent — equitable access to school engagement requires a sustained, culturally and linguistically responsive communication infrastructure. English Learner (EL), Foster Youth (FOS), and Socioeconomically Disadvantaged (SED) families face unique linguistic, cultural, and systemic barriers to participating in school decision-making and supporting student learning. The 2025–26 Annual Survey reflects that while 84% of parents feel the school supports effective communication, EL parents continue to express a stronger need for systemic outreach and culturally responsive engagement, demonstrating an ongoing need for accessible translation and interpretation services to connect families to site and district resources	This action funds Community Liaisons and partial funding for the Language Development Program (LDP) Coordinator to provide critical cultural and language resources. This action is implemented LEA-wide because embedding culturally and linguistically responsive liaisons within the district's foundational communication framework is the most effective systemic design to dismantle barriers to parent engagement. Rather than relying on ad-hoc or reactive translation services, this systemic infrastructure proactively builds the capacity of school sites to seamlessly integrate family outreach and resource linkage into their existing Multi-Tiered System of Supports (MTSS) and attendance intervention teams. This structural design ensures that EL, FOS, and SED families receive consistent, proactive communication, are empowered as active, equitable partners in their students' educational outcomes, and are included in the broader school community. Education Research: Lindsey, Jungwirth, Pahl, Lindsey (2009). Culturally Proficient Learning Communities. Jensen, E. (2013). Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement.	1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	. These data confirm the ongoing need to maintain Community Liaison staffing to ensure equitable school engagement opportunities for EL families. Scope: Limited to Unduplicated Student Group(s)	Archer, A.L., Hughes, C.A. (2011). Explicit Instruction: Effective and Efficient Teaching. Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.	
1.14	Action: Staffing: Language Development Department - Strategic/Intensive Actions Need: Effective and inclusive school-home communication is essential for supporting English Learner families and sustaining coordinated infrastructure for language acquisition program delivery. The 2025–26 Annual Survey reflects continued progress: 84% of parents agree their school supports effective communication between teachers and parents, 75% agree the school works to understand family backgrounds and cultures, and 58% agree the school provides translation and interpretation services to families who need them — an increase of 3 percentage points from the prior year.	EL students are enrolled in all school sites in the district, and the needs of the students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement, progress toward proficiency, and family involvement in the education of their students. Education Research: Buffum, A., Mattos, M., Malone, J. (2018). Taking Action: A Handbook for RTI at Work. Stroul, B.A. Blau, G.M. (Eds.) (2008). The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families. CA English Language Development Standards: ELA/ELD Framework CA English Learner Roadmap	1.9, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL parents continue to express a stronger need for systemic outreach and culturally responsive engagement than the overall parent population, a pattern that underscores the importance of centralized Language Development Program (LDP) infrastructure in sustaining multilingual family connections. The 2025 CA Dashboard reflects that 62.4% of EL students are progressing toward English proficiency (ELPI: maintained), with 3,446 EL students enrolled district-wide — a population requiring coordinated, site-level instructional and family engagement support. Additionally, the SBE Local Indicator Self-Reflection confirms Full Implementation and Sustainability in building relationships between school staff and families and in building relationships for student outcomes. Continued investment in LDP staffing infrastructure is necessary to sustain these gains, ensure strategic and personalized outreach as new EL students and families enroll, and connect families with the resources critical to student success. Scope: Limited to Unduplicated Student Group(s)	CA Practitioners' Guide for Educating English Learners with Disabilities	
1.18	Action: LTEL Support- Language Development Teachers on Special Assignment (TOSA) Need: English Learners, specifically Long-Term English Learners (LTELs), demonstrate a	This action is limited to the LTEL unduplicated student group. Language Development TOSAs are principally directed toward closing the proficiency and reclassification gaps for LTEL students by providing two complementary, systemic functions. First, TOSAs provide job-embedded coaching and professional development to help teachers deliver	2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	unique and persistent need for targeted instructional support and accurate course placement to overcome barriers to English proficiency. According to Year 2 outcome data, the district's EL Reclassification Rate (Metric 2.7) is currently 16.3% (1,033 students). While 62% of EL students are making progress toward proficiency on the 2025 CA Dashboard ELPI (Metric 2.5), 12.8% decreased by at least one level, and 24.3% remained stagnant at lower proficiency levels. The 2024–25 Summative ELPAC Year 2 outcomes (Metric 2.6) indicate an overall proficiency rate of 25.2%; however, written language performance remains a significant systemic barrier, with 59.56% of students performing at Level 1 (25.92%) or Level 2 (33.64%). These data confirm a critical need for structured placement protocols and expert-guided instructional coaching to accelerate academic language acquisition—particularly in writing—and close the reclassification gap for LTEL students. Scope: Limited to Unduplicated Student Group(s)	rigorous, differentiated Designated ELD (D-ELD) instruction that aligns with LTEL academic language needs and directly addresses gaps in written language proficiency that contribute to stagnant ELPI and ELPAC outcomes. Second, TOSAs implement a structured, districtwide placement protocol to ensure all LTEL students at secondary sites are accurately identified and consistently enrolled in appropriate D-ELD, intervention, or content-area course placements — correcting previously documented systemic inconsistencies. A centralized, districtwide deployment of this TOSA model is the most effective systemic design because it ensures every secondary site gets coordinated, expert-guided placement and instructional support to directly dismantle long-term reclassification barriers, which isolated, site-funded resources alone cannot reliably provide. Educational Research: LeMoine, N.R. & Soto, I. (2017). Academic Language Mastery: Culture in Context. Calderón, M. & Soto, I. (2017). Academic Language Mastery: Vocabulary in Context. Freeman, D.E., Freeman, Y., & Soto, I. (2017). Academic Language Mastery: Grammar and Syntax in Context. Zwiers, J. & Soto, I. (2017). Academic Language Mastery: Conversational Discourse in Context. California English Language Arts/ English Language Development Framework for California Public Schools	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Kindergarten Through Grade Twelve, (CDE, 2014). California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).	
2.13	Action: Language Acquisition Support-Strategic/Intensive Need: English Learners (EL), and particularly Long-Term English Learners (LTELs), continue to require reduced-ratio, targeted Designated ELD instruction to make meaningful progress toward reclassification. According to Metric 2.5 (2025 CA Dashboard ELPI), while 62% of EL students are making progress toward proficiency, 12.8% decreased by at least one ELPI level, and 24.3% remained stagnant at lower proficiency levels. Furthermore, Metric 2.6 (2024–25 Summative ELPAC) indicates an overall proficiency rate of 25.2%; however, written language performance remains a significant systemic need, with 59.56% of students performing at Level 1 (25.92%) or Level 2 (33.64%). Additionally, 2024–25 CAASPP data confirm persistent gaps, with LTEL students meeting or exceeding ELA standards at only 16.05% (compared to 25.23% for EL overall and 74.53% for ALL). These data confirm a unique and persistent need for personalized, lower-ratio instruction explicitly aligned with academic language	Supplemental off-ratio sections provide smaller class sizes for Designated ELD instruction in grades 6–12, enabling personalized instruction explicitly aligned with academic language development and reclassification readiness. LTELs receive targeted D-ELD specifically focused on academic language in lower-ratio classrooms to directly support progress toward proficiency and address the substantial gaps in written language identified in the ELPAC data. Middle and high school sections are staffed at a specified ratio, and funding provides sites with additional ELD sections that supplement site-funded sections, allowing for smaller class sizes. This off-ratio instructional model is designed exclusively to meet the specialized language acquisition needs of these subgroups, ensuring they receive the targeted interventions necessary to access grade-level content and accelerate reclassification. Research confirms that reduced class size, targeted instruction, and small-group interventions are effective practices for improving academic performance and language acquisition outcomes.	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	development to accelerate progress toward proficiency. Scope: Limited to Unduplicated Student Group(s)	Educational Research: Harfitt, G. (2015). Class-Size Reduction, Key Insights from Secondary School Classrooms. Mathis, W. (2016). The Effectiveness of Class-Size Reduction. The Center for Public Education research. National Education Association, "Class-Size Reduction: A Proven Reform Strategy". Buffum, A., Mattos, M., Weber, C. (2009) Pyramid Response to Intervention.	
2.18	Action: Language Acquisition Instructional Aides Need: English Learners, especially those performing at lower ELPAC proficiency levels, benefit from targeted in-class scaffolding to build language proficiency across academic content areas. Instructional aides play a critical role in supporting real-time comprehension, vocabulary development, and access to content during both integrated and designated ELD instruction. The 2025 CA Dashboard ELPI data confirm that while progress continues, a substantial number of EL students remain in need of intensive in-classroom support: 2025 CA Dashboard — ELPI (Metric 2.5): ELs Making Progress Toward Proficiency: 62%	Instructional aides are allocated according to the number of English Learners performing at ELPAC Overall Levels 1 and 2 at each school site. Aides are strategically placed to support ELs during integrated and designated ELD instruction, providing real-time scaffolding, vocabulary reinforcement, and content access support. For LTELs, instructional aides are strategically deployed during content area instruction to bridge academic language gaps and support progress toward proficiency and reclassification. This action is limited to unduplicated EL students, as the aide allocation model is designed exclusively to meet the in-classroom language acquisition support needs of English Learners across all school sites. Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).	2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELs Progressed at Least One ELPI Level: 58.7% ELs Maintained ELPI Level 4: 2.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 24.3% ELs Decreased at Least One ELPI Level: 12.8% While the overall percentage of ELs making progress has remained at 62%, 12.8% of EL students decreased by at least one ELPI level, and 24.3% remained at lower proficiency levels — indicating that a significant portion of the EL population continues to require targeted, differentiated in-class support to advance toward reclassification readiness. Additionally, 2024–25 CAASPP data reflect that EL students met or exceeded ELA standards at 25.23% and Mathematics standards at 44.02%, compared to 74.53% and 70.5%, respectively, for all students, further underscoring the need for sustained instructional aide support to reinforce academic language acquisition during core instruction. Scope: Limited to Unduplicated Student Group(s)	Five Essential Practices to Teach Designated ELD Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J. Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.	
2.19	Action: Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers Need:	Short-term testers support one-on-one Initial and Summative ELPAC testing year-round and during the February 1–May 31 summative testing window. Site-based ELPAC Coordinators facilitate summative testing at their school sites by scheduling students for computer-based and one-	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Timely and accurate English Language Proficiency Assessments for California (ELPAC) are critical for appropriate EL placement, reclassification, and instructional service delivery. Coordinated staffing and logistical support are essential to ensure all EL students are assessed within required testing windows. The 2024–25 Summative ELPAC results reflect a positive trend following a prior-year decline, with overall proficiency improving to 25.2% — recovering toward the 2022–23 baseline of 26% — after a decline to 23.73% in 2023–24. 2024–25 Summative ELPAC — % Proficient (Metric 2.6): Overall: 25.2% Level 4 (Well Developed): 25.2% Level 3 (Moderately Developed): 33.86% Level 2 (Somewhat Developed): 23.87% Level 1 (Minimally Developed): 17.07% Oral Language Performance: Level 4 (Well Developed): 40.76% Level 3 (Moderately Developed): 30.25% Level 2 (Somewhat Developed): 14.09% Level 1 (Minimally Developed): 14.91% Written Language Performance: Level 4 (Well Developed): 12.45% Level 3 (Moderately Developed): 27.99% Level 2 (Somewhat Developed): 33.64% Level 1 (Minimally Developed): 25.92% While the overall proficiency rate reflects a recovery, written language proficiency remains an area of continued need, with 33.64% of students at Level 2 and 25.92% at Level 1.	on-one testing as appropriate. This action is limited to the EL unduplicated student group, as ELPAC testing is required specifically for English Learners and directly drives the placement, reclassification, and service decisions that ensure EL students receive appropriate instructional support to advance toward English proficiency. Supporting Documentation: Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab278_5guide.pdf California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Sustained and accurate ELPAC administration infrastructure is essential to ensure assessment integrity, timely placement decisions, and alignment between assessment outcomes and instructional support. Scope: Limited to Unduplicated Student Group(s)		
2.21	Action: Site English Learner TOSA Support Need: Secondary teachers working with multilingual learners continue to need instructional coaching and planning support to implement effective integrated and Designated ELD. This is particularly critical for addressing the needs of LTEL students, who require differentiated instruction aligned with both content standards and language acquisition goals. The 2024–25 Summative ELPAC reflects a recovery in overall proficiency to 25.2%, up from 23.73% in 2023–24, indicating that TOSA coaching and monitoring efforts are beginning to yield positive results. However, written language proficiency remains an area of significant need, with 59.56% of students at Levels 1 and 2 in written language performance, underscoring the need for deeper alignment between site TOSA activities and student growth targets — particularly in academic writing.	Site EL TOSAs support teachers and administrators at secondary school sites in planning and implementing effective programs and services for English Learners and LTELs. TOSAs provide real-time coaching, model lessons, and facilitate data-driven planning designed to accelerate academic and language growth. They also facilitate ELAC meetings, coordinate ELPAC testing, and monitor RFEP (reclassification) readiness to ensure students are progressing along a structured pathway toward English proficiency. This action is limited to unduplicated EL students at secondary sites (grades 7–12), as the site TOSA model is specifically designed to address the instructional and programmatic coordination needs of multilingual learners at the secondary level — a context where academic language complexity and reclassification pressures are most acute. Educational Research/Supporting Documentation: CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LTEL students continue to demonstrate substantially lower academic performance than the general EL population: 2024–25 CAASPP results show LTEL ELA proficiency at 16.05% (compared to 25.23% for EL overall) and Mathematics at 22.5% (compared to 44.02% for EL overall), underscoring the need for sustained site-based instructional coaching to accelerate language acquisition and reclassification readiness at secondary sites. Scope: Limited to Unduplicated Student Group(s)	ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrks/beadopted.asp CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf	
3.12	Action: Language Acquisition Supplemental Materials Need: While overall Summative ELPAC proficiency has improved to 25.2%, written language proficiency remains an area of significant need, with 59.56% of students performing at Level 1 (Minimally Developed) or Level 2 (Somewhat Developed) The 2025 CA Dashboard and 2024–25 outcome data confirm that, while incremental progress has been made, a substantial number of EL students continue to require differentiated, proficiency-aligned instructional resources to advance through language acquisition levels and reach reclassification readiness. 2025 CA Dashboard — ELPI (Metric 2.5):	This action is designed to address this targeted gap by providing supplemental language acquisition materials explicitly aligned to Designated ELD (D-ELD) instruction. These targeted resources scaffold complex written-language tasks, allowing EL students at various proficiency levels to access grade-level content and accelerate their progress toward reclassification. Materials for English Learners focus on foundational language acquisition and Designated ELD standards, and the supplemental materials for Long-Term English Learners (LTELs) focus specifically on advanced academic vocabulary, complex writing structures, and overcoming long-term reclassification barriers. Metric(s) to Monitor Effectiveness: "Monitoring Metric: 2.5 (ELPI), 2.6 (Summative ELPAC), and 2.7 (EL Reclassification Rate).	2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELs Making Progress Toward Proficiency: 62% ELs Progressed at Least One ELPI Level: 58.7% ELs Maintained ELPI Level 4: 2.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 24.3% ELs Decreased at Least One ELPI Level: 12.8% 2024–25 Summative ELPAC — % Proficient (Metric 2.6): Overall: 25.2% Oral Language — Level 4 (Well Developed): 40.76%; Level 1 (Minimally Developed): 14.91% Written Language — Level 4 (Well Developed): 12.45%; Levels 1 and 2 combined: 59.56% EL Reclassification (Metric 2.7): Mid-year 2025–26 data reflect 1,033 EL students reclassified using the Ellevation platform, with 4,502 students actively receiving RFEP monitoring — confirming the continued need for instructional materials that support reclassification readiness across multiple proficiency levels. While overall ELPAC proficiency has recovered to 25.2% from the prior-year decline to 23.73%, written language proficiency remains an area of significant need, with the majority of students at Levels 1 and 2. These data confirm that targeted supplemental materials aligned to D-ELD instruction remain	Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014). Five Essential Practices to Teach Designated ELD: Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J., Soto, I. (2017). Academic Language Mastery: Conversational Discourse in Context.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	essential to support EL students across proficiency levels in accessing grade-level content and progressing toward reclassification. Scope: Limited to Unduplicated Student Group(s)		

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

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	439,953,356	26,240,339	5.964%	0.000%	5.964%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$274,807,491.00	\$12,293,282.00	\$172,000.00	\$1,039,753.00	\$288,312,526.00	\$282,161,620.00	\$6,150,906.00

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	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	All	No			All Schools	Ongoing	\$11,371,467.00	\$0.00	\$11,371,467.00				\$11,371,467.00	
1	1.2	Student Support Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$902,360.00	\$0.00	\$902,360.00				\$902,360.00	
1	1.3	Behavior Systems- Actions to Support All Students	All Students with Disabilities HOM, EL, SWD, HI, ALL, SED, WH, AA	No			All Schools	Ongoing	\$91,013.00	\$5,000.00	\$96,013.00				\$96,013.00	
1	1.4	School Climate Social Emotional- Learning- Actions to Support All Students	All Students with Disabilities EL, SWD, HI, ALL (Creekside), SED, HI, WH, AA, Solis Park (SED)	No			All Schools	Ongoing	\$0.00	\$252,000.00	\$105,000.00		\$147,000.00		\$252,000.00	
1	1.5	School Attendance and Chronic Absenteeism	All Students with Disabilities FOS, HOM, SED, AA, AI, EL, HI, WH, SWD	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Parent Engagement- Actions to Support All Students	English Learners, Low Income	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,110,641.00	\$0.00	\$5,110,641.00				\$5,110,641.00	
1	1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	All Students with Disabilities HI, WH, AA, HOM, EL, FOS	No			All Schools	Ongoing	\$3,584,810.00	\$0.00	\$3,584,810.00				\$3,584,810.00	

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	1.9	Behavior Systems-Strategic/Targeted Actions to Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$675,336.00	\$0.00	\$490,244.00			\$185,092.00	\$675,336.00	
1	1.10	School Climate and Social Emotional Learning-Strategic/Targeted	All Students with Disabilities	No			All Schools Specific Schools: Alderwood , Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark Woodbury	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.11	School Attendance and Chronic Absenteeism-Targeted	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$247,000.00	\$0.00	\$247,000.00				\$247,000.00	
1	1.12	Parent Education/Engagement-Strategic Actions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$482,932.00	\$0.00	\$482,932.00				\$482,932.00	

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	1.13	Staffing: Student Behavior, engagement, health, and mental wellness-Strategic/Intensive Actions	Students with Disabilities	No			All Schools	Ongoing	\$11,701,311.00	\$0.00	\$9,603,785.00	\$2,097,526.00			\$11,701,311.00	
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$908,879.00	\$0.00	\$908,879.00				\$908,879.00	
1	1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,858,239.00	\$0.00	\$228,949.00	\$1,530,063.00		\$99,227.00	\$1,858,239.00	
1	1.16	Behavior System Support-Intensive Actions	All	No			All Schools Specific Schools: Creekside, Irvine high 6-12	Ongoing	\$136,574.00	\$5,000.00	\$5,000.00			\$136,574.00	\$141,574.00	
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$222,544.00	\$0.00	\$222,544.00				\$222,544.00	
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$430,057.00	\$0.00	\$430,057.00				\$430,057.00	
1	1.19	Parent Engagement Actions- Strategic/Intensive	English Learners	No			All Schools	Ongoing	\$0.00	\$7,500.00				\$7,500.00	\$7,500.00	
1	1.20	Parent Engagement Actions to Support Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,693,000.00	\$0.00	\$2,693,000.00				\$2,693,000.00	
2	2.2	Instructional Support-Actions to Support All Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,440,000.00	\$0.00	\$1,440,000.00				\$1,440,000.00	
2	2.3	Educational Technology (Ed Tech) Support- Actions to Support All Students	All	No			All Schools	Ongoing	\$478,233.00	\$0.00	\$478,233.00				\$478,233.00	
2	2.4	Academic Interventions - Actions	All Students with Disabilities	No			All Schools	Ongoing	\$153,171.00	\$305,000.00	\$153,171.00	\$305,000.00			\$458,171.00	

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
2	2.5	Summer School Actions to Support All Students	Students is grades 9-12	No			All Schools Students in grades 9-12	Ongoing	\$230,000.00	\$0.00	\$230,000.00				\$230,000.00	
2	2.6	Student Online Assessment Program	All	No			All Schools	Ongoing	\$0.00	\$181,000.00	\$181,000.00				\$181,000.00	
2	2.7	Professional Learning	All	No			All Schools	Ongoing	\$0.00	\$203,000.00				\$203,000.00	\$203,000.00	
2	2.8	Instructional Support-Special Education	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$125,664.00		\$125,664.00			\$125,664.00	
2	2.9	Language Acquisition Program Support	English Learners	No			All Schools	Ongoing	\$60,000.00	\$0.00				\$60,000.00	\$60,000.00	
2	2.10	Summer School-Targeted/Strategic Actions	Students demonstrating academic deficits in ELA and Mathematics based on benchmark indicators in content standards.	No			All Schools	Ongoing	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00	
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	English Learners	No			All Schools	Ongoing	\$0.00	\$77,000.00				\$77,000.00	\$77,000.00	
2	2.12	Academic Intervention-Intensive Actions	All All Students with Disabilities	No			All Schools	Ongoing	\$4,752,060.00	\$0.00	\$1,153,483.00	\$3,598,577.00			\$4,752,060.00	
2	2.13	Language Acquisition Support- Strategic/Intensive	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$513,029.00	\$0.00	\$513,029.00				\$513,029.00	
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,975,652.00	\$169,684.00	\$2,145,336.00				\$2,145,336.00	
2	2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	Students with Disabilities Disabilities, SED, SWD, HI, WH, FOS	No			All Schools	Ongoing	\$0.00	\$340,000.00		\$340,000.00			\$340,000.00	
2	2.16	Summer School-Strategic/Intensive Actions	Students with Disabilities	No			All Schools	Ongoing	\$1,319,342.00	\$780,658.00		\$2,100,000.00			\$2,100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	English Learners	No			All Schools	Ongoing	\$0.00	\$25,000.00				\$25,000.00	\$25,000.00	
2	2.18	Language Acquisition Instructional Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$345,205.00	\$0.00	\$345,205.00				\$345,205.00	
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$265,261.00	\$0.00	\$240,261.00		\$25,000.00		\$265,261.00	
2	2.20	Professional Development for Teachers Supporting LTEL Students	English Learners, LTEL	No			All Schools	Ongoing	\$0.00	\$90,000.00				\$90,000.00	\$90,000.00	
2	2.21	Site English Learner TOSA Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	Ongoing	\$257,034.00	\$0.00	\$257,034.00				\$257,034.00	
2	2.22	Instructional Supports-Actions to Support Student with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$640,000.00	\$0.00	\$640,000.00				\$640,000.00	
3	3.1	Staffing: Certificated Teachers	All	No			All Schools	Ongoing	\$213,181,957.00	\$0.00	\$213,181,957.00				\$213,181,957.00	
3	3.2	District Class Size Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$800,000.00	\$0.00	\$800,000.00				\$800,000.00	
3	3.3	Class Size-Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$8,421,101.00	\$0.00	\$8,421,101.00				\$8,421,101.00	
3	3.4	Early Learning	All Students in grades PK-1	No			Pk-1	Ongoing	\$1,113,752.00	\$0.00		\$1,113,752.00			\$1,113,752.00	
3	3.5	Graduation Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary school sites grades 7-12	Ongoing	\$1,030,000.00	\$0.00	\$1,030,000.00				\$1,030,000.00	
3	3.6	College and Career Readiness- Broad Actions	All	No			All Schools	Ongoing	\$1,608,000.00	\$135,000.00	\$1,743,000.00				\$1,743,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Specific Schools: Creekside Grades 7-12 All Grades 7-12									
3	3.7	Online Tutoring	All Students in grades 4-12	No			All Schools All Schools Grades 4-12	Ongoing	\$0.00	\$659,000.00	\$659,000.00				\$659,000.00	
3	3.8	Equal Opportunity Schools (EOS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	Ongoing	\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
3	3.9	Direct Site Funding to Support Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,518,000.00	\$0.00	\$1,518,000.00				\$1,518,000.00	
3	3.10	Instructional Material Sufficiency	All	No			All Schools	Ongoing	\$0.00	\$2,500,000.00	\$2,500,000.00				\$2,500,000.00	
3	3.11	College and Career Readiness- Targeted Actions	Secondary Students	No			Specific Schools: Secondary Schools Grades	Ongoing	\$897,300.00	\$159,700.00		\$1,057,000.00			\$1,057,000.00	
3	3.12	Language Acquisition Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$15,000.00	\$5,000.00			\$10,000.00	\$15,000.00	
4	4.1	Staffing: Support for Foster Youth- Strategic/Intensive Actions	FOS, HOM	No			All Schools	Ongoing	\$146,360.00	\$0.00				\$146,360.00	\$146,360.00	
4	4.2	Attendance Policy and Practice Evaluation to Support FOS and HOM Student Groups	FOS, HOM	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Foster Youth Training	FOS, HOM	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Attendance Support for Foster Youth	FOS, HOM	No			Specific Schools: None	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Family Engagement Actions for Foster Youth	FOS, HOM	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

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
4	4.6	District Support for Foster Youth Students	FOS, HOM	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Transportation Plan	All	No			Specific Schools: Creekside	One-time	\$0.00	\$25,700.00		\$25,700.00			\$25,700.00	
5	5.2	District Support for Creekside HS Students	All	No			Specific Schools: Creekside	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
439,953,356	26,240,339	5.964%	0.000%	5.964%	\$28,521,572.00	0.000%	6.483 %	Total:	\$28,521,572.00
								LEA-wide Total:	\$9,441,738.00
								Limited Total:	\$3,182,397.00
								Schoolwide Total:	\$15,897,437.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Support Services Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$902,360.00	
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,110,641.00	
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,244.00	
1	1.11	School Attendance and Chronic Absenteeism-Targeted	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,000.00	
1	1.12	Parent Education/Engagement-Strategic Actions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$482,932.00	
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$908,879.00	

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	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,949.00	
1	1.17	School Attendance and Chronic Absenteeism- Strategic/Intensive Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$222,544.00	
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$430,057.00	
2	2.1	Professional Learning Communities (PLC)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,693,000.00	
2	2.2	Instructional Support- Actions to Support All Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,440,000.00	
2	2.13	Language Acquisition Support- Strategic/Intensive	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$513,029.00	
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,145,336.00	
2	2.18	Language Acquisition Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$345,205.00	
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$240,261.00	
2	2.21	Site English Learner TOSA Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	\$257,034.00	
3	3.2	District Class Size Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
3	3.3	Class Size-Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,421,101.00	
3	3.5	Graduation Support	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Secondary school	\$1,030,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	sites grades 7- 12		
3	3.8	Equal Opportunity Schools (EOS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	\$90,000.00	
3	3.9	Direct Site Funding to Support Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,518,000.00	
3	3.12	Language Acquisition Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$279,600,028.00	\$284,046,113.00

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	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	No	\$11,208,262.00	11,208,262.00
1	1.2	Student Support Services Staff	Yes	\$891,140.00	891,140.00
1	1.3	Behavior Systems- Actions to Support All Students	No	\$96,013.00	91,013.00
1	1.4	School Climate Social Emotional-Learning- Actions to Support All Students	No	\$185,000.00	168,354.00
1	1.5	School Attendance and Chronic Absenteeism	No	\$0.00	0.00
1	1.6	Parent Engagement- Actions to Support All Students	No	\$0.00	0.00
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	\$5,005,961.00	4,983,961.00

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	1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	No	\$3,486,808.00	3,332,409.00
1	1.9	Behavior Systems- Strategic/Targeted Actions to Support	Yes	\$660,428.00	672,031.00
1	1.10	School Climate and Social Emotional Learning- Strategic/Targeted	No	\$0.00	0.00
1	1.11	School Attendance and Chronic Absenteeism- Targeted	Yes	\$230,000.00	236,251.00
1	1.12	Parent Education/Engagement- Strategic Actions	Yes	\$513,369.00	496,368.00
1	1.13	Staffing: Student Behavior, engagement, health, and mental wellness- Strategic/Intensive Actions	No	\$11,202,434.00	11,173,911.00
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	\$916,377.00	916,377.00
1	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	\$1,859,697.00	1,601,521.00
1	1.16	Behavior System Support-Intensive Actions	No	\$136,829.00	139,727.00
1	1.17	School Attendance and Chronic Absenteeism- Strategic/Intensive Actions	Yes	\$209,865.00	214,946.00
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	\$415,111.00	426,560.00
1	1.19	Parent Engagement Actions- Strategic/Intensive	No	\$5,000.00	5,005.00

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	1.20	Parent Engagement Actions to Support Students with Disabilities	No	\$0.00	0.0
2	2.1	Professional Learning Communities (PLC)	Yes	\$2,555,000.00	2,294,875.00
2	2.2	Instructional Support- Actions to Support All Students	Yes	\$1,500,000.00	1,287,220.00
2	2.3	Educational Technology (Ed Tech) Support- Actions to Support All Students	No	\$465,588.00	484,918.00
2	2.4	Academic Interventions - Actions	No	\$458,344.00	428,322.00
2	2.5	Summer School Actions to Support All Students	No	\$230,000.00	230,000.00
2	2.6	Student Online Assessment Program	No	\$178,000.00	180,673.00
2	2.7	Professional Learning	No	\$180,000.00	194,599.00
2	2.8	Instructional Support- Special Education	No	\$101,150.00	104,270.00
2	2.9	Language Acquisition Program Support	No	\$60,191.00	60,191.00
2	2.10	Summer School- Targeted/Strategic Actions	No	\$600,000.00	600,000.00
2	2.11	Student Online Progress Monitoring Platform- Targeted Actions	No	\$73,500.00	73,453.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Academic Intervention- Intensive Actions	No	\$4,694,716.00	4,843,013.00
2	2.13	Language Acquisition Support-Strategic/Intensive	Yes	\$446,605.00	516,852.00
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	Yes	\$2,170,906.00	2,182,554.00
2	2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	No	\$320,000.00	338,038.00
2	2.16	Summer School- Strategic/Intensive Actions	No	\$1,683,984.00	1,683,984.00
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	No	\$25,000.00	25,000.00
2	2.18	Language Acquisition Instructional Aides	Yes	\$349,754.00	328,123.00
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	Yes	\$199,270.00	214,270.00
2	2.20	Professional Development for Teachers Supporting LTEL Students	No	\$96,000.00	90,000.00
2	2.21	Site English Learner TOSA Support	Yes	\$273,478.00	270,490.00
2	2.22	Instructional Supports- Actions to Support Student with Disabilities	No	\$600,000.00	641,562.00
3	3.1	Staffing: Certificated Teachers	No	\$206,585,184.00	211,694,904.00
3	3.2	District Class Size Support	Yes	\$800,000.00	800,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Class Size-Reduction	Yes	\$8,510,576.00	8,510,576.00
3	3.4	Early Learning	No	\$1,065,320.00	1,104,118.00
3	3.5	Graduation Support	Yes	\$1,030,000.00	1,030,000.00
3	3.6	College and Career Readiness-Broad Actions	No	\$1,588,000.00	1,681,094.00
3	3.7	Online Tutoring	No	\$659,000.00	658,125.00
3	3.8	Equal Opportunity Schools (EOS)	Yes	\$90,000.00	90,000.00
3	3.9	Direct Site Funding to Support Interventions	Yes	\$1,456,000.00	1,470,560.00
3	3.10	Instructional Material Sufficiency	No	\$2,500,000.00	2,500,000.00
3	3.11	College and Career Readiness-Targeted Actions	No	\$622,908.00	622,908.00
3	3.12	Language Acquisition Supplemental Materials	Yes	\$130,000.00	137,524.00
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	No	\$160,000.00	93,561.00
4	4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	No	\$0.00	0.00
4	4.3	Foster Youth Training	No	\$0.00	0.00
4	4.4	Attendance Support for Foster Youth	No	\$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Family Engagement Actions for Foster Youth	No	\$0.00	0.00
4	4.6	District Support for Foster Youth Students	No	\$0.00	0.00
5	5.1	Transportation Plan	No	\$119,260.00	22,500.00
5	5.2	District Support for Creekside HS Students	No	\$0.00	0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
25,261,227.00	\$27,641,152.00	\$27,370,661.00	\$270,491.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Support Services Staff	Yes	\$891,140.00	891,140.00		
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	\$5,005,961.00	4,983,961.00		
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	Yes	\$470,174.00	509,429.00		
1	1.11	School Attendance and Chronic Absenteeism-Targeted	Yes	\$230,000.00	236,251.00		
1	1.12	Parent Education/Engagement-Strategic Actions	Yes	\$513,369.00	496,368.00		
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	\$916,377.00	916,377.00		
1	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	\$226,836.00	226,836.00		
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	Yes	\$209,865.00	214,946.00		
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	\$415,111.00	426,560.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Professional Learning Communities (PLC)	Yes	\$2,555,000.00	2,294,875.00		
2	2.2	Instructional Support- Actions to Support All Students	Yes	\$900,000.00	780,000.00		
2	2.13	Language Acquisition Support- Strategic/Intensive	Yes	\$446,605.00	516,852.00		
2	2.14	Site Based Allocations for Unduplicated Student Support- Strategic Actions	Yes	\$2,170,906.00	2,182,554.00		
2	2.18	Language Acquisition Instructional Aides	Yes	\$349,754.00	328,123.00		
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	Yes	\$175,000.00	190,000.00		
2	2.21	Site English Learner TOSA Support	Yes	\$273,478.00	270,490.00		
3	3.2	District Class Size Support	Yes	\$800,000.00	800,000.00		
3	3.3	Class Size-Reduction	Yes	\$8,510,576.00	8,510,576.00		
3	3.5	Graduation Support	Yes	\$1,030,000.00	1,030,000.00		
3	3.8	Equal Opportunity Schools (EOS)	Yes	\$90,000.00	90,000.00		
3	3.9	Direct Site Funding to Support Interventions	Yes	\$1,456,000.00	1,470,560.00		
3	3.12	Language Acquisition Supplemental Materials	Yes	\$5,000.00	4,763.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
424,337,890.00	25,261,227.00	0%	5.953%	\$27,370,661.00	0.000%	6.450%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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).

California Department of Education
November 2024