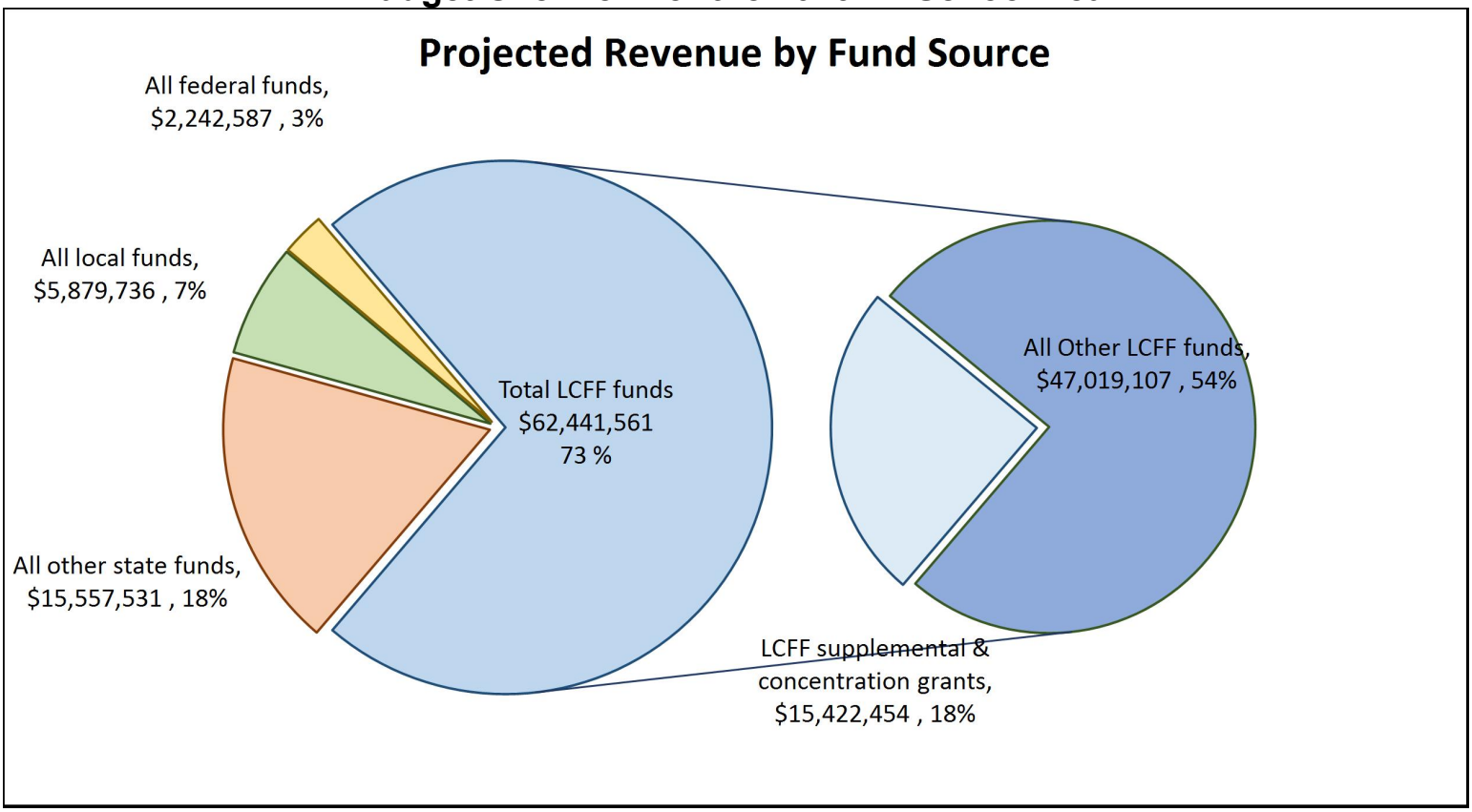
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Habra City School District
CDS Code: 30-66563-0000000
School Year: 2026-27
LEA contact information:
Patricia G. Sandoval
Assistant Superintendent, Educational Services
pgonzalezsandoval@lahabraschools.org
562-690-2392

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

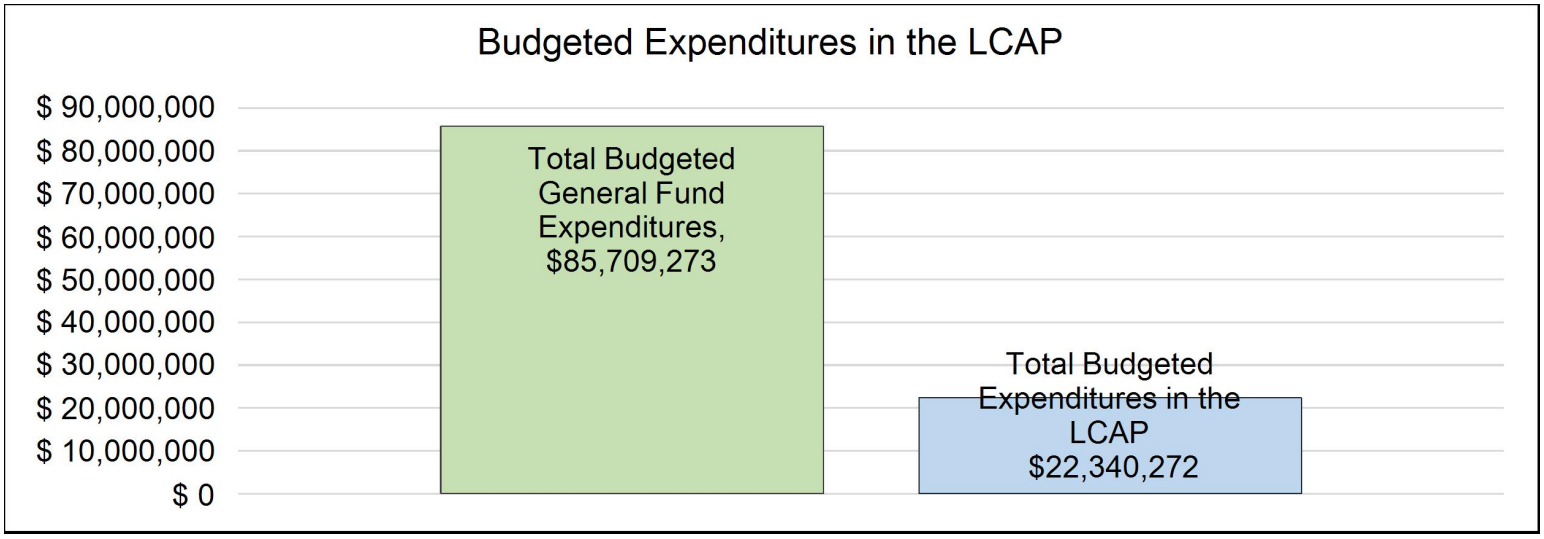


This chart shows the total general purpose revenue La Habra City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Habra City School District is $86,121,415, of which $62,441,561.00 is Local Control Funding Formula (LCFF), $15,557,531.00 is other state funds, $5,879,736.00 is local funds, and $2,242,587.00 is federal funds. Of the $62,441,561.00 in LCFF Funds, $15,422,454.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The 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 La Habra City 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: La Habra City School District plans to spend $85,709,273.00 for the 2026-27 school year. Of that amount, $22,340,272.00 is tied to actions/services in the LCAP and $63,369,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

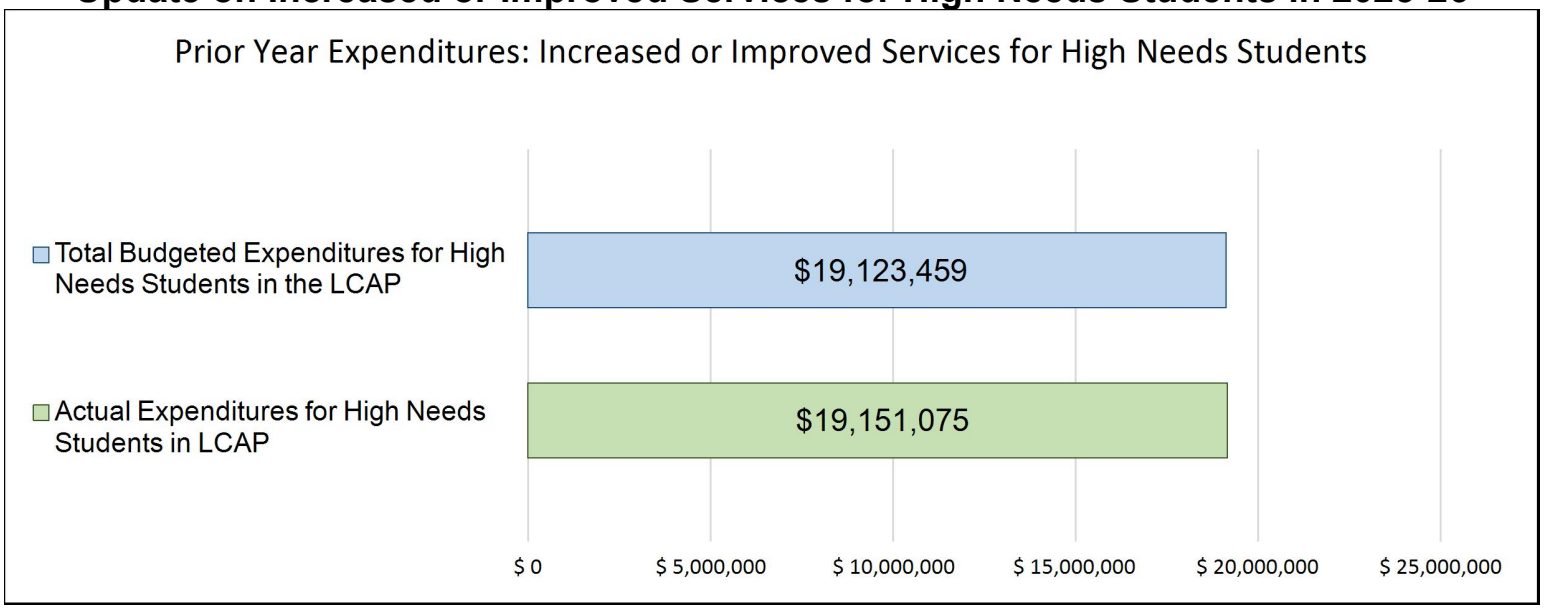
Other expenditures above the LCAP, not included in the plan, include all unrestricted general operations of the District, including regular classroom teacher salaries and benefits, utilities, general supplies, and construction services. The following is the list of salaries and benefits expenditures: buildings and grounds maintenance; secretaries, office managers, and Special Education personnel. For utilities: trash, water, So. Cal Edison (electricity); The Gas Company; and Frontier, Verizon, and Spectrum (phone, internet, and cable companies.) Other expenditures include repairs and maintenance; contracted services for our afterschool programs; ASES (After School & Safety Program) and ELO-P (Extended Learning Opportunities Program). Additionally, restricted categorical program budgets, such as Title I, II, III, and IV and Special Education are expenditures that are not included in the LCAP. These federal funds provide supplemental support and resources for our Title I students, provide extra professional development for our staff (Title II), provides supplemental resources and support for our English Learners (Title III), and provides enrichment programs for our students (Title IV). Special Education funding provides resources and staffing for our students with disabilities. Other state funding sources such as the Universal Pre-Kindergarten Planning grant are also not part of the LCAP.

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

In 2026-27, La Habra City School District is projecting it will receive $15,422,454.00 based on the enrollment of Foster Youth, English learner, and low-income students. La Habra City School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Habra City School District plans to spend $18,372,802.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what La Habra City 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 La Habra City 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, La Habra City School District's LCAP budgeted $19,123,459.00 for planned actions to increase or improve services for high needs students. La Habra City School District actually spent $19,151,075.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Habra City School District	Patricia G. Sandoval Assistant Superintendent, Educational Services	pgonzalezsandoval@lahabraschools.org 562-690-2392

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.

As the “Hidden Gem” in North Orange County, the La Habra City School District has the honor of serving approximately 4,100 students in Transitional Kindergarten through Grade 8. Our demographics are as follows: African American: <1%; American Indian/Alaska Native: <1%; Asian: 2.3%; Filipino: 1.4%; Latino: 86%; Pacific Islander <1%; White: 6.5%; Two or More Races: 2.1%; English Learners: 17.8%; Foster Youth: 0.7%; Youth Experiencing Transitional Housing: 1.8%; Socioeconomically Disadvantaged: 80.9%; and Students with Disabilities: 17.5%. We are very proud of our schools and innovative programming. In 2017, LHCSD reconfigured its K-2, 3-5, 6-8 schools and five of seven elementary schools are now TK-6 schools, with the exception of Las Lomas and Las Positas (TK-5). Imperial Middle School is a 6th-8th grade campus while Washington Middle School is a 7th-8th grade campus. Our students have benefited tremendously from this systemic change that transformed the schools into magnets and academies. Each school within the La Habra City School District is designated as a specialty magnet program:

--Arbolita Elementary School is a Visual and Performing Arts Academy. Arbolita has been designated as a 2025 California Distinguished School and was also recognized as an Excellence in Arts Education School by the California Department of Education in 2019.
--Ladera Palma Elementary School and Washington Middle School are our Spanish Dual Immersion schools, offering our students a comprehensive Dual Immersion Program TK-8. Ladera Palma was recognized by the California Association of Bilingual Educators (CABE) as a 2025 Seal of Excellence Dual Immersion School.
--El Cerrito Elementary School is a STEAM focused school implementing "Code to the Future" (Computer Science) that provides all students with coding and robotics.
--Sierra Vista’s “No Excuses University” (NEU) is the only school recognized by NEU in North Orange County. NEU focuses on providing

students with college and career readiness skills and pathways exposure.
--Las Positas Elementary School and Imperial Middle School are International Baccalaureate (IB) schools. Las Positas is our K-5 Primary Years Programme (PYP) and Imperial Middle School is our Middle Years Programme (MYP) for 6th-8th grade.
--Las Lomas is an Entrepreneurial Exploration Academy that focuses on developing the 6 C's (Communication, Collaboration, Critical Thinking, Creativity, Character, and Civic Engagement) by providing project based opportunities for students to become involved in their community and engage with community partnerships. In addition, students are provided with music and art opportunities. They will transition to becoming an IB PYP starting in the 2026-27 school year.
--Walnut Elementary is a STEAM Academy providing students with multiple opportunities to engage in science and technology, including being part of the Spyder Lab.
--Washington Middle School promotes multiple pathways for students by providing Visual and Performing Arts and Dual Language Immersion programs.

The La Habra City School District has strong academic, social-emotional, and enrichment programs at each of its nine schools. The district offers 1:1 devices for all students and various academic programs that foster our students' 21st Century skills and prepare them for their transition into high school. In addition, all schools provide a robust after-school program through the Expanded Learning Opportunities Program (ELOP) and After School Enrichment & Safety (ASES) Program. Students enrolled in these afterschool programs have additional opportunities to participate in STEAM activities, e-sports, music, sports, field trips, and academic enrichment and tutoring.

Reflections: Annual Performance

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

La Habra City School District students deserve a rigorous and engaging educational program where their critical thinking, creativity, collaboration, and communication skills are developed. Our mission includes a belief that the instructional methods and educational programs should engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. During the 2025-26 school year, LHCSD continued in its focus on the "Four Priorities" and integrated a "Powered by Purpose" theme.

The District's Four priorities guided our work in the following manner:

–Instructional Excellence: All TK-6 grade teachers and 6-8th grade middle school math teachers participated respectively received focused professional learning in CGI and Mathematical Discourse with an emphasis on implementing problem solving strategies, building students skills in explaining their mathematical reasoning, and supporting our students' math fluency. Along with mathematics, all TK-2 teachers received training in reading foundations and implemented curricula focusing on phonemic awareness and phonics. All 3-6 elementary teachers and 6-8 middle school science teachers received professional learning in the Next Generation Science Standards (NGSS). All school sites continued their focus on data-driven cycles of inquiry and improving student outcomes through their School Leadership Team and the Professional Learning Communities (PLC) processes.

--Inspired Leadership: To inspire emerging leaders within our District, the Human Services Department provided a Leadership Academy for interested certificated and classified staff. Additionally, there was a continued focus on building our school leaders' collective efficacy in implementing a rigorous mathematical program, developing coaching cycles in the schools, providing PLC learning and support, and leadership development through reflection and professional dialogue.

--Equitable Access and Outcomes: The District provided our schools and subsequently our students with the resources and support they needed to be successful. Our MTSS system ensured our students received the support and interventions they needed to close learning gaps. LHCSD restructured our Special Education/Student Services Department. Student Services became a stand alone department under Educational Services to provide a consistent focus on removing barriers for students and families.

--Connection and Belonging - The Student Services department focused on establishing foundational practices Social Emotional Learning, capacitating our Counselors to provide supports for all students. Additionally, Teachers and staff built strong relationships with students and supported their social-emotional and behavioral needs. Families and parents were seen as assets and partners in their children's education. School events, parent engagement opportunities, and responsiveness to family's needs by our Community Liaisons were at the core of our work with our families.

On the 2025 CA Dashboard, LHCSD saw an overall increase in both English Language Arts and Mathematics. In English Language Arts we increased by 2.2% to 44.2% and in Mathematics, we increased by 1.68% to 33.48% of all students meeting or exceeding their grade level standards. In our local measures, between our beginning of year and end of year iReady diagnostic results, there was an increase in the percentage of students who were at grade level in reading from 24% to 47% and in math from 15% to 42%. Additionally, our Spring 2025 Reclassification rate was at a high percentage at 28.7%. Other local indicators demonstrate that we met the standard in providing appropriately assigned teachers (100%), all students have access to curriculum aligned materials and we have safe, clean facilities.

An analysis of our student group data demonstrates that three of our student subgroups increased their academic achievement in both ELA and Math, as measured by the CAASPP:

Please note that Free and Reduced Price Lunch (FRPL) is synonymous with low-income.

–Free and Reduced Price Lunch (FRPL) - ELA by 4.9% to 33.95%; Math by 1.8% to 28.2%
–Latino - ELA by 5.94% to 41.74%; Math by 2.94% to 30.34%
–English Learner - ELA by 1.64% to 13.04%; Math by .5% to 11.78%
–McKinney-Vento - ELA by 4% to 26%; Math by 4.3% to 18%

Students with Disabilities (SWD) increased their academic achievement in ELA by 1.78% to 14.68%.

We had successes in implementing many of our planned actions linked to our academic achievement goal (Goal #1) and maintaining highly qualified staff (Goal #5). We continued to build on our universal instruction and provided professional learning opportunities for our teachers and staff in mathematics, science, and foundational reading skills instruction, Professional Learning Communities, cycles of inquiry, GLAD, Thinking Maps, Write From the Beginning and Beyond (WFTB&B), and utilizing technology to amplify student learning. Teachers have started to shift their practices toward more inquiry based and facilitating learning.
All schools continued with the implementation of MTSS to provide intervention for our students in need. Staff met the needs of our Special Education students, Foster Youth, Low-Income students, and English Learners by providing targeted instruction and support. Teachers assessed all students in English Language Arts and Mathematics with iReady and our K-2 teachers utilized a universal Risk of Reading Difficulties Screener (RDRS) three times a year to identify basic reading skills difficulties. Our ELs were monitored through the Ellevation

platform. Beyond the traditional instructional day, the EPIC Afterschool and Summer BRIDGE Programs (funded by ELOP and ASES) offered all students an opportunity to participate in extended learning and extracurricular activities throughout the school year.

Other areas of success were in student (Goal #3) and parent engagement (Goal #4). In student engagement, we reduced our overall chronic absenteeism for all students from 16.8% to 14.1%. We attribute this success to our consistent focus on attendance, and student engagement. Our overall attendance rate had a modest increase from 94.64% to 94.85%. Additional clerical support targeted attendance by monitoring specific students, printing reports, communicating with staff, and communicating with parents about the importance of attendance. Our Community Liaisons have taken a proactive approach and are reaching out to families to ask how we can support them. Additionally, our Student Services Team consistently focused on attendance throughout the second half of the school year. Our overall suspension rate decreased by .3% to 2.5% for all students. We modestly reduced this rate for two of our student groups (2.1% for English Learners, 3.8% for FRPL students,). Through the MTSS process, staff collaborated and problem solved to provide support and resources for students and families. Each school was staffed with one full-time counselor that provided social-emotional support for students and collaborated with the School Psychologists and other district staff to coordinate resources at all levels. Counselors provided universal (Tier 1) support such as classroom SEL lessons, staff training, collaborated with teachers to provide specific SEL lessons and activities, and supported the site PBIS and MTSS Teams. They provided targeted support (Tier 2) which included small group counseling, short-term individual counseling, restorative circles, and outreach to families. When necessary, they provided intensive (Tier 3) support which included crisis intervention, risk assessments, threat assessments, and community counseling referrals.

Our local LCAP survey resulted in positive ratings and success in family engagement (Goal #4). We had 947 LCAP family surveys completed during March 2026. Family perception feedback shows favorable ratings in academic preparation, school climate, and family engagement. Here are some highlights:

-91% of families believe their child receives support to address their individual needs and 94% feel their child’s school is safe, clean, and secure.
-Our Bilingual Community Liaisons provide outreach and continue to develop relationships with our families. 77% of families know the community liaison and are aware of the events they coordinate. This is an increase of 1% from the previous year.
-93% of all families feel comfortable talking with their child’s teachers, staff, and administrators. This is a high favorable rating with a slight decrease of 4%.
-88% of our families believe that school staff members make an effort to work with families to learn about each student’s strengths, cultures, and languages to ensure their success. This is maintained from previous results.

Additionally, LHCSD annually sends a parent-student handbook informing parents and guardians of their rights. There are multiple opportunities for families to be engaged at their child’s school through various school events, parent conferences, volunteer opportunities, and participation in school committees such as PTA, School Site Council, and English Language Advisory Committee. At the district level, families can be part of the Parent Advisory Committee (PAC), District PTA, District English Language Advisory Committee (DELAC), and LCAP Committee.

Challenges:

CA School Dashboard 2023

Based on the 2023 Dashboard data for five LHCSD schools, (Arbolita ES, Imperial MS, Las Lomas ES, Sierra Vista ES, and Washington MS), their SWDs are achieving at the lowest performing level in English Language Arts. Though our overall student achievement increased in math, our SWDs and unhoused students performed at the lowest levels. 11.50% of our SWDs met or exceeded grade level standards and 25.92% unhoused students met or exceeded grade level standards. At five schools (El Cerrito ES, Imperial MS, Las Lomas ES, Sierra Vista ES, and Walnut ES), SWDs are at the lowest performance level in math. At Washington Middle School, FRPL students are the lowest performing student group, scoring 95.1 points below standard.
At two schools, our English Learners are also achieving at the lowest performance level in ELA:

--Imperial Middle School - ELs scored 70.4 points below standard and decreased 22.9 points.
--Ladera Palma - ELs scored 74.5 points below standard and decreased 10.9 points.

At Ladera Palma ES, the overall English Language Proficiency Indicator (ELPI) is the lowest in the district, 38.1% made progress. Between Spring 2022 and Spring 2023, their ELPI declined by 20.8%. Districtwide, our Students with Disabilities (SWD) group is one of the lowest achieving, 12.88% met or exceeded grade level ELA standards.

LHCSD demonstrated challenges in chronic absenteeism and suspension rates as reported in the 2023 CA Dashboard. Districtwide, we had a decrease in our chronic absenteeism rate and it is currently at 16.7%. Our Filipino student group has a very high chronic absenteeism rate of 21.4% and is in the lowest performance area. Four of our nine schools have specific student groups with high chronic absenteeism percentages:
--Arbolita ES - English Learners are 26.4% chronically absent.
--El Cerrito ES- English Learners are 29.3% and White students are 28.9% chronically absent.
--Las Loma ES - Students with Disabilities are 29.5% chronically absent.
--Walnut ES - English Learners are 28.4% chronically absent.

Our 2023 suspension rate is at 3.3%. Foster Youth students were suspended at a higher rate, 6.7% districtwide and are in the lowest performance level.

CA School Dashboard 2025
La Habra students demonstrated growth in ELA and Math CAASPP, yet these are modest gains. In ELA, we demonstrate a need to increase the academic performance of Students with Disabilities; though they maintained their academic performance at 14.68% in ELA, they continue to be low performing. Additionally, our English Learners are our lowest performing student group (13.04%). Our Long-term English Learners (LTELs) continue to demonstrate academic achievement at lower levels at 7.41%. 48.2% of our English Learners made progress, which is a decrease of 6.8% when compared to our 2024 Dashboard data. In mathematics, our
Students with Disabilities achievement decreased by .7% to 10.81%. They, along with our English Learners (11.78% proficiency) continue to be our lowest performing students. 0% of our LTEL students demonstrated proficiency in mathematics.

In science, 23.53% (decrease of 2.99%) of our students met or exceeded the standards on the CA Science Test.

The District is currently in Year 2 Differentiated Assistance due to the chronic absenteeism rates of our LTEL and McKinney-Vento students. The chronic absenteeism rate for our LTEL students decreased by 5.1% to 19.3% and McKinney-Vento students' rate decreased by 13.8% to 26.3%. These two student groups continue to have higher rates of chronic absenteeism than the rest of our student population.

Our suspension rate declined to 2.5% but we Increased suspension rates for Foster Youth by .1% to 6.8%.

To increase our students' performance on the CAASPP assessments, the La Habra City School District was committed to increasing student achievement through a focus on high-impact teaching practices, the implementation of a coherent and effective instructional program, a rigorous program aligned with content standards, personalized learning approaches, and consistent assessment to monitor student progress. LHCSD implemented all actions in our LCAP goals to ensure students had increased rigor, opportunities for critical thinking, and high levels of engagement. All actions targeting resources, staffing, and professional development provided a strong universal instructional program with targeted support. The continued focus on mathematics instruction and building student discourse during the 2025–26 school year provided teachers with a deeper understanding to increase students' opportunities to problem-solve and share their mathematical reasoning. During the 2025–26 school year, we also expanded our focus to include reading foundations training, assessment, and curricula for teachers in grades TK–2, as well as training in the Next Generation Science Standards (NGSS) for teachers in grades 3–6 and middle school science teachers.

For the 2026-27 school year, our core instructional focus for all teachers will continue in mathematics, science, and reading foundations instruction. Along with our instructional foci, we will support our School Leadership Team (SLT) and Professional Learning Communities (PLC) processes. The use of formative assessments and analyzing this data is a part of the cycles of inquiry in both the SLT and PLC processes. Our goal is to ensure consistency and coherence in our instructional program which ultimately provides all students with equitable access to a high quality program. For the students that require additional support, our site-level Multi-Tiered System of Supports (MTSS) will provide targeted interventions. To target our chronic absenteeism, our MTSS team will work with specific families and students to monitor attendance and provide additional resources and support. Administrators and other school leaders will receive additional training in Restorative Practices, Trauma Informed Practices, and other positive behavior supports to reduce our suspension rates, especially with our LTEL and Mc-Kinney-Vento students. The District will continue to prioritize positive student connections, family engagement, and sustain safe learning environments to guarantee the success and well-being of every student.

Based on an analysis of our dashboard data, discussions with our instructional leadership team during the 2025-26 school year, LCAP survey analysis, discussions with teachers and staff, and an analysis of local iReady assessments, LHCSD will spend LREBG funds ($1,056,818) as follows during the 2026-27:
(Action 1.12) - Utilize $500,000 to support the expansion of TK/K to full day programs starting in the 2026-27 school year. These funds will be expended to provide additional staff to provide support for our students in TK/K. This aligns with our focus on reading foundations for our TK-2 grades. Providing a strong universal program in the early grades and intervening when the gaps are not as wide will ensure our students meet grade level standards in English Language Arts.
(Action 1.3) - Use $150,000 to provide a 1.0 FTE MTSS TOSA to work at Walnut and Las Lomas Elementary Schools. This TOSA will provide additional intervention to students in ELA and Mathematics. Both Las Lomas and Walnut are our two lowest achieving schools, based on the 2025 CAASPP in ELA and Mathematics. Our five year CAASPP trend data demonstrates that these schools have historically underperformed when compared to our other elementary schools. Las Lomas students demonstrate the following proficiency levels (35% in ELA and 30% in Math) and Walnut students demonstrate the following proficiency levels (29% in ELA and 24% in Math).

(Goal 5.1) - Utilize $17,045 to provide professional learning opportunities to our middle school science teachers to deepen their knowledge of the NGSS performance expectations and refine their science units to better align with grade level expectations. Our overall CAST scores have decreased in the last three years. Our MS science scores are at 23.5% proficiency.
(Goal 5.1) - Allocate $45,000 to provide LETRS training for K–2 teachers at Walnut, our lowest-performing school in English Language Arts. This training equips teachers with a comprehensive understanding of foundational reading skills and strategies to support students in becoming proficient readers.

A total of $712,045 LREBG funds are allocated in this 2026-27 LCAP. The remaining funds of $344,773 will be allocated during the 2027-28 LCAP.

Reflections: Technical Assistance

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

The La Habra City School District is in Differentiated Assistance (DA) and is receiving support from the Orange County Department of Education (OCDE). LHCSD is in DA for our LTEL and McKinney-Vento student data. Our LTEL students have the lowest CAASPP scores in English Language Arts (117.1 points below standard), Mathematics (164.8 pointes below standard) and have higher rates in Chronic Absenteeism (24.4%), and Suspension (15.6%). Our McKinney-Vento students also have high rates in Suspension (7.8%) and Chronic Absenteeism (40%). District staff members met with OCDE staff on four dates between December 2024 and April 2025. During these meetings, data and actions to increase LTEL academic achievement and decrease the high chronic absenteeism and suspension rates of our LTEL and McKinney-Vento students were discussed. Here is a summary of our work to address Differentiated Assistance:

--District staff participated in a Fishbone Root Cause Analysis on Chronic Absenteeism to find proactive solutions.
--Reviewed our EL data and identified 3rd grade students who have not reclassified. Provided additional support/resources to teachers to support student reclassification by 5th grade. Additionally, reviewed the attendance data for at-risk of becoming LTEL students to identify and link them to the MTSS process at their schools.
--The Multilingual Program Specialist (MLPS) identified every LTEL student and provided data and recommendations to each school team to support their learning.
--Use of the Ellevation platform to monitor LTEL student progress.
--Principals were provided with chronic absenteeism data at the beginning of the year and asked to share with staff and parents.
--The MLPS shared information, resources, and strategies with the Principals and with the Community Liaisons to ensure they reach out to EL families when they begin to see patterns of chronic absenteeism.
--Educational Services partnered with the Student Services Department to explore proactive strategies for decreasing chronic absenteeism and suspension.
--The LCAP Committee met on March 4, 2025 to review chronic absenteeism and suspension data and discussed strategies to reduce both rates.
--Student-level interviews with our LTELs were conducted to determine why they are chronically absent and to find other root causes for their possible disengagement.

During the 2025-26 school year, La Habra collaborated with OCDE in September and October 2025. Our current data was reviewed and it was determined we made growth in reducing our chronic absenteeism and suspension rates for our Long Term English Learners and

McKinney-Vento students. Our LTEL chronic absenteeism rate decreased by 5.1% to 19.3% and our rate for McKinney-Vento students decreased by 13.8% to 26.3%. Since these rates are still higher than our District rate, our focus continued on these student groups. Similarly, our LTEL suspension rate decreased by 6.6% to 9% and our McKinney-Vento rate decreased by 2.9% to 4.9%. The actions we implemented during the 2024-25 school year yielded positive results in both chronic absenteeism and suspension rates.

In the 2025-26 school year, we restructured our District Departments creating a new Student Services Department within Educational Services. As such, focused efforts in attendance strategies during our monthly Student Services Administrative meetings ensured schools provided targeted interventions for students, specifically focusing on our LTEL and McKinney-Vento students. Continued focus in strengthening our PBIS implementation was a focus to reduce our suspension rates.

As a result of this work, the following actions target LTEL students' ELA and Mathematics achievement and LTEL and McKinney-Vento students' Chronic Absenteeism and Suspension rates:

--Action 1.18 - Includes LTEL support to increase their achievement in ELA and Mathematics and Metric 1.2 includes LTEL assessment data.
--Action 3.4 - This action includes additional strategies to reduce chronic absenteeism. For the 2025-26 school year, schools will monitor our identified student groups (FRPL, Foster Youth, LTEL and McKinney-Vento). This action will lead to a decrease in chronic absenteeism for LTEL and McKinney-Vento students and Metric 3.2 includes LTEL and McKinney-Vento data.
--Action 3.6 - This action was revised to include LTEL and McKinney-Vento students. For the 2025-26 school year, our counselors will work with teachers and administrators on implementing positive behavior strategies, alternative to suspension strategies, and monitor student behavior. This action will reduce the suspension rate of all students, specifically LTEL, McKinney-Vento, and Foster Youth students and Metric 3.3 includes LTEL and McKinney-Vento data.

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.

LHCSD does not have a school identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

LHCSD does not have a school identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

LHCSD does not have a school identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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
Board of Trustees	Board of Trustees were provided updates and opportunities to comment on the various actions within the LCAP in a work study session in November 13, 2025 and the mid-year LCAP report on February 12, 2026. In addition, they had an opportunity to provide input during the public hearing on June 11, 2026 and approved the LCAP on June 25, 2026.
La Habra Educators Association (LHEA) & California Schools Employee Association (CSEA)	The LHEA and CSEA representatives had an opportunity to provide feedback during the site-level staff development days, regular staff meetings, and through small targeted meetings with the Superintendent and members of Cabinet throughout the school year.
Certificated & Classified Staff (Teachers & other related staff)	All staff had an opportunity to provide feedback through our annual LCAP Staff Organizational and Planning Survey. Each staff member received an email with the survey link asking for their input. Regular email reminders were sent weekly to encourage staff completion. 427 staff completed the LCAP surveys with certificated staff representing 57% and classified staff representing 43%. In addition, staff members of School Site Council had an opportunity to provide additional feedback through the SSC process between February 11, 2026-May 1, 2026. Additionally, site level teacher and staff feedback was gathered through other meetings throughout the school year: staff meetings and School Leadership (SLT) Meetings.
Principals & District Office Administrators	School Principals also received the LCAP Staff Survey. Regular email reminders to complete the survey were regularly sent.

Educational Partner(s)	Process for Engagement
	Feedback, data, and recommendations were also gathered through the Instructional Leadership Meetings and Admin/Cabinet Meetings that were scheduled regularly throughout the year. Principals meet in ILT once a month between September 2025 - May 2026. District Office Administrators (Cabinet) provided feedback through weekly ongoing Cabinet Meetings. Regular LCAP updates were provided between January and May 2026.
Families & Parents	All families had an opportunity to provide feedback through our annual LCAP Parent Engagement Survey. Each family member received an email with the survey link asking for their input. Regular email reminders were sent weekly to encourage survey completion. 947 families completed the survey. Parent feedback was gathered throughout the year through other school site meetings: SSC, ELAC, and Title I Meetings. District English Language Advisory Committee (DELAC) parent representatives had an opportunity to discuss and provide feedback on the LCAP Development on April 17, 2026. Parent Advisory Committee (PAC) representatives had an opportunity to discuss and provide feedback on the LCAP Development on March 4, 2026.
Students	Students in grades 5th-8th grade provided feedback through the yearly LCAP Student Engagement Survey. All students were given access to the survey and class time was allocated for the surveys. One thousand of our 5th-8th grade students completed the survey. Student feedback from PALs and ASB was provided in the Spring 2026.
Other Educational Partners (Special Education - SELPA & Community Members)	Community members were invited to participate in the PAC Meetings. Parents of students with special needs were part of the PAC Meetings and had opportunities to provide feedback. In addition, parents who attended the CAC Meetings at the SELPA level provided input about

Educational Partner(s)	Process for Engagement
	district programs and services. This input was also considered in the LCAP development. Feedback from the Special Education & SELPA staff was given through ongoing meetings and conversations in the Spring 2026.

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

School districts must work with educational partners representing teachers, other staff, families, students, community members, bargaining units, and administrators to develop the LCAP.
La Habra City School District leaders met with educational partners to gather input to revise the 2025-26 LCAP. There were various opportunities for our educational partners to provide feedback through district and site level meetings, participation in the LCAP Committee Meetings, and LCAP Survey input. The LCAP Survey was made available to all educational partners during February 10 - March 11, 2025. Additionally, educational partners had opportunities to participate in the following LHCSD Board of Trustee Meetings:

--February 12, 2026: Board presentation on the LCAP Mid-Year Report and update on the Local Indicators
--June 11, 2026: Public Hearing on the 2025-26 LCAP
--June 25, 2026: Final Adoption of the 2025-26 LCAP

These themes emerged during the educational partner engagement:

Family Engagement
--Build our family involvement and capacity by providing more opportunities to: develop parent skills to support student success; develop parent leadership and provide targeted workshops on improving reading and math skills, developing social-emotional skills, improving child's study habits, and behavior management techniques.
–Increase visibility and accessibility of the Community Liaison (CL); have the CLs reach out to specific families and invite them to attend events to increase family participation.
–Flexible scheduling for school events to accommodate working parents.

Instructional Program
--Provide an instructional program that meets the needs of all students by maintaining class sizes that allow teachers and staff to target student learning.
--Hold high expectations for all students and provide them with a highly engaging rigorous program.
--Provide enrichment opportunities for students through field trips and access to enriching activities such as GATE offerings, language learning options (Spanish, Korean, Mandarin, French), and STEM and coding classes.
–Strengthen content through relevant real-world connections.
–Provide real world application opportunities for students and embed career exploration and pathways into core subjects. This will help students understand that what they are learning relates to their future.

Student Engagement & Support
--Continue to support our students academically, behaviorally, and socially-emotionally.
–Provide mental health support that is accessible for students in need. In addition to providing targeted support, they recommend SEL and Behavior training for staff.
--Continue to implement strategies to increase our attendance. Our educational partners asked what more we can do and what can we do differently?

Here is a summary of the specific feedback we received from our educational partners:

District Parent Advisory Committee:
--Implement additional strategies for capturing parent feedback.
–Provide other methods to access district surveys during Back to School Night, Open House, Parent-Teacher Conferences, and other school events.
--Increase rigor in the instructional program and provide enrichment opportunities for all students and those exceeding expectations.
--Provide more co-teaching and collaborative models for Special Education students to increase their access to core content.
--Provide opportunities for STEAM activities and learning in all schools.

District English Learner Advisory Committee (DELAC):
--Enhanced communication.
–Providing family workshops in areas of interest for them, .
–Continued after-school programs at all school sites.
–Members indicated being pleased with the enrichment programs offered after school, specifically sports.

Teachers and Classified staff:
-- MTSS support for academic, behavior, and attendance should continue to be provided.
--Libraries should continue to be accessible for all students.
--Provide time for teachers to implement new programs and skills learned in professional development.
--Continue to provide after school programs through ELOP and ASES.
--Have robust MTSS support for academic, behavior, and attendance; continue to work on areas of need to ensure full implementation.
--Provide technological resources to enhance student learning.
--Increased collaboration time, curriculum updates, and training specific to SPED and inclusion.

General Feedback & Recommendations through SSC, SLT, and other meetings:
--Strengthen family engagement.
–Provide opportunities for parents to learn how to support their students at home and provide workshops on topics that will impact achievement such as homework help and SEL.
–Staff Community Liaisons at all schools for family outreach and to strengthen home-school connections.
–Revisit the dissemination of the annual district survey to ensure that all voices are heard; consider various ways to collect input from families.

--Keep class sizes small.
--Provide more electives (beyond art & music) for students.
–Offer more opportunities for students to explore college and career options.
–Continue to offer extracurricular activities and extended learning opportunities for students.
--Promote inclusivity for all students.
–Revisit strategies to ensure that all students feel connected at school.
--Opportunities for teacher-driven professional learning.
–Provide meaningful professional learning opportunities, including collaboration time for staff (certificated and classified).
--Continue to provide library support at all schools.
--Mental Health support for students. School counselors at every site to support students.
--Training for staff on targeted and intensive strategies in SEL and Behavior.
--PBIS training for all.
–Training in discipline strategies to positively impact school culture, school climate, and support students
--Provide support staff, including TOSAs.

Students:
–They have positive thoughts about school, citing positive relationships with peers, teachers, and staff.
–They expressed gratitude for their teachers' support and welcoming school environment. –Students felt safe, included, and happy at school.
–Students shared experiences such as anxiety, stress, and peer difficulties; struggles with self-esteem and feeling misunderstood. .

On May 8, 2026, the Administrator and TOSA teams reviewed the results from the 2026 Spring LCAP survey, specifically focusing on student engagement. The school teams discussed the following:

What trends or patterns do you see?
What should we potentially focus on?
What are your recommendations for next steps?

The following actions/services within the 2026-27 LCAP are influenced by the feedback provided by our educational partners:

--Continued and increased need to support all of our students through Social-Emotional Learning (SEL) and mental health support. (See Action 3.5)
--Continued need to build the capacity of teachers and other staff working with students with behavioral and social-emotional needs. (See Action 5.1)
--Maintenance of smaller class sizes in grades TK – 3 (See Action 1.1) and smaller class sizes in 4-8. (See Action 1.5)
--Continue to provide ongoing professional development, especially in the areas of Multi-Tiered Systems of Support (MTSS), English Language Development, and Trauma-informed practices. (See Actions 5.1 and 5.4)
--Expand instructional time and intervention services to support students' growth in reading and math skills (See Actions 1.11, 1.21, 1.22, 1.23, and 1.26)
--Encourage increased parent engagement and training by continuing to fund Community Liaisons full-time and commit to expanding the Family Resource Centers. (See Actions 4.2 & 4.7)

--Expansion of technology infrastructure support and ensure that students have access to devices to enhance learning experiences. (See Actions 1.13, 1.14, and 1.15)
--Provide additional opportunities for college and career readiness and exposure to other pathways. (See Action 1.9 & 5.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL students are provided with a rigorous and engaging educational program that develops their communication, creativity, collaboration, and critical thinking skills. This will lead to students meeting or exceeding grade-level standards in all core content areas and making progress in English Language Development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

La Habra City School District students deserve access to a rigorous and engaging educational program where their critical thinking, creativity, collaboration, and communication skills are developed. Our mission includes a belief that the instructional methods and educational programs should engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. The district's mission states, "Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences, and technology." To ensure all students demonstrate growth and develop essential 21st Century Skills, LHCSD will continue to provide professional learning on effective teaching strategies, provide all schools with the necessary resources and staffing, and support student learning through an access lens that promotes the achievement of our English Learners, Foster Youth, and students who qualify for Free and Reduced Price Lunch (FRPL) which is synonymous with low-income. We will be responsive to student needs, using high impact strategies to increase student learning.

This goal was developed to address the following needs:

--Currently, 44.22% of all students met or exceeded grade level standards in ELA and 33.48% met or exceeded grade level standards in Mathematics.
--Our English Learners demonstrate mastery at lower percentages than our overall student group, 13.04% met or exceeded ELA standards and 11.78% met or exceeded grade level math standards. Additionally, 48.2% of English Learners demonstrate well developed or moderately developed English Language proficiency. Specific actions will be implemented to increase EL achievement in ELA, Math, and the ELPAC. Our LTEL students demonstrate significantly low achievement, scoring 91 points below standard in ELA and 162.1 points below standard in Math.
--Our students who qualify for Free and Reduced Price Lunch (FRPL) demonstrate mastery at lower percentages than our overall student group, 38.95% met or exceeded grade level standards in ELA and 28.22% met or exceeded grade level standards in Mathematics.

--Our Students with Disabilities (SWD) demonstrate mastery at lower percentages than our overall student group, 14.68% met or exceeded grade level standards in ELA and 10.81% met or exceeded grade level standards in Mathematics.

This goal will increase the academic achievement of all students including our student groups that are demonstrating below grade level achievement.

Please note that in all sections within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All students will demonstrate annual growth on the CAASPP Assessments measured by the percentage of students meeting or exceeding standards in ELA, Math, and Science.	2023 CAASPP (all students) ELA – 38.20% Math – 30.68% Science - 26.52%	2024 CAASPP (all students) ELA – 42.04% Math – 31.80% Science - 25.05%	2025 CAASPP (all students) ELA - 44.22% Math - 33.48% Science - 23.53%	All students will demonstrate proficiency or annual growth on the CAASPP ELA and Math Assessment measured by the percentage of students meeting or exceeding standards. ELA – 48.20% Mathematics- 40% Science - 35%	ELA: +6.02% Math: +2.8% Science: -2.99%
1.2	All student groups will demonstrate annual growth on the CAASPP Assessment measured by the percentage meeting or exceeding standards in ELA and Math.	2023 (Percent Proficient) ELA Socio-economic Disadvantaged: 34.04% English Learner: 11.4% LTEL*: 3.53% Latino: 35.8%	2024 (Percent Proficient) ELA Socio-economic Disadvantaged: 37.09% English Learner: 7% LTEL*: 1.37%	2025 (Percent Proficient) ELA Socio-economic Disadvantaged: 38.95% English Learner: 13.04% LTEL: 7.41%	All students will demonstrate proficiency or annual growth on the CAASPP ELA and Math Assessment measured by the percentage of	Socio-economic Disadvantaged: +4.91% English Learner: +1.64% LTEL*: +3.88% Latino: +5.94% Students with Disabilities: 1.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 12.9% Homeless Students: 22.22% Math Socio-economic Disadvantaged: 26.4% English Learner: 9.04% LTEL*: 0% Latino: 27.4% Students with Disabilities: 11.5% Homeless Students: 25.92% 26	Latino: 39.3% Students with Disabilities: 14.4% Homeless Students: 19.5% Math Socio-economic Disadvantaged: 27.24% English Learner: 9.09% LTEL*: 0% Latino: 28.5% Students with Disabilities: 13.4% Homeless Students: 13.7% *new metric for 2025-26.	Latino: 41.74% Students with Disabilities: 14.68% Homeless Students: 26% Math Socio-economic Disadvantaged: 28.22% English Learner: 11.78% LTEL: 0% Latino: 30.34% Students with Disabilities: 10.81% Homeless Students: 18%	students meeting or exceeding standards. ELA Socio-economic Disadvantaged: 45% English Learner: 20% LTEL: 5% Latino: 45% Students with Disabilities:18% Homeless Students: 30% Math Socio-economic Disadvantaged: 40% English Learner: 14% LTEL: 5% Latino: 40% Students with Disabilities: 14% Homeless Students: 35%	Homeless Students: +4% Math Socio-economic Disadvantaged: +1.82% English Learner: +.05% LTEL: 0 Latino: +2.94% Students with Disabilities: -.69% Homeless Students: +4.3%%
1.3	The percentage of students at grade level in iReady will increase in ELA and Math, (BOY and EOY comparison).	2024 iReady Results (At or above grade level-Grades TK-8) BOY ELA: 26% EOY ELA: 47% BOY Math: 14% EOY Math: 42%	2025 iReady Results (At or above grade level-Grades TK-8) BOY ELA: 26% EOY ELA: 47% BOY Math: 15%	2026 iReady Results (At or above grade level-Grades TK-8) BOY ELA: 24% EOY ELA: 47% BOY Math: 15%	The percentage of students that are at grade level in iReady will increase by a minimum of 60% in ELA and Math	(At or above grade level-Grades TK-8) BOY ELA: -2% EOY ELA: +4% BOY Math: +1% EOY Math: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EOY Math: 43%	EOY Math: 42%	50%, (BOY and EOY comparison).	
1.4	English Learners will demonstrate annual growth on the ELPI and make progress in the ELA CAASPP and iReady local measure.	54.5% of EL students are making progress toward English Language Proficiency (ELPI). 2023 CAASPP ELA (EL Students): 11.4% 2024 EOY iReady ELA: 12% of EL students at or above grade level	55% of EL students are making progress toward English Language Proficiency (ELPI). 2024 CAASPP ELA (EL Students): 7% 2025 EOY iReady ELA: 24% of EL students at or above grade level	48.2% of EL students are making progress toward English Language Proficiency (ELPI). 2025 CAASPP ELA (EL Students): 13.04% 2026 EOY iReady ELA: 20% of EL students at or above grade level	60% of EL students are making progress toward English Language Proficiency (ELPI) CAASPP ELA (EL Students): 20% EOY iReady ELA: 25% of EL students at or above grade level	EL students are making progress toward English Language Proficiency (ELPI): +.05% CAASPP ELA (EL Students): -4.4%% 2024 EOY iReady ELA - 8% of EL students at or above grade level
1.5	The reclassification rate for English Learners will exceed the State Average.	2023 Reclassification Rate: 34%	2024 Reclassification Rate: 33%	2025 Reclassification Rate: 28.7%	The reclassification rate will at or above 35% and exceed the state average.	-5.3%
1.6	100% of LHCSD students have access to a broad course of study, including but not limited to VAPA and STEAM.	Spring 2024 100% of LHCSD students, including unduplicated students in Grades TK-8, have access to and are enrolled in a broad course of study, including, but not limited to VAPA, STEAM, and integrated content across the curriculum.	Spring 2025 100% of LHCSD students, including unduplicated students in Grades TK-8, have access to and are enrolled in a broad course of study, including, but not limited to VAPA, STEAM, and integrated content	Spring 2026 100% of LHCSD students, including unduplicated students in Grades TK-8, have access to and are enrolled in a broad course of study, including, but not limited to VAPA, STEAM, and integrated content	Maintain at 100% the percentage of LHCSD students in Grades TK-8, including unduplicated students, that have access to and are enrolled in a broad course of study, including, but not limited to, VAPA and STEAM.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			across the curriculum.	across the curriculum.		
1.7	Full Implementation of State Standards	Spring 2024 Standard Met All teachers implement the state standards in the core content areas.	Spring 2025 Standard Met All teachers implement the state standards in the core content areas.	Spring 2026 Standard Met All teachers implement the state standards in the core content areas.	Maintain Standard Met in implementing the standards in all core content areas.	0%
1.8	Access to standards aligned instructional materials and facilities.	Spring 2024 100% (Williams Review) of all students have access to standards aligned instructional programs and facilities that are in good repair.	Spring 2025 100% (Williams Review) of all students have access to standards aligned instructional programs and facilities that are in good repair.	Spring 2026 100% (Williams Review) of all students have access to standards aligned instructional programs and facilities that are in good repair.	Maintain 100% (Williams Review) of all students have access to standards aligned instructional programs and facilities that are in good repair.	0%
1.9	Student Academic Perception Survey (LCAP)	Spring 2024 LCAP Student Survey Responded "Almost Always or Always" 51% - I see how what I'm learning relates to the outside world. 61%-I see how what I'm learning in school relates to my future. 74%- My teachers include me in classroom discussion.	Spring 2025 LCAP Student Survey Responded "Almost Always or Always" 57% - I see how what I'm learning relates to the outside world. 66%-I see how what I'm learning in school relates to my future. 73%- My teachers include me in	Spring 2026 LCAP Student Survey Responded "Almost Always, Always, Often" 61% - I see how what I'm learning relates to the outside world. 70%-I see how what I'm learning in school relates to my future. 79%- My teachers include me in	Increase the percentage of students who responded "Almost always or Always" on the Student LCAP Survey. 70%- I see how what I'm learning relates to the outside world. 75%-I see how what I'm learning in school relates to my future.	LCAP Student Survey Responded "Almost Always or Always" +10% - I see how what I'm learning relates to the outside world. +8%-I see how what I'm learning in school relates to my future. +5%- My teachers include me in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76%- My class challenges me academically. 58%- My classes let me be creative. 79%- I learn a lot in my classes. 77%- I am engaged in my classes. 91%- I feel comfortable using educational technology.	classroom discussion. 70%- My class challenges me academically. 65%- My classes let me be creative. 82%- I learn a lot in my classes. 80%- I am engaged in my classes. 94%- I feel comfortable using educational technology.	classroom discussion. 76%- My class challenges me academically. 71%- My classes let me be creative. 86%- I learn a lot in my classes. 84%- I am engaged in my classes. 93%- I feel comfortable using educational technology.	80%- My teachers include me in classroom discussion. 85%- My class challenges me academically. 75%- My classes let me be creative. 85%- I learn a lot in my classes. 85%- I am engaged in my classes. 95%- I feel comfortable using educational technology.	classroom discussion. +0%- My class challenges me academically. +13%- My classes let me be creative. +7%- I learn a lot in my classes. +7%- I am engaged in my classes. +2%- I feel comfortable using educational technology.

Goal Analysis [2025-26]

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

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

Goal #1 with its associated actions was implemented as expected and described. All actions led to an increase in our student achievement in both ELA and Mathematics. The La Habra City School District had successes in implementing the following actions: class size (1.1 & 1.5); seven period day (1.2); MTSS TOSAs (1.3) implemented interventions and facilitated our MTSS process (1.17; 1.20; 1.22); instructional materials (1.6); dual program offerings (1.7); ELA and Math assessments (1.8); physical education support (1.10); after school offerings (1.11); school readiness (1.12); technology integration and support (1.13; 1.14; 1.15); staffing to support instructional programs (1.17; 1.18; 1.22; 1.23, 1.24,). Teachers of students with disabilities participated in mathematics instruction training (1.26) which supported the implementation of effective teaching strategies. Districtwide, all teachers participated in Professional Learning Communities (PLCs) where they reviewed data to assess student learning and plan for intervention. LHCSD was able to keep class size at a lower number at

Washington MS which allowed teachers to target student learning in mathematics and kept lower class sizes in specific schools to avoid combination classes, as much as possible, to ensure that all students had access to their grade level content throughout the instructional day. Staffing was provided to schools and the district to support various instructional programs: one MTSS TOSA was allocated to each school site. Each TOSA coordinated intervention support, provided direct services to students in specific content areas, and led the MTSS process in each school. District staff supported English Learners by progress monitoring their language acquisition and ensuring classroom teachers had relevant data to target their needs during the instructional day. Staff also supported overall teaching and learning by providing access to formative assessment results, supporting the analysis of those assessments, and creating opportunities for administrators, teachers, and related staff to come together to discuss student learning and progress. We fully implemented our VAPA and STEAM programs (1.9) at all school sites. Previously, we had difficulty filling VAPA vacancies. During the 2025-26 school year, we offered instrumental music, visual arts, and theater arts.

Technology was fully integrated and the staffing and infrastructure was provided to ensure all students had access to the digital tools they needed during the instructional day. Other programs that were successfully implemented to support student achievement were the dual immersion programs at Ladera Palma and Washington and our School Readiness Program which served over 600 families and students. Our after school program was fully implemented due to the funding provided through ELOP (Extended Learning and Opportunity Program) and ASES (After School Education and Safety). The district purchased supplementary materials in ELA, Mathematics, and Science to ensure students had access to standards-based materials.

We did not experience significant challenges in implementing our planned actions during the 2025-26 school year.

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

All actions were implemented as expected and material differences between budgeted expenditures and estimated actual expenditures for contributing actions are described as follows: differences of less than $10,000 in estimated costs and actual expenditures was due to either an over- or underestimation of projected costs. Actions 1.5, 1.15, 1.17, 1.18, 1.23, 1.24, 1.26 have material differences of less than $20,000 and were fully implemented.

Material differences of more than $10,000 are noted in the following:
--Action 1.3 (Multi-Tiered System of Support) - We expended approximately $100,000 less than budgeted since one of our TOSAs worked half time.
--Action 1.4 (Integration of Technology) - We expended $96,691 less than budgeted due to an overestimation of expenditures.
--Action 1.6 (Supplementary Instructional Materials) - We expended $43,788 less than budgeted. We provided the necessary instructional materials and overestimated the budget.
--Action 1.7 (Dual Immersion)- We spent $62,684 more than budgeted. This is due to the professional learning that was provided to Ladera Palma (Write from the Beginning and Beyond) and Washington (Professional Learning Communities).
--Action 1.8 (Local District Assessments) - We spent $42,259 more than budgeted due to the increased cost of assessment platforms.
--Action 1.9 (STEAM & VAPA Integration)- We spent $204,856 less than budgeted. This is due to the Prop 28 and ELOP funded. New VAPA expenditures were coded to Prop 28 and some STEAM expenditures were for our after school enrichment program.

--Action 1.10 (Student Wellness Linked to Achievement) - We expended $90,990 less than budgeted. We provided the staffing to support student physical wellness. This was due to an overestimation of expenditures.
--Action 1.12 (Early School Readiness - UPK) - We spend $164,092 more than budgeted. This action provides additional staffing to support our Early Education and TK program. Staff salary and benefits increases were underestimated for the 2025-26 school year.
--Action 1.20 (ELA Intervention)- We spent $20,207 less than budgeted. This was due to transitioning our MS intervention program from Read 180 to iReady. iReady is less costly than our previous intervention program. In addition, changes to student courses decreased the number of students enrolled in intervention.
--Action 1.23 (English Learner Achievement) - There is a material difference of $241,478. We spent more than budgeted. This was due to an underestimation of staffing and materials cost.

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

Based on the 2025 CA Dashboard data and other local measures, the La Habra City School District had success in student achievement in English Language Arts and modest success in Mathematics. In ELA, we increased the percentage of students who met or exceeded standards by 2.18% to 44.22% and in Mathematics we increased by 1.68% to 33.48%. We decreased our EL's progress toward English proficiency by 6.8% to 48.2% of ELs making progress toward English Language proficiency. Our 2024 reclassification rate was 28.7%. Despite decreased in our EL progress and reclassification rates, we continue to demonstrate good progress in supporting ELs. We met the standard for implementation of the academic standards as measured by the Local Indicator Self-Reflection Tool.

In English Language Arts, all of our student groups demonstrated growth. In Mathematics, four of our student groups demonstrated growth, with the exception of Students with Disabilities (SWD) who decreased by 2.59% to 10.81% and LTELs who remained at 0%. In Science, our students decreased by 1.52% to 23.53% meeting or exceeding standards.

Several actions within Goal #1 lead to increasing our student's achievement in ELA and increasing our English Language Proficiency. These actions include maintaining a smaller class size in specific schools to minimize combination classes and smaller class size at Washington Middle School in math (1.1 & 1.5). Providing MTSS TOSAs who support all tiers of instruction (1.3), access to supplementary instructional materials (1.6) and access to ELA and Mathematics assessments such as iReady (1.8) made a positive impact on our students' achievement. To ensure our teachers provided targeted instruction in the core content areas, they were provided with PLC time where they analyzed data and collaborated to support student learning (1.19). In addition, access to technology in the classroom such as student iPads, Apple TV, software, and staffing to support the infrastructure (1.4, 1.13, 1.14, 1.15) supported student learning. Having access to additional digital tools that enhance learning allowed our students to extend their thinking and apply it in various tasks and assignments. When the universal instructional program (Tier 1) was not sufficiently meeting the needs of all students, our Multi-Tiered System of Support provided a structure that ensured students had access to needed academic, behavioral, and social-emotional support and interventions to be successful (1.22).

During the 2024-25 school year, we increased our EL's progress toward English proficiency by .5% to 55% of ELs making progress toward English proficiency. Our reclassification rate has remained high and stable at 33%. We attribute our success in supporting our EL's language development to having additional staff who monitor EL progress and growth (1.18 & 1.24) and providing supplementary materials to support access to the core curriculum (1.25). In the 2025-26 school year, we saw a decrease in our EL achievement though we continue to demonstrate that the are making progress. To increase their achievement we are focusing on reading foundations and designated ELD.

Other actions enhanced the overall educational experience for our students included: the dual immersion program (1.7); integration of VAPA and STEAM (1.9); physical education program (1.10); summer school and afterschool enrichment opportunities which were provided through ASES and ELOP (1.11, 1.16, 1.21, 1.26) programs. Our School Readiness Program (1.12) provided our youngest learners with access to high quality learning experiences; this led to students having the needed readiness skills to be successful in TK and beyond. These programs provided opportunities for our students to extend their thinking, apply their learning, and have an enriching educational experience and lead to their' academic gains in ELA and Math.

In ELA, our LTELs demonstrated some academic achievement than in the previous year, they increased their achievement by 6.04%. In mathematics, they continue to not meet grade level standards and are at 0%. Our Multilingual Specialist will continue closely monitor this specific group for the 2026-27 school year. Timely data and frequent meetings with our ELD teachers at the middle school to discuss support and strategies will be part of our structure. In addition, we will embed intervention during the school day to support our LTELs in ELA and Mathematics. We will continue with targeted professional learning, coaching cycles, providing intervention to increase ELA and Mathematics achievement of all students.

In the 2025-26 school year, we implemented mClass for our reading screener and provided Reading Foundations training for all TK-2 grade teachers. In addition, we implemented the UFLI curriculum to provide all K-2 students with structured daily phonics instruction. Our MTSS TOSAs closely monitored student reading scores, ensuring that those students who were not making adequate progress will participate in the MTSS interventions. Additionally, focused work during PLCs in setting measurable reading goals, analyzing student data to increase reading, and implementing classroom supports was a strategy within the existing actions. Since we saw progress and increased achievement, we will continue all actions and strategies.

Due to our decrease in the percentage of students scoring proficient on the CAST, we will continue to provide a second year of NGSS professional learning for our grades 3-8 teachers during the 2026-27 school year.

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

Planned Goal: No changes.

Metrics: No changes to our metrics. LREBG funds will support Metrics 1.3, 1.4, 1.5, and 1.7.

Target outcomes: No changes to our metrics.

Actions: All actions have been updated to reflect 2025 Dashboard data. The following actions were changed based on this data to target areas of need. LREBG funds will support specific actions associated with this goal. The following changes will be implemented in the 2026-27 school year:

Action 1.3 MTSS - For the 2026-27 school year, the district will continue to implement a foundational reading supplemental TK-2 program (Tier 1) to ensure all students acquire the skills needed to become successful readers and provide Foundational Reading Skills training to

Walnut (LREBG funds) and Sierra Vista. An additional MTSS TOSA, focusing on intervention support, will be hired and split between Las Lomas and Walnut (LREBG).

Action 1.4 Ed Tech Coach- We will continue to fund a 1.0 FTE Educational Technology Coach. For 2026-27, the Ed Tech Coach will also support NGSS instruction. The Ed Tech Coach will target the use of technology to leverage the teaching of Common Core ELA, Math standards and Next Generation State Standards (NGSS). The Coach will provide professional learning opportunities through the coaching cycle, professional training, lesson demonstrations, and modeling which will result in increased student achievement in language arts, mathematics, and science and will be measured through state assessments (CAASPP and CAST).

Action 1.12 Early Learning - This action includes the use of LREBG funds to support the implementation of a full day TK and K program beginning in the 2026-27 school year. Additional staffing will be provided in all classrooms to ensure there are smaller adult to student ratios to support student learning and proactively intervention when needs arise. This will allow staff to close learning gaps sooner and support student success.

Action 1.18 EL Support- For the 2026-27 school year, the Multilingual Program Specialist will continue to focus on K-2 basic reading skills to support ELs. Our goal is to close the gap in the early grades to ensure our EL students do not become LTELs. For our LTELs, the Program Specialist will monitor their progress (Ellevation), work with the middle schools to create a program to support their achievement in ELA and Mathematics, meet frequently with specific teachers to discuss data and share strategies, and support teacher use of standardized assessment resources (IABs) to assess and plan for student learning.

Please note that in all actions within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

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	Smaller Class Size	All students, including our ELs and Free and Reduced Price Lunch students, are below standard in English Language Arts and Mathematics. In ELA, all students were 18.7 points below standard and in Math they were 48 points below standard in the Spring 2025 CAASPP. To ensure all students receive targeted support, the district will maintain smaller class sizes, when possible, especially in grades TK-3. This targeted support will be delivered through focused small group instruction, differentiated instruction, and progress monitored through various assessment measures. Smaller class sizes will allow teachers to provide targeted support and intervention in ELA and Mathematics and will lead to an increase in academic achievement for all students. We expect to see an	$4,067,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in academic achievement in the CAASPP for ELA and Math for all students in grades 3-8 and on the iReady assessment in ELA and Math for students in K-2.		
1.2	Seven period day in Middle Schools	Each Middle School will continue to offer a seven-period day to ensure all students, specifically our English Learners and students who qualify for Free and Reduced Price Lunch (FRPL) are provided with support in English Language Arts. Based on 2025 CAASPP data, at both of our middle schools, our ELs are the lowest performing falling 61.1 points below standard in English Language Arts and at WMS, they are 52.6 points below standard. FRPL students are 18 points below standard (WMS) and 40 points below standard (IMS). At WMS, a seven-period day allows class size to be decreased facilitating teachers' ability to provide focused support in ELA and ensures there is sufficient time to cover the standards and provide targeted in-class intervention. AT IMS, having a seven period day allows students to have support in ELA and still have access to a broader course of study to take elective classes. Access to a broad course of study ensures students have opportunities to practice and generalize those skills they learn in the core content ELA courses. Academic achievement for ELs and FRPL students will be measured through the ELA CAASPP scores.	$1,321,051.00	Yes
1.3	Multi-Tiered System of Support (MTSS) TOSA	According to our 2025 CAASPP data, all students scored 18.7 points below standards in ELA and 48 points below standards below in Mathematics. Students who qualify for Free and Reduced Price Lunch (FRPL) demonstrate mastery at lower percentages than our overall student group, 38.95% met or exceeded grade level standards in ELA and 28.22% met or exceeded grade level standards in Mathematics. Due to the need to support our student groups, the district will provide each school with a full-time MTSS TOSA. This TOSA will support and coordinate the multi-tiered system of support at each school site. This TOSA works alongside teachers to ensure strong universal instruction (Tier 1) is provided to all students and coordinates intervention support in ELA and Mathematics to ensure students are placed in and receive targeted instruction (Tier 2) during the instructional day. For the 2026-27 school year, the district will continue to implement a foundational reading supplemental programs to ensure all students acquire the skills needed to become successful	$1,623,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
		readers. The MTSS TOSA coordinates with other school staff to ensure target students receive (Tier 2 & 3) support when needed. Additionally, the MTSS TOSA uses data to monitor student progress and works with grade level teams to problem solve and implement instructional strategies to support student learning in all levels of instruction. The effectiveness of this action is monitored through student yearly growth in the ELA and Math iReady assessments and end of year CAASPP results. Research supports the use of MTSS to close achievement gaps with low- income students, (Hosp, J. L., Madyun, N. H. Addressing disproportionality wtih response to intervention, 2007). Additional federal funding (LREBG) in the amount of $150,000 will be used to provide an additional MTSS TOSA at two of our lowest performing schools to provide intervention support.		
1.4	Integration of Educational Technology	Since all students continue to score below standard in ELA (18.7 points below) and Math (48 points below) and our FRPL students are points below standard 30.8 points in ELA and 60.5 points below standard in Math (2025 CAASPP Data), there is a need to integrate educational technology to increase student learning. The use of technology is critical to develop our students' critical thinking, creativity, collaboration, and enhance communication. These skills translate to student achievement in English Language Arts, Mathematics, and Science. A full-time Educational Technology Coach will promote and deepen student accessibility and use of technology to deepen their learning. The Ed Tech Coach will target the use of technology to leverage the teaching of Common Core ELA and Math standards, Next Generation State Standards (NGSS), and students acquiring essential skills for college and career readiness. The Coach will provide professional learning opportunities through the coaching cycle, professional training, lesson demonstrations, and modeling which will result in increased student achievement in language arts, mathematics, and science and will be measured through state assessments (CAASPP and CAST).	$169,507.00	Yes
1.5	Small Class Size in Mathematics in Middle School	Based on 2025 CAASPP data, at WMS, our FRPL (low-income) students are 82.4 points below standard in Mathematics. Our FRPL students require additional small group support to master grade level standards since many enter MS with gaps in their mathematical learning. The district will provide	$53,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		an additional math teacher to lower class size in mathematics. Smaller class sizes will allow teachers to more effecitvely monitor student learning and provide targeted support when needed. The smaller class sizes in math will facilitate teachers assessing student needs, provide small group instruction to reteach content, and provide targeted intervention. This will result in improved achievement of our FRPL students in math as measured by the CAASPP assessment and other classroom assessments.		
1.6	Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS)	Our 2025 CAASPP data indicates our FRPL students demonstrate below standard achievement in ELA and Mathematics, respectively 30.8 points below standard and 60.5 points below standard and our ELs are 52.7 and 82.7 points below standard. There is a need to provide supplementary materials that will support their specific needs. These additional resources will be used during small group instruction or to provide additional practice during whole group lessons. The district will provide supplementary CCSS aligned curriculum resources in ELA and Math, NGSS, and History/Social Science. Though this action specifically targets our FRPL students, all students will have standards-based aligned supplementary instructional materials and resources to support their learning in the core content areas. Access to these instructional materials will ensure all students have the access to the core curriculum and will make progress in formal state assessments (CAASPP, CAST) and local assessments (iReady).	$105,250.00	Yes
1.7	Dual Immersion Program	The Dual Immersion Program at Ladera Palma (TK-6) and Washington Middle School (7-8) provide students with the opportunity to develop biliteracy skills and strengthen their academic achievement in Language Arts, Mathematics, and Science. Student participation in these dual immersion programs increases their cultural understanding and promotes the development of college and career skills.	$15,737.00	No
1.8	Local District Assessments	Our 2025 CAASPP data indicates our FRPL students demonstrate below standard achievement in ELA and Mathematics, respectively 30.8 points below standard and 60.5 points below standard and our ELs are 52.7 and 82.7 points below standard. There is a need to provide a progress monitoring assessment to measure student learning. To measure their	$217,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement growth, the district will invest in local assessment measures to provide timely actionable data. Teachers will use this data to focus and target their instruction to meet student needs and the address instructional gaps of our FRPL and EL students. English Language Arts and Mathematics progress will be measured for students in grades K-8. The district will continue to utilize a Universal Screener K-8, and each schools Professional Learning Teams (PLTs) will develop common formative assessments to determine needs for Tier I and Tier II interventions in ELA and math to increase student achievement. The district will also implement appropriate assessments for the Dual Immersion Program. This action will be measured through our FRPL and EL student achievement results in the CAASPP for ELA and Math.		
1.9	STEAM and VAPA Integration	23.53% of our students met or exceeded the standards for Science as measured by the 2025 California Science Test and 33.48% met or exceeded the standards for Mathematics. Our ELs and FRPL, students have a lower percentage of meeting standards in math (respectively 11.78% and 28.22%) and in science (respectively 2.04% and 18%). Our students require increased resources to learn and practice specific math and science content and skills and should have opportunities to generalize, apply, and deepen their learning through interdisciplinary experiences in STEAM and VAPA. These opportunities for innovative and authentic learning experiences will lead to increased achievement in Science, Technology, Engineering, Arts, and Math (STEAM) and Visual and Performing Arts (VAPA). To meet this need, we want to ensure our teachers have resources they need to implement a high quality program. We will provide staffing, academic coaches, content experts, training, supplementary materials, and opportunities for professional learning to support our student achievement in STEAM and enriched through VAPA. These resources will allow our teachers to integrate STEAM and VAPA into their lessons and will increase our student achievement in Math and Science as measured by the CAASPP and CAST.	$348,453.00	Yes
1.10	Student Physical Wellness Linked to Achievement	Based on our 2025 CAASPP data, our students score below standard in ELA (18.7 points below) and Math (48 points below) and our FRPL students achieve at lower levels. To ensure optimal learning, it is important	$1,273,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to support our FRPL student's overall health and wellness. Meeting our student's physical needs correlates to increased achievement. The district will provide staffing for a twice-weekly pull out physical education program that will lead to enhanced wellness and fitness and provide classroom teacher release to review data and plan student learning. Classroom teachers have time during the school day to analyze data to provide support during universal and targeted instruction to increase student achievement in reading and math. During the PE release, the PE teacher: maintains and monitors elementary physical education programs for effectiveness; evaluates and supplement current nutrition education through collaboration with local organizations; maintains and replenishes physical education equipment and Fit Kid centers; works with local agencies involved in the "Move More Eat Healthy" movement; provides training to staff and parents on healthier choices. This action will lead to increased achievement in ELA and Math as measured by the CAASPP.		
1.11	After School Program (ASES Funding)	The district will continue to provide an After School Education and Safety (ASES) program for all students to extend learning opportunities in the areas of academics, physical fitness, social emotional learning, and enrichment on each site. Staff will be trained to support students academically through tutoring, homework support, and problem-solving skills that will lead to student achievement in reading and math. The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra is offered to all students, kindergarten through eighth grade, and is located on each of LHCSD's school sites. ASES offers a safe, comprehensive, and academically focused program. We hire highly qualified staff and train staff to assist students academically and socially. The ASES staff will also support students by increasing academic support in the program.	$898,000.00	No
1.12	Early School Readiness (UPK)	Our English Learners and FRPL families do not have the same level of access to early childhood education learning experiences as more resourced families. According to research, the difference in learning resources both within and outside the home for children growing up in low-income households and children from more affluent homes is associated, on average, with gaps in their cognitive development that can increase with	$783,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		each passing year. Unless, children have early access to high-quality learning opportunities, (National Institute for Early Educaton Research, 2026). Providing access to UPK will ensure students have increased opportunities to participate in a high quality TK program. Our Universal Prekindergarten program targets enrolling EL and FRPL students. The district supports this access by providing staffing (School Readiness Coordinator and TOSA) to outreach, coordinate, and provide training to TK teachers. In the 2026-27 school year, a full day TK/K program will be implemented. The extended instructional day will support FRPL and EL student access to high quality instruction.Additional federal funding (LREBG) of $500,000 will be utilized to provide increased access to early childhood education to our under-resourced families and non-English speaking families. This funding will support additional staff, which may include a Community Liaison, Nurse, and a portion of the Early Learning TOSA. These staff members will provide training and resources to families with children ages birth to five. Providing access to quality early learning experiences will support the cognitive, social-emotional, and physical development of children which will lead to increased readiness skills of our TK and Kindergarten students. One way this program provides support is through going free parent-child classes to the La Habra Community. The School Readiness Nurse will provide health referrals and information, screenings, and health-related resources for families with children 0– 5 years. This will be measured through the iReady progress of our Kindergarten students in ELA and Math.		
1.13	Technology Access	Our FRPL students may not have access to the digital tools they require to continue their learning at home or to complete their homework. Due to this need, the district will support the implementation of the 1:1 iPad 24/7 take-home program at all school sites. This will ensure our students have access to the technology they need to learn at school and continue their learning at home. This action supports providing an enriching and engaging learning experience for all students; providing access to instructional software and digital programs and platforms aligned to the state standards; and provides parent education on the use of technology and integration with California State Standards. This action is measured through the CAASPP assessments in ELA and Mathematics. Other funding sources are being now utilized.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Technology Infrastructure	To ensure that all students, specifically our EL, FRPL, and Foster Youth students have access to digital tools that support their learning, it is important to have the infrastructure to ensure these tools are functioning at optimal levels and are regularly updated. The district will provide iPads, desktop computers, display systems, and other equipment and necessary infrastructure to support an enriching and technology embedded educational experience for all students. This action ensures we consistently assess and address technology needs for classrooms, labs, and multipurpose rooms; it provides the iPad refresh cycle; replaces and upgrades existing equipment, as needed; and provides funds to purchase any other related equipment and tools. Access to the technology tools will increase student learning in English Language Arts and Mathematics, demonstrating a growth in our student achievement as measured by the CAASPP. Other funding sources are now being utilized for this action.	$0.00	No
1.15	Technology Infrastructure - Staffing	To ensure that all students, specifically our EL, FRPL, and Foster Youth students have access to the digital tools to support their learning, it is important to have the infrastructure and staffing to ensure the tools are functioning at optimal levels and are updated regularly. Information Services Technicians (IST) will provide ongoing site-based technology support to ensure the equipment and digital tools are functioning optimally for student learning. This action provides first-level technical support, which includes troubleshooting hardware and audio-visual issues and managing our 1:1 iPad initiative for all sites. ISTs are responsible for planning, organizing, keeping inventory, and providing technology support at all sites. Access to the technology tools will increase student learning in English Language Arts and Mathematics, demonstrating a growth in our student achievement as measured by the CAASPP.	$834,709.00	Yes
1.17	Instructional Programs Support	Our current assessment data shows that our ELs, Foster Youth, and Free and Reduced Price Lunch eligible students achieve at a lower level than all students in the ELA and Math CAASPP. Due to this difference, the District will ensure that our English Learners, Foster Youth, and Free and Reduced Price Lunch eligible students have access to a high quality, rigorous	$356,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional program. To provide a high quality program and provide assessments to monitor progress, compliance with state and federal mandates is instrumental. District staffing will support the implementation of a rigorous program and ensure we have ongoing formative and summative assessments to monitor student achievement. District staffing allows compliance with state and federal requirements for all academic programs and supports the use of ongoing formative and summative assessments for student learning. Through this support and monitoring, our ELs, FY, and FRPL students will make academic progress in the ELA and Math CAASPP.		
1.18	English Learner Achievement	On the 2025 CAASPP assessment, 13.04% of all ELs met or exceeded standards for ELA and 11.78% met or exceeded standards for math. Within the EL subgroup, 7.41% of our Long Term English Learners met or exceeded the standards for ELA and 0% met or exceeded the standards for math. These indicators demonstrate that our ELs are not at the performing at the same level as the rest of the students. To monitor progress, provide resources to instruct our ELs, and to provide professional development training and support, the district will fund one position, (Multilingual Program Specialist). This position will support teachers' implementation of research-based instructional practices in English language development. Our goal is to close the gap in the early grades to ensure our students do not become LTELs. Additionally, the ML Specialist will provide targeted support and work with Imperial Middle School and support their monitoring of ELs to increase their achievement in ELA and Ladera Palma to ensure ELs make adequate progress. At Ladera Palma, the ELPI is at 41% (decrease of 12%), the Specialist will work with the MTSS TOSA to support the cross linguistic transfer of skills between Spanish Language Arts and English Language Arts. This will increase English Learner progress toward English proficiency demonstrating an increase in the percentage of students making progress on the ELPAC and impact their increase their achievement in ELA and Math, as measured by the CAASPP. For the 2026-27 school year, she will also focus on K-2 Basic Reading Skills instruction to support ELs. For our LTELs, the Program Specialist will monitor their progress (Ellevation), work with the middle schools to create a program to support LTEL achievement in ELA and Mathematics, and support teacher use of standardized	$238,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment resources (IABs) to assess and plan for LTEL student learning.		
1.19	Professional Learning Communities & Teacher Collaboration	In our most recent diagnostic assessment (Winter 2025), iReady, results indicate that 30% of all students are two to three or more grade levels below and 31% are one grade level below in reading. Thus, 61% of our students are not at grade level. In mathematics, 24% of all students are two to three grade levels below and 45% or all students are one grade level below; thus, 69% are below grade level in mathematics. Our FRPL students and ELs achieve at lower levels and are not at grade level. Due to the lower academic achievement of all students, specifically our FRPL and ELs, it is necessary for our teachers to meet in Professional Learning Communities. By incorporating the PLC process, teachers collaborate on setting goals, focusing their instruction, planning for intervention, and using data to assess student learning. Teachers also monitor the academic progress and differentiate instruction, as needed, for our FRPL students and English Learners. To enable this work, the district will continue to schedule weekly early release enabling each site to have regular structured PLC meetings. These meetings will focus on addressing the four PLC questions: What do we want our students to learn?; How will we know if each student has learned it?; How will we respond when some students do not learn it?; and How can we extend and enrich the learning of students who have demonstrated proficiency? This action will lead to an overall increase in our iReady scores and we will see a growth between the BOY and EOY results in both Reading and Math for all students.	$3,087,517.00	Yes
1.20	ELA Intervention	Current diagnostic data (Winter 2025) indicates 43% of all middle school students are two to three grade levels below in reading. Our ELs (83%) and FRPL (48%) students achieve at lower levels. To address this learning gap, the district will provide a targeted reading intervention for middle school students. For the 2026-27 school year, we will continue to implement an intervention program and provide all students with scaffolds and support to access grade level standards. Utilizing a collaborative model (general education teacher, resource teacher, and instructional assistant), students will receive daily targeted reading intervention which will lead to student growth in reading skills. Research based intervention	$10,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials and targeted professional learning for designated teachers will be provided to ensure effective supports are implemented in the classroom. Through this action, we expect to see a decrease in the percentage of students scoring below grade level in reading, as measured by the iReady reading assessment.		
1.22	Multi-Tiered System of Support (MTSS)	The percentage of English Learners and Free and Reduced Price Lunch Students that are at grade level in reading and math is also lower than the overall student group. On the iReady reading assessment, 45% of our ELs and 24% of our FRPL students in elementary school are two to three grade levels below in reading and 83% of our ELs and 48% of our FRPL students are two to three grade levels below in the middle schools. On the iReady math assessment, % of our ELs and 19% of our FRPL students in elementary school are two to three grade levels below in reading and 46% of our ELs and 47% of our FRPL students are two to three grade levels below in the middle schools. To support our ELs, FRPL including our homeless students, the district will provide additional support staff to provide universal and targeted instruction for ELs and FRPL students. This additional staff will provide support through the Multi-Tiered System of Support (MTSS) model in the areas of academic, behavioral, and social-emotional needs with the goal to increase reading and math achievement. Our homeless students will receive targeted support in mathematics. Tailored systems inclusive of targeted academic instruction, Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning (SEL) curriculum will be implemented at all sites in order to help students succeed in school and improve academic performance in ELA and Math. The goal is to provide high-quality instruction and intervention matched to student needs. This action will increase our EL and FRPL student achievement in reading and math measured by the EOY iReady assessment.	$438,995.00	Yes
1.23	English Learner Achievement	Based on 2025 CAASPP data, 13.04% of all ELs met or exceeded standards for ELA and 11.78% met or exceeded standards for math. Within the EL subgroup, 7.31% of our Long Term English Learners met or exceeded the standards for ELA and 0% met or exceeded the standards for math. Specifically at Ladera Palma, 19.05% of ELs met standards in the	$1,965,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA CAASPP (increase of 9.05%) and 12.70% met standards in math (increase of 6.05%). To continue the academic growth of this student group, the district will provide additional staffing (certificated and classified) for support. These staff will deliver targeted instruction and intervention to our ELs. This support may include a combination of pull out and push in services by teachers and/or aides. At Ladera Palma, a focus on Thinking Maps, GLAD strategies, and trans-linguistic transfer will be the focus for ELs. A continuous model of inquiry will be implemented to ensure that students are making adequate progress. This model includes the analysis of student data to ensure the targeted interventions are meeting their needs. By providing this additional staff (assistants and certificated support staff), we expect to see an increase in ELA and Math CAASPP scores of our ELs.		
1.24	English Learners	Based on 2024-25 ELPAC results, 21.24% of our English Learners (increase of 1.27%) demonstrate well developed (Level 4) English Language skills and 37.72% (increase of 1.16%) demonstrate moderately developed (Level 3) on the ELPAC. In comparison, at Ladera Palma ES, 13.74% (increase of 2.28%) of all students demonstrate well developed skills and 35.88% (increase of 1.49%) demonstrate moderately developed skills. The progress of our ELs will be closely monitored by additional staff. Classified staff will ensure student data is updated and accessible and a certificated staff member will monitor assessment results and provide training and resources to classroom teachers to ensure they continually implement research based English Language Acquisition strategies. At Ladera Palma, the certificated staff member will collaborate with school staff to support the cross-linguistic transfer of skills to reading and writing which will increase their ELPI. Parents will be notified and kept informed of their student's progress. Additionally, the certificated staff member will provide access to targeted PD in GLAD strategies and Thinking Maps and work with all school sites to set reclassification goals. Through this targeted monitoring and PD access, it is expected that we will see a growth in the ELPI at Ladera Palma and growth in our overall EL progress with an increase in our reclassification rates.	$212,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Students with Disabilities - English Language Arts	In 3 of 7 elementary schools (Arbolita, Las Lomas, Sierra Vista) and both middle schools (Imperial and Washington) our Students with Disabilities are not making sufficient progress in English Language Arts. Their achievement is at 4.55% (increase of 1.42% at Las Lomas), 14.29% (decrease of 6.763% at Arbolita), 9.63% (decrease of 4.01% at Imperial), 17.33% (increase of 5.47% at Washington), and 14.81% (increase by 6.34% at Sierra Vista). To increase their academic achievement, teachers will be provided with training in ELA and Math instruction to meet student needs. Collaboration with the Special Education Department in implementing high-leverage strategies will lead to better outcomes for our SWDs. Based on this action, we expect to see an increase in the percentage of students meeting or exceeding standards in ELA. Other funding sources are now being utilized for this action.	$0.00	No
1.26	Students with Disabilities - Mathematics	In 4 of 7 elementary schools (Las Lomas, Sierra Vista, El Cerrito, and Walnut) and one middle school (Imperial) our Students with Disabilities are not making sufficient progress in Mathematics. Their achievement is at 2.40% (decreased by 3.67% at Imperial), 14.81% (increase by 2.95% at Sierra Vista), 0% (decreased by 6.65% at Las Lomas), 8.95% (increase of 10.01% at Walnut), and 26% (decrease of 5.92% at El Cerrito). To increase their academic achievement, all teachers will be provided with a three days training in CGI, including the opportunity to participate in a lesson study. Collaboration with the Special Education Department to support implementation of CGI and other high impact strategies will lead to better outcomes for our SWDs. Based on this action, we expect to see an increase in the percentage of students meeting or exceeding standards in Mathematics. This action has mixed results with some successes at half of the schools. During the 2026-27 school year, coaching cycles with SPED teachers will be incorporated to increase the use of learned CGI or Mathematical Discourse strategies with students. Other funding sources are now being utilized for this action.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The La Habra City School District will be fiscally responsible and manage District resources to maintain a sound financial position.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The La Habra City School District Board of Trustees and Administrators are committed to plan and develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure fiscal stability for the current and two subsequent fiscal years. All students benefit from financially sound budgetary operations and processes as it maintains the district's stability and the instructional programs are consistently supported and implemented to meet their needs. This goal is necessary to ensure the district utilizes its resources responsibly to impact our student achievement. The additional funding provided to LHCSD to increase the achievement of our English Learners, Free and Reduced Price Lunch (synonymous with low-income), and Foster Youth students will be managed responsibly and allocated in a manner that provides programs to meet student needs and gives equitable access to such programs ensuring that students who need the most support are prioritized.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Positive Annual Certification	2023-24 Positive Annual Certification	2024-25 Positive Annual Certification	2025-26 Positive Annual Certification	Maintain the District's positive annual certification.	None

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.

There we no substantive differences in planned actions and actual implementation of these actions.

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.

None.

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

LHCSD has continued to meet the requirements for positive annual budget certification.

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

No changes to the goal, metric, desired outcomes, or action.

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	Effective Decision-Making Practices	The District will continue current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years. The Assistant Superintendent of Business Services will continue to plan for and develop multi-year projections that maintain fiscal solvency and establish reserves that ensure fiscal stability. Other funding sources are now being utilized for this action.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will cultivate a sense of belonging and connectedness for all students: -All students will feel that their school is a safe, equitable, inclusive, and supportive environment. -All students will experience strong and caring adult and peer relationships. -Students with specific needs will have access to additional social-emotional, behavioral, or mental health supports.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LHCSD recognizes that creating a safe, welcoming, and inclusive learning environment is essential to student success. Students must feel safe, connected, and have a sense of belonging. Our students' engagement is an area of need. Our overall chronic absenteeism rate is at 14.1%. We have two student groups who have a very high chronic absenteeism rate, Foster Youth (25%), McKinney-Vento (26.3%), and Students with Disabilities (20.8%). Our EL chronic absenteeism is 12% and declined by 3.9% and our FRPL students have a 15.7% chronic absenteeism rate (declined by 2.6% when compared to our Spring 2024 data). These trends indicate a need to support our students' well-being and increase their attendance rates. Our overall suspension rate is at 2.5% and we have two student groups with high suspension rates. Our Foster Youth students have a 6.8% rate (increase of 1.5%) and our Long-Term English Learners have a 9% rate (decrease of 6.6%). This discrepancy indicates a need to focus our efforts on supporting these two student groups with positive behavior supports. In another measure of student engagement (2026 LCAP Survey), 79% of students almost always or often feel accepted at school and 75% of all students almost always or often feel like they belong in school. 88% feel safe at school. Though we increased in most student perception climate measures, there is a need to provide our students with social-emotional, mental health, and behavioral supports to increase their engagementl. This goal addresses our need to decrease our chronic absenteeism rates, decrease our suspension rates, and continue to increase our students' sense of belonging, acceptance, and safety.

Please note that in all sections within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	100 % of sites with overall rating in “Good” Repair, based on Fit Inspection Tool (FIT)	September 2023 100% of our sites reported that they were in "good" repair	September 2024 100% of our sites reported that they were in "good" repair	September 2025 100% of our sites reported that they were in "good" repair	Maintain 100 % of sites with overall rating in “Good” Repair, based on Fit Inspection Tool (FIT)	0
3.2	Chronic Absentee Rate	Spring 2023 16.7% for all students 17.2% for ELs 13.8 for Foster Youth 18.1% for FRPL students 25% for McKinney-Vento students* Our Filipino student group is 21.4% chronically absent.	Spring 2024 16.7% for all students 15.8% for ELs 24.4% for LTELs* 29.6% for Foster Youth 18.3% for FRPL students 40% for McKinney-Vento students* Our Filipino student group is 12.7% chronically absent. *New metric for 25-26 (baseline)	Spring 2025 14.1% for all students 12% for ELs 19.3% for LTELs* 25% for Foster Youth 15.7% for FRPL students 26.3% for McKinney-Vento students* Our Filipino student group is 9.7% chronically absent.	Chronic Absenteeism Rate at or below 8% for all student groups.	-2.6% for all students -5.7% for ELs -5.1% for LTELs +11.2% for Foster Youth -3% for FRPL students +1.6% for McKinney-Vento students -11.7% for Filipino student group
3.3	District Suspension Rate	2023-24 3.3% for all students 3.4% for ELs 3.5% for FRPL students 6.7% for Foster Youth 4.3% for McKinney-Vento	2024-25 Spring 2024 3.3% for all students 3.4% for ELs 3.5% for FRPL students 6.7% for Foster Youth 4.3% for McKinney-Vento	2025 Spring 2025 2.5% for all students 2.1% for ELs 2.8% for FRPL students 6.8% for Foster Youth 4.9% for McKinney-Vento	District Suspension rate at or below 2.5% for all.	-.8% for all students -1.3% for ELs -0.7% for FRPL students +0.1% for Foster Youth +.6% for McKinney-Vento

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	District Attendance Rate	2023-24 94.13%	2024-25 94.64%	2025-26 94.85%	Attendance Rate at or above 96%	+.72%
3.5	Middle School Drop Out Rate	2023-24 0%	2024-25 0%	2025-26 0%	Middle School Drop Out rate at 0%	0%
3.6	District Expulsion Rate	2023-24 0%	2024-25 0%	2025-26 0%	District Expulsion rate at 0%	0%
3.7	Student Self-Perception - Behavior & Safety (LCAP Survey) Percentage of students that "almost always" or "often"	Spring 2024 Percentage of students that "almost always" or "often" 89% - I follow school and classroom rules. 79% - I feel safe at school.	Spring 2025 Percentage of students that "almost always" or "often" 93% - I follow school and classroom rules. 85% - I feel safe at school.	Spring 2026 Percentage of students that "almost always", "always" or "often" 94% - I follow school and classroom rules. 88% - I feel safe at school.	Percentage of students that "almost always" or "often" 93% - I follow school and classroom rules. 90% - I feel safe at school.	+5% - I follow school and classroom rules. +9% - I feel safe at school.
3.8	Student Self-Perception - Acceptance & Belonging (LCAP Survey) Percentage of students that "almost always" or "often"	Spring 2024 Percentage of students that "almost always" or "often" 73% - I feel accepted at this school. 69% - I feel like I belong in this school.	Spring 2025 Percentage of students that "almost always" or "often" 78% - I feel accepted at this school. 78% - I feel like I belong in this school.	Spring 2026 Percentage of students that "almost always" or "often" 79% - I feel accepted at this school. 75% - I feel like I belong in this school.	Percentage of students that "almost always" or "often" 90%- I feel accepted at this school. 90% - I feel like I belong in this school.	+6% - I feel accepted at this school. +6% - I feel like I belong in this school.
3.9	Student Perception Adult Relationships (LCAP Survey)	Spring 2024 Percentage of students that "almost always" or "often"	Spring 2025 Percentage of students that	Spring 2026 Percentage of students that	Percentage of students that "almost always" or "often"	+9% - I feel supported by my teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students that "almost always" or "often"	77% - I feel supported by my teachers. 61% - I am comfortable being myself around adults at this school. 69% - I have positive relationships with adults in my school.	"almost always" or "often" 85% - I feel supported by my teachers. 74% - I am comfortable being myself around adults at this school. 70% - I have positive relationships with adults in my school.	"almost always" or "often" 86% - I feel supported by my teachers. 73% - I am comfortable being myself around adults at this school. 72% - I have positive relationships with adults in my school.	90% - I feel supported by my teachers. 80% - I am comfortable being myself around adults at this school. 90% - I have positive relationships with adults in my school.	+12% - I am comfortable being myself around adults at this school. +3% - I have positive relationships with adults in my school.
3.10	Parent Perception - Behavior & Safety (LCAP Survey) Percentage of parents that "almost always" or "often"	Spring 2024 Percentage of students that "almost always" or "often" 93% - My child feels safe when they are at school.	Spring 2025 Percentage of students that "almost always" or "often" 93% - My child feels safe when they are at school.	Spring 2026 Percentage of students that "almost always" or "often" 94% - My child feels safe when they are at school.	Maintain at 93% - My child feels safe at school.	+1% - My child feels safe when they are at school.

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.

There were no substantive differences in the five planned actions and actual implementation of these actions. We had success in implementing all actions. To ensure our students felt safe and had access to safe and clean learning environments we provided the needed staffing (3.1). We ensured the safety of our students by partially funding a School Resource Officer (SRO) (3.2). Ensuring the welfare and safety of students is of utmost importance. Additional maintenance personnel ensured that all learning environments were in working order

and safe for students. To increase and maintain attendance, we provided home to school transportation for target families and students (3.3) and added additional staffing to monitor attendance and communicate with families (3.4). Ensuring the overall wellness of students continued to be a priority with each school having a School Counselor to support students social-emotional needs (3.5), provided support to reduce suspension rates (3.6), and focused support on specifice student groups to increase attendance (3.7) There were no challenges in implementing these actions.

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.

All actions were implemented as expected and material differences between budgeted expenditures and estimated actual expenditures for contributing actions are described as follows: differences of less than $20,000 in estimated costs and actual expenditures was due to either an over- or underestimation of projected costs.

Material differences of more than $10,000 are noted in the following:
--Action 3.2 (School Safety) - There is a material difference of $198,716 for this action. This salary was projected for other local funds; due to a 2% raise increase for all staff, local funds were expended.
--Action 3.4 (Monitor Attendance Rates) - There is a material difference of $76,042. There was an overestimation of projected staff salaries and benefits.
--Action 3.5 (School Counselors) - There is a material difference of $59,581 for this action. This difference is due to the increase in counselors' salaries due to the 2% pay and step and column increases.

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

Please note that FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

When analyzing our conditions and climate data, LHCSD’s actions were effective in reducing our overall chronic absenteeism by 2.6% to 14.1%. All student groups demonstrated a decrease in their chronic absenteeism (ELs, Foster Youth, McKinney-Vento, and FRPL). Our overall suspension rate decreased by 0.3% to 2.5%. We successfully decreased the suspension rate for our ELs (2.1%), FRPL students (2.8%), and McKinney-Vento (4.9%). Student perception ratings in behavior, safety, and acceptance have respectively increased to 94% (+1%), 88% (+3%), 79% (+1%), and decreased in belonging 75% (+3%).

There is a need to continue to focus on our chronic absenteeism rate. Though we decreased to 14.1% and all our student group rates also decreased, we are not yet near our target of 8%. Though we successfully decreased our overall suspension rate and the suspension rate for most of our unduplicated student groups, we have one student subgroups that has an increased suspension rate, Foster Youth (increase of 1.5% to 6.8%). The District is currently in Differentiated Assistance for the chronic absenteeism and suspension rates of our LTEL and McKinney-Vento students. The suspension rate for our LTEL and McKinney-Vento students decreased by 6.6% and 2.9%. These two student groups continue to have higher suspension rates, McKinney-Vento, 4.9% and LTEL 9%.

During the 2025-26 school year, the District reorganized and created a Student Services Department in the Fall 2025. This reorganization allowed for a focused approach to addressing our chronic absenteeism and suspension needs. The department has focused on strengthening our SART, SARB, and attendance practices and building capacity with our School Counselors and Psychologists to support

students' well-being. The actions we implemented were successful in reducing our overall chronic absenteeism and suspension rates and increasing our student perception ratings in behavior, safety, acceptance, and belonging. As such, our staffing, resources, and actions will remain consistent in these areas. For the 2026-27 school year, we will continue to focus our efforts in reducing our overall chronic absenteeism rate and support our student groups' engagement. A focus on support strategies for chronic absenteeism will continue within Goal #3 actions. Some of these strategies will include:
--MTSS teams work on at-risk becoming chronic absent students and families to provide additional resources and support.
--Consistent attendance monitoring
--Community Liaisons provide workshop on attendance and reaches out to families to provide resources (as appropriate)
--SEL and Restorative Practices strategies
--Counselor check-ins with students having difficulty coming to school and offering support
--Districtwide SARB process
--Strengthen relationships
--Attendance incentives
--Transportation
--Clear guidelines for truancy vs. chronic absenteeism
--Excused vs unexcused absences

In addition to focusing on chronic absenteeism, the Student Services team will include more training for counselors, teachers, and administrators in trauma informed practices, restorative practices, and PBIS. These will be embedded within actions 3.5 and 3.6.

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.

Planned Goal: No changes.

Metrics: No changes.

Actions: All action descriptions have been updated to reflect 2025 Dashboard year data. The following additional changes will be implemented for the following actions:

Since LHCSD is in Differentiated Assistance, the following actions will continue during the 2026-27 school year to support our target unduplicated student groups:
--Action 3.4 - This action includes additional strategies to reduce chronic absenteeism. Schools will monitor our identified student groups (FRPL, Foster Youth, LTEL and McKinney-Vento) closely providing increased proactive communication about the importance of school attendance and immediately refer to the MTSS team when they are at-risk of chronic absenteeism. Additionally, a designated school staff member will provide monthly case management support for both LTEL and McKinney-Vento students. This action will lead to a decrease in chronic absenteeism for all students.

--Action 3.6 - This action includes LTEL and McKinney-Vento students. Our counselors will work with teachers and administrators on implementing positive behavior strategies, alternative to suspension strategies, and monitor student behavior. Also, they will provide or

support the coordination of training in trauma informed and restorative practices. Through this action, it is expected that we will see a reduction in the suspension rate of all students, specifically LTEL, McKinney-Vento, and Foster Youth students.

Please note that in all actions within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

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	3.1 Safe and Clean Learning Environment	To provide schools that are safe and clean environments, the district will ensure school and district facilities are maintained and they are safe working and learning environments measured by the annual Facilities Inspection Tool (FIT). This action provides staffing to maintain safe facilities and prioritizes projects that promote positive learning environments. This action will lead to an increase in the percentage of students feeling safe in the annual LCAP survey. Students' perception of safety will be measured through the LCAP survey. Other funding sources are now being utilized for this action.	$0.00	No
3.2	School Safety	According to 2026 LCAP Student Survey results, 12% of our students indicate they feel unsafe at school. Additionally, 25% do not feel like they belong at school, 21% do not feel unaccepted, and 27% do no have positive relationships with staff. (All these perception measures were decreased when compared to 2024 LCAP survey data.) To increase school safety and promote connectedness, the district provides a School Resource Officer (SRO). Since our FRPL make up approximately 81% of our school population, the district provides a School Resource Officer (SRO) that supports the middle school campuses and is available to the elementary schools sites, when needed. The SRO supports the middle school campuses and is available to the elementary schools sites, when needed. The SRO implements proactive strategies to foster connection and belonging and provides mentoring to students who are having difficulty feeling connected and positively engaged at school. In addition to the SRO, the district provides part-time staffing to promote overall wellness and safety. These part-time staff are teacher leads who have the added responsibility of coordinating and planning school site activities to promote	$229,689.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety, connection, belonging, and wellness for all students. Examples of site activities may include kindness events and anti-bullying campaigns. Through this action, we expect to see an increase of in the percentage of students who feel safe at school, accepted, have positive relationships with adults, and feel connected at school as measured by the LCAP Student Survey.		
3.3	Transportation	Based on the 2025 CA Dashboard, our FRPL students demonstrate a 14.1% chronic absenteeism rate and declined by 2.6%, when compared to our Spring 2024 attendance rates. These trends indicate a need to support our students' well being and increase their attendance rates. Home-to-School Transportation will be provided to remove barriers and increase attendance rates. Transportation will be provided to students living beyond three-fourths of a mile from their school site who do not have means of transportation, supporting our students who qualify for Free and Reduced Price Lunch. Through this action, we expect to see a decrease in our FRPL chronic absenteeism rate.	$604,606.00	Yes
3.4	Monitor Attendance Rates	Due to increased need to support our students' well-being, attendance has been impacted and our chronic absenteeism is currently at 14.1% (2025 Dashboard). In the 2023 CA Dashboard, we our Filipino student group had a high chronic absenteeism rate of 21.4%. In the last two years, we decreased their chronic absenteeism rate by 9.7%. Based on our 2025 data, we have three additional student groups (LTELs at 19.3%; Foster Youth at 25%; McKinney-Vento at 26.3%) that have very high chronic absenteeism rates. To decrease our chronic absenteeism rate, additional staffing is provided to monitor attendance. School office clerks closely monitor attendance, make calls to parents as needed, and prepare and maintain appropriate forms to track attendance. They work closely with the school administrator to monitor students who are chronically absent or at risk of chronic absenteeism. Schools then communicate with families and collaborate with them through the MTSS to provide support and resources. For the 2026-27 school year, schools will monitor our identified student groups (FRPL, Foster Youth, LTEL and McKinney-Vento) closely providing increased proactive communication about the importance of school attendance and immediately refer to the MTSS team when they are at-risk	$895,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of chronic absenteeism. In addition, monthly case management by an identified school staff member will be an additional strategy for LTEL and McKinney-Vento students. This action will lead to a decrease in chronic absenteeism for all students.		
3.5	School Counselors	In the 2026 LCAP Student Survey, 79% of students almost always or often feel accepted at school and 75% of all students almost always or often feel like they belong in school. 88% feel safe at school. In the 2024 California Health Kids Survey (CHKS), a lower percentage of students indicated feeling safe at school and 69% indicated they have caring relationships at school. Our FRPL (low-income) students make up over 81% of our overall student population. There is a need to provide social-emotional and mental health support to increase connectedness and engagement. The district will provide school-based counselors and counseling interns to support the schools. Counselors will provide all students access to a developmentally appropriate and comprehensive counseling program and social-emotional learning activities. They will receive services based on the MTSS delivery model. Universal support (Tier 1) may include consultation with the teachers to implement general social-emotional and social skills activities within the classroom. Through this level of support, counselors may provide teachers with consultation, coaching, and training, community circles, and SEL lessons. Targeted services (Tier 2) may include school counseling lessons, group counseling sessions and intensive services (Tier 3) may include individual counseling and case management. In addition, the school counselors will collaborate with other school staff, such as school psychologists, to provide other necessary supports. Other services may include indirect support such as referrals, consultation with teachers, parents, and administrators, and collaboration with community partners. This action will increase the percentage of students at each school who report feelings of belonging and acceptance measured by the annual LCAP survey.	$1,123,983.00	Yes
3.6	Suspension Rates	According to our Spring 2025 data, our overall suspension rate is 2.5%. When compared to Spring 2024, we decreased our suspension rate by 0.3%. Our Foster Youth suspension rate currently at 6.8% and is more than double our overall rate. Though we decreased our suspension rates	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		for LTELs and McKinney-Vento, they are significantly higher at 9% for LTELs and 4.9% for Mc-Kinney-Vento students. To decrease the suspension rate of our three student groups, our counselors will work with teachers and administrators on implementing positive behavior strategies, alternative to suspension strategies, trauma informed practices, and monitor student behavior. Additionally, they will provide or support the implementation of restorative practices. Through this action, it is expected that we will see a reduction in the suspension rate of all students, specifically LTEL, McKinney-Vento, and Foster Youth students. Other funding sources are now being utilized for this action.		
3.7	Chronic Absenteeism -Other Student Groups	According to the 2023 CA Dashboard, El Cerrito Elementary School's white student group had a higher chronic absenteeism rate than the district average, at 28.9% and at Las Lomas, Students with Disabilities (SWD) had a 29.5% rate. Current data from the 2025 Dashboard indicates, El Cerrito decreased the chronic absenteeism rate and it is currently at 8.8%. The Las Lomas rate decreased by 1.6% to 29.6%. The staffs at these schools work closely with Student Services to implement strategies to increase the attendance of these two student groups. They send targeted proactive messaging to these families, work with families to provide necessary resources, and implement attendance incentives for students to increase their attendance. Focused efforts at Las Lomas will decrease the chronic absenteeism rate during the 2026-27 school year. Other funding sources are now being utilized for this action.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LHCSD prioritizes family engagement and believes families are important partners in their students' education: -All schools will be inclusive, welcoming spaces for all. -All schools will foster open communication, collaboration, and authentic family partnerships to support student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Strong family engagement and parent involvement is a cornerstone for student success. Family and parent engagement supports student learning, thus LHCSD is committed to strengthening relationships with families, fostering collaboration and open communication, and providing opportunities for authentic family engagement. We are committed to providing opportunities for families to become involved and strengthen their knowledge to support their students' success. All schools value providing families meaningful opportunities to support and celebrate student learning and leverage the assets of the different cultures of our students and families.

Please note that in all sections within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	LCAP Parent Engagement Survey - Parents strongly agree or agree there are opportunities for involvement and decision making.	2024 Family Engagement LCAP Survey "Strongly Agree or Agree" 90% - There are opportunities to be involved in school and district decision-making.	2025 Family Engagement LCAP Survey "Strongly Agree or Agree" 89% - There are opportunities to be involved in school and district decision-making.	2026 Family Engagement LCAP Survey "Strongly Agree or Agree" 84% - There are opportunities to be involved in school and district decision-making.	Family Engagement LCAP Survey "Strongly Agree or Agree" 93% - They are involved in decision-making and there are	-6% - There are opportunities to be involved in school and district decision-making. +3% - The school uses family input to improve instruction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% - The school uses family input to improve instruction. 93% - I feel comfortable talking with my child's teachers, staff, and administrators.	76% - The school uses family input to improve instruction. 87% - I feel comfortable talking with my child's teachers, staff, and administrators.	78% - The school uses family input to improve instruction. 93% - I feel comfortable talking with my child's teachers, staff, and administrators.	opportunities for involvement. 80% - The school uses family input to improve instruction. Maintain at 93% - I feel comfortable talking with my child's teachers, staff, and administrators.	0% - I feel comfortable talking with my child's teachers, staff, and administrators.
4.2	LCAP Parent Engagement Survey- Parents strongly agree or agree that school staff works with families and feel their student's strengths and background are acknowledged.	2024 Family Engagement LCAP Survey "Strongly Agree or Agree" 86% - School staff members make an effort to work with families to learn about each school's strengths, cultures, and languages to ensure their success.	2025 Family Engagement LCAP Survey "Strongly Agree or Agree" 88% - School staff members make an effort to work with families to learn about each student's strengths, cultures, and languages to ensure their success.	2026 Family Engagement LCAP Survey "Strongly Agree or Agree" 88% - School staff members make an effort to work with families to learn about each student's strengths, cultures, and languages to ensure their success.	Family Engagement LCAP Survey "Strongly Agree or Agree" 90% - School staff members make an effort to work with families to learn about each school's strengths, cultures, and languages to ensure their success.	+2%- School staff members make an effort to work with families to learn about each school's strengths, cultures, and languages to ensure their success.
4.3	EL Parent Participation measured by self-report in the LCAP Parent Engagement Survey	2024 Family Engagement LCAP Survey "Strongly Agree or Agree"	2025 Family Engagement LCAP Survey "Strongly Agree or Agree"	2026 Family Engagement LCAP Survey "Strongly Agree or Agree"	Family Engagement LCAP Survey "Strongly Agree or Agree"	-2% - My student is receiving enough opportunities to develop and expand academic English skills.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		96% - My student is receiving enough opportunities to develop and expand academic English skills. 92% - I have been notified of my student's progress in learning English every year. 82% - My student's school has informed me of their English Learner Advisory Committee (ELAC) meetings this year.	91% - My student is receiving enough opportunities to develop and expand academic English skills. 85% - I have been notified of my student's progress in learning English every year. 84% - My student's school has informed me of their English Learner Advisory Committee (ELAC) meetings this year.	94% - My student is receiving enough opportunities to develop and expand academic English skills. 95% - I have been notified of my student's progress in learning English every year. 90% - My student's school has informed me of their English Learner Advisory Committee (ELAC) meetings this year.	Maintain at 96% - My student is receiving enough opportunities to develop and expand academic English skills. 95% - I have been notified of my student's progress in learning English every year. 90% - My student's school has informed me of their English Learner Advisory Committee (ELAC) meetings this year.	+3% - I have been notified of my student's progress in learning English every year. +8% - My student's school has informed me of their English Learner Advisory Committee (ELAC) meetings this year.
4.4	Community Liaison Awareness - LCAP Family Engagement Survey indicating they strongly agree or agree.	2024 Family Engagement LCAP Survey "Strongly Agree or Agree" 72% - Families know who their Community Liaison is and how they support families. 55% of families responding to the survey indicate they have attended trainings, events, or clubs offered	2025 Family Engagement LCAP Survey "Strongly Agree or Agree" 76% - Families know who their Community Liaison is and how they support families. 56% of families responding to the survey indicate they have attended	2026 Family Engagement LCAP Survey "Strongly Agree or Agree" 77% - Families know who their Community Liaison is and how they support families. 59% of families responding to the survey indicate they have attended	Family Engagement LCAP Survey "Strongly Agree or Agree" 90% - Families know who their Community Liaison is and how they support families. 65% of families responding to the survey indicate they have attended	+5% - Families know who their Community Liaison is and how they support families. +4% of families responding to the survey indicate they have attended trainings, events, or clubs offered by the Community Liaison.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		by the Community Liaison.	trainings, events, or clubs offered by the Community Liaison.	trainings, events, or clubs offered by the Community Liaison.	trainings, events, or clubs offered by the Community Liaison.	
4.5	Parent communication measured by the LCAP Survey.	2024 Family Engagement LCAP Survey "Strongly Agree or Agree" 95% My child's school has maintained open lines of communication. 98% School communications are offered in a language I understand.	2025 Family Engagement LCAP Survey "Strongly Agree or Agree" 95% My child's school has maintained open lines of communication. 99% School communications are offered in a language I understand.	2026 Family Engagement LCAP Survey "Strongly Agree or Agree" 95% My child's school has maintained open lines of communication. 97% School communications are offered in a language I understand.	Family Engagement LCAP Survey "Strongly Agree or Agree" Maintain at 95% - My child's school has maintained open lines of communication. Maintain at 98% - School communications are offered in a language I understand.	0% My child's school has maintained open lines of communication. -1% School communications are offered in a language I understand.
4.6	Number of LCAP Family Engagement Surveys Completed by Title I and EL families	2024 Family Engagement LCAP Survey 923 surveys were submitted. 106 surveys were submitted by families who indicated their child is an English Learner.	2025 Family Engagement LCAP Survey 840 surveys were submitted. 105 surveys were submitted by families who indicated their child is an English Learner.	2026 Family Engagement LCAP Survey 947 surveys were submitted. 241 surveys were submitted by families who indicated their child is an English Learner.	Family Engagement LCAP Survey 1500 surveys completed. 200 surveys completed by EL families.	24 more surveys were submitted. 135 more surveys was submitted by families who indicated their child is an English Learner.
4.7	Family Engagement - LCAP Survey Self-report	2024 Family Engagement LCAP Survey	2025 Family Engagement LCAP Survey	2026 Family Engagement LCAP Survey	Family Engagement LCAP Survey	-3% do not attend events or volunteer.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17% do not attend events or volunteer. 37% attend events and listen. 31% attend events, ask questions and interact with others. 10% volunteer time in the classroom or school.	14% do not attend events or volunteer. 36% attend events and listen. 34% attend events, ask questions and interact with others. 11% volunteer time in the classroom or school.	14% do not attend events or volunteer. 40% attend events and listen. 29% attend events, ask questions and interact with others. 11% volunteer time in the classroom or school.	10% do not attend events or volunteer 40% attend events and listen. 40% attend events, ask questions, and interact with others. 15% volunteer time in the classroom or school.	+3% attend events and listen. -2% attend events, ask questions and interact with others. +1% volunteer time in the classroom or school.

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.

Please note that FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

All actions were fully implemented and there were no differences nor challenges. Successes in implementing this goal included consistently providing timely information to our families (4.1), staffing five hour Community Liaisons in all schools (Action 4.2), providing training for families of English Learners (Action 4.3) and Free and Reduced Price Lunch students (4.7), and collaborating with outside agencies to provide additional resources and support for families of students with disabilities (Action 4.6), Foster Youth (Action 4.4), and McKinney-Vento (Action 4.5).

There continues to be a need to provide targeted outreach to families (4.7) of English Learners to provide timely information, resources, and strategies to support their student's learning in ELA and Mathematics. Our District is in Differentiated Assistance for chronic absenteeism for Long Term English Learners. Our FACE Liaisons reached out to these families to connect and offer support.

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.

All actions were implemented as expected and material differences between budgeted expenditures and estimated actual expenditures for contributing actions are described as follows: differences of less than $20,000 in estimated costs and actual expenditures was due to either an over- or underestimation of projected costs. Actions 4.1 and 4.2 has a material difference of less than $10,000 and were fully implemented.

There are no material differences of more than $10,000 but Action 4.4 shows no funding was expended to support Foster Youth. Other local funds were used to support Foster Youth.

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

LHCSD used parent perception data from the LCAP Survey to measure our success in engaging our families. Comparing our 2026 with our 2025 survey results indicates families have positive perceptions of our schools and district. In the 2026 LCAP Parent Engagement Survey, we maintained favorable ratings, with the percentages indicating agree or strongly agree:
84% - There are opportunities to be involved in school and/or district decision-making.
89% - School staff members make an effort to work with families to learn about each student's strengths, cultures, and languages to ensure their success. and district decision making.
94% - EL families indicate their students have enough opportunities to develop their English skills.
95% - My child's school has maintained open lines of communication.

Families also reported knowing their Community Liaison, an increase of 1% to 77%. Their participation in school events and volunteering has maintained at 80%; families report attending events and/or volunteering. The actions in this goal supported our high perception ratings. As such, we will continue with the same actions to provide timely and clear communication, fund all FACE Liaison positions, provide coordination and resources for families of students with specific needs, and provide learning and networking opportunities for families.

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

There are no significant changes made to the planned goal, metrics, target outcomes, or actions for the coming year. All actions were updated to include current year's (2024-25) data.

Since we had success in maintaining our favorable perception rating, all actions will continue to be funded and staffed at the same level. Action 4.2 will continue to fund F.A.C.E. Liaisons at all schools. In the 2026-27 school year, we will continue to support our F.A.C.E. Liaisons to increase their visibility and communication efforts. We will focus our efforts in Action 4.6 to provide targeted educational workshops for families. Better informed parents successfully support their students and increase their achievement. These events will be based on feedback provided by the district surveys and feedback from our DELAC and PAC groups. We will focus on Action 4.7 to provide specific family engagement opportunities and increase the number of families completing the annual LCAP survey. These events will be based on feedback provided by the district surveys.

Action 4.7 (Targeted outreach to families) was changed from non-contributing to contributing. Previously, this action was funded from a district grant (Community Engagement Initiative). Now that the grant has sunsetted, the actions will be funded through supplemental and concentration funds.

Please note that in all actions within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

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	Communication	The 2026 LCAP surveys indicate 94% of all families feel welcome in their child's school and 93% feel comfortable communicating with their child's teacher and/or administrator. In the open responses, parents emphasized the importance of clear communication between the school and parents, particularly regarding events, programs, and student progress. These high indicators demonstrate that the district and schools are communicating with families and fostering a feeling of partnership and connection. To ensure we are reaching our FRPL student's families and providing timely information and communication on events, programs, and strategies to support their student's overall achievement and wellbeing, we will fund a position that sends out timely and important communication to the families. This includes supporting district efforts with parent surveys, including but not limited to: LCAP Family Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey. Through this action we expect to continue with high favorable ratings in communication, feeling welcome, and ability and ease for families to communicate with school staff.	$154,310.00	Yes
4.2	Bilingual Community Liaisons	In the 2026 LCAP Survey, 89% of families strongly agreed or agreed that school staff members make an effort to work with families to learn about each student's strengths, cultures, and languages and 77% reported knowing their Community Liaison (CL). 95% of families of EL students reported they are notified of their student's progress. There is strong evidence that the schools' staff are collaborating with families and Community Liaisons are supporting these efforts between schools and families. Open responses indicate a continued need to focus the Community Liaisons' primary efforts to communicate and engage with	$526,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families. In the 2026-27 school year, the Program Specialist will continue to provide targeted training and support to the CLs to increase their visibility and communication efforts. The CLs will continue their focus on home/school communication with our EL families, provide support to families through regular parent education, make phone calls, and make efforts to connect with families. Their efforts will support the schools with promoting parent participation in parent literacy nights and other family events. Based on these efforts, we expect that there will be an increase in the percentage of families who know the Community Liaison and we will increase the percentage of families who agree that the school staff makes an effort to work with families in the LCAP Survey.		
4.3	English Learner Family Outreach	The district will provide parent learning opportunities to empower and inspire the parents of English learners. Training and classes will focus on Common Core State Standards, Literacy, College/Career Readiness, Parent Participation, SEL, and STEAM Training. This will assist parents with supporting their children's language development in English and their overall achievement. This action will be provided through other funding sources.	$0.00	No
4.4	Foster Youth	Our FY students face additional academic and social-emotional challenges due to their unique life circumstances. FY students may experience trauma and related social-emotional difficulties which may impact their ability to focus, achieve, and follow behavior expectations. According to the 2025 CA Dashboard, our FY students have a higher suspension rate, 6.8%, which is 4.3% higher than the overall suspension rate. As such, the district will work with families of FY students and coordinate with the Orange County Department of Family Services to provide support. The Foster Youth Liaison will attend quarterly meetings at the Orange County Department of Education (OCDE) to obtain updated information to support Foster Youth and increase their behavioral and social-emotional outcomes. This coordination will lead to a decrease in our suspension rates for Foster Youth. In addition, our Mental Health Specialist will provide additional training and support to counselors and administrators to implement trauma informed practices and restorative practices. Other funding sources are now being utilized for this action.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Students with Disabilities	Based on the 2025 CAASPP Assessment, our students with disabilities are significantly below grade level in English Language Arts and Mathematics, respectively 89.6 points below in ELA and 118.7 below in Math. To ensure that we provide timely information to our families of SWD, we will provide opportunities to engage with district staff and collaborate on supporting their students in the Special Education program. This may include providing specific parent workshops, targeted communication efforts, and participation in the SELPA Community Advisory Committee (CAC) meetings. Better informed parents and increased knowledge of how to support their students will support the overall education of our SWDs. Through this related action, we expect to see an increase in the percentage of parents strongly agreeing or agreeing that they receive needed information, have opportunities to participate in targeted parent workshops, and have access to the knowledge to better support their students. Other funding sources are now being utilized for this action.	$0.00	No
4.7	Targeted outreach to families	Based on the 2025 CAASPP results, students who qualify for Free and Reduced Price Lunch are 30.8 points below standard in ELA and 60.5 points below standard in mathematics. Our students who qualify for FRPL may be under-resourced, not have access to specific support, may face more challenging life circumstances. To support families of FRPL students, the district will have focused family outreach efforts. This may include specific family engagement learning and opportunities, workshops, and family events. These opportunities will be based on the feedback provided through the various district surveys. These opportunities can include social-emotional learning, supporting your child with homework, and implementing literacy and numeracy strategies at home. Additionally, District staff will link students and families to needed resources such as mental health support and referrals, referrals for basic needs, and other supports, as needed. This action will provide the funding to provide targeted training to support families in need and provide targeted parent education classes. Through this related action, we expect to see an increase in our student achievement in ELA and Math measured by the CAASPP. Other funding sources are now being utilized for this action. Metrics 1.1, 1.2, 1.3 - Increase the academic achievement of our students	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students will have access to highly qualified staff who are properly credentialed, supported, and engaged in continuous learning and reflection. -All staff will be provided with high quality professional learning. -Professional learning will be differentiated to meet staff needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LHCSD recognizes that one of the most important components needed to provide our students with a rigorous and highly engaging instructional program is to have highly qualified teachers. Educational research indicates that collective teacher efficacy substantially increases student achievement. To foster and support a high level of teacher efficacy, the district is committed to supporting our staff with continuous reflection and professional learning. Our 2025 CAASPP data shows that 44.22% of all students met or exceeded standards in ELA, 33.48% met or exceeded standards in Mathematics, and 23.53% met or exceeded standards in Science. There is a need to increase our overall student achievement. One of the strategies is to support our teachers' implementation of high impact instructional strategies. At the forefront of the professional learning opportunities is how to increase the learning of our lowest achieving students. Our SWDs and LTELs score significantly below in ELA and Math and are our two lowest scoring student groups on the CAASPP. Our ELs, Homeless, and FRPL students achieve at lower levels in ELA, Math, and Science when compared to our overall student group. Through supportive professional learning and staff support, we expect to increase the achievement of all our student groups.

Please note that in all sections within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Highly qualified teachers reported in HR credentialing reports.	100% of LHCSD teachers will be highly qualified.	100% of LHCSD teachers will be highly qualified.	100% of LHCSD teachers are highly qualified.	Maintain 100% of LHCSD teachers will be highly qualified.	0
5.2	Appropriately assigned teachers reported in HR credentialing reports.	100% of LHCSD teachers will be appropriately assigned.	100% of LHCSD teachers will be	100% of LHCSD teachers will be	Maintain at 100% of LHCSD teachers will be	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			appropriately assigned.	appropriately assigned	appropriately assigned.	
5.3	High Quality Professional Development	The District staff coordinated professional development for TK-8th grade teachers in Mathematics. Each grade level received a minimum of 3 days on the Standards for Mathematical Practices, the new Math Framework, Fluency Development, and embedding problem solving and critical thinking into math lessons. The MTSS TOSAs provided embedded professional development at school sites around cycles of inquiry for their school instructional focus during SLT & PLCs. Sites also engaged in focused professional development to support their schoolwide focus areas. (3 days) The Technology Integration Academic Coach provided professional development	The District staff coordinated professional development for TK-8th grade teachers in Mathematics. Each TK-8 grade teacher received a minimum of 3 days on Cognitively Guided Instruction (TK-6) and Mathematical Discourse (6-8) during the 2024-25 school year. Total number provided for TK-6: --Year 1 CGI = 4 Days --TK - 6 Year 2 = 3 Days --3-5 grades = 3 additional days in Fractions training MS Math Teachers: --3 Days iReady training was provided to all schools:	The District staff coordinated professional development for TK-8th grade teachers in Mathematics, NGSS, and Science of Reading. Each TK-8 grade teacher received a minimum of 2 days on Cognitively Guided Instruction (TK-6) and Mathematical Discourse (6-8) during the 2025-26 school year. Mathematics Total number provided for TK-6: --Year 1 CGI = 4 Days --TK - 6 Year 2 = 3 Days --TK-6 Year 3 = 2 Days MS Math Teachers: --2 Days	Ongoing professional development will be provided to our teachers and paraprofessionals by our LHCSD staff to support 21st-century teaching and learning. Minimum of 3 days for all teachers. AI or Ed Technology - 4 days Wellness Professional Learning - 5 (1/2 days).	0- No difference in baseline for math training. All teachers received a minimum of three days of PD when compared to the previous year. 0- The baseline was exceeded since we provided two additional days of PD in iReady in elementary schools and .5 in middle schools. 0- No difference in baseline for AI PD 0- No difference from baseline for Wellness PD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities in tech integration to increase student learning, Artificial Intelligence, and Thinking Maps during the day and after school. (4 days) The Wellness Program Specialist organized regular Wellness sessions and provided PD resources to teacher leads, including coordinating meetings for Site Wellness Leads. (Five 1/2 days).	Elementary schools: -- 2 Days Middle Schools: --.5 days per school The MTSS TOSAs provided embedded professional development at school sites around cycles of inquiry for their school instructional focus during SLT & PLCs and focused on the coaching cycle in mathematics. Sites also engaged in focused professional development to support their schoolwide focus areas such as writing, academic vocabulary, and problem solving. --Each TOSA provided a	NGSS Grades 3-8 Grades 3-6 = 4 days MS - 3 days Reading Foundations (Science of Reading) TK- 2 = 2 Days Professional Learning Communities All MS Teachers = 2 Days The MTSS TOSAs provided embedded professional development at school sites focused on mathematics and UFLI (phonics) implementation. Sites also engaged in specific professional development to support their schoolwide focus areas such as writing, academic vocabulary, and problem solving.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			minimum of two coaching cycles. Each school provided a minimum of 2 days of professional learning. The Technology Integration Academic Coach provided professional development opportunities in tech integration to increase student learning, Artificial Intelligence, and Thinking Maps during the day and after school. --4 days of AI training to a cohort of teachers. The Wellness Program Specialist organized regular Wellness sessions and provided PD resources to teacher leads, including coordinating	--Each TOSA provided coaching cycles to specific teachers. Each school provided a minimum of 2 days of professional learning during the District PD Days. The Technology Integration Academic Coach provided professional development opportunities in tech integration to increase student learning, Artificial Intelligence, and Thinking Maps during the day and after school. Academic Coach focused support at two schools to implement the iPad Learning Progression (Ladera Palma and El Cerrito).		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meetings for Site Wellness Leads. --5 half days were provided to each Wellness Lead.	--Yearlong professional learning for teachers participating in the Digital Learning Collaborative.		
5.4	Effectiveness of professional development monitored for both certificated and classified staff in kickup platform.	Per 23-24 Feedback Summary by Participants (in Kickup Software): 91.3 % - I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback). 91.3% - I had opportunities to reflect on ways to incorporate my learning into my practice. 94.4% - This experience helped me build a vision for best practice by showing models of effective practice (e.g. authentic artifacts, lessons, videos). 95% - I felt comfortable in the learning	Per 24-25 Feedback Summary by Participants (in Kickup Software): 90.7% - I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback). 93.4% - I had opportunities to reflect on ways to incorporate my learning into my practice. 93.3% - This experience helped me build a vision for best practice by showing models of	Per 25-26 Feedback Summary by Participants (in Kickup Software): 82.1% - I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback). 86% - I had opportunities to reflect on ways to incorporate my learning into my practice. 84.8% - This experience helped me build a vision for best practice by showing models of	Kickup platform Maintain favorable rating of professional development in the following: 93%-I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback). 93%-I had opportunities to reflect on ways to incorporate my learning into my practice. 94%This experience helped me build a vision for best practice by	-9.2% - I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback). -5.3% - I had opportunities to reflect on ways to incorporate my learning into my practice. -9.6% - This experience helped me build a vision for best practice by showing models of effective practice (e.g. authentic artifacts, lessons, videos).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environment throughout this professional learning experience. 95.1% - The content of this professional learning experience was relevant to my needs in my role. Total Responses: 491	effective practice (e.g. authentic artifacts, lessons, videos). 95.7% - I felt comfortable in the learning environment throughout this professional learning experience. 94.2% - The content of this professional learning experience was relevant to my needs in my role. Total Responses: 381	effective practice (e.g. authentic artifacts, lessons, videos). 88.6% - I felt comfortable in the learning environment throughout this professional learning experience. 88.3% - The content of this professional learning experience was relevant to my needs in my role. Total Responses: 323	showing models of effective practice (e.g. authentic artifacts, lessons, videos). 95%I felt comfortable in the learning environment throughout this professional learning experience. 95%The content of this professional learning experience was relevant to my needs in my role.	-6.4% - I felt comfortable in the learning environment throughout this professional learning experience. -6.8% - The content of this professional learning experience was relevant to my needs in my role.
5.5	LCAP Teacher Survey - Self-reported efficacy	2024 LCAP Staff Survey Respondents strongly agree or agree. 95% - I have the training necessary to meet requirements and expectations. 92%- I receive support to improve my skills and	2025 LCAP Staff Survey Respondents strongly agree or agree. 90% - I have the training necessary to meet requirements and expectations.	2026 LCAP Staff Survey Respondents strongly agree or agree. 90% - I have the training necessary to meet requirements and expectations.	LCAP Staff Survey "Strongly agree or agree." Maintain at levels above 90% for all: 95%-I have the training necessary to meet requirements and expectations.	-5% - I have the training necessary to meet requirements and expectations. -4%- I receive support to improve my skills and effectiveness with students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		effectiveness with students. 92%- I have been provided PD opportunities and/or training to meet current requirements and expectations for my job.	88%- I receive support to improve my skills and effectiveness with students. 88%- I have been provided PD opportunities and/or training to meet current requirements and expectations for my job.	88%- I receive support to improve my skills and effectiveness with students. 87%- I have been provided PD opportunities and/or training to meet current requirements and expectations for my job.	95%- I receive support to improve my skills and effectiveness with students. 95%-I have been provided PD opportunities and/or training to meet current requirements and expectations for my job.	-5%- I have been provided PD opportunities and/or training to meet current requirements and expectations for my job.

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.

All the actions in this goal were implemented as expected. LHCSD provided robust professional learning opportunities for staff (Action 5.1, 5.3, 5.5), provided new teacher support (Actions 5.2) by contracting with a neighboring university and district, and provided professional development in English Language Development in GLAD and Thinking Maps (Action 5.5). There were no challenges in implementing these actions.

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.

All actions were implemented as expected and material differences between budgeted expenditures and estimated actual expenditures for contributing actions are described as follows: differences of less than $20,000 in estimated costs and actual expenditures was due to either an over- or underestimation of projected costs. Action 5.3 has a material difference of less than $20,000 and was fully implemented.

Material differences of more than $10,000 are noted in the following:
--Action 5.1 (Professional Learning Opportunities) - This action has a material difference of $35,806. We spent more than was budgeted due to providing robust professional learning opportunities for teachers. Substitute teacher costs were underestimated.
--Action 5.2 (Teacher Induction & Support for New Teachers)- This action has a material difference of $73,033. We spent more than was budgeted since we had more new teachers participate in the induction program than in previous years. Costs were underestimated.

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

Please note that FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

Our 2025 CAASPP data demonstrated an increase in ELA and Mathematics, 44.22% and 33.48%. Our FRPL, Foster Youth, Latino, and Students with Disabilities increased their achievement in ELA and Mathematics. Though there are still large percentages of students who are not meeting or exceeding standards, we are demonstrating an upward trend since we increased our percentage of students who met or exceeded standards in ELA by 2.18% and 1.68%. A focus on rigor, academic vocabulary, and mathematics professional learning supported student increases in ELA and Math achievement in the CAASPP. We continue to need to focus on rigor, academic vocabulary and providing an engaging and high quality program for all students. Along with providing robust professional learning, we implemented coaching cycles and learning labs/lesson studies to support teacher implementation of high impact math and science strategies. We have shifted our MTSS TOSAs expectations to include teacher coaching cycles and spent time deepening our TOSAs' mathematics knowledge and developing their coaching skills. Additionally, we provided all TK-2 teacers with foundational reading skills professional learning. At the middle school, we provided PLC training to strengthen the collaboration between departments.

Though we implemented all actions and provided robust professional learning opportunities for our staff and had increases in ELA and Math there continues to be a need to increase our overall student achievement and target our lowest scoring student groups. Our lowest scoring group in CAASPP ELA are our SWDs and ELs, specifically our LTELs, and McKinney-Vento students. In Mathematics, our lowest scoring student groups are English Learners (LTELS included), Students with Disabilities, and McKinney-Vento students. For the 2026-27 school year, to increase student achievement, and support our English Learners, our professional learning will focus on deepening our staff's basic reading skills (K-2), mathematics knowledge (K-8), and science instruction (3-8). We will continue with coaching cycles and learning labs as part of teachers' professional learning. Since our Science scores on the CAST have not demonstrated significant growth, we will provide a second year of PD in NGSS for 3-8 grade teachers and opportunities to engage in a learning labs. Through this targeted professional learning, we expect an increase in staff's individual and collective efficacy that will lead to an increase in our student achievement. Our MTSS TOSAs will support all teachers in the implementation of these instructional initiatives and all teachers will continue to receive GLAD and Thinking Maps, and ELD refresher training.

We maintained favorable ratings, 80%+ of staff participating in our professional development either strongly agreed or agreed that the professional development was purposeful, they had opportunities to reflect, helped them build best practices, they felt comfortable in the environment, and the content was relevant to their needs. Teacher favorable ratings of the professional development has decreased despite the increases in student achievement. To better support the needs of our teachers, all CGI and NGSS lab days for the 2026–27 school year will be held at individual school sites. This approach will allow for a more targeted focus on each school's needs while providing greater opportunities for teacher collaboration.

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

There are no changes to the planned goals, target outcomes, and metrics for the coming year.

Metrics: In metric 5.4, total number of responses was added to the baseline, 2024-25, and 2025-26 results. LREBG funds support Metrics 5.3, 5.4, and 5.5.

Action 5.1. - Additional details describing professional learning for EL strategies are incorporated into this action. In addition, LREBG funds are allocated to support middle school teachers professional learning in the Next Generation Science Standards (NGSS). Due to the decrease in teacher rating for professional development, professional learning will shift and become more site-based. All CGI and NGSS lab days will be site focused to better meet teacher needs.

All actions were updated to include 2024-25 data.

Please note that in all actions within this goal, FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

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	Professional Learning Opportunities	Our 2025 CAASPP data shows that all students continue to score below standard in ELA (18.7 points below) and Math (48 points below). There continues to be a need to support our teachers to increase our overall student achievement and target the student groups that are scoring at the lowest levels: LTEL students and SWDs score significantly below in ELA and Math and are our lowest scoring students group at the district level and our ELs, Homeless, and FRPL students achieve at lower levels in ELA and Math when compared to our overall student group. Through targeted professional learning and support of our teachers and staff, we expect their individual and collective efficacy will lead to an increase in our overall student achievement. LHCSD will provide professional learning opportunities to support the implementation of the Common Core State Standards in all grades. LHCSD staff (MTSS TOSAs, Technology Integration Coach, and Program Specialists) and outside consultants will provide direct instruction, modeling, coaching, and follow-up professional learning and training. Training will include, but not be limited to, the following research-based instructional strategies: • Cognitively Guided Instruction (CGI)/Math • Thinking Maps • Guided Language Acquisition Design (GLAD) • Early Literacy & Literacy for all (Reading Foundations & PTKLFs) - Additional LREBG funds of $45,000 are allocated to provide LETRS training to Walnut ES.	$681,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• English Language Development LHCSD staff (MTSS TOSAs and Program Specialists) and outside consultants will provide direct instruction, modeling, coaching, and follow-up training. • Next Generation Science Standards (NGSS) - Additional LREBG funds of $17,045 are allocated to support Middle School science teachers to deepen their implementatoin of NGSS. • Write From the Beginning & Beyond (WFTB&B) • Professional Learning Communities (PLC) Training will include, but not be limited to, the following research-based behavioral and social-emotional strategies: • Restorative Practices • Trauma-Informed/Inclusive Practices • Cultural Competency • Positive Behavioral Intervention Support (PBIS) Additional training provided to support LHCSD initiatives includes: • Intervention Programs and effective use of iReady to progress monitor student learning. • Dual Immersion • College & Career Readiness • Multi-Tiered System of Support (MTSS) • International Baccalaureate (IB) Primary Year and Middle Year Programs • Paraprofessionals will also receive training on many of the strategies listed above. • Visual and Performing Arts (VAPA) • STEAM To increase students' English proficiency, high-quality, professional development will be provided to all teachers of English Learners on the English Language Development (ELD) Standards. Our MTSS TOSAs will support all teachers in the implementation of the ELD standards and teachers will receive GLAD and Thinking Maps training and attend related conferences. This action is funded through federal funds. A meta-analysis reviewing twenty-five research studies indicates that		

Action #	Title	Description	Total Funds	Contributing
		overal reading professional development for teachers produced positive effects on teacher and ultimately student outcomes, (Filderman, M.J., Didion, L., et al, 2025). LREBG funds will be used to provide PD in reading for teachers. We expect to see academic growth for all students, ELs, FRPL, and SWDs in the CAASPP in ELA and Math. *Please note FRPL is low-income.*		
5.2	Teacher Induction Program & Support for New Teachers	Our 2025 CAASPP data shows that all students continue to score below standard in ELA (18.7 points below) and Math (48 points below). There is a need to support our teachers to increase our overall student achievement. To ensure our new teachers have the necessary training and support, we will provide support to assist them in fulfilling their professional growth requirements for Clear Credentialing. Additionally, we will provide new teachers with training in district-wide initiatives: Thinking Maps, CGI, GLAD and Restorative Practices, etc. A credentialed Support Provider will be assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District. This action will be funded through federal funds. We expect to see an increase in student achievement as a result of this action.	$90,358.00	No
5.3	Additional Professional Learning for College and Career Readiness	In our local indicators report, LHCSD strives to provide access to a broad course of study to increase our students' College and Career Readiness skills. Our ELs, Foster Youth, and FRPL students require additional opportunities to engage in college and career readiness programs and participate in experiences that will increase their skills. To develop our students' skills and eventual eligibility for four-year college/university requirements and equip them with the tools to access 21st-century careers, we will provide additional training opportunities to teachers to ensure they provide students with opportunities to learn about college and career paths and develop the necessary essential skills. Some of this additional training supports the schools' magnet foci and embeds these college and career ready skills. This will include, but may not limited to: Advancement via Individual Determination (AVID); No Excuses University	$11,691.00	Yes

Action #	Title	Description	Total Funds	Contributing
		at Sierra Vista; Entrepreneurial Exploration at Las Lomas; Code to the Future at El Cerrito; STEAM at Walnut; VAPA at Arbolita; Dual Immersion at Ladera Palma and Washington Middle School; and International Baccalaureate at Las Positas and Imperial Middle School. Through this action, we will meet our self-assessment goal of providing access to a broad course of study. In addition, this will lead to an increase in student achievement in ELA, Math, and Science as measured by the CAASPP and CAST.		

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
$15,422,454.00	$1,845,060

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
33.343%	0.000%	$0.00	33.343%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Smaller Class Size **Need:** All students, including our ELs and Free and Reduced Price Lunch students, are below standard in English Language Arts (18.2 points below standard) and Mathematics (48 points below standard). In ELA, ELs are 52.7 points and FRPL students are 30.8 points below standard.In Mathematics, ELs are 82.7	To meet the needs of our ELs and FRPL students in closing the identified achievement gap in ELA and Math, the district will maintain smaller class sizes, when possible, especially in grades TK-3. This will allow teachers to provide targeted support through focused small group instruction, differentiated instruction, and progress monitored through various assessment measures. Smaller class sizes across the district will allow teachers to provide targeted support and intervention in ELA and Mathematics and will lead to an increase in	Metric 1.2, 1.7, & 1.8 - Access to standards based instruction and increase in academic achievement in the CAASPP for ELA and Math for EL and FRPL students (decrease the points below standard).

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	points and FRPL students are 60.5 points below standard. Both groups continue to demonstrate lower test scores than the overall student group. Metric 1.2, 1.7, & 1.8 **Please note FRPL is the same as low-income in all of the following actions 1.1 through 5.3.** **Scope:** LEA-wide	academic achievement for all students. This strategy was successful as both groups demonstrated progress in ELA and Math during the 2025-26 school year.	
1.2	**Action:** Seven period day in Middle Schools **Need:** At both of our middle schools, our ELs are the lowest performing falling 61.1 points below standard (IMS) in English Language Arts and at WMS, they are 52.6 points below standard. FRPL students are 18 points below standard (WMS) and 49 points below standard (IMS). Metrics 1.2, 1.7, & 1.8 **Scope:** Schoolwide	To meet the needs of our EL and FRPL students in the middle school in ELA, a seven-period day allows class size to be decreased facilitating teachers' ability to provide focused support in ELA and ensures there is sufficient time to cover the standards and provide targeted in-class intervention. Having a seven period day allows students to have two courses of ELA at WMS, when needed, and intervention opportunities at IMS and still have access to a broader course of study and take elective classes. Access to a broad course of study ensures students have opportunities to practice and generalize those skills they learn in the core content ELA courses. This action proved successful with our ELs as they increased their academic progress at both schools. To ensure we target our FRPL students and continue to support our ELs, all teachers will receive targeted PD in reading comprehension and supporting reading in the 2026-27 school year.	Metrics 1.2, 1.7, & 1.8 - Access to standards based instruction and academic achievement for ELs and FRPL students will be measured through the ELA CAASPP scores.

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1.3	**Action:** Multi-Tiered System of Support (MTSS) TOSA **Need:** Our students who qualify for Free and Reduced Price Lunch (FRPL) demonstrate mastery at lower percentages than our overall student group, 38.95% met or exceeded grade level standards in reading and 28.22% met or exceeded grade level standards in mathematics. Metrics 1.2, 1.7, & 1.8 **Scope:** LEA-wide	To meet the needs of our EL and FRPL students in ELA and Math, the district provides a full-time MTSS TOSA in each school. This TOSA supports and coordinates the multi-tiered system of support at each school site. This TOSA works alongside teachers to ensure strong universal instruction (Tier 1) is provided to all students and coordinates intervention support in ELA and Mathematics to ensure students are placed in and receive targeted instruction (Tier 2) during the instructional day. The MTSS TOSA coordinates with other school staff to ensure target students receive intensive (Tier 3) support when needed. Additionally, the MTSS TOSA uses data to monitor student progress and works with grade level teams to problem solve and implement instructional strategies to support student learning in all levels of instruction. This action has been effective since both student groups have made progress in both ELA and Math.	Metrics 1.2, 1.7, & 1.8 - Access to standards based instruction and FRPL student yearly growth in percentage of students meeting/exceeding standards in CAASPP ELA and Math.
1.4	**Action:** Integration of Educational Technology **Need:** Since all students continue to score below standard in ELA (18.1 points below) and Math (48 points below); our FRPL students are 30.8 points below standard in ELA and 60.5 points below standard in Math, there is a need to integrate educational technology to increase student learning. The use of technology is critical and will develop all of our students' critical thinking, creativity, collaboration, and enhance communication. These skills translate to student achievement in English Language Arts, Mathematics, and Science.	Since 81% of our students qualify for FRPL, this action will make an impact on our FRPL student achievement. A full-time Educational Technology Coach will promote and increase student accessibility and use of technology to deepen their learning. The Ed Tech Coach will target the use of technology to leverage the teaching of Common Core ELA and Math standards, Next Generation State Standards (NGSS), and students acquiring essential skills for college and career readiness. She will specifically provide professional learning opportunities on how to leverage technology to differentiate ELA and Math lessons to support our struggling students. The Coach will provide these professional learning opportunities through the coaching cycle, professional training, lesson	Metrics 1.1 & 1.2 - Growth in achievement in CAASPP ELA, Math for FRPL students and CAST (science) for all students.

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	Metrics 1.1 & 1.2 **Scope:** LEA-wide	demonstrations, and modeling which will result in increased FRPL student achievement in language arts, mathematics, and science. This action has been successful since our students have demonstrated growith in ELA and Mathematics.	
1.5	**Action:** Small Class Size in Mathematics in Middle School **Need:** At WMS, 26.45% of all students meet or exceed standards in Mathematics and 21.09% of all FRPL students meet or exceed standards. Our FRPL students require additional small group support to master grade level standards since many enter MS with gaps in their mathematical learning. Metric 1.1 **Scope:** Schoolwide	Our FRPL students require additional small group support to master grade level standards since many enter MS with gaps in their mathematical learning. To meet the needs of our FRPL students at WMS in mathematics, we will lower the class size in math to increase student learning. Smaller class sizes will allow teachers to more effecitvely monitor student learning and provide targeted support when needed. The smaller class sizes in math will facilitate teachers assessing student needs, provide small group instruction to reteach content, and provide targeted intervention. This strategy has been successful for our FRPL students since they have demonstrated academic gains in Mathematics.	Metric 1.1 - Increase the percentage of WMS FRPL students meeting or exceeding standards in Mathematics.
1.6	**Action:** Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS) **Need:** Due to our FRPL students demonstrating below standard achievement in ELA and Mathematics, respectively 30.8 points below standard and 60.5 points below standard and our ELs are 52.7 and 82.7 points below	The district will provide supplementary CCSS aligned curriculum resources in ELA and Math, NGSS, and History/Social Science. Though this action specifically targets our FRPL students, all students will have standards-based aligned supplementary instructional materials and resources to support their learning in the core content areas. These additional resources will be used during small group instruction or to provide additional practice during whole group lessons. Districtwide access to these instructional materials	Metrics1.1, 1.2, 1.7, & 1.8 - Access to standards based instruction and materials and increase in FRPL student achievement in the CAASPP ELA and Math and Science measured by the CAST.

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	standard, there is a need to provide supplementary materials that will support their specific needs. Metrics1.1, 1.2, 1.7, & 1.8 **Scope:** LEA-wide	will ensure all students have the access to the core curriculum and will make progress in formal state assessments (CAASPP, CAST) and local assessments (iReady). This action has been successful as our students groups have demonstrated progress in ELA and Math.	
1.8	**Action:** Local District Assessments **Need:** Due to our FRPL students demonstrating below standard achievement in ELA and Mathematics, respectively 30.8 points below standard and 60.5 points below standard and our ELs are 52.7 and 82.7 points below standard, there is a need to provide a progress monitoring assessment to measure student learning. Metrics 1.2, 1.7, & 1.8 **Scope:** LEA-wide	To measure FRPL students' academic achievement growth, the district will invest in local assessment measures that will provide timely actionable data. Teachers will use this data to focus and target their instruction to meet student needs and address instructional gaps of our FRPL and EL students. Districtwide, English Language Arts and Mathematics progress will be measured for students in grades K-8 with this district assessment. The district will continue to utilize grade level assessments and each schools Professional Learning Teams (PLTs) will analyze this data to determine needs for Tier I and Tier II instruction in ELA and math. The district will also implement appropriate assessments for the Dual Immersion Program. This action will be measured through our FRPL and EL student achievement results in the CAASPP for ELA and Math. This action has been successful since both FRPL and EL students have demonstratated academic growth in ELA and Mathematics.	Metrics 1.2, 1.7, & 1.8 - Access to standards based instruction and FRPL and EL student achievement results in the CAASPP for ELA and Math.
1.9	**Action:** STEAM and VAPA Integration **Need:**	Our EL and FRPL students require increased resources to learn and practice specific math and science content and skills and need opportunities to generalize, apply, and deepen their learning through interdisciplinary experiences in STEAM	Metrics 1.1 & 1.2 - Increased EL and FRPL achievement in Math and Science for all students

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	23.53% of our students met or exceeded the standards for Science as measured by the California Science Test and 33.48% met or exceeded the standards for Mathematics. Our ELs and FRPL, students have a lower percentage of meeting standards in math (respectively 11.78% and 28.22%) and in science (respectively 2.04% and 18%). Since they meet standards at lower percentages, they require more opportunities to practice their learning through experiences and projects. Our students need opportunities for innovative and authentic learning experiences that will lead to increased achievement in Science, Technology, Engineering, Arts, and Math (STEAM) and Visual and Performing Arts (VAPA). To meet this need, we want to ensure our teachers have resources they need to implement a high quality program for our EL and FRPL students. Metrics 1.1 & 1.2 **Scope:** LEA-wide	and VAPA. We will provide staffing, academic coaching, content experts, training, supplementary materials, and opportunities for professional learning to support our student achievement in STEAM and enriched through VAPA. These resources will allow our teachers to integrate STEAM and VAPA into their lessons and will increase our student achievement. This has been partially successful, there is academic growth in mathematics for all student groups. In science, there was not growth; we will provide NGSS PD for teachers so they utilize the resources in a focused manner to support student science learning.	respectively measured by the CAASPP and CAST.
1.10	**Action:** Student Physical Wellness Linked to Achievement **Need:** Our students score below standard in ELA (18.7 points below) and Math (48 points below) and our FRPL students achieve at lower levels. In ELA, FRPL students are 30.8 points below standard and in Mathematics	Meeting our FRPL student's physical needs correlates to increased achievement. Since our FRPL students have a wider achievement gap, it is important to support their learning in multiple aspects. The district will provide staffing for a twice-weekly pull out physical education program that will lead to enhanced wellness and fitness and provide classroom teacher release to review our FRPL data and plan student learning. Classroom teachers have this time during the school day to	Metrics 1.2, 1.7, & 1.8 - Access to standards based instruction and increased achievement for our FRPL students in ELA and Math as measured by the CAASPP.

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	FRPL students are 60.5 points below standard. Our FRPL students demonstrate lower test scores than the overall student group. To ensure optimal learning, it is important to support our FRPL student's overall health and wellness. Metrics 1.2, 1.7, & 1.8 **Scope:** LEA-wide	analyze data to provide support during universal and targeted instruction in reading and math. During PE release, the PE teacher maintains and monitors elementary physical education programs for effectiveness; evaluates and supplements current nutrition education through collaboration with local organizations; maintains and replenishes physical education equipment and Fit Kid centers; works with local agencies involved in the "Move More Eat Healthy" movement; provides training to staff and parents on healthier choices. This action has been successful since we have seen growth in target student groups in ELA and Math.	
1.12	**Action:** Early School Readiness (UPK) **Need:** According to La Habra's Early Developmental Index (EDI), our English Learners and FRPL (low-income) families do not have the same level of access to early childhood education learning experiences as more resourced families. EDI results indicate our families have higher risk factors (less resources and educational opportunities) than families in other communiites Providing access to UPK and the School Readiness program will ensure students have increased opportunities to participate in a high quality TK program. Our Universal Prekindergarten and School Readiness programs target enrolling EL and FRPL students. Metric 1.3 **Scope:**	To meet the needs of our EL and FRPL students' families in not having access to early education learning experiences, the district will provide a full day TK/K instructional program. Additional staffing will be provided to support student learning and intervene early to close learning gas. Additionally, the district provides staffing (School Readiness Coordinator and TOSA) to outreach, coordinate, and provide early education access to families and provide training to TK teachers. Providing access to quality early learning experiences will support the cognitive, social-emotional, and physical development of children which will lead to increased readiness skills of our TK and Kindergarten students. The School Readiness program will provide guidance, modeling, and practice of readiness skills to parents and their children birth to five. An example of how this program is structured is by providing ongoing free classes to the La Habra Community. The instructional staff will inform families about the opportunities the program provides and the School Readiness Nurse will provide health referrals and	Metric 1.3 - iReady progress of our EL and FRPL Kindergarten students in ELA and Math.

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	Schoolwide	information, screenings, and health-related resources for families with children 0– 5 years.	
1.15	**Action:** Technology Infrastructure - Staffing **Need:** To ensure that all students, specifically our EL, FRPL, and Foster Youth students have access to the digital tools to support their learning, it is important to have the infrastructure and staffing to ensure the tools are functioning at optimal levels and are updated regularly. Information Services Technicians (IST) will provide ongoing site-based technology support to ensure the equipment and digital tools are functioning optimally for student learning. Metric 1.2 **Scope:** LEA-wide	This action provides first-level technical support, which includes troubleshooting hardware and audio-visual issues and managing our 1:1 iPad initiative for all sites. ISTs are responsible for planning, organizing, keeping inventory, and providing technology support at all sites. Access to the technology tools will increase student learning in English Language Arts and Mathematics.	Metric 1.2 - Growth in ELA and Math measured by the CAASPP for EL, FRPL, and FY students.
1.17	**Action:** Instructional Programs Support **Need:** Our current assessment data shows that our ELs, Foster Youth, and Free and Reduced Price Lunch eligible students achieve at a lower level than all students in the ELA and Math CAASPP. Due to this difference, the District will ensure that our English Learners, Foster Youth, and Free and Reduced Price Lunch eligible students have access to a high quality, rigorous instructional program.	To meet the needs of our ELs, Foster Youth, and FRPL students in ELA and math, the district will provide a high quality program and provide assessments to monitor progress, compliance with state and federal instructional mandates. District staffing will support the implementation of a rigorous program and ensure we have ongoing formative and summative assessments to measure student achievement. District staffing allows compliance with state and federal requirements for all academic programs and ensure there are ongoing formative and	Metric 1.2 - ELs, FY, and FRPL students will make academic progress in the ELA and Math CAASPP.

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	Metric 1.2 **Scope:** LEA-wide	summative assessments to monitor academic achievement.	
1.19	**Action:** Professional Learning Communities & Teacher Collaboration **Need:** In our most recent diagnostic assessment (Winter 2025), iReady, results indicate that 30% of all students are two to three or more grade levels below and 31% one grade level below in reading. Thus, 61% of our students are not at grade level. In mathematics, 24% of all students are two to three grade levels below and 45% or all students are one grade level below; thus, 69% are below grade level in mathematics. Our FRPL students and ELs achieve at lower levels and are not at grade level. Due to the academic achievement of all students, specifically our FRPL and ELs, it is necessary for our teachers to meet in Professional Learning Communities to discuss student achievement, plan targeted interventions, and progress monitor student learning. Metric 1.3 **Scope:** LEA-wide	To enable this work, the district will continue to schedule weekly early release enabling each site to have consistent structured PLC meetings. By incorporating the PLC process, teachers collaborate on setting goals, focusing their instruction, planning for intervention, and using data to assess student learning. These meetings will focus on addressing the four PLC questions of What do we want our students to learn?; How will we know if each student has learned it?; How will we respond when some students do not learn it?; and How can we extend and enrich the learning of students who have demonstrated proficiency? Teachers also monitor the academic progress and differentiate instruction, as needed, for our FRPL students, English Learners, Foster Youth. This action has been successful as we have seen growth in our iReady scores between the BOY and MOY assessments.	Metric 1.3 - Overall increase in our iReady scores with growth between the BOY and EOY results in both Reading and Math for EL and FRPL students.

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1.20	**Action:** ELA Intervention **Need:** Current diagnostic data (Winter 2025), 43% of all middle school students are two to three grade levels below in reading. Our ELs (83%) and FRPL (48%) students achieve at lower levels. To address this learning gap, the district will provide a targeted reading intervention for middle school students. Metric 1.3 **Scope:** Schoolwide	To meet the needs of our middle school EL and FRPL students in reading, we will provide an ELA intervention. Utilizing a collaborative model (general education teacher, resource teacher, and instructional assistant), students will receive daily targeted reading intervention which will lead to student growth in reading skills. Research based intervention materials and targeted professional learning for designated teachers will be provided to ensure effective supports are implemented in the classroom. This action has been slightly successful, we have seen a decrease of 3% in the two grade levels and below. We will provide additional training for teachers in foundational reading skills to ensure they implement strategies to increase student reading skills.	Metric 1.3 - Decrease in the percentage of EL and FRPL students scoring below grade level in reading, measured by iReady.
1.22	**Action:** Multi-Tiered System of Support (MTSS) **Need:** Based on the 2024 data, 19.5% of our McKinney-Vento students meet or exceed standards in ELA and 13.7% meets or exceeds standards in math as measured by CAASPP. They achieve at lower rates when compared to all students. The percentage of English Learners and Free and Reduced Price Lunch Students that are at grade level in reading and math is also lower than the overall student group. On the iReady reading assessment, 40% of our ELs and 23% of our FRPL students in elementary school are two to three grade levels below in reading and 90% of our ELs	To support our ELs and FRPL (including homeless students) students, the district will provide additional support staff to provide universal and targeted instruction for ELs and FRPL students. This additional staff will provide support through the Multi-Tiered System of Support (MTSS) model in the areas of academic, behavioral, and social-emotional needs with the goal to increase reading and math achievement. Tailored systems inclusive of targeted academic instruction, Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning (SEL) curriculum will be implemented at all sites in order to help students succeed in school and improve academic performance in ELA and Math. The goal is to provide high-quality instruction and intervention matched to student needs.	Metrics 1.2 & 1.3 - Increase our EL and FRPL student achievement in reading and math measured by the EOY iReady assessment. Increase our homeless student group achievement, measured by the CAASPP.

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	and 47% of our FRPL students are two to three grade levels below in the middle schools. On the iReady math assessment, 19% of our ELs and 19% of our FRPL students in elementary school are two to three grade levels below in reading and 46% of our ELs and 47% of our FRPL students are two to three grade levels below in the middle schools. Metrics 1.2 & 1.3 **Scope:** LEA-wide		
3.2	**Action:** School Safety **Need:** In the LCAP Student Survey, in comparison to our all students (90%), 88% of our FRPL students indicate feeling safe at school and 12% do not feel safe. To promote wellness and provide a safe environment, the district provides a School Resource Officer (SRO) and teacher leads to promote safety and wellness. Metrics 3.7, 3.8, & 3.9 **Scope:** LEA-wide	Since our FRPL make up approximately 81% of our school population, the district provides a School Resource Officer (SRO) that supports the middle school campuses and is available to the elementary schools sites, when needed. The SRO works closely with school staff to provide universal mentoring for select FRPL students, when needed. In addition to the SRO, the district provides part-time staffing to promote overall wellness and safety targeting our FRPL students. These part-time staff are teacher leads who have the added responsibility of coordinating and planning school site activities that promote safety and wellness for students. Examples of site activities may include kindness events and anti-bullying campaigns. In addition, they support specific programs targeting our FRPL students. This action has been successful as it increased the feeling of safety by 3%.	Metrics 3.7, 3.8, & 3.9 - Increase the percentage of FRPL students who feel safe at school measured by the LCAP Student Survey.

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3.3	**Action:** Transportation **Need:** FRPL students demonstrate a 15.7% chronic absenteeism rate, a decline of 2.6%, when compared to our Spring 2024 attendance rates. This rate is higher than our overall rate of 14.1%. When working with families of chronically absent FRPL students, they regularly reported limited transportation is a factor contributing to the attendance issue. This needs assessment indicates it is necessary to provide transportation to increase their attendance rates. Metric 3.2 **Scope:** LEA-wide	Home-to-School Transportation will be provided to increase attendance rates and will be provided to students living beyond three-fourths of a mile from their school site who do not have means of transportation, targeting our students who qualify for Free and Reduced Price Lunch. This action has been successful since we reduced our chronic absenteeism rate by 1.6%	Metric 3.2 - Decrease in our FRPL chronic absenteeism rate.
3.4	**Action:** Monitor Attendance Rates **Need:** Chronic Absenteeism continues to be an area in which our unduplicated students need additional support. District-wide, 12% of ELs and 15.7% of Low Income students are chronically absent, and according to the 2023 CA Dashboard, ELs at specific school sites (Arbolita, El Cerrito, and Walnut) had a higher rate of chronic absenteeism. Metrics 3.2 & 3.4	For the 2026-27 school year, schools will monitor our EL and FRPL students who are at-risk of becoming chronically absent or are chronically absent by increasing their proactive communication about the importance of school attendance and immediately refer to the MTSS team, if needed. We will increase our focus to LTELs, SWDs, McKinney-Vento, and Foster Youth since they have the highest rates of chronic absenteeism. At Arbolita, El Cerrito, and Walnut, the school team will continue to case manage all EL students who are at risk of becoming chronically absent and provide proactive communication with parents. These schools will have their Community Liaisons provide outreach	Metrics 3.2 & 3.4 - Decrease in chronic absenteeism FRPL and EL students and increase overall attendance rates for all students.

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	Scope: LEA-wide	and resources to families when their student is at-risk of becoming chronically absent. At all schools, school office clerks closely monitor attendance, make calls to parents as needed, and prepare and maintain appropriate forms to track attendance. They work closely with the school administrator to monitor students who are chronically absent or at risk of chronic absenteeism. Schools then communicate with families and collaborate with them through the MTSS process to provide support and resources. In addition, our Community Liaisons work closely with our EL and FRPL families.	
3.5	**Action:** School Counselors **Need:** In the LCAP Student Survey, 79% of FRPL students almost always or often feel accepted at school and 75% of all FRPL (low-income) students almost always or often feel like they belong in school. 88% feel safe at school. In the CHKS, a lower percentage of students indicated feeling safe at school and 69% indicated they have caring relationships at school. There is a need to provide social-emotional and mental health support to increase feelings of connectedness and engagement. Metric 3.8 **Scope:** LEA-wide	Our FRPL (low-income) students make up over 81% of our overall student population. As such, between 21-25% of our FRPL students do not feel accepted nor feel like they belong in school and feel like they have a caring relationship at school. To help with building a positive school climate and increase student connection and belonging, the district will provide school-based counselors and counseling interns to support our FRPL students and increase their connection to school. They will receive services based on the MTSS delivery model. Universal support (Tier 1) may include consultation with the teachers to implement general social-emotional and social skills. At this level of support, counselors may provide consultation, coaching, training, community circles, and SEL lessons. Targeted services (Tier 2) may include school counseling lessons, group counseling sessions and intensive services (Tier 3) may include individual counseling and case management for our FRPL students. In addition, the school counselors will collaborate with other school staff, such as school psychologists, to	Metric 3.8 - Increase the percentage of FRPL (low-income) students who report feelings of belonging and acceptance in the annual LCAP survey.

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		provide other necessary supports when individual students require more individualized upport. Other services may include indirect support like referrals and collaboration with community partners to provide additional resources for our FRPL students and families. This action has been successful in increasing the feeling of acceptance and belonging.	
4.1	**Action:** Communication **Need:** Our FRPL student population is over 81% and our communication efforts are targeted to ensure our families have access to the information they need to support their student's success. The 2026 LCAP surveys indicate 94% of all families feel welcome in their child's school and 93% feel comfortable communicating with their child's teacher and/or administrator. Based on these percentages, over 700 families of students who qualify for FRPL provided favorable ratings in feeling welcome and comfortable communicating with their child's teacher. In the open responses, parents emphasized the importance of clear communication between the school and parents, particularly regarding events, programs, and student progress. Metrics 4.1, 4.2, & 4.5 **Scope:** LEA-wide	To ensure we are reaching our FRPL student's families and providing timely information and communication on events, programs, and strategies to support their student's overall achievement and wellbeing, we will fund a position that sends out timely and important communication to the families. We are a district that values equity, diversity, and inclusion and strive to include our FRPL students in our efforts. To provide effective communication and promote a culture of respect, integrity, and inclusion, This includes supporting district efforts with parent surveys, including but not limited to: LCAP Family Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey. Through this action, we expect to continue to have high favorable ratings by FRPL families in communication, feeling welcome, and ability and ease for families to communicate with school staff. This action will continue as we continue to have high perception ratings.	Metrics 4.1, 4.2, & 4.5 - Maintain our high FRPL family rating in the LCAP Parent Survey.

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4.2	**Action:** Bilingual Community Liaisons **Need:** In the 2026 LCAP Survey, 89% of families reported strongly agreeing or agreeing that school staff members make an effort to work with families to learn about each student's strengths, cultures, and languages to ensure their success and 76% reported knowing who their Community Liaison is. 95% of families of EL students report in the LCAP Survey that they are notified of their student's progress. Open response surveys indicate there continues to be a need to focus and support the Community Liaisons in their effort to communicate and engage with families. Metrics 4.2 & 4.4 **Scope:** LEA-wide	There is strong evidence that the schools' staff are collaborating with families and the Community Liaisons are supporting the efforts between and other educational partners. In the 2025-26 school year, the Wellness Program Specialist will provide targeted training to the CLs to ensure they increase their visibility and communication efforts. The CLs will continue to focus on home/school communication with our EL families, provide ongoing parent education, make phone calls home, and make efforts to connect with families. Their efforts will support the schools with promoting parent participation in parent literacy nights and other family events. This action will continue as it has led to increased perception ratings.	Metrics 4.2 & 4.4 - In the LCAP Parent Survey, increase in the percentage of families who know the Community Liaison and increase the percentage of families who agree that the school staff makes an effort to work with families.
4.4	**Action:** Foster Youth **Need:** Our FY students face additional academic and social-emotional challenges due to their unique life circumstances. FY students may experience trauma and related social-emotional difficulties which may impact their ability to focus, achieve, and follow behavior expectations. As such, our FY students have a higher suspension rate, 6.8%, which is 4.3% higher than the overall suspension rate.	The district will work with families of FY students and coordinate with the Orange County Department of Family Services to provide support. The Foster Youth Liaison will attend quarterly meetings at the Orange County Department of Education (OCDE) to obtain updated information to support Foster Youth and increase their behavioral and social-emotional outcomes. This action will include the support of our Mental Health Specialist (funded through other local sources) to provide additional training to school staff to support this group of students.	Metric 3.2 - Decrease in our suspension rates for Foster Youth.

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
	Metric 3.2 **Scope:** LEA-wide		
5.1	**Action:** Professional Learning Opportunities **Need:** Our CAASPP data shows that all students continue to score below standard in ELA (18.7 points below) and Math (48 points below). There is a need to support our teachers to increase our student achievement overall and target the student groups who are scoring at the lowest levels: our ELs, Homeless, and FRPL students achieve at lower levels in ELA and Math when compared to our overall student group. Metric 1.1 **Scope:** LEA-wide	Through targeted professional learning and support of our teachers and staff, we expect their individual and collective efficacy will lead to an increase in our overall student achievement. Provide professional learning opportunities will be provided to support the implementation and use of the Common Core State Standards for teachers in all grades. LHCSD staff (MTSS TOSAs, Technology Integration Coach, and Program Specialists) and outside consultants will provide direct instruction, modeling, coaching, and follow-up professional learning and training. To better support the needs of our teachers, all CGI and NGSS lab days for the 2026–27 school year will be held at individual school sites. This approach will allow for a more targeted focus on each school's needs while providing greater opportunities for teacher collaboration.	Metric 1.1 - Academic growth for all students, ELs, FRPL, and Homeless students in the CAASPP in ELA and Math.
5.3	**Action:** Additional Professional Learning for College and Career Readiness **Need:** Our ELs, Foster Youth, and FRPL students require additional opportunities to engage in college and career readiness programs and participate in experiences that will increase	To meet the needs of our ELs, Foster Youth, and FRPL students in ELA, Math, and Science to increase their achievement, we will provide additional training opportunities to teachers to ensure they expose students to college and career paths and skills. Some of this additional training supports the schools' magnet foci and embeds essential college and career ready skills. This will include but not be limited to: Advancement via	Metrics 1.1, 1.2, & 1.6 - Meet self-assessment goal of providing access to a broad course of study. Increase in our ELA, Math, and Science, as measured by the CAASPP and CAST for ELs, FY, and FRPL students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their skills. In our local indicators report, LHCSD strives to provide access to a broad course of study to increase our students' College and Career Readiness skills. To develop our students' skills and eventual eligibility for four-year college/university requirements and equip them with the tools to access 21st-century careers, we will provide additional training opportunities to teachers to ensure they expose students to college and career paths and skills. Metrics 1.1, 1.2, & 1.6 **Scope:** LEA-wide	Individual Determination (AVID); No Excuses University at Sierra Vista; Entrepreneurial Exploration at Las Lomas; Code to the Future at El Cerrito; STEAM at Walnut; VAPA at Arbolita; Dual Immersion at Ladera Palma and Washington Middle School; and International Baccalaureate at Las Positas and Imperial Middle School.	

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
1.18	**Action:** English Learner Achievement **Need:** On the CAASPP assessment, 7.41% of our Long Term English Learners met or exceeded the standards for ELA and 0% met or exceeded the standards for math. 13.04% of all ELs met or exceeded standards for ELA	To monitor progress, provide resources to instruct our ELs, and to provide professional development training and support, the district will provide one staffing position, (Multilingual Program Specialist). This position will support teachers' implementation of research-based instructional practices in English language development. The ML Specialist will provide targeted support to Imperial Middle School and support their monitoring of ELs to	Metric 1.4 & 1.5 - ELPI at Ladera Palma, ELPAC growth in all schools, and EL and LTEL student growth in ELA and Math measured by CAASPP and overall reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and 13.04% met or exceeded standards for math. These indicators demonstrate that our ELs are not demonstrating the same level of academic achievement as students. Metric 1.4 & 1.5 **Scope:** Limited to Unduplicated Student Group(s)	increase their achievement in ELA and Ladera Palma to ensure ELs make adequate progress. This will increase English Learner progress toward English proficiency demonstrating an increase in the percentage of students making progress on the ELPAC and increase their achievement in ELA and Math. This action was not fully successful, it will be modified to include a structured Designated ELD block and specific training focusing on implementing GLAD strategies to strengthen language acquisition.	
1.23	**Action:** English Learner Achievement **Need:** 19.05% of all ELs met or exceeded standards for ELA and 12.40% met or exceeded standards for math. Within the EL subgroup, 7.31% of our Long Term English Learners met or exceeded the standards for ELA and 0% met or exceeded the standards for math. Metric 1.2 & 1.5 **Scope:** Limited to Unduplicated Student Group(s)	To increase the academic achievement of both student groups, the district will provide additional staffing (certificated and classified) that will provide support. These staff will deliver targeted instruction and intervention to our ELs. This support may include a combination of pull out and push in services by teachers and/or aides. A continuous model of inquiry will be implemented to ensure that students are making adequate progress. This model includes the analysis of student data to ensure the targeted interventions are meeting their needs. We expect to see an increase in ELA and Math. This additional staffing has supported student growth since we saw gains in ELA and Math for ELs at Ladera Palma.	Metric 1.2 & 1.5 - ELA and Math CAASPP score growth of our ELs and LTELs and increase reclassification rates.
1.24	**Action:** English Learners **Need:** 21.24% of our English Learners demonstrate well developed (Level 4) English Language skills and 37.72% demonstrate moderately developed (Level 3) on the ELPAC. In comparison, at Ladera Palma ES, 13.74%	Additional classified staff will ensure student data is updated and accessible and a certificated staff member will monitor assessment results and provide training and resources to teachers to ensure they continually implement research based English Language Acquisition strategies. At Ladera Palma, the certificated staff member will collaborate with school staff to support the cross-linguistic transfer of skills to reading and writing	Metric 1.4 & 1.5 - ELPI growth at Ladera Palma and overall growth of all ELs measured by reclassification rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(increase of 2.28%) of all students demonstrate well developed skills and 35.88% (increase of 1.49%) demonstrate moderately developed skills. Metric 1.4 & 1.5 **Scope:** Limited to Unduplicated Student Group(s)	which will increase their ELPI. Parents will be notified and kept informed of their student's progress. Additionally, the certificated staff member will provide access to targeted PD in GLAD strategies and Thinking Maps and work with all school sites to set reclassification goals. This action has been successful and will be continued since we have seen growth students' ELPAC results.	

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

Not Applicable

Additional Concentration Grant Funding

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

Please note that FRPL (Free and Reduced Price Lunch) is synonymous with low-income students.

The La Habra City School District is committed to providing a rigorous and engaging instructional program that reflects our four priorities and the goals described in this LCAP. The additional concentration funding provides extra resources, enrichement opportunities, and intervention opportunities for our unduplicated student groups. Our Free and Reduced Price Lunch (FRPL), Foster Youth, and English learners comprise approximately 81% of our student population. Thus, their needs are considered first as they impact the majority of our student population. Actions related to providing a rigorous and engaging universal program, an MTSS process that provides targeted academic, behavioral, social-emotional, and mental health support, access to technology and digital resources, progress monitoring student learning and growth, establishing school environments where students feel connected, and engaging families in our schools are included in the LCAP. The needs of our student groups were at the forefront when analyzing our assessment (CAASPP, iReady) and student engagement data (chronic absenteeism and suspension rates).

All school sites in LHCSD have a high concentration of English Learners and Socioeconomically Disadvantaged students. According to the 2025 CA School Dashboard Data, our schools percentages for Socioeconomically Disadvantaged students are as follows:

--Arbolita ES (83.4%)
--El Cerrito ES (79.7%)
--Las Lomas ES (87.2%)
--Las Positas ES (76.5%)
--Ladera Palma ES (70.3%)
--Sierra Vista ES (75.6%)
--Walnut ES (90.8%)
--Imperial MS (83.6%)
--Washington MS (85.5%)

We have identified the needs of Foster Youth students as needing academic and social-emotional support. The needs of English learners have been identified as needing to support their language acquisition so they can achieve in English language arts and mathematics at higher percentages. Increasing their ELPI, maintaining a high reclassification rate (28.7%), and providing our LTELs with targeted support will ensure they acquire academic English to be successful in all core content areas. English learners need to be provided with both designated and integrated ELD and language scaffolds throughout all lessons. They also need access to multilingual programs, such as Dual Immersion programs, to support their home language and English development.

Our FRPL (socioeconomically disadvantaged) students continue to need additional support to accelerate their learning and close the achievement gap. There is a lower percentage of FRPL students meeting or exceeding standards in ELA, Math, and Science as measured by the state assessments. Support for our students includes devices and internet connectivity where learning can extend beyond the instructional day, a focus on developing literacy skills and numerical concepts, tiered academic interventions, and social-emotional and mental health supports, as needed. Parent and family engagement opportunities to support students is also critical because strong family support increases student success.

Actions supporting our students:
--Maintain smaller class sizes as much as possible. (Actions 1.1)
--Provide extended learning opportunities (Actions 1.2, 1.8, 1.16, 1.21) so our students have increased access to academic language models and high-quality instruction.
--Provide MTSS Teachers on Special Assignment (TOSAs) at each school and time for teachers to discuss student learning, student progress, and determine which interventions meet student needs. (Action 1.3, 1.4, 1.10, 1.19)
--Provide more opportunities for students to participate in VAPA and STEAM to increase engagement and extend their learning. (Action 1.9)
--Provide programs and activities to support school readiness skills. (Action 1.8, 1.12)
--Provide access to technology and support for all students, especially FRPL students who may have limited access. (1.13, 1.14, 1.15)
--Focus on increasing student attendance rates. (Actions 3.3, 3.4)
--Provide support staff to monitor student achievement and progress. (Actions 1.3, 1.8, 1.17, 1.18, 1.24)
--Provide professional development to staff to address the teaching and learning gaps.(Actions 1.3, 1.19, 5.5)
--Maintain school facilities to provide safe and clean learning environments. (Action 3.1)
--Provide mental health and social-emotional support for students and families (Action 3.5)

The above-referenced strategies will support students identified as Foster Youth, English Learners, and FRPL students.

The following positions were added or maintained in the 23-24 school year and will continue into the 2026-27 school year:
--Nurses and Health Clerks (Action 3.2)
--PE Assistants - Action (1.10)
--Clerk Typist - Action (3.4)
--Educational and Instructional Assistants (Action 1.23)
--Custodians (Action 3.1)
--Transportation Services (Action 3.3)
--Community Liaisons (Action 4.2)
--Information Services Technicians (Action 1.15)
--MTSS Assistants (Action 1.22)
--Counselors (Action 3.5)

Based on the 2026-27 LCAP actions and increased staffing to support our unduplicated student groups, we expect to see an increase in their academic performance and engagement.

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	1:29
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$46,254,589	15,422,454.00	33.343%	0.000%	33.343%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,374,866.00	$3,188,993.00	$105,778.00	$670,635.00	$22,340,272.00	$20,181,731.00	$2,158,541.00

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	Smaller Class Size	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$4,067,037.00	$0.00	$4,067,037.00	$0.00	$0.00	$0.00	$4,067,037.00	
1	1.2	Seven period day in Middle Schools	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington & Imperial Middle Schools 6th- 8th	ongoing	$1,321,051.00	$0.00	$1,321,051.00	$0.00	$0.00	$0.00	$1,321,051.00	
1	1.3	Multi-Tiered System of Support (MTSS) TOSA	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,623,736.00	$0.00	$1,473,736.00	$150,000.00	$0.00	$0.00	$1,623,736.00	
1	1.4	Integration of Educational Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$169,507.00	$0.00	$169,507.00	$0.00	$0.00	$0.00	$169,507.00	
1	1.5	Small Class Size in Mathematics in Middle School	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Washington Middle School	ongoing	$53,358.00	$0.00	$53,358.00	$0.00	$0.00	$0.00	$53,358.00	
1	1.6	Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$105,250.00	$18,434.00	$86,816.00	$0.00	$0.00	$105,250.00	
1	1.7	Dual Immersion Program	All	No				ongoing	$0.00	$15,737.00	$587.00	$15,150.00	$0.00	$0.00	$15,737.00	
1	1.8	Local District Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$217,032.00	$217,032.00	$0.00	$0.00	$0.00	$217,032.00	
1	1.9	STEAM and VAPA Integration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$306,069.00	$42,384.00	$348,453.00	$0.00	$0.00	$0.00	$348,453.00	
1	1.10	Student Physical Wellness Linked to Achievement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: All elementar	ongoing	$1,245,913.00	$28,077.00	$1,273,990.00	$0.00	$0.00	$0.00	$1,273,990.00	

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
							y schools TK-6th									
1	**1.11**	After School Program (ASES Funding)	All	No			Specific Schools: Elementary Schools Tk-6th	ongoing	$0.00	$898,000.00	$0.00	$898,000.00	$0.00	$0.00	$898,000.00	
1	**1.12**	Early School Readiness (UPK)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: All elementary schools TK	ongoing	$783,272.00	$515.00	$178,009.00	$500,000.00	$105,778.00	$0.00	$783,787.00	
1	**1.13**	Technology Access	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	**1.14**	Technology Infrastructure	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	**1.15**	Technology Infrastructure - Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$828,709.00	$6,000.00	$421,449.00	$0.00	$0.00	$413,260.00	$834,709.00	
1	**1.17**	Instructional Programs Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$356,090.00	$0.00	$356,090.00	$0.00	$0.00	$0.00	$356,090.00	
1	**1.18**	English Learner Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$238,435.00	$296.00	$70,237.00	$0.00	$0.00	$168,494.00	$238,731.00	
1	**1.19**	Professional Learning Communities & Teacher Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$3,087,517.00	$0.00	$3,087,517.00	$0.00	$0.00	$0.00	$3,087,517.00	
1	**1.20**	ELA Intervention	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Imperial and Washington Middle Schools 6th-8th	ongoing	$0.00	$10,784.00	$10,784.00	$0.00	$0.00	$0.00	$10,784.00	
1	**1.22**	Multi-Tiered System of Support (MTSS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$438,995.00	$0.00	$0.00	$438,995.00	$0.00	$0.00	$438,995.00	
1	**1.23**	English Learner Achievement	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	ongoing	$1,512,366.00	$452,724.00	$1,613,963.00	$351,127.00	$0.00	$0.00	$1,965,090.00	

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
					Group(s)											
1	**1.24**	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$212,075.00	$705.00	$212,780.00	$0.00	$0.00	$0.00	$212,780.00	
1	**1.25**	Students with Disabilities - English Language Arts	Students with Disabilities	No			Specific Schools: Arbolita, Las Lomas, Sierra Vista, Imperial, & Washington	ongoing	$0.00	$0.00	$0.00				$0.00	
1	**1.26**	Students with Disabilities - Mathematics	Students with Disabilities	No			All Schools Specific Schools: El Cerrito, Las Lomas, Sierra Vista, Walnut, and Imperial	ongoing	$0.00	$0.00		$0.00			$0.00	
2	**2.1**	Effective Decision-Making Practices	All	No				ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	3.1 Safe and Clean Learning Environment	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.2**	School Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$31,562.00	$198,127.00	$31,562.00	$198,127.00	$0.00	$0.00	$229,689.00	
3	**3.3**	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$604,606.00	$0.00	$604,606.00	$0.00	$0.00	$0.00	$604,606.00	
3	**3.4**	Monitor Attendance Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$895,991.00	$0.00	$895,991.00	$0.00	$0.00	$0.00	$895,991.00	
3	**3.5**	School Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,123,983.00	$0.00	$635,250.00	$488,733.00	$0.00	$0.00	$1,123,983.00	
3	**3.6**	Suspension Rates	All Foster Youth Foster Youth	No		Foster Youth	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.7**	Chronic Absenteeism - Other Student Groups	Students with Disabilities Students with	No			All Schools Specific	ongoing	$0.00	$0.00	$0.00	$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
			Disabilities, White student group				Schools: Las Lomas and El Cerrito									
4	**4.1**	Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$120,548.00	$33,762.00	$154,310.00	$0.00	$0.00	$0.00	$154,310.00	
4	**4.2**	Bilingual Community Liaisons	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$526,115.00	$0.00	$526,115.00	$0.00	$0.00	$0.00	$526,115.00	
4	**4.3**	English Learner Family Outreach	All English Learners English Leaners	No		English Learners	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.4**	Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.6**	Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.7**	Targeted outreach to families	All low-income	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	Professional Learning Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$617,927.00	$63,968.00	$619,850.00	$62,045.00	$0.00	$0.00	$681,895.00	
5	**5.2**	Teacher Induction Program & Support for New Teachers	All	No				ongoing	$16,869.00	$73,489.00	$1,477.00	$0.00	$0.00	$88,881.00	$90,358.00	
5	**5.3**	Additional Professional Learning for College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$11,691.00	$11,691.00	$0.00	$0.00	$0.00	$11,691.00	

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
$46,254,589	15,422,454.00	33.343%	0.000%	33.343%	$18,372,802.00	0.000%	39.721 %	**Total:**	$18,372,802.00
								LEA-wide Total:	$14,912,620.00
								Limited Total:	$1,896,980.00
								Schoolwide Total:	$1,563,202.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Smaller Class Size	Yes	LEA-wide	English Learners Low Income	All Schools	$4,067,037.00	
1	1.2	Seven period day in Middle Schools	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington & Imperial Middle Schools 6th- 8th	$1,321,051.00	
1	1.3	Multi-Tiered System of Support (MTSS) TOSA	Yes	LEA-wide	Low Income	All Schools	$1,473,736.00	
1	1.4	Integration of Educational Technology	Yes	LEA-wide	Low Income	All Schools	$169,507.00	
1	1.5	Small Class Size in Mathematics in Middle School	Yes	Schoolwide	Low Income	Specific Schools: Washington Middle School	$53,358.00	
1	1.6	Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS)	Yes	LEA-wide	Low Income	All Schools	$18,434.00	

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	1.8	Local District Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	$217,032.00	
1	1.9	STEAM and VAPA Integration	Yes	LEA-wide	English Learners Low Income	All Schools	$348,453.00	
1	1.10	Student Physical Wellness Linked to Achievement	Yes	LEA-wide	Low Income	Specific Schools: All elementary schools TK-6th	$1,273,990.00	
1	1.12	Early School Readiness (UPK)	Yes	Schoolwide	English Learners Low Income	Specific Schools: All elementary schools TK	$178,009.00	
1	1.15	Technology Infrastructure - Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$421,449.00	
1	1.17	Instructional Programs Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,090.00	
1	1.18	English Learner Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$70,237.00	
1	1.19	Professional Learning Communities & Teacher Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	$3,087,517.00	
1	1.20	ELA Intervention	Yes	Schoolwide	English Learners Low Income	Specific Schools: Imperial and Washington Middle Schools 6th-8th	$10,784.00	
1	1.22	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
1	1.23	English Learner Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,613,963.00	
1	1.24	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$212,780.00	
3	3.2	School Safety	Yes	LEA-wide	Low Income	All Schools	$31,562.00	

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 (%)
3	3.3	Transportation	Yes	LEA-wide	Low Income	All Schools	$604,606.00	
3	3.4	Monitor Attendance Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$895,991.00	
3	3.5	School Counselors	Yes	LEA-wide	Low Income	All Schools	$635,250.00	
3	3.6	Suspension Rates			Foster Youth		$0.00	
4	4.1	Communication	Yes	LEA-wide	English Learners Low Income	All Schools	$154,310.00	
4	4.2	Bilingual Community Liaisons	Yes	LEA-wide	English Learners	All Schools	$526,115.00	
4	4.3	English Learner Family Outreach			English Learners		$0.00	
4	4.4	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$0.00	
5	5.1	Professional Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$619,850.00	
5	5.3	Additional Professional Learning for College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,691.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,599,472.00	$22,294,378.00

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**	Smaller Class Size	Yes	$4,067,037.00	$4,067,037.00
1	**1.2**	Seven period day in Middle Schools	Yes	$1,321,051.00	$1,321,051.00
1	**1.3**	Multi-Tiered System of Support (MTSS) TOSA	Yes	$2,041,593.00	$1,941,824.00
1	**1.4**	Integration of Educational Technology	Yes	$265,938.00	$169,247.00
1	**1.5**	Small Class Size in Mathematics in Middle School	Yes	$50,856.00	$51,813.00
1	**1.6**	Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS)	Yes	$147,275.00	$103,487.00
1	**1.7**	Dual Immersion Program	No	$21,756.00	$84,440.00
1	**1.8**	Local District Assessments	Yes	$170,518.00	$212,777.00
1	**1.9**	STEAM and VAPA Integration	Yes	$544,615.00	$339,759.00
1	**1.10**	Student Physical Wellness Linked to Achievement	Yes	$1,364,980.00	$1,273,990.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	After School Program (ASES Funding)	No	$898,000.00	$898,000.00
1	1.12	Early School Readiness (UPK)	Yes	$249,238.00	$413,330.00
1	1.13	Technology Access	No	$0.00	0.00
1	1.14	Technology Infrastructure	No	$0.00	0.00
1	1.15	Technology Infrastructure - Staffing	Yes	$786,338.00	$775,435.00
1	1.17	Instructional Programs Support	Yes	$340,194.00	$345,417.00
1	1.18	English Learner Achievement	Yes	$220,061.00	$238,411.00
1	1.19	Professional Learning Communities & Teacher Collaboration	Yes	$3,087,517.00	$3,087,517.00
1	1.20	ELA Intervention	Yes	$30,780.00	$10,573.00
1	1.22	Multi-Tiered System of Support (MTSS)	No	$1550.00	$431,471.00
1	1.23	English Learner Achievement	Yes	$2,004,527.00	$2,246,005.00
1	1.24	English Learners	Yes	$206,417.00	$210,010.00
1	1.25	Students with Disabilities - English Language Arts	No	$0.00	$0.00
1	1.26	Students with Disabilities - Mathematics	No	$500.00	$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)
2	2.1	Effective Decision-Making Practices	No	$0.00	$0.00
3	3.1	3.1 Safe and Clean Learning Environment	No	$0.00	$0.00
3	3.2	School Safety	Yes	$30,926.00	$229,642.00
3	3.3	Transportation	Yes	$604,606.00	$604,606.00
3	3.4	Monitor Attendance Rates	Yes	$972,033.00	$895,991.00
3	3.5	School Counselors	Yes	$1,072,526.00	$1,132,107.00
3	3.6	Suspension Rates	No	$0.00	0.00
3	3.7	Chronic Absenteeism -Other Student Groups	No	$0.00	0.00
4	4.1	Communication	Yes	$146,772.00	$153,304.00
4	4.2	Bilingual Community Liaisons	Yes	$508,405.00	$499,083.00
4	4.3	English Learner Family Outreach	No	$0.00	$0.00
4	4.4	Foster Youth	Yes	$2,500.00	$0.00
4	4.6	Students with Disabilities	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.7**	Targeted outreach to families	No	$0.00	0.00
5	**5.1**	Professional Learning Opportunities	Yes	$420,426.00	$456,232.00
5	**5.2**	Teacher Induction Program & Support for New Teachers	No	$17,325.00	$90,358.00
5	**5.3**	Additional Professional Learning for College and Career Readiness	Yes	$3,212.00	$11,461.00

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)
$14,869,032	$19,123,459.00	$19,151,075.00	($27,616.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Smaller Class Size	Yes	$4,067,037.00	$4,067,037.00		
1	1.2	Seven period day in Middle Schools	Yes	$1,321,051.00	$1,321,051.00		
1	1.3	Multi-Tiered System of Support (MTSS) TOSA	Yes	$2,041,593.00	$1,941,824.00		
1	1.4	Integration of Educational Technology	Yes	$265,938.00	$169,247.00		
1	1.5	Small Class Size in Mathematics in Middle School	Yes	$50,856.00	$51,813.00		
1	1.6	Supplementary instructional materials and resources to implement the Common Core State Standards (CCSS)	Yes	$147,275.00	$18,128.00		
1	1.8	Local District Assessments	Yes	$170,518.00	$212,777.00		
1	1.9	STEAM and VAPA Integration	Yes	$544,615.00	$339,759.00		
1	1.10	Student Physical Wellness Linked to Achievement	Yes	$1,364,980.00	$1,447,600.00		
1	1.12	Early School Readiness (UPK)	Yes	$55,557.00	$232,098.00		
1	1.15	Technology Infrastructure - Staffing	Yes	$395,123.00	$402,529.00		
1	1.17	Instructional Programs Support	Yes	$340,194.00	$345,417.00		

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)
1	1.18	English Learner Achievement	Yes	$81,815.00	$70,152.00		
1	1.19	Professional Learning Communities & Teacher Collaboration	Yes	$3,087,517.00	$3,087,517.00		
1	1.20	ELA Intervention	Yes	$30,780.00	$10,573.00		
1	1.23	English Learner Achievement	Yes	$1,660,887.00	$1,896,515.00		
1	1.24	English Learners	Yes	$206,417.00	$210,010.00		
3	3.2	School Safety	Yes	$30,926.00	$31,515.00		
3	3.3	Transportation	Yes	$604,606.00	$604,606.00		
3	3.4	Monitor Attendance Rates	Yes	$972,033.00	$948,657.00		
3	3.5	School Counselors	Yes	$611,265.00	$622,170.00		
4	4.1	Communication	Yes	$146,772.00	$153,304.00		
4	4.2	Bilingual Community Liaisons	Yes	$508,405.00	$499,083.00		
4	4.4	Foster Youth	Yes	$2,500.00	$0.00		
5	5.1	Professional Learning Opportunities	Yes	$411,587.00	$456,232.00		
5	5.3	Additional Professional Learning for College and Career Readiness	Yes	$3,212.00	$11,461.00		

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)
$44,806,584	$14,869,032	0%	33.185%	$19,151,075.00	0.000%	42.742%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024