LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baldwin Park Unified School District

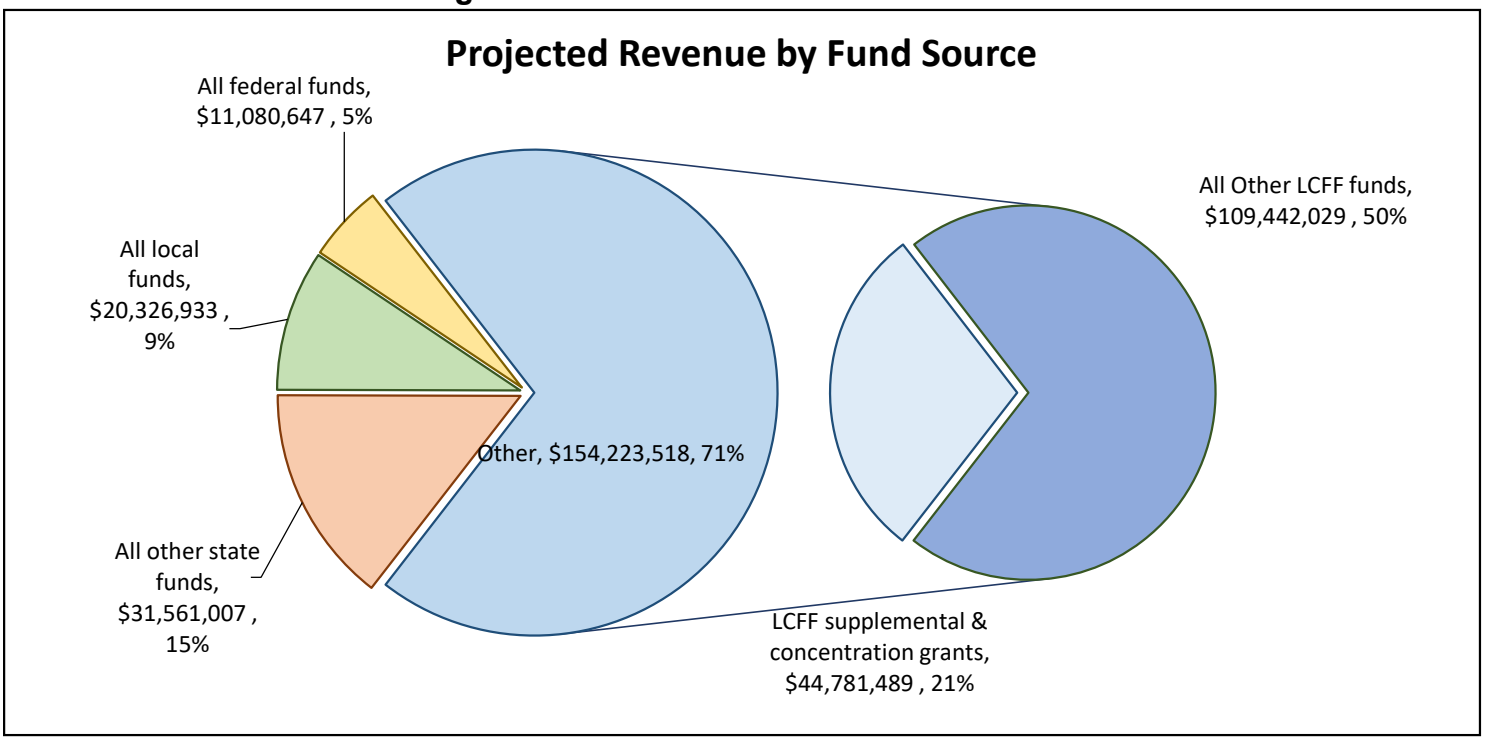
CDS Code: 19642870000000

School Year: 2025-26

LEA contact information: Jannette Gomezjgomez569@bpusd.net

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 2025-26 School Year

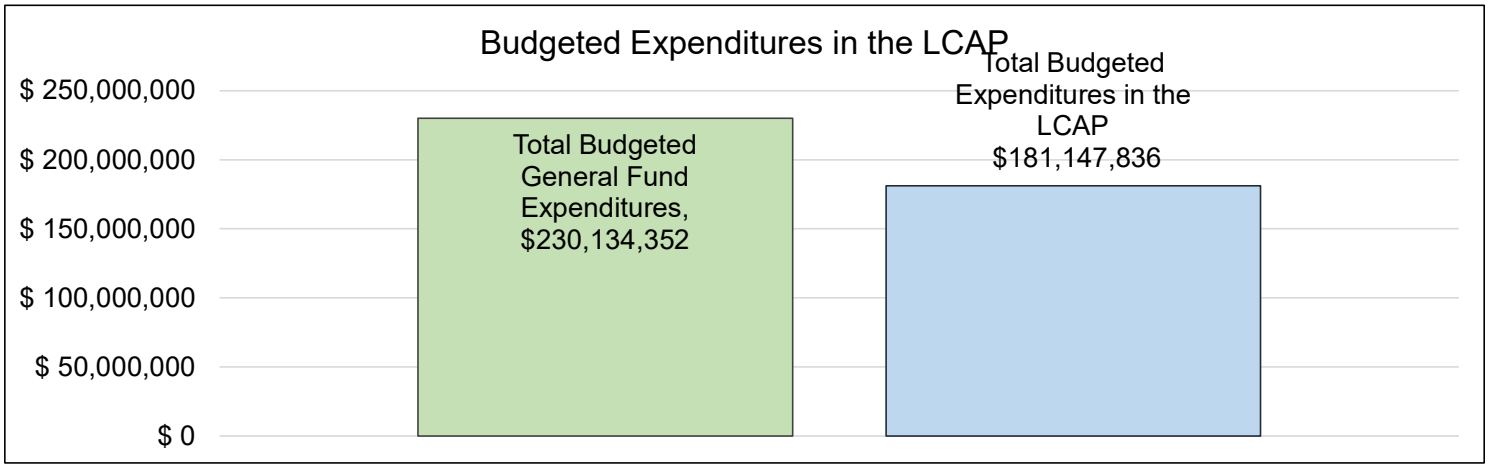


This chart shows the total general purpose revenue Baldwin Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baldwin Park Unified School District is $217,192,105.00, of which $154,223,518.00 is Local Control Funding Formula (LCFF), $31,561,007.00 is other state funds, $20,326,933.00 is local funds, and $11,080,647.00 is federal funds. Of the $154,223,518.00 in LCFF Funds, $44,781,489.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Baldwin Park Unified School District plans to spend for 2025-26. 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: Baldwin Park Unified School District plans to spend $230,134,352.00 for the 2025-26 school year. Of that amount, $181,147,836.00 is tied to actions/services in the LCAP and $48,986,516.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

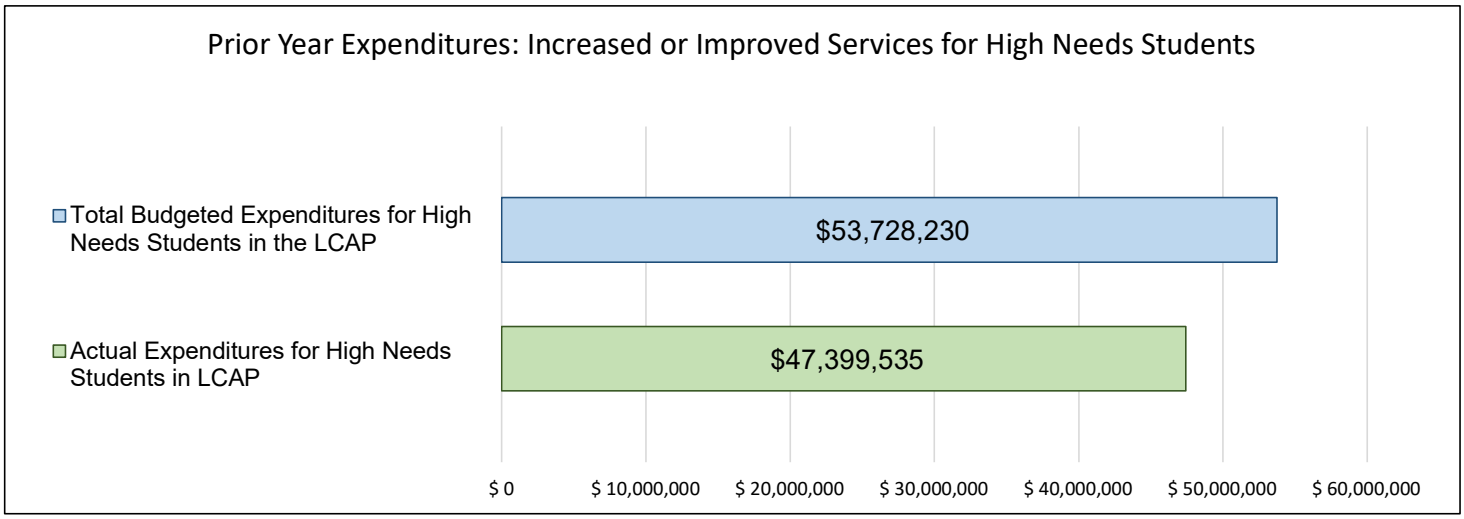
Overhead expenditures such as water, electricity, gas, waste management, maintenance & repairs, property & liability insurance, legal costs, audit fees, other operational and administrative costs, and additional staffing support.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Baldwin Park Unified School District is projecting it will receive $44,781,489.00 based on the enrollment of foster youth, English learner, and low-income students. Baldwin Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baldwin Park Unified School District plans to spend $51,382,708.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Baldwin Park Unified School District's LCAP budgeted $53,728,230.00 for planned actions to increase or improve services for high needs students. Baldwin Park Unified School District actually spent $47,399,535.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $6,328,695.00 had the following impact on Baldwin Park Unified School District's ability to increase or improve services for high needs students:

Several planned actions and services were funded with one-time funding such as AMIM and LRE. As these grants expire in the coming fiscal year, the related expenses will be shifted back to the LCAP. There were minimum impacts to high needs students because the planned actions were implemented using other funding sources such as AMIM and LRE. The District shifted the costs to one-time funding to utilize funding prior to the grants expiring.

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
Baldwin Park Unified	Noreen Iwai-Ito Senior Director of Support Services	Niwaiito397@bpusd.net 626-856-4617

Plan Summary 2025-2026

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.

Baldwin Park Unified School District is located in the City of Baldwin Park, seventeen miles east of Los Angeles and five miles from the San Gabriel Mountains. The Heritage of Baldwin Park describes the location of the City of Baldwin Park as "surrounded on the north by the Santa Fe Dam and the City of Duarte, on the east by the City of Irwindale, the City of West Covina, and the City of La Puente on the south by the City of La Puente and the City of Bassett and on the west by the San Gabriel River and the City of El Monte. It is at the junction of the San Bernardino and 605 freeways." As reported on the California School Dashboard, Baldwin Park Unified School District has a transitional kindergarten to twelfth-grade enrollment of 9,929, with 91.6% or 9,093 students socioeconomically disadvantaged, 19.7% or 1,956 students classified as English learners, 17.6% or 1,684 identified as students with disabilities, and 0.6% or 60 foster youth students. A large majority,89.3% or 8,863 students, are Hispanic, with Asians being the next largest ethnic population at 7.0% or 695 students.

Baldwin Park Unified School District is comprised of fifteen schools, including eight transitional kindergartens (TK) – 5th-grade elementary schools, one 3rd – 8th grade STEM Academy, three 6th – 8th middle schools, two comprehensive high schools, one continuation high school, and one Adult Transition Program. We are also proud to offer an all-encompassing Early Childhood Education and Adult and Community Education programs, further enhancing our commitment to lifelong learning.

Baldwin Park Unified School District is dedicated to providing our students and families with a wide range of educational opportunities. These include a transitional kindergarten through 12th-grade Dual Language Program, the BP STEM Academy, Project Lead the Way (PLTW) that incorporates science, technology, engineering, and mathematics, AVID – Advancement Via Individual Determination for preparing students for college readiness and success, GATE – Gifted and Talented Education, Honors and Advance Placement (AP) courses, co-teaching that allows students with disabilities greater access and individualized instruction, and an extensive high school athletics programs. One of our most popular high school offerings is a dual enrollment program in partnership with Mt. SAC. This program empowers our students to earn college credits while still in high school, giving them a significant advantage in their higher education journey and setting them up for future success.

Learning goes beyond the classroom through After School and Safety-ASES and Expanded Learning Opportunities Programs. Programs (ELOP) before school, after-school, summer, or intersession offer various activities to foster personal growth and development. Students can join Chess Masters to enhance their strategic thinking, Cube Club to explore the world of puzzles, Comic Creators to unleash their creativity, Folkloric Dance to express themselves through movement, and Girls on the Run to promote physical fitness and teamwork. Students also participate in enriching off-site experiences like taking a tour of Dodger Stadium, attending an MLB Angels Game, touring the SoFi stadium tour, and exploring the undersea world at the Aquarium of the Pacific. Summer extended services incorporate cooking, creative writing, improving fine motor skills while learning to play a recorder, and experiencing dance and movement while boosting self-confidence and self-expression through dance.

For the 2022-2023 school year, based on outcomes reported on the California School Dashboard, fifteen schools in Baldwin Park Unified had the Additional Target Support and Improvement (ATSI) designation and one school with the Comprehensive Support and Improvement (CSI) designation. For the 2023-2024 school year, North Park Continuation High School was designated ATSI, an improvement from past CSI designation. Based on California School Dashboard outcomes, Baldwin Park High, Sierra Vista High, Olive Middle, Sierra Vista Middle, and North Park Continuation High are designated ATSI. At the same time, ten schools exited the ATSI designation district-wide from last year.

North Park Continuation School has been identified as a recipient of LCFF Equity Multiplier funding for the second consecutive year. This designation reflects the school's continued eligibility based on a student non-stability rate exceeding 25% and a socioeconomically disadvantaged student rate above 70%, as outlined in Education Code § 42238.024. The Equity Multiplier funds are automatically allocated through the state's Principal Apportionment process and must be used to support evidence-based services and interventions that are tailored to meet the unique needs of North Park's student population. These funds are required to supplement, not supplant, existing resources and are a key component of the district's broader equity and student support strategy.

North Park Continuation High School's Equity Multiplier funding will be utilized to help close achievement gaps by providing targeted support for its highly mobile student population. Aligned with districtwide goals to strengthen the Multi-Tiered System of Support (MTSS), this additional funding is grounded in data from the California School Dashboard, which highlights significant areas of need: only 7% of students nearly met the standard in mathematics, 19% met or exceeded standards in English Language Arts, chronic absenteeism remains high at 60.4%, and the suspension rate is 15.3%. Informed by a comprehensive needs assessment, the school will continue focused efforts to improve students' expository reading comprehension and writing skills, strengthen numeracy and standards-based academic proficiency, and enhance student, parent, and school connectedness. Targeted mental health support will also continue, particularly for students experiencing chronic sadness, hopelessness, or suicidal ideation. To close learning gaps and address social-emotional needs, North Park will deepen the use of MTSS and data-informed practices, accelerate English language acquisition for English Learners, and further integrate 21st-century skills across the curriculum.

The Baldwin Park Unified School District program was not identified as a recipient of LCFF Equity Multiplier funding. As a result, Goal 5 from the 2024–2025 Local Control and Accountability Plan has been eliminated.

Declining population is a city challenge. Based on current census projections, Baldwin Park's population is listed as 66,939 in 2024, in contrast to 71,971 in 2020, a decrease of -6.99% since the most recent census. The city's population is estimated to decline at -1.84% annually. The District's challenge is the 20% enrollment drop between 2018 and 2022. Discussion of school closures has been happening since 2015. Understanding the topic of school closures is difficult; decisions had to be made to adjust current facility operations and address school consolidation and reorganization. "The closure of schools is a last resort in achieving programmatic and fiscal stability for our District, but it is sometimes necessary to ensure we can continue to provide the high-quality resources and programs that our students deserve."

Reflections: Annual Performance

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

Baldwin Park Unified School District demonstrated notable progress across multiple state indicators in the 2024 California School Dashboard. In English Language Arts, both English learners and foster youth showed improvement, with foster youth making significant gains. Similarly, students with disabilities improved, although they remain in the "very low" performance band. In mathematics, English learners, foster youth, and students with disabilities all made growth, again with foster youth showing a substantial increase—highlighting the potential impact of targeted academic supports. The graduation rate remained strong, with all students maintaining a high rate of 91.5%. English learners increased their rate to 78.6%, improving to "low" status, while youth experiencing homelessness reached a 92.1% graduation rate, achieving "high" status. Socioeconomically disadvantaged students continued to perform well, maintaining a high graduation rate of 91.5%.

The suspension rate saw positive trends as well, with all students maintaining a "high" status and a slight decrease to 4.9%. Foster youth, socioeconomically disadvantaged students, and students with disabilities all showed improvements or maintained steady performance, indicating progress in behavior support and school climate. The district also achieved a significant reduction in chronic absenteeism, dropping from 28.6% to 20.8% overall. English learners and foster youth made particularly notable gains, improving to "high" status, and students with disabilities showed substantial improvement from the previous year.
In addition to academic and climate outcomes, educational partner engagement significantly increased, with 1,583 total responses to the new BPUSD Partner Survey—an

increase from 593 parent/family responses the previous year. Survey results revealed strong community confidence: 86% of parents and families reported that the District is doing well or very well in preparing students for college and career readiness, and 86% expressed satisfaction with communication between the District, schools, and community. These outcomes reflect BPUSD's sustained commitment to equity, student success, and collaborative partnership.

Despite areas of progress, Baldwin Park Unified School District continues to face significant challenges in ensuring equitable outcomes for all student groups. In English Language Arts, most student groups remain at low or very low status levels, with long-term English learners (LTELs) and students with disabilities performing significantly below standard. Additionally, youth experiencing homelessness declined in performance, indicating a need for intensified academic and social-emotional supports. In mathematics, persistent challenges are evident across nearly all student groups, particularly LTELs, students with disabilities, and socioeconomically disadvantaged students—all of whom remain in the very low performance band. The average distance from standard in math exceeds that of ELA for most groups, underscoring the need for sustained, focused intervention in mathematics instruction and support. Notably, youth experiencing homelessness declined in math performance, highlighting a vulnerable subgroup requiring urgent, targeted attention.

Graduation outcomes also reveal areas of concern. LTELs declined to a medium status at 82.5%, while students with disabilities also fell to medium at 82.1%. Most concerning, foster youth dropped to a very low graduation rate of 66.7%, emphasizing the ongoing need for robust, individualized graduation support systems. In terms of suspension rates, concerning trends emerged. LTELs saw a sharp increase in suspensions, rising to 16.5%, and foster youth rose to 19.0%, both reflecting very high status levels. English learners also experienced an uptick, reaching 4.9%, though still within the "high" range. These patterns point to the importance of restorative practices, behavioral supports, and proactive interventions for historically underserved populations.

In addition to academic and climate challenges, family engagement barriers persist. Many parents work multiple jobs or non-traditional hours, limiting their ability to attend school events, participate in decision-making, or volunteer on campus. These realities underscore the need for more flexible, accessible, and inclusive engagement strategies to ensure families remain connected and empowered in their children's education.

Based on the 2023 CA School Dashboard, schools within Local Educational Agency (LEA) received the lowest performance level:
• Suspension Rate – BP STEM and Sierra Vista Middle School
• English Language Arts – Margaret Heath Elementary
• Mathematics – Charles D. Jones Middle School
• English Learner Progress Indicator – Tracy Elementary
• College Career Indicator (CCI) – North Park Continuation

Student groups within the Local Educational Agency (LEA) that received the lowest performance level:
• English Learners – Mathematics
• Foster Youth – English language arts, mathematics, Career College Indicator (CCI)
• Homeless – Mathematics
• Students with Disabilities – Mathematics and Career College Indicator (CCI)
• African American – Suspension rate
• White – English language arts and mathematics

Student group within a school within the Local Educational Agency (LEA) that received the lowest performance level:
• Margaret Heath Elementary
    All students-ELA
    English learners – Chronic absenteeism, ELA, mathematics
    Socioeconomically disadvantaged-ELA
    Students with disabilities-ELA, mathematics
    Hispanic-ELA

• Tracy Elementary
    English learners-ELA, English Learner Progress Indicator

• Vineland Elementary
    English learners-ELA, mathematics

Homeless-Chronic absenteeism
Students with disabilities-ELA, mathematics
Hispanic-Mathematics

• Walnut Elementary
Students with disabilities-ELA

• BP STEM
All students-Suspension rate
English learners-Suspension rate, ELA
Homeless-Suspension rate
Socioeconomically disadvantaged-Suspension rate
Hispanic-Suspension rate

• Charles D. Jones Middle School
All students-Mathematics
English learners-ELA, mathematics
Homeless-ELA, mathematics
Socioeconomically disadvantaged-Mathematics
Students with disabilities-ELA and Mathematics
Hispanic-Mathematics

• Olive Middle School
English learners-Mathematics
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Mathematics

• Sierra Vista Middle
All students-Suspension rate
English learners-Suspension rate, ELA, mathematics
Socioeconomically disadvantaged-Suspension rate
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Suspension rate

• Baldwin Park High
English learners-Suspension rate
Homeless-Suspension rate
Students with disabilities-Suspension rate, mathematics, college career indicator

• Sierra Vista High
Students with disabilities-Suspension rate, ELA, mathematics
Hispanic-Suspension rate

• North Park Continuation High
All students - College career indicator
Socioeconomically disadvantaged-Mathematics, college career indicator, suspension rate
Homeless-College career indicator
Students with disabilities-Suspension rate, college career indicator
Hispanic- College career indicator

Several schools within the district exhibit common areas of need across student groups. In English Language Arts (ELA), low performance was identified among various student groups at Tracy Elementary (English learners), Vineland Elementary (English learners, students with disabilities), Walnut Elementary (students with disabilities), Charles D. Jones Middle School (English learners, homeless, and students with disabilities), Olive Middle School (students with disabilities), Sierra Vista Middle School (English learners, students with disabilities), and Sierra Vista High School (students with disabilities).

In mathematics, significant performance challenges were also noted among student groups at Vineland Elementary (English learners, Hispanic students, students with disabilities), Charles D. Jones Middle School (all students, English learners, homeless, socioeconomically disadvantaged, students with disabilities, Hispanic students), Olive Middle School (English learners, Hispanic students, students with disabilities), Sierra Vista Middle School (English learners, students with disabilities), Baldwin Park High School (students with disabilities), Sierra Vista High School (students with disabilities), and North Park Continuation High School (socioeconomically disadvantaged students).

Issues related to chronic absenteeism were found among homeless students at Vineland Elementary, indicating a need for targeted attendance interventions at the elementary level.

Suspension rates emerged as a significant area of concern across multiple campuses. Schools identified with high suspension rates among one or more student groups include BP STEM (all students, English learners, homeless, socioeconomically disadvantaged, Hispanic students), Sierra Vista Middle School (all students, English learners, socioeconomically disadvantaged, students with disabilities, Hispanic students), Baldwin Park High School (English learners, homeless, students with disabilities), Sierra Vista High School (students with disabilities, Hispanic students), and North Park Continuation High School (socioeconomically disadvantaged students, students with disabilities).

To address the needs of students at the lowest-performing schools in English Language Arts and mathematics, Baldwin Park Unified School District will implement a consistent, data-driven, and equitable framework that supports the academic, behavioral, social-emotional, and attendance needs of students. Through the implementation of a Multi-Tiered System of Supports (MTSS), the district aims to ensure the early identification of student needs, provide timely and targeted interventions, promote inclusive practices, and improve overall student outcomes by fostering a collaborative, problem-solving culture among educators, families, and support staff. To support these efforts, certificated staff are provided through Goal 1, Action 1, ensuring access to high-quality instruction. Additional paraprofessional support, offered through Goal 1, Action 2, assists with targeted interventions and classroom needs. To further strengthen instructional effectiveness, collaboration time is provided through Goal 1, Action 3, allowing staff to engage in joint planning, analyze data, and implement aligned strategies. This structured collaboration is essential to continuous improvement and data-informed decision-making.

Finally, disparities in the College and Career Indicator (CCI) were identified primarily at the high school level, notably at Baldwin Park High School (students with disabilities), Sierra Vista High School (students with disabilities, Hispanic students), and North Park Continuation High School (all students, including homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic students). These findings highlight the critical need to expand postsecondary preparation and support services. To address these gaps, the district will implement targeted interventions such as enhanced college and career readiness, individualized transition planning, culturally responsive outreach, and increased access to work-based learning opportunities by counselors in Goal 1 Action 8. Strengthening partnerships as outlined in Goal 3 Action 4 with community organizations and postsecondary institutions will also be essential to providing comprehensive support that ensures all students are prepared for success beyond high school.

The Learning Recovery Emergency Block Grant (LREBG) will have unexpended funds for the 2025-2026 school year. While Baldwin Park Unified School District has made progress in several areas, significant challenges remain in achieving equitable outcomes for all students. Many student groups, including long-term English learners, students with disabilities, and youth experiencing homelessness, continue to perform below standard in English Language Arts and mathematics. Graduation rates for foster youth and LTELs have declined, and suspension rates have increased for several high-needs groups. To address these pressing needs, the district is strategically utilizing LREBG funds to implement a districtwide Multi-Tiered System of Supports (MTSS), providing a comprehensive framework that integrates academic, behavioral, and social-emotional interventions. A district committee with representation from teachers, administrators, bargaining units, Special Education teachers, speech pathologists, psychologists, classified staff, and members from Educational Technology and Support Department worked throughout the 2024-2025 school year to develop the MTSS implementation plan, ensuring it reflects the diverse needs and input of the school community. This approach addresses learning recovery needs resulting from the COVID-19 pandemic and directly responds to gaps identified in our 2024 needs assessment, which highlighted low proficiency rates and high chronic absenteeism. MTSS implementation will be measured by improvements in student performance, attendance, and by achieving full implementation across all school sites. This initiative is implemented through staff identified in Goal 1, Action 1, with funding and responsibility supported by Learning Recovery Emergency Block Grant (LREBG) funds.

Reflections: Technical Assistance

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

Baldwin Park Unified School District student groups and state priorities that have been designated for Differentiated Assistance based on California School Dashboard performance data are listed below. This identification allows for targeted interventions to support academic growth and equity.

2022
Foster Youth
-Pupil Engagement (Chronic Absenteeism)
-School Climate (Suspension Rate)
Student with Disabilities
-Pupil Engagement (Chronic Absenteeism)
-Pupil Achievement (ELA, Math)

2023
Foster Youth and Students with Disabilities
-Pupil Achievement (ELA, Math)
-Pupil Outcomes (College Career Indictor)

2024
Foster Youth
-School Climate (Suspension Rate)
-Pupil Engagement (Grad Rate)
-Pupil Outcomes (CCI)
Long Term EL
-Pupil Achievement (ELA/Math)
-School Climate (Suspension)
-Pupil Outcomes (CCI)

Baldwin Park Unified School District has been working closely with the Los Angeles County Office of Education and Coordinator of the Center for District Capacity Building as part of receiving technical assistance since 2022. Meetings focus on foster youth and students with disabilities, available LACOE resources and supports, and the District's engagement in data analysis and developing actions based on the study.

In the Summer of 2023, we had the pleasure of hosting Los Angeles County Office Project Director III and Coordinator III from the LACOE Accountability and Data Literacy Unit presented a comprehensive session on 'Accountability and Data Literacy: From Data Use to Data Culture.' This session was designed to enhance our understanding of key elements of an effective school data culture, engage school teams in data discussions, and build leaders' capacity in using the California Educator Reporting System. We also explored effective strategies for communicating data to staff, parents, students, and educational partners.

In March 2024, a District team attended the 2024 LACOE Differentiated Assistance Convening Program in Pasadena. Assistance included data analysis, addressing the chronic absenteeism crisis, Universal Design for Learning and Access for Students with Disabilities, connecting Differentiated Assistance with the Local Control and Accountability Plan, and time for team collaboration.

The Student Achievement Division meets monthly with site administrators. The agendas included analyzing student group performances as reported on the California School Dashboard. District staff and principals worked in teams to understand results and learn protocols for working with school teams to set targets on School Plans for Student Achievement that align with priorities set in the District's Local Control and Accountability Plan.

On November 12, 2024, a consultation meeting was facilitated by the coordinator of the Center for District Capacity Building to review the alignment of the District's LCAP to eligibility requirements, focusing on how current initiatives support improved outcomes for foster youth, students with disabilities, and other student groups. Discussions included available LACOE resources, data analysis practices, and action development based on data. Professional development addressed building a strong school data culture, effective data use through the California Educator Reporting System, and communication strategies with all educational partners.

The District shared efforts by the Student Achievement Division to support site administrators through monthly meetings focused on Dashboard data analysis, target-setting in School Plans for Student Achievement, and alignment with LCAP priorities. Ongoing efforts include reviewing district focus areas and connecting internal data to monitor progress, with further discussions and planning to follow.

Additionally, the District shared the work of its yearlong MTSS committee to establish a common understanding of the Multi-Tiered System of Supports (MTSS) and develop a District handbook to guide implementation. MTSS is a research-based framework that integrates evidence-based practices and data-informed decision-making across academic, behavioral, and social-emotional domains. It emphasizes early intervention and tiered supports to improve outcomes for all students, particularly those at risk.

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.

Does not apply

Support for Identified Schools

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

Does not apply

Monitoring and Evaluating Effectiveness

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

Does not apply

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District School Leadership Team	The District School Leadership Team (DSLT) is a collaborative leadership team of educational partners representing teachers and classified local bargaining units, principals, administrators, and other school personnel. This committee is responsible for the overall LCAP. On June 10, 2025, a public hearing, a transparent process, was held. The public was notified of the hearing through various avenues: 1. Publishing the board agenda 2. Public hearing notices posted at all regular posting sites 3. Notice in the local newspaper completed by the Los Angeles County Office of Education At its regular meeting on June 24, 2025, the governing board adopted the Local Control and Accountability Plan and the budget.
District Advisory Council	The BPUSD District Advisory Council (DAC) is a committee of educational partners, with parent representatives from each school site. State law requires the formation of the DAC, and the group's specific functions include providing the district feedback on program implementation and acting as a bridge between School Site Councils (SSC) and the District. The District seeks input on the Local Control and Accountability Plan, District Parent and Family Engagement Policy, and the Consolidated Application for state and federal categorical programs, to name a few. It is crucial to note that students, as key educational partners, serve on middle and high schools' School Site Councils, ensuring their voices are heard and their perspectives are considered in our educational decisions. On May 28, 2025, at 9:00 AM, Dr. Froilan Mendoza, Superintendent, presented the Local Control and Accountability Plan to the District Advisory Committee. No comments required written responses.
District English Learner Advisory Committee	Baldwin Park Unified School District is a public school with 51 or more English learners. This being said, the District must constitute a District English Learner Advisory Committee (DELAC). The DELAC comprises educational partners, our parents of English learners, from each of our school sites, except North Park Continuation High School. The DELAC is responsible for the development of a district master plan for education programs and services for English learners, conducting a district-wide needs assessment on a school-by-school basis, establishing a district program, goals, and objectives for programs and services for English learners, and reviewing and commenting on the school district reclassification procedures. School site DELAC representatives serve as a link to school site English Learner Advisory Committees (ELAC). If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). On May 28, 2025, at 10:00 AM, Dr. Froilan Mendoza, Superintendent, presented the Local Control and Accountability Plan to the District Advisory Committee. No comments required written responses.
Special Education Local Plan Administrator(s)	Baldwin Park Unified School District is an East San Gabriel Valley SELPA member. This large multi-LEA consortium works collaboratively to provide a vast array of high-quality services and support for students with special needs, from birth to 22. Along with the District, the SELPA's focus is on promoting success and well-being as each student prepares for their unique future. Superintendent, Dr. Froilan Mendoza is an active member of the SELPA's Superintendents Council and attends five area meetings each school year. In addition, on April 14, 2025, the Executive Director of the SELPA, Dr. Scott Turner, joined the District School Leadership Team (DSLT) to provide an overview and insight on inclusion in the Local Control and Accountability Plan (LCAP) of actions for individuals with exceptional needs.
Parent Focus Group	For the 2023-2024 school year, district staff brought together a focus group of educational partners from families of unduplicated students to review Local Indicator 3: Parent Engagement. Participants initiated valuable discussions, ideas, and input to influence ideas for strengthening parent engagement, communication, and activities. During the 2024-2025 school year, the district developed a comprehensive Partner Survey to gather input from parents, guardians, staff, students, and community members. In total, the survey received over 1,585 responses. Of those, 781 were from parents and families—an increase from the 593 family responses received in last year's original LCAP Parent Survey.
Parents and Students	In addition to parents and students serving on school advisory committees, parents and students participated in the California Healthy Kids Survey. District staff increased communication with educational partners on the importance of participating in the survey. A page on the district website provided:

	• An overview of the survey. • Copies of the surveys for parents to review. • Reports from last year's surveys.
North Park Continuation High (Equity Multiplier Funds)	District staff met with the North Park Continuation High Leadership Team to provide a review of the Equity Multiplier Funding and develop the required focus goal for North Park Continuation High. An Equity Multiplier overview was provided, California School Dashboard data was reviewed, and a collaborative discussion on the needs for North Park Continuation School students. Based on continued input, North Park Continuation will be focusing its Equity Multiplier funding on closing achievement gaps through targeted support for its population that exceeds the 25% non-stability rate and exceeds the 70% socioeconomically disadvantaged pupil rate. This focus aligns with districtwide goals to strengthen the Multi-Tiered System of Support (MTSS) and is informed by a comprehensive needs assessment identifying key academic and social-emotional priorities. The school will prioritize improving expository reading comprehension and writing, enhancing numeracy and standards-based academic proficiency, and increasing student, parent, and school connectedness. Targeted mental health services will continue for students experiencing chronic sadness, hopelessness, or suicidal ideation. To address learning and social-emotional gaps, North Park will expand its use of MTSS and data-informed practices, accelerate English language development for English Learners, and integrate 21st-century skills throughout the curriculum.
Superintendent's Student Advisory Council	"NEW" The BPUSD Superintendent's Student Advisory Council is a district-wide group of high school students established to elevate student voices in decision-making. Selected through a competitive process, members meet monthly with the superintendent to discuss topics like school programs, inclusion, and college/career opportunities, helping shape district policies from a student perspective.
High School Student Survey	"NEW" A high school student survey was developed based on discussions from the Superintendent's Student Advisory Committee to gather student input on school experiences and needs. The survey was administered to students across all three high schools, ensuring broad representation of student voice in district planning.
BPUSD Partner Survey	"NEW" During the 2024–2025 school year, the district launched a comprehensive Partner Survey to gather input from parents, guardians, staff, students, and community members. The survey received over 1,585 responses, including 781 from parents and families—an increase from 593 family responses in last year's original LCAP Parent Survey. Additionally, 429 employees, 338 students, and 37 community members participated, providing valuable insights to support district long-range planning and setting priorities.

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

To support continued growth in parent and family engagement, we are exploring several key areas of support based on input from parent representatives and other educational partners. These include potential technology workshops to help families navigate digital learning and social media platforms, behavioral management workshops to promote positive student behavior at home, and special education workshops offering resources and guidance, including sessions focused on understanding the IEP process.

The recently administered Partner Survey and input received from Educational Partners throughout the 2024-2025 school year revealed that both parents and Baldwin Park Unified School District (BPUSD) staff identified strengthening academic programs as the top priority for the next three to five years. However, the groups differed slightly in their secondary concerns. Parents placed a higher emphasis on safety and security, as well as expanding before- and after-school programs, reflecting their desire for greater support and well-being for their children outside of regular school hours. Staff members, on the other hand, prioritized financial stability and mental health services, likely due to their significant impact on school operations and addressing student needs. Both groups agreed on the importance of supporting disadvantaged students. This collective input guided the District's goals and actions.

In response, the District will continue to focus on Goal 1 Actions 1 and 2, which involve staff implementation and support of academic programs, along with professional development outlined in Goal 1 Action 3. Professional development for teachers is essential to equip them with effective strategies and skills that improve instructional quality and student learning outcomes.

To further enhance instructional quality, Goal 1 Actions 10 and 12 will ensure that instructional materials above the base level are provided to students. The expansion of before- and after-school programs will be addressed through other funding sources, specifically the Expanded Learning Opportunities Program, aligning with parents' priorities for enrichment beyond regular school hours. Mental health services will continue to be supported through Title IV and other funds, with Goal 2 Actions 1 and 2 focusing on sustaining and expanding social-emotional support, reflecting staff input.

When comparing perceptions about how well BPUSD prepares students for college and career readiness, about 81 percent of District employees rated the preparation as "well" or "very well," while only 62 percent of community members shared this positive assessment. Conversely, nearly 38 percent of community respondents rated the preparation as "poor" or "very poorly," compared to 19 percent of employees. Although both groups had similar proportions who believed the District performs "very well" (around 15 to 16 percent), the community expressed more concerns overall. This suggests the need for the District to strengthen how it showcases its college and career programs. In response, Goal 1 Actions 8 and 9, along with a review of Goal 3 Action 4, will focus on enhancing partnerships and providing accessible events and communications. These efforts will include sharing success stories, student outcomes, and transparent data through newsletters, social media, and community meetings to build greater understanding and confidence in the District's college and career readiness efforts.

For Goal 4, Equity Multiplier for North Park Continuation: Based on continued input from staff, leadership, and educational partners, North Park Continuation will be focusing its Equity Multiplier funding on closing achievement gaps through targeted support for its population that exceeds the 25% non-stability rate and exceeds the 70% socioeconomically disadvantaged pupil rate. This focus aligns with districtwide goals to strengthen the Multi-Tiered System of Support (MTSS) and is informed by a comprehensive needs assessment identifying key academic and social-emotional priorities. The school will prioritize improving expository reading comprehension and writing, enhancing numeracy and standards-based academic proficiency, and increasing student, parent, and school connectedness. Targeted mental health services will continue for students experiencing chronic sadness, hopelessness, or suicidal ideation. To address learning and social-emotional gaps, North Park will expand its use of MTSS and data-informed practices, accelerate English language development for English Learners, and integrate 21st-century skills throughout the curriculum.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career-ready.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard:
Goal 1 is intricately woven with Baldwin Park Unified School District's vision statement, "Ensure High Achievement for ALL Learners." Baldwin Park Unified's mission statement is the focus that, ultimately, we strive for all students to graduate prepared to and succeed in postsecondary opportunities—whether college or career—without the need for remediation. To be college and career-ready, students must graduate with the knowledge, skills, and dispositions necessary to succeed. Skills include self-management, self-awareness, interpersonal skills, collaboration, communication, creativity, and problem-solving.

Careful analysis of 2023 CA School Dashboard data reveals outcomes for student groups and the "why" the District developed this goal. For English-language arts, all students are a – 26.8 average distance from the standard. Two student groups increased significantly: African American students, with a -22.9 average distance from the standard, and Filipino students, considered high, with a 42.3 average distance above the standard. Students with disabilities increased with a -103.3 average distance from the standard or 3.9-point improvement.

English learners declined an average of 7.7 points and homeless declined a significant 18.9 points.

Two student groups whose change levels are considered "maintained" are socioeconomically disadvantaged, with a -29.7 average distance from the standard, and Hispanic, with a -33.2 average distance from the standard, or a gain of 1.3 points.

Two student groups are considered the very lowest: foster youth, with an average distance from the standard of -77, and white, with an average distance from the standard of -85.4—a loss of 28.9 points. However, the decline in foster youth was primarily due to a new "loss penalty" added to the distance from the standard for participation rate being below 95%. Four "loss penalty scores" were added to the actual results. Similarly, one "loss penalty score" was added to the white student group again for falling below the 95% participation rate below 95%.

For mathematics, three student groups demonstrated an increase between 2022 and 2023 results. All student groups slightly increased by 3 points to a -73.4 distance from the standard. Socioeconomically disadvantaged, a 4.4-point increase or a -76.4 distance from the standard. Asian student group demonstrated a more significant increase of 10.2 points or 35.9 points above the standard. Filipino student group status is labeled as increased significantly with a gain of 16.1 points or 4.7 points distance from the standard.

Five student groups are considered very low. English learners and students with disabilities changed their levels and were classified as maintained. English learners only had a 2.4-point change, which is a -99.5 distance from the standard, and students with disabilities had a 0.5 change, which is a -139.6 distance from the standard.

Homeless and foster youth student groups considered very low, demonstrated declines. Homeless declined 8.2 points or a -95.6 distance from the standard. Foster youth declined 12.5 points. Foster youth -134.4 distance from the standard outcome was affected by a new "loss penalty" added to the distance from the standard for participation rate below 95%. Three "loss penalty scores" were added to the actual results. White declined a significant 16.1 points and is now -117.5 distance from the standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CDE Teacher Misassignment Report Source: Prior year's CalSAAS Detail Report	2022-2023 Teacher Misassignment Report 1%	2023-2024 Teacher Misassignment Report less than 1% 17 out of 3103 Assignments		CDE Teacher Misassignment Report 100% of teachers are appropriately assigned and fully credentialed.	Target met. Less than 1% 17 out of 3103 Assignments
2	Williams' Instructional Materials Report The rating can be either sufficient or insufficient. Source: Los Angeles County Office of Education Williams' Instructional Materials Visitation Report	2023-2024 Williams' Instructional Materials Report of Monitored School(s) rated "sufficient."	2024-2025 100% of Williams' Instructional Materials Report of Monitored School(s) rated "sufficient." Date visited: September 5, 2024		Williams' Instructional Materials Report Monitored school(s) rated "sufficient."	Target met. 100% of Williams' Instructional Materials Report of Monitored School(s) rated "sufficient."

3	Williams' Facilities Inspection Tool (FIT) Report The rating can be exemplary, good, fair, or poor. Source: Los Angeles County Office of Education Williams' Facilities Inspection Tool (FIT) Report	2023-2024 Williams' Facilities Inspection Tool (FIT) Report of Monitored School(s) rated "good" with an overall rating of 98.78%.	2024-2025 Williams' Facilities Inspection Tool (FIT) Report of Monitored School rated "exemplary" with an overall rating of 99.08% rating on Facilities Inspection Tool (FIT). Inspection occurred on August 30, 2024		Williams' Facilities Inspection Tool (FIT) Report Monitored school(s) rated "exemplary" with an overall rating of 99.08% or better.	Target met. A 0.3% gain in overall rating from the base.

4	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced (SBAC) ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11. Source: caschooldashboard.org	2023 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students -26.8 English Learners -68.8 Long-term English Learners TBD Foster Youth -77 Homeless -45.7 Socioeconomically Disadvantaged -29.7 Students with Disabilities -103.3 African American -22.9 Asian 56.6 Hispanic -33.2 White -85.4	2024 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students -25.0 English Learners -64.9 Long-Term English Learners -100.4 Foster Youth -60.8 Homeless -55.5 Socioeconomically Disadvantaged -29.2 Students with Disabilities -95.9 African American -76.5 Asian 51.4 Hispanic -31.0 White -54.5		2026 CA School Dashboard English Language Arts (ELA) Academic Indicator All Students 7 English Learners -38.8 Long-term English Learners -70 Foster Youth -17 Homeless -4.8 Socioeconomically Disadvantaged 3 Students with Disabilities -73.3 African American 8 Asian 70.0 Hispanic 5 White -55.4	All Students 1.8 English Learners 3.9 Long-Term English Learners N/A Foster Youth 16.2 Homeless -9.8 Socioeconomically Disadvantaged 0.5 Students with Disabilities 7.4 African American -53.6 Asian -5.2 Hispanic 2.2 White 30.9

5	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced (SBAC) Mathematics Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11. Source: caschooldashboard.org	2023 CA School Dashboard Mathematics Academic Indicator All Students -73.4 English Learners -99.5 Long-term English Learners TBD Foster Youth -134.4 Homeless -95.6 Socioeconomically Disadvantaged -76.4 Students with Disabilities -139.6 African American -116.4 Asian 35.9 Hispanic -81.5 White -117.5	2024 CA School Dashboard Mathematics Academic Indicator All Students -71.0 English Learners -94.8 Long-Term English Learners -167.5 Foster Youth -91.4 Homeless -99.9 Socioeconomically Disadvantaged -74.9 Students with Disabilities -132.7 African American -138.3 Asian 36.6 Hispanic -79.6 White -98.8		2026 CA School Dashboard Mathematics Academic Indicator All Students -43.4 English Learners -62.5 Long-term English Learners -130 Foster Youth -92.4 Homeless -66.4 Socioeconomically Disadvantaged -56.4 Students with Disabilities -119.6 African American -76.4 Asian 55.9 Hispanic -51.5 White -87.5	All Students 2.4 English Learners 4.7 Long-Term English Learners N/A Foster Youth 43 Homeless -4.3 Socioeconomically Disadvantaged 1.5 Students with Disabilities 6.96 African American -21.9 Asian 0.7 Hispanic 1.9 White 18.7

6	California Assessment of Student Performance and Progress (CAASPP) Percentage of Standard Met and Exceeded Includes results from California Science Test (CAST) in Grades 5,8, and once in high school. Source: dq.cde.ca.gov/dataquest	2023 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school. All Students 22.28% English Learners 1.84% or 34/272 Long-term English Learners TBD Foster Youth 0.0% or 0/11 Homeless 14.46% or 20/159 Socioeconomically Disadvantaged 21.18% or 310/2423 Students with Disabilities 4.28% or 53/420 African American 15.38% or 1/13 Asian 60.74% or 20/163 Hispanic 19.53% or 323/2520 White 11.11% or 3/27	2024 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5, 8, and once in high school. All Students 21.62% or 479/2215 English Learners 1.29% or 3/232 Long-Term English Learners 0.0% Foster Youth 12.50% or 2/16 Homeless 13.60% or 17/125 Socioeconomically Disadvantaged 20.28% or 407/2007 Students with Disabilities 5.83% or 19/326 African American * Asian 51.36% or 57/111 Hispanic 18.44% or 338/1833 White 7.69% or 1/13		2026 California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST) in Grades 5,8, and once in high school. All Students 28.28% English Learners 8% Long-term English Learners 8% Foster Youth 8% Homeless 20.46% Socioeconomically Disadvantaged 27.18% Students with Disabilities 10% African American 21.38% Asian 65% Hispanic 25.53% White 18%	All Students -0.66% English Learners -0.55% Long-Term English Learners N/A Foster Youth 12.5% Homeless -0.86% Socioeconomically Disadvantaged -0.9% Students with Disabilities 1.55% African American N/A Asian -9.38% Hispanic -1.09% White -3.42%

7	CA School Dashboard Additional Reports Percentage of graduating students that met UC/CSU requirements. Source: caschooldashboard.org	2023 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 37.0% or 33/909 English Learners 21.0% or 21/100 Long-term English Learners TBD Foster Youth 5.3% or 1/19 Homeless 30.9% or 64/207 Socioeconomically Disadvantaged 37.0% or 332/898 Students with Disabilities 9.3% or 14/151 African American 7.1% or 1/14 Asian 72.1% or 44/61 Hispanic 34.2% or 275/805 White Data Not Available	2024 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 34.6% or 335/968 English Learners 10.2% or 10/98 Long-Term English Learners TBD Foster Youth 0.0% or 0/18 Homeless 30.1% or 65/216 Socioeconomically Disadvantaged 33.8% or 317/937 Students with Disabilities 9.0% or 13/145 African American * Asian 75.0% or 39/52 Hispanic 31.7% or 279/879 White * *Indicates that the student group consists of 1-10 students which is below the minimum size for reporting per CDE.		2026 CA School Dashboard Percentage of graduating students that met UC/CSU requirements. All Students 46% English Learners 30% Long-term English Learners 15% Foster Youth 15% Homeless 40% Socioeconomically Disadvantaged 46% Students with Disabilities 20% African American 20% Asian 81% Hispanic 44% White * *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students -2.4% English Learners -10.8% Long-Term English Learners N/A Foster Youth -5.3% Homeless -0.8% Socioeconomically Disadvantaged -3.2% Students with Disabilities -0.3% African American N/A Asian 2.9% Hispanic-2.5% White N/A

8	CA School Dashboard Additional Reports Percentage Completed at Least One CTE Pathway Represents percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. Source: caschooldashboard.org Completed at Least One Career Technical Education (CTE) Pathway	2023 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 18.0% or 164/909 English Learners 7.0% or 7/100 Long-term English Learners TBD Foster Youth 10.5% or 2/19 Homeless 15.9% or 33/207 Socioeconomically Disadvantaged 18.0% or 162/898 Students with Disabilities 12.6% or 19/151 African American 14.3% or 2/14 Asian 26.2% or 16/61 Hispanic 17.6% or 142/805 White Data Not Available	2024 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 17.8% or 172/968 English Learners 10.2% or 10/98 Long-Term English Learners 14.3% or 9/63 Foster Youth 22.2% or 4/18 Homeless 13.0% or 28/216 Socioeconomically Disadvantaged 17.5% or 16/145 Students with Disabilities 11.0% or 16/145 African American * Asian 15.4% or 8/52 Hispanic 18.4% or 162/879 White *		2026 CA School Dashboard Percentage Completed at Least One CTE Pathway All Students 24% English Learners 13% Long-term English Learners 17% Foster Youth 17% Homeless 22% Socioeconomically Disadvantaged 24% Students with Disabilities 18% African American 20% Asian 32% Hispanic 23% White * *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students -0.2% English Learners 3.2% Long-Term English Learners N/A Foster Youth 11.7% Homeless -2.9% Socioeconomically Disadvantaged -0.5% Students with Disabilities -1.6% African American -14.3% Asian -10.8% Hispanic 0.8% White N/A

9	CA School Dashboard English Learner Progress Indicator ELPI Status rate reflects the percentage of ELs who moved up at least one ELPI level or maintained the ELP criterion. Source: caschooldashboard.org	2023 CA School Dashboard English Learner Progress Indicator Current Status Level: Medium Rate: 50%	2024 CA School Dashboard English Learner Progress Indicator Current Status Level for English Learners: Medium Rate: 49.4% Current Status Level for Long-Term English Learners: High Rate: 57.6%		2026 CA School Dashboard English Learner Progress Indicator Current Status Level: High Rate: 56%	Per California School Dashboard - maintained. Current Status Level for English Learners: -0.6% Current Status Level for Long-Term English Learners: N/A
10	CDE DataQuest Long-Term English Learners 6+ Years Number of English learners that have been classified as Long-Term ELs for 6+ years. Source: dq.cde.ca.gov/dataquest	2023 CDE DataQuest Long-Term English Learners 6+ Years 6th Graders 53 7th Graders 49 8th Graders 26 9th Graders 36 10th Graders 49 11th Graders 31 12th Graders 41	2024 CDE DataQuest Long-Term English Learners 6+ Years 2024 #LTELs 6th Graders 53 7th Graders 49 8th Graders 26 9th Graders 26 10th Graders 45 11th Graders 29 12th Graders 40		2026 CDE DataQuest Long-Term English Learners 6+ Years 6th Graders 43 7th Graders 39 8th Graders 16 9th Graders 26 10th Graders 39 11th Graders 21 12th Graders 31	Continue to decrease the overall number of Long-term English learners 6th Graders 0 7th Graders 0 8th Graders 0 9th Graders 0 10th Graders Less 4 students 11th Graders Less 2 students 12th Graders Less 1 student

11	College Board Advanced Placement Exams Percentage of students who received a score of 3 or higher. Source: apstudents.collegeboard.org	2023 College Board Advanced Placement Exams 56% of Advanced Placement Exams administered received a score of 3 or higher or 341/604	2024 College Board Advanced Placement Exams 65.9% of Advanced Placement Exams administered received a score of 3 or higher or 479/726		2026 College Board Advanced Placement Exams 70% of Advanced Placement Exams administered received a score of 3 or higher	There was a 9.9% increase in the number of students who received a score of 3 or higher.
12	CA School Dashboard College Career Indicator Represents the percentage of high school graduates who are prepared for college or a career. Source: caschooldashboard.org	2023 CA School Dashboard College Career Indicator All Students 34.6% English Learners 11.2% Long-term English Learners TBD Foster Youth 5.3% Homeless 27.2% Socioeconomically Disadvantaged 34.6% Students with Disabilities 6.8% African American 7.1% Asian 70.5% Hispanic 32.0% White Data Not Available	2024 CA School Dashboard College Career Indicator All Students 37.3% English Learners 10.2% Long-Term English Learners 7.9% Foster Youth 5.6% Homeless 31.6% Socioeconomically Disadvantaged 36.5% Students with Disabilities 6.9% African American * Asian 73.1% Hispanic 35.0% White *		2026 CA School Dashboard College Career Indicator All Students 38% English Learners 20% Long-term English Learners 17% Foster Youth 15% Homeless 36% Socioeconomically Disadvantaged 43% Students with Disabilities 16% African American 17% Asian 75% Hispanic 41% White TBD *Possible update once CDE publishes performance indicators for CA School Dashboard.	All Students 2.7% English Learners -1% Long-Term English Learners N/A Foster Youth 0.3% Homeless 4.4% Socioeconomically Disadvantaged 1.9% Students with Disabilities 0.1% African American -7.1% Asian 2.6% Hispanic 3% White N/A

13	CDE and CSU Early Assessment Program (EAP) Percentage of 11th graders designated either ready or conditionally ready on the EAP-English language arts readiness for CSU and participating California Community Colleges. Source: DataQuest	2022-2023 Ready or Conditionally Ready - English Language Arts All students 55.41% English Learners 7.68% Long-Term English Learners 9.74% Foster Youth 22.42% Homeless 34.05% Socioeconomically Disadvantaged 46.04% Students with Disabilities 16.98%	2023-2024 Ready or Conditionally Ready - English Language Arts All students 55.73% English Learners 7.46% Long-Term English Learners 8.96% Foster Youth 24.69% Homeless 34.31% Socioeconomically Disadvantaged 47.1% Students with Disabilities 16.98%		Ready or Conditionally Ready - English Language Arts All students 65% English Learners 18% Long-Term English Learners 18% Foster Youth 30% Homeless 44% Socioeconomically Disadvantaged 56% Students with Disabilities 25%	Ready or Conditionally Ready - English Language Arts All students 0.32% English Learners -0.22% Long-Term English Learners -0.78% Foster Youth 2.27% Homeless 0.26% Socioeconomically Disadvantaged 1.06% Students with Disabilities 0.2%

14	CDE and CSU Early Assessment Program (EAP) Percentage of 11th graders designated either ready or conditionally ready on the EAP-mathematics readiness for CSU and participating California Community Colleges. Source: DataQuest	2022-2023 Ready or Conditionally Ready - Mathematics All students 27.35% English Learners 2.47% Long-Term English Learners 1.67% Foster Youth 3.74% Homeless 11.05% Socioeconomically Disadvantaged 16.94% Students with Disabilities 4.47%	2023-2024 Ready or Conditionally Ready - Mathematics All students 27.90% English Learners 3.11% Long-Term English Learners 1.88% Foster Youth 5.79% Homeless 11.32% Socioeconomically Disadvantaged 18.1% Students with Disabilities 4.65%		Ready or Conditionally Ready - Mathematics All students 40% English Learners 10% Long-Term English Learners 7% Foster Youth 15% Homeless 20% Socioeconomically Disadvantaged 25% Students with Disabilities 10%	Ready or Conditionally Ready - Mathematics All students 0.55% English Learners 0.64% Long-Term English Learners 0.21% Foster Youth 2.05% Homeless 0.27% Socioeconomically Disadvantaged 1.16% Students with Disabilities 0.18%
15	CALPADS Reclassification Rate Source: District Calculated from CALPADS 2.16 and 8.1	2023-2024 CALPADS Reclassification Rate 18.9%	2024-2025 CALPADS Reclassification Rate 16%		2026-2027 CALPADS Reclassification Rate 20%	Less 2.9%

16	CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Source: CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards	CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 4-Full implementation •ELD 4-Full implementation •Mathematics 3-Initial Implementation •NGSS 4-Full implementation •History Social Science 4-Full implementation	2025 CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 4-Full implementation •ELD 4-Full implementation •Mathematics 3-Initial Implementation •NGSS 4-Full implementation •History Social Science 4-Full implementation		2027 CDE Local Indicator Tool for Priority 2 – Implementation of State Academic Standards Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. •ELA 5-Full Implementation and Sustainability •ELD 5-Full Implementation and Sustainability •Mathematics 5-Full Implementation and Sustainability •NGSS 5-Full Implementation and Sustainability •History Social Science 5-Full Implementation and Sustainability	•ELA No difference •ELD No difference •Mathematics No difference •NGSS No difference •History Social No difference

17	Dual Enrollment Percentage of 9th – 12th grade students enrolled in dual enrollment courses. Source: Student Information System for Dual Enrollment. DataQuest for overall enrollment.	2021-2022 87/3641 or 2.38% students enrolled Hispanic – 67 Asian – 20	2024-2025 333/3158 or 10.54%students enrolled Hispanic – 259 Asian – 61 Native Hawaiian - 13		2026-2027 15% of students enrolled in grades 9-11.	8.16% growth in two years

Goal Analysis for 2024-2025

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

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

The overall implementation of planned actions during the year reflects both progress and areas of ongoing development. The year brought meaningful successes for targeted student groups. The following section outlines these successes and challenges encountered throughout implementation.

Baldwin Park Unified School District staff implemented a comprehensive series of actions to improve student outcomes, particularly for English learners, low-income students, and foster youth. Action 1.1, fully implemented, placed Curriculum Technology Intervention Coaches (CTI-Coaches) at each school site to provide intervention through small group instruction for reteaching of essential skills in English Language Arts (ELA) and mathematics and to deliver Tier 2 supports within the MTSS framework. CTI-Coaches responsible for monitoring students' progress through pre- and post-assessments.

Teachers on Special Assignment (TOSAs) responsible for facilitating BPUSD's professional development initiatives like Orton-Gillingham the Science of Reading, curriculum alignment and the implementation of evidenced-based instructional strategies such as Thinking Maps, GLAD strategies for English learners, Write from the Beginning and Beyond, and UFLI - University of Florida Literacy foundations program, which is a structured literacy curriculum grounded in the Science of Reading.

Directors of Student Achievement, responsible for leading instructional planning and implementation, guided instructional leaders through data analysis, calibration activities, and targeted support in English Language Development (ELD). In summary Directors responsible for strategic leadership in program delivery, professional development, and data-driven instruction from Transitional Kindergarten through high school.

Additional teaching staff reduced class sizes to allow for more individualized instruction.

To further reinforce learning, Action 1.2, fully implemented, employed paraprofessionals and English Learner Program Aides to extend the impact of initial instruction, reinforce core curriculum, and promoting equity in the classroom, while library aides supported access to literacy resources. Action 1.3, fully implemented, focused on professional development to build teacher capacity in delivering standards-aligned and differentiated instruction. Action 1.4, fully implemented, engaged staff in curriculum committees, such as the English language development and curriculum committees to review and refine pacing guides and develop writing prompts across grade levels. Curriculum committees are essential for ensuring that instructional materials and practices are aligned, effective, and responsive to student needs.

Baldwin Park Unified School District advanced its academic program through Action 1.5, which focused on the expansion of STEM and Project Lead the Way (PLTW) offerings. While implementation is still in progress, initial efforts have increased access to hands-on, inquiry-based learning in science, technology, engineering, and math.

Action 1.6, fully implemented, expanded dual language, GATE, honors, and advanced placement courses programs designed to strengthen problem-solving, memory, and critical thinking. Baldwin Park Unified's Dual Language Program supports biliteracy and cognitive development while affirming students' cultural identities, which strengthens engagement and academic confidence, especially for English learners and foster youth. Planned GATE opportunities, honors, and advanced placement courses offer challenging curriculum and higher-level thinking opportunities that can accelerate learning and prepare students for college and career success that helps low-income and foster youth develop critical skills such as problem-solving, analytical reasoning, and effective communication.

Digital learning was a major focus under Action 1.7, fully implemented, which expanded access to platforms that support in-school and at-home learning—vital for students with inconsistent attendance. Baldwin Park Unified's DLAB – Digital Learning and Beyond provides students a non-traditional learning experience that is self-paced and supports health and or behavioral needs.

Action1.8, fully implemented, supported college and career readiness through programs like ERWC, dual enrollment, AVID, and enhanced counselor services. Action 1.9 strengthened Career Technical Education (CTE) and ROP offerings, connecting academic learning to real-world skills and postsecondary pathways. Baldwin Park Unified School District is able to offer a wide range of pathways—such as Automotive Technology (with ASE certification prep), Early Childhood Education, Medical Assistant, Sports Medicine, Information Technology, Architectural Design, and Digital Arts, Photography, and Video Production.

To ensure equitable access, Action 1.10, fully implemented, provided supplemental instructional materials tailored to meet the needs of diverse learners, especially English learners and students facing economic hardship or foster care placement.

Co-teaching models were implemented through Action 1.11, fully implemented, to provide inclusive and differentiated instruction within the general education setting. Having two credentialed adults in the room increases the opportunity for personalized support and tailored feedback. This is critical for foster youth and English learners, who benefit from consistent instructional relationships and emotional stability in the classroom.

Action 1.12, fully implemented, ensured timely support through dedicated technology staff who minimized instructional disruptions and maintained assistive tools. Action 1.13, fully implemented, focused on the use of multimedia and interactive digital content to boost engagement, particularly for students impacted by trauma.

Action 1.14, fully implemented, addressed the importance of maintaining a lower student-to-teacher ratio, creating conditions for stronger academic and emotional support. To identify and address student needs early, Action 1.15, fully implemented, strengthened the use of assessments to place students into appropriate Tier 2 and Tier 3 MTSS interventions, particularly benefiting English learners, foster youth, and students from low-income households.

Action 1.16, fully implemented, emphasized the recruitment and retention of qualified substitute teachers, especially for long-term assignments, ensuring continuity of learning and the stability essential to student success.

Action 1.17, fully implemented, provided targeted professional development for teachers to support English learners in becoming proficient in listening, speaking, reading, and writing in English, while developing academic skills aligned with grade-level standards. Training focused on effective instructional strategies that promote both language acquisition and literacy development within content areas, in alignment with language acquisition programs defined in EC Section 306. This action strengthened instructional practices, increased student access to academic content, and supported equitable progress for English learners across all grade levels.

Action 1.18, partially implemented efforts to investigate specific strategies and assess opportunities to support long-term English learners (LTELs) in developing advanced reading, speaking, and writing skills. The focus was on students who had remained in English learner status for six or more years. Initial steps included identifying student needs and exploring targeted instructional practices. Additional training and support are planned to further strengthen services for LTELs in the coming year.

Action 1.19, fully implemented, district partially implemented integrated and designated English Language Development (ELD) services for English learners. Integrated ELD was provided throughout the school day across all subjects by all teachers with English learners in their classrooms, while designated ELD was delivered by skilled teachers during scheduled times. Partial implementation reflects that additional professional development and follow-up support are planned to strengthen teacher capacity. Resources to support effective ELD instruction have been identified and ordered, with further training scheduled to ensure full implementation.

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

Action 1.3: Actions Above the Base to Support Implementation of State
• A total of $2,576,713.00 was budgeted, with estimated actual expenditures totaling $1,556,057.00.
• One-time funds were utilized in lieu of LCAP funds to cover eligible expenses.

Action 1.5: Science, Technology, Engineering, and Math Integration
• A total of $1,100,544.00 was budgeted, with estimated actual expenditures totaling $683,955.00
• Project is in progress, resulting in partial use of budgeted funds.

Action 1.7: Equitable Access and Opportunities of Support for All Students to Achieve
• A total of $2,480,529.00 was budgeted, with estimated actual expenditures totaling $1,563,540.00
• One-time funds were utilized in lieu of LCAP funds to cover eligible expenses.

Action 1.13: Instructional Technology and Support
• A total of $3,218,025.00 was budgeted, with estimated actual expenditures totaling $1,339,520.00
• One-time funds were utilized in lieu of LCAP funds to cover eligible expenses.

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

Action 1.1: English learners and foster youth both showed improvement, with foster youth making significant gains by going from an average -72 DFS (Distance from the Standard) to an average -60.8 DFS in English language arts. The use of Intervention Teachers on Special Assignment (TOSAs) and Curriculum Technology Intervention Coaches has been effective in supporting progress towards the goal. These staff members have received monthly training and coaching focused on collaborating with school site teams and classroom teachers to support the implementation of evidence-based strategies. Their role in providing professional development at school sites, data analysis, modeling strategies, and building staff capacity has contributed to more consistent and targeted instructional practices. Early feedback from sites indicates staff providing targeted interventions and support invaluable in addressing student needs.

Action 1.3: Despite the low starting points, progress for English learners going from an average -68.8 DFS (Distance from the Standard) in English language arts to an average -64.9 DFS and foster youth going from an average -72 DFS to an average -60.8 DFS in English language arts, suggests that targeted supports may be having a positive impact.

During the 2024–2025 school year, a representative committee worked collaboratively to develop a districtwide MTSS (Multi-Tiered System of Supports) guide to promote equity in implementation. This action has been effective in making progress toward the goal, as the committee included voices from school sites, district programs, and bargaining units, ensuring a shared understanding and collective commitment. The resulting guide provides a strong foundation for consistent and equitable practices across the district.

Action 1.5: Based on the 2024 DataQuest results, the percentage of students meeting or exceeding the Science standards declined slightly, with all students decreasing from 22.28% to 21.62%. English learners declined from 1.84% to 1.29%, homeless youth from 14.46% to 13.60%, and Hispanic students from 19.53% to 18.44%. However, slight gains were seen among students with disabilities, increasing from 4.28% to 5.83%, and foster youth showed the most significant improvement, rising from 0.0% to 12.50%. These results reflect different student cohorts each year. Action 1.5 has been minimally effective; however, efforts are ongoing to strengthen implementation of the Next Generation Science Standards through targeted professional development. In 2025–2026, to gain a clearer picture of program impact, the district will disaggregate science performance data for students enrolled in STEM Academy and Project Lead The Way (PLTW) courses.

Actions 1.6 and 1.9: English learners and foster youth have demonstrated measurable progress on the 2024 CA School Dashboard. In English Language Arts, English learners improved their average Distance from Standard (DFS) from -68.8 to -64.9, while foster youth improved from -72 to -60.8. In Mathematics, English learners increased from an average DFS of -99.5 to -94.8, and foster youth showed significant growth from -134.4 to -91.4. This progress is supported by the district's investment in programs that challenge, engage, and support historically underserved students. The Dual Language program extends opportunities for biliteracy and academic rigor; Gifted and Talented Education (GATE) promotes advanced thinking and inquiry; Advanced Placement (AP) courses stretch academic potential and prepare students for college-level expectations; and Career Technical Education (CTE) pathways offer hands-on, career-aligned learning experiences that increase relevance and motivation. Together, these programs foster equity and accelerate learning for English learners, foster youth, and other targeted student groups.

Action 1.10: Based on mathematics academic indicator, English learners going from an average -99.5 DFS (Distance from the Standard) to an average -94.8 DFS and foster youth going from an average -134.4 DFS (Distance from the Standard) to an average -91.4 DFS. Foster youth demonstrated a significant increase. To date, the district's actions to ensure the availability of instructional materials have been effective in supporting all student groups, including 91.6% who are socioeconomically disadvantaged, 19.7% English learners and 0.6% foster youth. For English learners, instructional resources have been supplemented with language development supports, while foster youth have been provided with consistent access to materials despite changes in school placement or personal circumstances. These efforts contribute to more equitable learning conditions, although ongoing evaluation is needed to ensure materials remain responsive to students' specific needs.

Actions 1.17, 1.18, 1.19: English learners demonstrated positive progress across multiple indicators on the 2024 California School Dashboard. In English Language Arts, the average Distance from Standard (DFS) improved from -68.8 to -64.9, and in Mathematics, from -99.5 to -94.8. On the English Learner Progress Indicator, 49.4% of English learners advanced at least one ELPI level, indicating growth in English language proficiency. The chronic absenteeism rate for English learners also declined significantly, improving from 24.5% to 18.1%, which reflects the district's efforts to improve engagement and attendance. Additionally, the graduation rate for English learners showed a slight increase, rising from 77.0% to 78.6%. These gains reflect the impact of comprehensive supports identified in LCAP Actions 1.17, 1.18, and 1.19.

Successes in English language arts included English learners and foster youth both showed improvement, with foster youth making significant gains (Actions 1.1, 1.2, 1.7, 1.8, 1.11,1.12, 1.13, 1.14). Students with disabilities also improved, despite remaining at the "very low" status level (Actions 1.1, 1.8, 1.10, 1.12, 1.13, 1.15, 1.16). In mathematics, English learners, foster youth, and students with disabilities demonstrated growth, with foster youth again showing a significant increase (Actions 1.1, 1.2, 1.3, 1.4, 1.8, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16). Despite the low starting points, progress for these subgroups suggests that targeted supports may be having a positive impact (Actions 1.2, 1.3, 1.4).

Challenges also exist in English language arts. Most student groups remained at low or very low status levels. Long-term English learners (LTELs) continue to perform significantly below standard. Homeless youth declined in performance, indicating a need for increased support. In mathematics all groups remain below standard, with several—such as LTELs, and socioeconomically disadvantaged students—showing very low performance. Youth experiencing homelessness declined in math achievement, highlighting a vulnerable subgroup needing focused intervention. The average distance from standard in math is greater than in ELA across most groups, suggesting mathematics presents a

more persistent challenge districtwide.

This summary reflects both academic areas of progress and continued need, emphasizing the importance of sustained and targeted instructional support and interventions, particularly in mathematics and for high-needs student groups.

Actions outlined in our three-year LCAP require time for full implementation and to show a measurable impact. Research indicates it can take two to three years to effectively implement an initiative and assess its outcomes. As we are currently in Year 1 of implementation, many actions are still in the early or developing stages. Sufficient time is needed to monitor progress and determine the effectiveness of each action based on data and results.

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

The district began work on a district-wide implementation of a Multi-Tiered System of Supports (MTSS) during the 2024- 2025 school year, focusing on building a cohesive, research-based framework to address the academic, behavioral, and social-emotional needs of all students. A yearlong collaborative effort was launched to develop a district MTSS Handbook that will guide consistent practices across schools. This work is supported, and will continue to be supported, in part by LREBG rollover funds, which help ensure inclusive practices and targeted interventions for students with diverse needs. See Goal 1 Action 1.

Metric number 15 – Reclassification rate has been added.
Metric number 16 – Implementation of state standards has been added.
Metric number 17 – dual enrollment has been added.

Baldwin Park Unified School District has set metric targets to address the unique academic and language development needs of Long-Term English Learners (LTELs), a newly identified student group by the California Department of Education, ensuring focused intervention and progress monitoring to accelerate English proficiency and improve overall achievement.

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	Staff to Support Academic Achievement	Baldwin Park Unified School District's low income, English learners, foster youth have most significant cause for continued academic growth, according to the most current state and local assessments, indicating a need for academic support for students. To continue to provide increased support, BPUSD will provide: • Fifteen Curriculum Technology & Intervention Coaches (CTI-C) will provide direct services to the staff and students by planning and implementing ongoing training and support. CTI coaches are trained in collaborative lesson studies to enhance coaching skills, aim to share best practices and promote continuous improvement in teaching and learning. • Five Teachers on Special Assignment (ToSAs) to support school site Curriculum Technology &	$20,262,775.00	Yes

Intervention Coaches (CTI-Cs) through the integration of technology, planning, and implementation of lessons that differentiate instruction, especially for identified student groups: low income, English learners, and foster youth. Student progress throughout the year toward mastery of the skills measured by interim and summative assessments and implementation of school-based intervention programs such as i-Ready.
• Two Student Achievement Directors will ensure the academic, social, and behavioral support for unduplicated students, instructional support for teachers, data disaggregation, and program evaluation. Student Achievement Directors will support administrators as instructional leaders at their school sites. The directors' principal responsibility is to administer instructional direction to increase student achievement for identified student groups through implementing standards, developing pacing guides, collecting and analyzing data from formative and summative assessments, and ensuring accountability.
• Other Student Achievement Division staff with the principal responsibility to administrate instructional direction, ensure the academic, social, and behavioral support for unduplicated students, and provide instructional support for teachers, data disaggregation, and program evaluation.
• Additional teachers above the base lower the student-to-teacher ratio to provide low-income students, English learners, and foster youth with the opportunity for increased teacher-student engagement, teachers with the opportunity to observe and assess the class as a whole and the students as individuals, and teachers with the opportunity to tailor instruction to meet the needs of low income, English learners, and foster youth.
• Provide attract and retain long-term substitutes for struggling unduplicated students to provide stability.
• Fifteen Intervention Teachers on Special Assignment to provide Multi-Tiered System of Support (MTSS) Tier 2 and Tier 3 intervention sessions to struggling students.

LREBG:
Implementing a Multi-Tiered System of Supports (MTSS) is an evidence-based approach that improves academic, behavioral, and social-emotional outcomes for historically underserved students, including low-income students, English learners (ELs), and foster youth.

Low-Income Students benefit from early academic intervention, trauma-informed practices, and integrated social-emotional learning, leading to increased achievement and engagement (Fuchs & Fuchs, 2006). English Learners show improved outcomes when instruction is language-sensitive and culturally responsive, with appropriate progress monitoring and scaffolding (Genesee et al., 2005). Foster Youth benefit from consistent, trauma-informed tiered supports and coordination with child welfare services, improving stability, attendance, and emotional well-being (Leone & Weinberg, 2010).

Benefits across groups include:
-Improved academic performance
-Increased access to grade-level curriculum
-Reduced behavioral referrals and absenteeism
-More equitable identification for special education services
This action supports LCAP Priority Areas 1, 4, 5, 6, and 7 by enhancing access, engagement, and achievement for unduplicated students.

Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on low income, English

		learners and foster youth. Metric: CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders. LREBG Funds $5,215,386.00		
2	Paraprofessional and Classified Staff to Support Identified Student Groups	Paraprofessional support for unduplicated students to support and monitor the academic and social-emotional progress of unduplicated students. Para professionals provide instructional support to teachers by assisting students in understanding and learning different subjects like math, science, English, and social studies. • Instructional aides to provide support and reinforcement to classroom instruction through individualized/small group instruction to low-income English learners and foster youth. • Bilingual instructional aides to support and monitor English learners' academic achievement, reading comprehension, and learning progress. • Fifteen paraprofessionals working alongside Intervention Teachers on Special Assignments (ToSAs) to increase Tier 2 and Tier 3 support for identified students. • English Learner Program Aides (ELPAs) support the English learner by assisting in administering and scoring assessments and providing the classroom teacher with accurate and timely information to best meet the learner's needs. • Library aides or library tech at each site to support the library used by low income, English learners and foster youth. Library aides and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment. • Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on unduplicated students. LREBG: Implementing a Multi-Tiered System of Supports (MTSS) is an evidence-based approach that improves academic, behavioral, and social-emotional outcomes for historically underserved students, including low-income students, English learners (ELs), and foster youth. Low-Income Students benefit from early academic intervention, trauma-informed practices, and integrated social-emotional learning, leading to increased achievement and engagement (Fuchs & Fuchs, 2006). English Learners show improved outcomes when instruction is language-sensitive and culturally responsive, with appropriate progress monitoring and scaffolding (Genesee et al., 2005). Foster Youth benefit from consistent, trauma-informed tiered supports and coordination with child welfare services, improving stability, attendance, and emotional well-being (Leone & Weinberg, 2010). Benefits across groups include: -Improved academic performance -Increased access to grade-level curriculum -Reduced behavioral referrals and absenteeism -More equitable identification for special education services This action supports LCAP Priority Areas 1, 4, 5, 6, and 7 by enhancing access, engagement, and achievement for unduplicated students. Staff to implement a comprehensive Multi-Tiered System of Supports (MTSS) across all district	$3,781,775.00	Yes

		schools to accelerate academic learning recovery, reduce chronic absenteeism, and address students' behavioral and social-emotional needs, with a specific focus on low income, English learners and foster youth. Metric: CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders. LREBG Funds $631,628.00		
3	Actions Above the Base to Support Implementation of State Standards	Baldwin Park Unified School District utilizes curriculum committees, professional development, training materials, and instructional materials that supplement the core to support the implementation of state standards. Our commitment to continual improvement is a cornerstone of the educational program, aligning with the District's mission and vision statements. Actions include: • Review program assessment reports in respective academic areas. • Assessing the needs of unduplicated students based on data analysis. • Developing classroom curriculum. • Reviewing recommendations for changes in curriculum and/or primary learning materials such as pacing guides, benchmark assessments, and assessment schedules. • Evaluating instructional materials and programs. • Planning and implementing professional development. • Calibrating student work samples. • Acquisition of training materials and supplemental instructional materials. The efforts of curriculum committees, professional learning opportunities, and the use of supplemental materials are intentionally focused on addressing the specific academic needs of low-income students, English learners, and foster youth in identified areas of underperformance.	$2,791,983.00	Yes
4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Baldwin Park Unified School District will continue to meet the needs of the unduplicated population by providing professional development opportunities. Studies to include, but not be limited to: • Increase professional knowledge, competence, skills, and effectiveness • Same subject meetings • Vertical articulation • Data analysis • The Science of Reading • Literacy, reading and writing, workshops • Mathematics support and resources • Mitigating learning loss • De-escalation and behavioral management strategies • Intervention support for identified subgroups • Best practices for English learners • Next Generation Science Standards • CSEA Paraprofessional Training Professional development opportunities available for certificated, classified, administrative and support staff. Funding to be used towards, but not limited to registration fees and related costs, teacher hourly, classified hourly, teacher pay, substitute pay, consultants, and related materials.	$2,155,305.00	Yes

5	Science, Technology, Engineering, and Math Integration	According to the California Department of Education, “To be successful, California’s efforts to improve schools and raise student achievement must include advancing our students’ understanding of STEM: science, technology, engineering, and mathematics. Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators so essential to the future of California and the nation.” STEM Academy: Recent studies have shown that low-income students are entering STEM programs at a much lower rate than their high-income counterparts. Baldwin Park Unified School District is committed to the development of a STEM Academy dedicated to providing low-income students equitable access to their high-income counterparts. Project Lead the Way (PLTW): PLTW will provide students opportunities to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. The program provided unduplicated pupils with opportunities they may not necessarily have made available to them.	$886,975.00	Yes
6	Differentiated Support and Program Options for Advanced Learning	Baldwin Park Unified School District, dedicated to “Ensuring High Achievement for ALL Learners,” through differentiated support and program options, low-income students can participate in academically aligned education for advanced students, learn skills needed in their careers and lives, meet their social and emotional needs, and keep them engaged in school so they don’t drop out. Advanced program opportunities include, but are not limited to: • Dual Language Program to support language acquisition and promote biliteracy. • Gifted and Talented Education Program to provide unduplicated population enrichment opportunities. • Honors and Advanced Placement courses to offer low income students rigor and preparation for college.	$327,625.00	Yes
7	Equitable Access and Opportunities of Support for All Students to Achieve	Baldwin Park Unified School District works to ensure equity for students by recognizing, respecting, and attending to their diverse strengths and challenges. Alternative educational programs are separate from the mainstream educational program or system and are designed especially for students with academic or behavioral difficulties, such as struggling low-income students, English learners, or foster youth. The Baldwin Park Unified School District is committed to providing comprehensive support for the unduplicated population. Our programs and resources offer a wide range of opportunities, ensuring that every student's educational journey is well-supported and guided. Opportunities may include, but are not limited to: • Digital Learning and Beyond (DLAB) at Vineland and Baldwin Park High • Saturday School • ASAP and ACT programs at the high schools • Intervention, study skills, and reconnecting youth programs • High school and North Park summer school for credit deficient students at-risk of not graduating • Online credit recovery courses for low-income credit deficient students	$6,836,202.00	Yes

8	Increasing College/Career Readiness	Baldwin Park Unified School District's vision is for all students to be prepared for university or other institutions of higher education and/or any post-secondary options of their choice. The district will continue to offer low-income, foster youth, and English learner student groups resources that are aligned with increasing college career readiness. • Expository Reading and Writing Curriculum (ERWC), a college preparatory, rhetoric-based English language arts course for grades 11 and 12 designed to develop academic literacy. The availability of the course allows students one more chance to be exempt from Cal State and CSU entry requirements. • Dual enrollment courses are offered through a partnership with Mt. San Antonio College, where students can take the class for free on the high school campus during their school day or after school and earn concurrent high school and college credit. Passing the class during high school guarantees they can skip entry-level courses during college. Dual enrollment courses allow students to earn college credit while in high school. • Advancement Via Individual Determination (AVID) provides unduplicated pupils with instruction in the skills needed to be successful in college. The program emphasizes critical thinking, teamwork, organization, and reading skills. College students provide tutorials twice weekly. • Twenty-one counselors will continue to provide academic guidance and support for unduplicated students, including low-income, English learners, and foster youth. Their efforts are aimed at helping these students meet A-G requirements and ensure college and career readiness. The program's success is measured by the outcomes of better-prepared students with more postsecondary options. Support for low income, English learners, and foster youth will include conferencing, college campus visits, college and career awareness activities, summer school registration, scholarship assistance, and prioritization of homeless and foster youth in registration and credit recovery. Additional support includes planning for college and career transitions.	$4,364,913.00	Yes
9	Career and Technical Education Pathways and Programs	Baldwin Park Unified School District's mission is to ensure all students are well-prepared for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Unduplicated student groups, such as low income, English learners, and foster youth identified as the lowest status for the College Career Indicator, will benefit from these aligned pathways and Regional Occupation Program services, reaffirming our commitment to their success. Career and Technical Education (CTE) offers students the opportunity to explore a variety of career pathways, begin training in a specific field, and develop essential skills that are directly applicable to their future employment and postsecondary study. CTE pathways, such as Architecture Design, Digital Arts, Engineering, Information on Technology, Photography, Sports Medicine, Video Production, and Web Design, are designed to equip students with the skills and knowledge they need to succeed in their chosen fields. In cooperation with the local business community, the Regional Occupation Program (ROP) prepares students for work by providing youth with marketable skills, work ethics, and job training to build and keep a career—contribution to ROP to provide unduplicated students and students with disabilities with a broad range of courses. ROP courses include, but are not limited to, Automotive, Childhood Development – Early Childhood, and Sports Physical Therapy. In addition, low-income students will be provided access to the necessary services not allowed by ROP.	$1,519,381.00	Yes
10	Standards Aligned Supplemental Instructional Materials and Support	All students will have access to standards-aligned instructional materials and textbooks. Low-income and foster youth students will have access above the base to the necessary instructional materials and support, which will be equitable to their higher-income counterparts. English	$2,239,769.00	Yes

		learners will have access to materials beyond the core curriculum, including supplemental resources specifically designed to support English language acquisition. School sites will receive funding to provide instructional materials, which includes paper and document reprographics leases for instructional use, school library materials, and resources.		
11	Increasing Student Access to State Standards	Co-teaching in English-language arts and mathematics at the secondary level provides low income, English learners, and foster youth with increased learning options. Co-teaching is when two educators work together to plan, organize, instruct, and assess the same group of students sharing the same classroom. For low-income students, there are increased opportunities for exposure to learning concepts. Increased student engagement time for English learners breaks down language barriers, thus increasing student participation. A reduced student-to-teacher ratio provides targeted benefits for key unduplicated student groups: low-income students receive more individualized attention and academic support; English learners benefit from additional time devoted to English language development; and foster youth are better supported as smaller class sizes allow teachers to more effectively understand and respond to their unique social-emotional and academic needs.	$1,882,725.00	Yes
12	Staff to Support Technology Integration with Teaching and Learning	Given the increasing reliance on digital technologies like internet platforms, social media, and mobile devices, digital literacy is a necessity for all. Baldwin Park Unified School District's low income, English learners and foster youth have the most significant cause for striving for digital literacy. To continue to provide increased support, BPUSD will staff include: • An ETS Director/Chief Technology Officer to direct site/network support above the essential services at all sites. • A Coordinator of Assessment, Data, and Educational Technology will oversee the implementation of Educational Technology and collaborate with Directors of Student Achievement to support Curriculum Technology and Intervention Coaches, Intervention ToSAs, and other staff who provide direct support to students. • Infrastructure System Manager • Computer technician services to support instructional technology at all school sites and District office. • The educational technology and support staff will focus on supporting instructional technology needs for unduplicated populations.	$2,160,596.00	Yes
13	Instructional Technology and Support	Low-income, foster youth, and English learners have the greatest need for supplemental technology hardware and software support to provide equitable access to the global society. • Tablets, laptops, charging carts, and related materials to support the implementation of the digital curriculum and provide equity for low income, English learners and foster youth • 1:1 student ratio for student devices. • Replacement for damaged and end-of-life devices. • Devices for certificated and classified staff. • Supplemental online academic support programs and software. • Maintenance of district data center resources to provide school staff and teachers with up-to-	$1,543,000.00	Yes

		date student information. • Maintenance of district's WAN to support students' educational needs and their ability to relay data to staff and students to various locations across the world.		
14	Class Size Reduction and Lower-Class Sizes	Additional teachers above the base will reduce the student-to-teacher ratio to provide increased individualized attention to low-income students, English learners, and foster youth, instruction tailored to meet the needs of struggling students, increased opportunities for participation, and increased communication. For low-income students, there are increased opportunities for exposure to learning concepts. Increased student engagement time for English learners breaks down language barriers, thus increasing student participation. The benefits of a reduced student/teacher ratio increased instructional options and diversity of instructional styles, especially beneficial for low income, English learners, and foster youth.	$5,084,934.00	Yes
15	Measuring Student Learning Through Assessment	Substitute coverage to provide teachers time to observe and assess students' needs for Tier 2 and Tier 3 services and time to conference with school administration and parents of English learners, low-income students, and foster youth. Eight additional teachers will be included to provide all teachers of English learners, low-income students, and foster youth a 1/6 period to work with students 1:1.	$1,054,065.00	Yes
16	Teachers and Support Staff Salaries	Attract and retain appropriately placed, fully credentialed teachers, support staff and substitutes with competitive compensation, innovative programs and professional development. (Basic Services)	$104,524,622.00	No
17	Supporting English Learners	Provide teachers professional development on supporting English language learners to become competent in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills in grade-level standards; at a minimum, the language acquisition programs, as defined in EC Section 306. Implementation of the English Learner Master Plan to ensure consistent, coherent services are provided to "ensure that all English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students."	$0.00	No
18	Supporting Long-term English Learners	According to CDE DataQuest reports, in 2023-2024, Baldwin Park Unified School District had 268 students who have been labeled English learners for six or more years. Staff will investigate specific strategies and assess opportunities for long-term English learners to develop high-level reading, speaking, and writing skills for these English learners remaining in EL status for six years or more.	$0.00	No
19	English Language Development	English learners are provided with integrated and designated English Language Development. Integrated English Language Development is provided to English learners throughout the school day and across all subjects by all teachers who have English learners in their classrooms.	$0.00	No

		Designated English Language Development is provided to English learners by skilled teachers during a scheduled time during the regular school day. Provide teachers with professional development on the best integrated and designated English Language Development strategies.		

Goal

Goal #	Description	Type of Goal
2	Foster an environment of support, understanding, and emotional safety for students and all educational partners to increase student achievement.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard: Goal 2 was developed in alignment with the opening statement of the Baldwin Park Unified School District's vision statement, "In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety."

Careful analysis of 2023 CA School Dashboard data revealed outcomes for student groups and the "why" the District developed this goal. For the Chronic Absenteeism Indicator, student groups either declined significantly or declined. Based on outcomes, no student groups or individual schools were identified as "very high."

For the "significantly declined" change level, the difference between the current and prior year chronic absenteeism rates of English learners was -12.1%, placing their current rate at 24.5%. The difference between the three student groups in the current and previous years was between -9% and -9.6%. The socioeconomically disadvantaged current chronic absenteeism rate is 28.9%, the homeless is 29.8%, Hispanic is 30%, and students with disabilities is 35.5%.

Five student groups demonstrated a decline in chronic absenteeism between the prior and current years. White and African American demonstrated a -11.5 and a -11.3 change, respectively. Current chronic absenteeism rates for African American is 30.0% and white 36.2%. Filipinos demonstrated a -9.9 difference with a current rate of 15.3%, Asians a -1.3% with a current rate of 10.8%, and foster youth a -1.1% difference with a current 29.6% chronic absenteeism rate.

Graduation rates for English learners increased significantly, with a 7.9% gain from 69.1% to 77.0%. Four student groups' status levels were considered high and increased from the previous year: Asian 96.7%, Hispanic 92%, socioeconomically disadvantaged 91.8%, and all students 91.7%.

Despite the challenges faced, Filipino students have managed to maintain a high status at 84.4%, even after experiencing a significant decline of -5.6%. This decline, along with the 2.2% decrease in foster youth, who are now at a low-status level of 68.4%, highlights the need for our continued support and attention.

The medium status level of homeless increased by 4.8% to 90.3%. Students with disabilities increased significantly but remained at a medium status level of 84.1%.

A third indicator analyzed from the 2023 CA School Dashboard was suspension rates. One student group, African American, had a "very high" status level, a difference of 6.3% between the current year and the prior year with an 11.1% current suspension rate. Foster youth, although also considered a "very high" status level, experienced a -1.3% difference between the current and prior year, with an overall suspension rate of 11.1%.

Five student groups share the status level label of "high": Students with disabilities at 7.1%, homeless at 5.5%, Hispanic at 5.4%, socioeconomically disadvantaged at 5.2%, and all students at 5.1%. English learners with a suspension rate of 3.9% and white with a suspension rate of 3.2% are considered medium. Two student groups, although increased from the prior year, have a "low" status level: Asian with a suspension rate of 1.1% and Filipino with a suspension rate of 1.7%. It was agreed that these disparities in suspension rates,

particularly among the 'high' status level groups, require our immediate attention and action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Districtwide Attendance Rate Overall TK-12 attendance rate for 2022-2023. Source: www.calpads.org	2023-2024 Fiscal Services P2 93.6%	2024-2025 Fiscal Services P2 94.85%		2026-2027 96%	Increase of 1.25%
2	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) Kindergarten through grade eight students who were absent 10 percent or more of the school year. Source: caschooldashboard.org	2023 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All TK-8th Grade Students 28.6% English Learners 24.5% Long-term English Learners TBD Foster Youth 29.6% Homeless 29.8% Socioeconomically Disadvantaged 28.9% Students with Disabilities 35.5% African American 30.0% Asian 10.8% Hispanic 30.0% White 36.2%	2024 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All Students 20.8% English Learners 18.1% Long-Term English Learners 23.7% Foster Youth 14.6% Homeless 27.3% Socioeconomically Disadvantaged 21.1% Students with Disabilities 25.4% African American 35.3% Asian 7.4% Hispanic 21.9% White 25.0%		2026 CA School Dashboard CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade) All TK-8th Grade Students 8.7% English Learners 8.0% Long-term English Learners 13% Foster Youth 10.0% Homeless 8.8% Socioeconomically Disadvantaged 8.9% Students with Disabilities 12.0% African American 21.3% Asian 1.4% Hispanic 8.9% White 17.9%	All Students -7.8% English Learners -6.4% Long-Term English Learners N/A Foster Youth -15.0% Homeless -2.5% Socioeconomically Disadvantaged -7.8% Students with Disabilities -10.1% African American 5.3% Asian -3.4% Hispanic -8.1% White -11.2%

3	CA School Dashboard High School Graduation Rate Placement Report Percentage of students who are included in the combined four-and five-year graduation rate. Source: caschooldashboard.org	2023 CA School Dashboard High School Graduation Rate Placement Report All Students 91.7% English Learners 77.0% Long-term English Learners TBD Foster Youth 68.4% Homeless 90.3% Socioeconomically Disadvantaged 91.8% Students with Disabilities 84.1% African American 57.1% Asian 96.7% Hispanic 92.0% White Data Not Available	2024 CA School Dashboard High School Graduation Rate Placement Report All Students 91.5% English Learners 78.6% Long-Term English Learners 82.5% Foster Youth 66.7% Homeless 92.1% Socioeconomically Disadvantaged 91.5% Students with Disabilities 82.1% African American Not Available Asian 92.3% Hispanic 91.6%		2026 CA School Dashboard High School Graduation Rate Placement Report All Students 97.7% English Learners 83% Long-term English Learners 88% Foster Youth 74.4% Homeless 96.3% Socioeconomically Disadvantaged 97.8% Students with Disabilities 90.1% African American 63.1% Asian 98% Hispanic 97%	All Students -0.2% English Learners 1.6% Long-Term English Learners N/A Foster Youth -1.7% Homeless 1.8% Socioeconomically Disadvantaged -0.3% Students with Disabilities -2% African American N/A Asian -4.4% Hispanic -0.4%
4	CDE DataQuest Outcome for the four-year adjusted cohort graduation rate (ACGR)of the number of students who dropped out. Source: dq.cde.ca.gov/Dataquest Four-Year Adjusted Cohort Outcome	2023 DataQuest Dropout Rate All Students 8.5% or 56/895 English Learners 22.5% or 18/80 Long-term English Learners TBD Foster Youth 25% or 4/16 Homeless 8.3% or 17/206 Socioeconomically Disadvantaged 6.2% or 55/884 Students with Disabilities 6.5% or 8/123	2024 DataQuest Dropout Rate All Students 7.3% or 71/967 English Learners 18.4% or 18/98 Long-Term English Learners Not Available Foster Youth 36.8% or 7/19 Homeless 7.0% or 15/215 Socioeconomically Disadvantaged 7.4% or 69/936 Students with Disabilities 12.5% or 18/144		2026 DataQuest Dropout Rate All Students 4.3% English Learners 11% Long-term English Learners 11% Foster Youth 13% Homeless 5% Socioeconomically Disadvantaged 4.3% Students with Disabilities 3.3%	All Students -1.2% English Learners -4.1% Long-Term English Learners N/A Foster Youth 11.8% Homeless -1.3% Socioeconomically Disadvantaged 1.2% Students with Disabilities 6.0%

5	CA School Dashboard Suspension Rate Indicator Percentage of students suspended one full day or more during the school year. Source: caschooldashboard.org	2023 CA School Dashboard Suspension Rate Indicator All Students 5.1% or 553/10,812 English Learners 3.9% or 90/2,329 Long-term English Learners TBD Foster Youth 14.2% or 18/127 Homeless 5.5% Socioeconomically Disadvantaged 5.2% or 500/9,571 Students with Disabilities 7.1% or 150/2,115 African American 11.1% 6/54 Asian 1.1% or 8/706 Hispanic 5.4% or 527/9,698 White 3.2% or 3/94	2024 CA School Dashboard Suspension Rate Indicator All Students 4.9% or 506/10,392 English Learners 4.9% or 108/2209 Long-Term English Learners 16.5% or 70/495 Foster Youth 19.0% or 20/105 Homeless 5.3% or 33/625 Socioeconomically Disadvantaged 5.1% or 481/9513 Students with Disabilities 6.5% or 138/2108 African American 4.7% or 4/52 Asian 0.8% or 6/708 Hispanic 5.2% or 481/9294 White 6.6% or 6/91		2026 CA School Dashboard Suspension Rate Indicator All Students 4.5% English Learners 2.5% Long-term English Learners 12% Foster Youth 8.0% Homeless 4.5% Socioeconomically Disadvantaged 4.5% Students with Disabilities 4.5% African American 8.0% Asian 1.0% Hispanic 4.5% White 2.5%	All Students -0.2% English Learners 1.0% Long-Term English Learners N/A Foster Youth 4.8% Homeless -0.2% Socioeconomically Disadvantaged -0.1 Students with Disabilities -0.6% African American -6.4% Asian -0.3% Hispanic -0.2% White 3.4%

6	CA Healthy Kids Survey (CHKS) Safe or Very Safe School Percentage of students in grades 5,7,9 and 11 who perceived they feel safe at school all or most of the time. Source: dq.cde.ca.gov/Dataquest Tables – Elem. A6.7, MS, HS A6.8	2024 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Graders 66% 7th Graders 51% 9th Graders 40% 11th Graders 43%	2025 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Graders 71% 7th Graders 51% 9th Graders 52% 11th Graders 49% NT Graders 50% NT is Non-Traditional or all student in NP Continuation		2026-2027 CA Healthy Kids Survey (CHKS) Feeling Safe 5th Grades 72% 7th Graders 57% 9th Graders 46% 11th Graders 49% NT 60%	5th Graders 5% 7th Graders Same 9th Graders 15% 11th Graders 6% NT Graders N/A NT is Non-Traditional or all student in NP Continuation

7	CA Healthy Kids Survey (CHKS) School Connectedness Measured by the average percentage of 5th, 7th, 9th, and 11th- grade students responding all or most of the time or agree or strongly agree to five survey questions. Source: dq.cde.ca.gov/Dataquest Tables - Elem. A6.7, MS, HS A6.8	2023-2024 CA Healthy Kids Survey (CHKS) School Connectedness 5th Graders 60% 7th Graders 50% 9th Graders 47% 11th Graders 45%	2024-2025 CA Healthy Kids Survey (CHKS) School Connectedness 5th Graders 63% 7th Graders 52% 9th Graders 53% 11th Graders 49% NT Graders 46% NT is Non-Traditional or all student in NP Continuation		2026-2027 CA Healthy Kids Survey (CHKS) Healthy Kids Survey (CHKS) School Connectedness 5th Graders 66% 7th Graders 56% 9th Graders 53% 11th Graders 51% NT 51%	5th Graders 3% 7th Graders 2% 9th Graders 5% 11th Graders 2% NT Graders N/A NT is Non-Traditional or all student in NP Continuation

8	CA Healthy Kids Survey (CHKS) Caring Relationships Measured by the average percentage of 5th, 7th, 9th, and 11th-grade students responding all or most of the time or agree or strongly agree to the statement there is a teacher or some other adult from my school who really cares about me. Source: dq.cde.ca.gov/Dataquest Tables - Elem. A6.4, MS, HS A6.5	2023-2024 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 62% 7th Graders 55% 9th Graders 54% 11th Graders 59%	2024-2015 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 60% 7th Graders 57% 9th Graders 51% 11th Graders 59% NT Graders 60% NT is Non-Traditional or all student in NP Continuation		2026-2027 CA Healthy Kids Survey (CHKS) Caring Relationships 5th Graders 68% 7th Graders 61% 9th Graders 60% 11th Graders 65% NT 66%	5th Graders 2% 7th Graders 5% 9th Graders 2% 11th Graders Same NT Graders N/A NT is Non-Traditional or all student in NP Continuation

9	CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report Source: CA School Dashboard	2023 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 9.4% or 85/909	2024 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 8.2% or 79/968		2026 CA School Dashboard Met UC/CSU Requirements AND CTE Pathway Completion Report 15%	Decrease of 1.2%
10	CA School Staff Survey Measured by the average percentage of teachers responding strongly agree or agree that this place is a safe place for students. Source: CA School Staff Survey Table A6.2 or A5.2	2022-2023 CA School Staff Survey 89%	2024-2025 CA School Staff Survey 91%		2026-2027 CA School Staff Survey 95%	Increase of 2%

11	CA School Staff Survey Measured by the average percentage of teachers responding strongly agree or agree that this school is a supportive and inviting place for students to learn. Source: CA School Staff Survey Table A6.2 or A5.2	2022-2023 CA School Staff Survey 94%	2024-2025 CA School Staff Survey 94%		2026-2027 CA School Staff Survey 95%	No difference
12	CDE CALPADS Middle School Dropout Rate Source: CDE CALPADS Fall 1 Report 8.1c	2022-2023 CDE CALPADS Fall 1 Report 8.1c 0%	2023-2024 CDE CALPADS Fall 1 Report 8.1c 0.3% or 6/1504		2025-2026 CDE CALPADS Fall 1 Report 8.1c 0%	Increase 0.3%
13	CDE DataQuest Expulsion Rate Source: CDE DataQuest	2022-2023 CDE DataQuest 0.03%	2023-2024 CDE DataQuest 0%		2025-2026 CDE CDE DataQuest 0%	Decline 0.03%

Goal Analysis for 2024-2025

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

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

The overall implementation of planned actions during the year reflects both progress and areas of ongoing development. The year brought meaningful successes for targeted student groups. The following section outlines these successes and challenges encountered throughout implementation.

All actions in Goal 2 were either fully or partially implemented. Action 2.1 focused on health services. Baldwin Park Unified employed six credentialed school nurses, in addition to each school site staffed by either a health clerk or a Licensed Vocational Nurse (LVN). Health services staff provided support beyond the base program, especially for low-income students, foster youth, and English learners. These enhanced services included referring families to free or low-cost clinics, dental care, food banks, and housing resources. Vision, hearing, and dental screenings were completed on campus at no cost for qualifying students. School nurses provided referrals to families. For foster youth, staff were trained to identify signs of physical or emotional abuse and to report concerns appropriately. Families of English learners were supported in understanding how the U.S. healthcare and school systems function, with particular attention to the needs of newcomers.

Action 2.2 centered on mental health and wellness. The Director of Student Services and department staff advocated services to support foster youth and identified resources for low-income families. The district hosted a community resource fair and implemented a mental health screening tool to assess students' social-emotional well-being. School psychologists provided individual and small-group counseling focused on coping strategies, emotional regulation, trauma-informed care, and behavior support. They collaborated with staff and families to address social, emotional, behavioral, and academic challenges. In addition, psychologists supported crisis counseling, conducted threat assessments, and implemented awareness campaigns during national prevention weeks. A school psychologist on special assignment supported the district’s efforts to expand its Multi-Tiered System of Supports (MTSS) framework.

Action 2.3, renamed "Equity in School Safety for Vulnerable Youth," enhanced supervision and student safety. Campus security aides were assigned to secondary schools to lower the pupil-to-adult ratio. At elementary schools, playground and noon supervisors helped ensure consistent monitoring and supervision, serving as additional eyes on students and addressing issues such as unsafe behavior—similar to secondary schools, where added staff lowered the adult-to-pupil ratio to improve campus safety. Crossing guards, provided by the city, supported safe passage to school for all students. With Baldwin Park Unfied School Dsigtrict’s LCAP funds, the district hired additional staff at high-need locations serving low-income communities to ensure equitable access to safe routes to school.

Action 2.4 addressed emergency preparedness. Supplemental emergency supplies were provided beyond what was typically funded through the base program. While families in more affluent districts often contribute these supplies, Baldwin Park Unified ensured that students of low-income families who may have been unable to afford supplies still had access to the resources needed in the event of an emergency.

Action 2.5 addressed equitable access to school transportation and was supported by other state funds to ensure students, particularly low-income and foster youth, had reliable and safe transportation to and from school. Supplemental services helped reduce chronic absenteeism and supported regular school attendance, especially for low-income students, foster youth, and English learners who often face transportation barriers.

Action 2.6 expanded access to extracurricular and physical fitness opportunities. For low-income students, foster youth, and English learners, the district funded after-school activities through the provision of equipment, facility improvements, athletic uniforms, athletic trainers, transportation, and staff stipends. In more affluent communities, these supports were typically funded by booster clubs or parent donations. BPUSD ensured that students with limited resources still had full access to sports, clubs, and exposure to visual and performing arts opportunities.

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

Action 2.1 Student Wellness
• A total of $3,356,761.00 was budgeted, with estimated actual expenditures totaling $2,588,238.00
• Contracted services with outside agencies billed as used.

Action 2.4 Student and Staff Safety
• A total of $1,606,500.00 was budgeted, with estimated actual expenditures totaling $519,946.00.
• One-time funds were utilized in lieu of LCAP funds to cover eligible expenses.

Action 2.5 Home to School Safety
• $1,265,385.00
• $1,762,848.00
• Unanticipated needs for transportation.

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

Actions 2.1, 2.3, 2.4, and 2.5: Based on the 2024 CA School Dashboard chronic absenteeism rate indicator, all students group significantly reduced their chronic absenteeism from 28.6% to 20.8%. However, the district's chronic absenteeism rate falls within the very high status as the range cut-off for very high is 20.1% or more. The district is implementing effective evidence-based strategies to reduce chronic absenteeism, including fostering positive relationships and school climate, using data to provide interventions, and strengthening family engagement through outreach and communication. Schools are also recognizing improved attendance and addressing barriers by connecting students and families to resources such as health services, transportation, and mental health supports.

Action 2.2: Based on the 2024 California School Dashboard Suspension Rate Indicator, a high status is defined as a suspension rate between 4.6% and 8.0%. Youth experiencing homelessness maintained a high status with a suspension rate of 5.3%. Socioeconomically disadvantaged students also maintained a high status with a consistent suspension rate of 5.1%, English learners at 4.9%, and foster youth with the highest rate at 19.0%, significantly exceeding the high range threshold.
The district has implemented Positive Behavioral Interventions and Supports (PBIS) across all schools to promote consistent behavioral expectations and foster a positive school climate. As part of this initiative, targeted Check-In/Check-Out (CICO) systems support students identified as needing additional behavioral guidance.
In response to the current data displaying minimal effectiveness, schools have begun implementing restorative circles aimed at building relationships, addressing conflict, and reducing disciplinary incidents through reflection and accountability. At the high school level, comprehensive sites have introduced RISE (Restorative Intervention, Support & Encouragement) rooms. These reset spaces serve as alternatives to suspension by offering students a structured environment to de-escalate, reflect on their behavior, and re-engage in learning.

Action 2.6: Chronic absenteeism decreased significantly across all student groups. The CA School Dashboard 2024, overall rate for all TK-8th students declined from 28.6% to 20.8%, though the status remains "Very High." English learners reduced absenteeism from 24.5% to 18.1%, reaching a "High" status, while long-term English learners saw a reduction from 28.8% to 23.7%, though still classified as "Very High." Foster youth demonstrated the most substantial improvement, decreasing from 29.6% to 14.6% and achieving "High" status. Youth experiencing homelessness reduced their rate from 29.8% to 27.3%, but remain in the "Very High" category. Socioeconomically disadvantaged students improved from 28.9% to 21.1%, and students with disabilities from 35.5% to 25.4%, both continuing to fall within the "Very High" status range. While high school chronic absenteeism rates are not reported on the CA School Dashboard, CDE DataQuest shows a decline from 27.1% to 19.5% among students in grade 9-11. These reductions highlight meaningful progress and the ongoing need for coordinated supports. Action 2.6—focused on going beyond the classroom to strengthen school connectedness—has contributed by providing students with enriching experiences such as athletics, visual and performing arts, and after-school extracurricular opportunities that foster belonging, engagement, and motivation to attend school consistently.

The actions in our three-year LCAP are designed for long-term impact and require time for full implementation. Research shows that it typically takes two to three years to

effectively carry out an initiative and evaluate its outcomes. Since we are currently in Year 1, many actions are still in their early or developmental stages. Adequate time is necessary to track progress and assess effectiveness using data and measurable results.

Successes
Graduation Rate:
-All students maintained a high graduation rate at 91.5%. (Actions 2.1, 2.3, 2.6)
-English learners increased their graduation rate to 78.6%, improving their status to low. (Actions 2.1, 2.3, 2.6)
-Youth experiencing homelessness improved their graduation rate to 92.1%, reaching high status. (Actions 2.2, 2.5)
-Socioeconomically disadvantaged students maintained a high graduation rate of 91.5%. (Actions 2.1, 2.3, 2.6)
Suspension Rate:
-All students maintained a high status with a slight decrease in suspension rate to 4.9% from 5.1% in 2023. High status is between 3.1% to 6.0%. (Actions 2.1, 2.2, 2.5)
-Youth experiencing homelessness maintained a high status with a suspension rate of 5.3%. High status is between 3.1% to 6.0%. (Actions 2.2, 2.5)
-Socioeconomically disadvantaged students maintained a high status with a consistent suspension rate of 5.2%. (Actions 2.2, 2.6)
-Students with disabilities improved by lowering their suspension rate to 6.5% from 7.1% in 2023. (Actions 2.2, 2.6)
Chronic Absenteeism:
-All students significantly reduced chronic absenteeism to 20.8% from 28.6% in 2023, though status remains very high. (Actions 2.1, 2.2, 2.5)
-English learners significantly reduced absenteeism to 18.1% from 24.5% in 2023, reaching high status.
-Long-term English learners significantly reduced absenteeism to 23.7% from 28.8% in 2023, though status remains very high.
-Foster youth reduced absenteeism to 14.6% from 29.6% in 2023, improving to high status. (Actions 2.1, 2.2, 2.5)
-Youth experiencing homelessness reduced absenteeism to 27.3% from 29.8% in 2023, though still in very high status. (Actions 2.1, 2.2, 2.5)
-Socioeconomically disadvantaged students significantly reduced absenteeism to 21.1% (from 28.9%), still at very high status. (Actions 2.1, 2.2, 2.5)
-Students with disabilities significantly reduced absenteeism to 25.4% (from 35.5%), remaining at very high status. (Actions 2.1, 2.2, 2.5)

Challenges
Graduation Rate:
-Long-term English learners declined in graduation rate to 82.5%, dropping to medium status.
-Foster youth declined in graduation rate to 66.7%, remaining in very low status.
-Students with disabilities declined in graduation rate to 82.1%, resulting in medium status.
Suspension Rate:
-English learners saw an increase in suspension rate to 4.9% from 3.9%, though status remains high. High status is between 3.1% to 6.0%.
-Long-term English learners experienced a significant increase in suspension rate to 16.5% from 12.1%, with very high status.
-Foster youth had an increased suspension rate to 19.0% from 14.25%, remaining at very high status.

Overall, while the data reflects meaningful progress in areas such as graduation rates and chronic absenteeism for several student groups, ongoing challenges—particularly in suspension rates and graduation outcomes for specific subgroups—highlight the continued need for targeted support and sustained efforts to improve equity and student success.

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 additions to Action 2.2 include the implementation of RISE (Restorative Intervention, Support & Encouragement) rooms at the comprehensive high schools. These reset spaces serve as an alternative to suspension, providing low-income students, English learners, and foster youth with a structured environment to de-escalate, reflect, and re-engage in learning. This action is in direct response to suspension rate data from the 2024 California School Dashboard.

Action 2.3 was renamed from "Safe, Secure, and Peaceful Schools" to "Equity in School Safety for Vulnerable Youth" to more accurately reflect the district's efforts to enhance campus safety through an equity lens. This action focused on lowering the student-to-adult ratio by funding campus security aides at secondary schools and noon/playground supervisors at elementary schools, above what is provided through the base program. These positions served as extra support to monitor student behavior, prevent incidents such as vaping or unsafe interactions, and increase adult presence throughout the school day. While crossing guards are provided by the city, Baldwin Park Unified used LCAP funds to hire additional crossing guards for school grounds in high-need areas to ensure equitable access to safe routes to school. These efforts prioritized the needs of low-income students, English learners, and foster youth, who often face greater barriers to safety and supervision both on and off campus.

Action 2.4 was renamed from "Student and Staff Safety" to "Supplemental Emergency Supplies" to more accurately reflect the specific activities and use of funds associated with this action. The district provided emergency preparedness supplies beyond what is typically covered by the base program, ensuring that all schools were equipped to respond to emergencies. In more affluent districts, these supplies are often donated by families; however, Baldwin Park Unified prioritized funding to support low-income students and families who may not have the means to contribute. This ensured that all students, regardless of income, had equitable access to essential emergency resources, aligning with the district's broader commitment to student safety and equity.

Metric number 9 – College/Career Ready (a-g AND CTE) has been added.
Metric number 10 – Teacher metric for school safety has been added.
Metric number 11 – Teacher metric for school connectedness has been added.
Metric number 12 – Middle school dropout rate metric has been added.
Metric number 13 – Expulsion rate metric has been added.

Baldwin Park Unified School District has established specific metric targets to address the needs of Long-Term English Learners (LTELs), a newly recognized student group by the California Department of Education. These efforts include focused interventions and ongoing progress monitoring to accelerate English language proficiency and improve overall academic achievement.

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	Student Wellness	Above the base, school nurses are critical components of the district's student health services. Health services staff play a vital role in supporting low-income students, English learners, and foster youth. School nurses respond to immediate health needs and lead efforts to connect families with free or low-cost care, including on-campus vision, hearing, and dental screenings. They provide health education and outreach, helping families navigate the U.S. healthcare and school systems—especially families of English learners. Foster youth benefit from staff trained to	$2,314,616.00	Yes

		recognize signs of abuse. These services promote wellness and remove health-related barriers to learning. School nurses address the physical needs of low-income students, often not seen by a medical care professional. Students are supported in their learning process through education and wellness promotion. Health Services staff providing services to low-income students, English learners, and foster youth include: • Six credentialed school nurses. • Two eight-hour, eleven-month health clerks or LVNs at the comprehensive high schools. • Thirteen 180-day health clerks or licensed vocational nurses assigned to elementary and middle schools. • Supplies for school health offices. • Additional hours are required for school nurses and the health office to train and prepare for the school opening.		
2	Social Emotional Support for the Whole Student	Director of Student Services, Psychologist on Special Assignment, and psychologists to provide direct support to staff and families of low-income and foster youth, above the base. Services for foster youth will include resources and support for foster youth in the form of trauma-informed training, contracting with mental health agencies to provide on-site counseling and referrals, and ensuring schools provide a positive school culture and safe learning environment. For low-income students, the Director of Student Services will work with schools to implement a multi-tiered system of support to address the behavioral and social-emotional needs of low-income students. Staff will focus on developing and implementing a restorative justice framework that educators can use to create safe, supportive spaces for low-income and foster youth in our schools.	$3,495,482.00	Yes
3	Equity in School Safety for Vulnerable Youth	The presence of campus security aides at secondary schools significantly lower the pupil-to-adult ratio. At elementary schools, playground and noon supervisors offer consistent monitoring to address unsafe behavior and support a safe environment for low-income students and support for newcomer English learners. Staff serve as critical supports for foster youth—helping to reduce discipline incidents, increase engagement, and foster a sense of safety and trust. Additionally, crossing guards are assigned to high-need sites serving low-income communities to ensure equitable access to safe routes to school.	$2,961,536.00	Yes
4	Supplemental Emergency Supplies	Provide supplemental emergency supplies beyond those funded through the base program to ensure equitable access for unduplicated student groups, including low-income students, foster youth, and English learners.	$570,000.00	Yes
5	Home to School Safety	Per board policy, supplement home-to-school transportation services for low-income students above the base for safe access to school. Additional access is provided for low-income families without means of transportation. The most recent reporting on chronic absenteeism rates for all students was higher than the state.	$4,613,750.00	Yes
6	Beyond the Classroom	Student engagement is an essential link to school connectedness and increased student achievement. Increase supplemental resources to continue to provide equitable access to instrumental music and visual and performing arts programs for low-income, English-learning, and foster youth, as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220.	$3,308,011.00	Yes

		Supplemental resources include after-school/extracurricular physical fitness programs. These resources, which go above and beyond the standard provisions, include equipment, field/facilities improvement, uniforms, athletic trainers, transportation, and staff stipends. They are designed to ensure equitable opportunities for underserved low-income English Learners, foster youth, and educate the total student.		

Goal

Goal #	Description	Type of Goal
3	Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Based on the 2023 CA School Dashboard: Goal 3 builds upon the Baldwin Park Unified School District's focus on collaboration, strengthening, and building partnerships among all stakeholders to benefit ALL students.

The 2023 CA School Dashboard includes a concise set of state and local indicators founded on the Local Control Funding Formula (LCFF) priorities but aligned to the measures required under the Every Student Succeeds Act (ESSA). Local indicators are those LCFF priorities for which no state-level data is collected. Parent and Family Engagement – Priority 3 is one such area where information is gathered. A self-reflection tool was administered as a conversation starter with a focus group representing student groups within the district to facilitate a deeper understanding of this priority. Statements were read, examples were provided, and focus group members were asked to rate the district's current stage of implementation in each of the 12 practices using the following scale: 1 – Exploration and Research, 2 – Beginning Development, 3 – Initial Implementation, 4 – Full Implementation, or 5 – Full Implementation and Sustainability.

Based on educational partners discussions during the focus group exercise, the district established two focus areas for improvement and building partnerships for positive student outcomes. The first area is to increase services in providing families with information and resources to support student learning and development in the home, and the second area is to increase in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Actions in Goal 3 are designed to support this work.

Measuring and Reporting Results

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

1	BPUSD LCAP Survey Source: LCAP Parent Survey	2025 BPUSD Partner Survey Replaces LCAP Survey Question 2 "The District prepares students for college and/or career readiness." Very Well or Well 86% Poor or Very Poorly 14% Number of families responding: 593	2025 BPUSD Partner Survey Replaces LCAP Survey Change in survey: "The District prepares students for college and/or career readiness." Very Well or Well 86% Poor or Very Poorly 14% Number of families responding: 781		2027 BPUSD Partner Survey "The District prepares students for college and/or career readiness." Very Well or Well 95% Poor or Very Poorly 5% Number of families responding: 900	Very Well or Well - Not available due to transition to new survey Poor or Very Poorly - Not available due to transition to new survey Increase of 188 families/parents participating in the survey
2	BPUSD LCAP Survey Source: LCAP Parent Survey	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 90% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0%	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 90% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0%		District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 5 – Full Implementation and Sustainability 100% 4 – Full Implementation 10% 3 – Initial Implementation 0% 2 – Beginning Development 0% 1 – Exploration and Research 0%	5 – Full Implementation and Sustainability - Not available due to transition to new survey. 4 – Full Implementation - Not available due to transition to new survey. 3 – Initial Implementation - Not available due to transition to new survey. 2 – Beginning Development - Not available due to transition to new survey. 1 – Exploration and Research - Not available due to transition to new survey.

		1 – Exploration and Research 0%	1 – Exploration and Research 0% Ninety percent of parent representatives rated the LEA at Full Implementation and Sustainability in its progress toward developing staff capacity—including administrators, teachers, and classified staff—to build trusting and respectful relationships with families.			
3	BPUSD LCAP Survey Source: LCAP Parent Survey	LCAP Survey was replaced with West Ed CA School Parent Survey 2025 California School Parent Survey "This school is a safe place for my child." 91% of respondents strongly agreed or agreed 5% Disagreed 1% Strongly disagreed 4% Did not know	LCAP Survey was replaced with West Ed CA School Parent Survey 2025 California School Parent Survey "This school is a safe place for my child." 91% of respondents strongly agreed or agreed 5% Disagreed 1% Strongly disagreed 4% Did not know		2027 California School Parent Survey "This school is a safe place for my child." 95% of respondents strongly agreed or agreed 5% Disagreed 0% Strongly disagreed 0% Did not know	2027 California School Parent Survey "This school is a safe place for my child." Strongly agreed or agreed - Not available due to transition to new survey. Disagreed - Not available due to transition to new survey. Strongly disagreed - Not available due to transition to new survey. Did not know - Not available due to transition to new survey.
4	BPUSD LCAP Survey Source: LCAP Parent Survey	2024 LCAP Parent Survey Increase the number of families responding to the LCAP Survey by 10% annually. 593 families responded to the 2024 survey.	2025 BPUSD Partner Survey Replaces LCAP Survey Number of families responding: 781		For the 2027 BPUSD Partner Survey, 800 families will participate.	Increase of 188 families/parents participated in the BPUSD Partner Survey.

5	CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Source: CDE Local Indicator tool for Priority 3 - Parent and Family Engagement	CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 80% 4 – Full Implementation 0% 3 – Initial Implementation 10% 2 – Beginning Development 10% 1 – Exploration and Research 0%	2025 BPUSD Partner Survey Replaces LCAP Survey District used CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 80% 4 – Full Implementation 0% 3 – Initial Implementation 10% 2 – Beginning Development 10% 1 – Exploration and Research 0%		CDE Local Indicator tool for Priority 3 - Parent and Family Engagement Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 95% 4 – Full Implementation 5% 3 – Initial Implementation 0% 2 – Beginning Development 10% 1 – Exploration and Research 0%	5 – Full Implementation and Sustainability - Not available due to transition to new survey. 4 – Full Implementation - Not available due to transition to new survey. 3 – Initial Implementation - Not available due to transition to new survey. 2 – Beginning Development - Not available due to transition to new survey. 1 – Exploration and Research - Not available due to transition to new survey.

6	CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Source: CDE Local Indicator Priority 3 Tool	CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 80% 4-Full implementation 0% 3-Initial Implementation 10% 2-Beginning Development 10% 1-Exploration and Research 0%	2025 CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 80% 4-Full implementation 0% 3-Initial Implementation 10% 2-Beginning Development 10% 1-Exploration and Research 0%		2027 CDE Local Indicator Tool for Priority 3 – Parent and Family Engagement Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 5-Full Implementation and Sustainability 90% 4-Full implementation 10% 3-Initial Implementation 0% 2-Beginning Development 0% 1-Exploration and Research 0%	5-Full Implementation and Sustainability – Not available due to transition to new tool. 4-Full implementation – Not available due to transition to new tool. 3-Initial Implementation – Not available due to transition to new tool. 2-Beginning Development – Not available due to transition to new tool. 1-Exploration and Research – Not available due to transition to new tool.

Goal Analysis for 2024-2025

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.

Baldwin Park Unified School District increased communication with the families it served through several intentional actions. Action 3.1, fully implemented, supported school community liaisons who served as trusted connectors between home and school by facilitating parent engagement activities, translating for Spanish-speaking families, and building relationships with parents. Action 3.2, fully implemented, implemented communication apps to strengthen parent connectedness by providing consistent, real-time updates from schools in addition to other traditional outreach methods. Action 3.3, fully implemented, provided a district translator to assist families of English learners, ensuring they had equitable access to school information and opportunities for involvement. Action 3.4, fully implemented, brought community events directly to families, offering access to local services and supports in a welcoming school-based setting. Action 3.5, fully implemented, provided low-income families with services they would normally have to pay for, such as free fingerprinting, which allowed parents to meet volunteer requirements and become more involved in their children's classrooms.

The newly developed and administered BPUSD Partner Survey significantly expanded educational partner engagement, soliciting a total of 1,583 responses, including 781 from parents/families—an increase from the 593 parent/family responses received in the original LCAP survey last year. (Action 3.2 and 3.5)

A key success from the BPUSD Partner Survey was that 86% of parents/families reported the District is doing well or very well in preparing students for college and/or career readiness. (Action 3.2)

A strong result from the BPUSD Partner Survey showed that 86% of parents/families expressed satisfaction with communication between the District, schools, and the community, highlighting effective outreach and engagement efforts. (Action 3.1 and 3.3)

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

Action 3.4 Parent, Family, and Community Engagement activities
• A total of $23,019.00 was budgeted, with estimated actual expenditures totaling $16,260.00.
• Actual costs were less than amount budgeted.
• Donations received for some community engagement activities.

Action 3.5 Parent, Family, and Community Engagement Tools
• A total of $20,000.00 was budgeted, with estimated actual expenditures totaling $40,705.00.
• Increased cost is higher due in part to the replacement of equipment necessary to ensure safe and supportive environments for students and staff.

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

Action 3.1: In response to the question, "How satisfied are you with communication between the District, school, and the community?", the majority of respondents expressed positive perceptions. Across all school levels, 86.2% of respondents indicated they were either "Very Satisfied" or "Satisfied" with communication efforts. Levels of dissatisfaction remained low, with only 13.6% reporting being "Dissatisfied" or "Very Dissatisfied." This indicates that overall communication between the District, schools, and families is viewed favorably by most educational partners.

When disaggregated by school level, satisfaction with communication between the District, schools, and families varied slightly. Elementary schools reported the highest percentage of respondents who were "Very Satisfied" at 31.0%, with a strong overall satisfaction rate of 88.1% and the lowest level of dissatisfaction at 11.8%. Middle schools showed the lowest "Very Satisfied" rating at 22.7% and the highest combined dissatisfaction at 21.9%, suggesting that communication at the middle school level may be an area of concern. High schools matched elementary schools in overall satisfaction at 88.1% and had the lowest rate of "Dissatisfied" responses at just 7.0%. However, high schools showed a slightly higher rate of "Very Dissatisfied" responses (4.7%) compared to the other grade spans.

The data suggests that middle schools may require targeted communication improvements due to their comparatively higher dissatisfaction rates. While communication at the elementary and high school levels is generally well-received, there remains an opportunity to increase the proportion of respondents who feel "Very Satisfied." Overall, the district is performing well in its communication efforts; however, a strategic focus on deepening engagement and enhancing clarity at the middle school level could help address current concerns and improve family and community connections.

Action 3.2: Based on results from recent BPUSD Partner Survey, 86% of parents/families expressed satisfaction with communication between the district, schools, and the community, highlighting effective outreach and engagement efforts. The district demonstrates a strong commitment to communication using multiple tools and platforms, including regular updates via online portals, social media, and traditional flyers. The employment of a Public Information Officer has further strengthened outreach efforts by ensuring consistent, clear messaging across all channels. These combined strategies support timely and accessible communication with families and the broader community.

Action 3.3: Based on results from recent BPUSD Partner Survey, 86% of parents/families expressed satisfaction with communication between the district, schools, and the community, BPUSD provides access to a district translator and employs school community liaisons who support translation at school sites. Additionally, schools are equipped with the necessary technology to facilitate real-time interpretation, helping ensure that all parents—regardless of language—can engage meaningfully in school activities and communications.

Action 3.4, when examining priorities by school level, elementary school families placed the highest emphasis on enhancing school-family partnerships (31.5%), followed closely by transparency (27.8%) and community events (24.9%). At the middle school level, support for partnerships (29.8%) and transparency (28.5%) was nearly equal, with slightly less interest in community events (24.0%). In contrast, high school families showed the greatest interest in community events (33.7%) and transparency (31.3%), while prioritizing partnerships somewhat less (25.3%) and expressing the lowest interest in volunteer opportunities (8.4%).

Districtwide survey results indicate that families value stronger school-family partnerships and more transparent decision-making, signaling a clear need for open communication and collaborative practices across all school levels. While elementary and middle school families emphasized partnerships and transparency nearly equally, high school families placed a higher priority on community events (33.7%), alongside transparency (31.3%). This suggests that community events hold particular importance for early childhood and high school families, highlighting opportunities for the district to offer more targeted, meaningful connections at those levels.

Action 3.5, interest in volunteer opportunities was modest, particularly at the high school level—suggesting that families may prefer other forms of engagement beyond traditional volunteering, such as attending events, participating in decision-making, or receiving timely communication.
The actions in our three-year LCAP are intended to be implemented over time and need adequate duration to produce measurable results. Research suggests that it often takes two to three years to fully implement and evaluate the impact of an initiative. As we are still in the first year of implementation, many actions are in the beginning or developmental phases. Continued time and monitoring are essential to determine their effectiveness based on evidence and outcomes.

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

As a result of ongoing reflection and a commitment to deeper educational partner engagement, several changes were implemented to planned actions. These include the establishment of a Superintendent's Student Advisory Committee to elevate student voice, the development and administration of the BPUSD Partner Survey to gather broader community input, and the creation of a separate high school student survey—designed with student input—to ensure their perspectives directly inform decision-making and planning.

Actions 3.3 and 3.4: To better understand and respond to the needs of our unduplicated student populations, an optional identifier will be added to the BPUSD Partner Survey asking whether the child participates in the English Learner (EL) program, is identified as Foster Youth, or qualifies for the National School Lunch Program (NSLP). This addition will enable the district to analyze responses by student group while maintaining confidentiality, allowing for more targeted support and equitable planning based on the perspectives of families who qualify for additional services under LCFF criteria.

Metric targets for all actions have been updated to reflect the transition to using the BPUSD Partner Survey as the new baseline for measuring progress. As a result, 2025 survey results will serve as the baseline year, and future targets will be adjusted accordingly to align with this updated data source.

Action 3.5: To increase volunteer participation among low-income and English learner families, it is essential to remove common barriers to engagement. Additionally, flexible volunteer hours, including evening and weekend opportunities, help meet the needs of working families.

Metric number 6 – Parental involvement and family engagement: Parent decision making has been added.

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	Home-School Connectedness	Home-to-school connectedness is essential to student achievement. To strengthen this connection, school community liaisons will continue to be supported at all sites as vital resources for low-income and foster youth students and families. These liaisons provide essential services such as facilitating parent workshops, conducting outreach to families of chronically absent students, and serving as a crucial bridge between the school and home. School community liaisons translating services is valuable for parents of English learners (ELs) in fostering school connectedness and understanding school policies, expectations, and events.	$1,322,685.00	Yes
2	Parental Involvement and Family Engagement Communication Tools	Provide communication services to benefit low-income families, English learners, and foster youth by ensuring timely, clear, and accessible information across multiple platforms. By using online portals, social media, and traditional flyers, the district reaches families with varying levels of technological access and language proficiency. The Public Information Officer helps tailor messaging to be consistent and culturally relevant, making it easier for low income, foster youth and English learner families to engage with school activities, resources, and supports. Continue the District School Leadership Team meetings to monitor and revise the Local Control	$572,068.00	Yes

		Accountability Plan, LCAP. The district has student-led conferences at the secondary level and a voting student representative on the school board. Explore facilitating student focus groups to add another means of student voice to developing the LCAP.		
3	Translation and Interpretation Services	Provide a district translator to offer parents of English learners the opportunity to actively engage in their child's learning. These translation services will be provided free of charge to low-income families to ensure equitable access and meaningful participation.	$122,302.00	Yes
4	Parent, Family, and Community Engagement Activities	Schools, parents, and the community must actively engage to continue to promote student achievement and the importance of regular attendance, wellness, and learning for all students. Community events are a platform that actively involves parents and engages community resources. The continued collaboration with educational partners, the community, and government officials is instrumental in conducting district-wide events such as showcases and a college fair. Provide workshops during the events designed to meet the needs of low-income English learners and foster youth.	$26,206.00	Yes
5	Parent, Family, and Community Engagement Tools	Provide access to volunteer tools to streamline the process of getting parents of English learners and low-income students into the school to volunteer. For example, fingerprinting services provided free of charge for low income and foster youth families. Translator services available to explain the process to parents of English learners.	$34,785.00	Yes

Goal

Goal #	Description	Type of Goal
4	North Park Continuation School has been identified for a second consecutive year for Equity Multiplier funding due to continued high student mobility and a high percentage of socioeconomically disadvantaged students. Additionally, recent data shows an increase in suspension rates among key student groups performing in the "Very Low" category on the California School Dashboard, particularly in mathematics, suspension, and college/career readiness. To address these challenges, North Park will implement the district-wide Multi-Tiered System of Supports (MTSS), providing a coordinated framework for academic, behavioral, and social-emotional interventions. As part of this effort, the school will use of restorative practices, including regular restorative circles, to proactively build community, repair harm, and reduce suspension rate indicator. Other key strategies will include staff professional development and coaching, increased access to social services, online tutoring, and parent engagement activities. These comprehensive supports are designed to close equity gaps, improve school climate, and ensure all students are supported in reaching their academic and postsecondary goals.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 6, 8

An explanation of why the LEA has developed this goal.

Based on the 2024 California School Dashboard, Goal 4 was developed in collaboration with North Park Continuation High School's Leadership Team following a thorough review of performance data. The results—identified as "Very Low" in key areas—played a critical role in shaping the focus of Goal 4. These areas included the Smarter Balanced Summative Mathematics and English language arts assessments results for 11th-grade socioeconomically disadvantaged students, the suspension rate increases in 6 out of the 8 student groups, and the College/Career Indicator (CCI) for all students, including homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic subgroups.

Following this analysis, the North Park Continuation High School Site Council—composed of teachers, parents, students, and the site principal—reviewed and provided input on the goal, associated metrics, proposed actions, and budget. Their involvement highlighted the essential role of stakeholder engagement in driving continuous improvement and equity-focused strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results Smarter Balanced Mathematics Summative Assessment in Grade 11 Source: caschooldashboard.org	2023 CA School Dashboard Socioeconomically Disadvantaged -204.7 DFS 81 students	2024 CA School Dashboard Socioeconomically Disadvantaged -237.5 DFS 54 students		2026 CA School Dashboard Socioeconomically Disadvantaged -192.7 DFS	Increased Distance From the Standard (DFS) by 32.8 points.

2	CA School Dashboard Suspension Rate Indicator for Students with Disabilities Represents unduplicated percentage of students suspended at least one full day Source: caschooldashboard.org	2023 CA School Dashboard All Students 13.7 or 52/379 Homeless 6.7 or 2/30 Socioeconomically Disadvantaged 13.6 or 48/353 Students with Disabilities 20.0 or 16/80 Hispanic13.8 or 50/362 English Learners 10.3 or 4/39 Long-Term English Learners 11.8 or 4/34 Foster Youth 6.7 or 1/15	2024 CA School Dashboard All Students 14.9 or 56/376 Homeless 4.2 or 1/24 Socioeconomically Disadvantaged 15.2 or 55/362 Students with Disabilities 10.4 or 8/77 Hispanic 14.9 or 53/355 English Learners 15.4 or 8/52 Long-Term English Learners 17.4 or 8/46 Foster Youth 24.0 or 6/25		2026 CA School Dashboard All Students Homeless Socioeconomically Disadvantaged Students with Disabilities Hispanic English Learners Long-Term English Learners Foster Youth	Difference All Students - Increased 1.2 Homeless - Decreased -2.5 Socioeconomically Disadvantaged - Increased 1.6 Students with Disabilities - Decreased -9.6 Hispanic - Increased 1.1 English Learners - Increased 5.1 Long-Term English Learners - Increased 5.6 Foster Youth - Increased 17.3
3	CA School Dashboard College/Career Indicator Represents the percentage of high school graduates who are prepared for college or a career Source: caschooldashboard.org	2023 CA School Dashboard All Students 4.5% Homeless 4.3% Socioeconomically Disadvantaged 4.6% Students with Disabilities 2.6% Hispanic 4.8%	2024 CA School Dashboard All Students 3.4% Homeless 4.3% Socioeconomically Disadvantaged 3.4% Students with Disabilities 0.0% Hispanic 3.6%		2026 CA School Dashboard All Students 12% Homeless 12% Socioeconomically Disadvantaged 12% Students with Disabilities 10% Hispanic 12%	All Students -1.1% Homeless 0% Socioeconomically Disadvantaged -1.2% Students with Disabilities -2.6% Hispanic -1.2%

Goal Analysis for 2024-2025

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

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

Action 4.1: Professional Development and Coaching
Due to scheduling conflicts, North Park Continuation was unable to secure a consultant to provide professional development in restorative practices during the initial implementation period, this not implemented. Despite this challenge, plans are actively in place to hire a consultant, and a contract is currently being submitted to the board for approval. This professional development will support staff in implementing restorative practices with fidelity once the contract is finalized and the training begins.

Action 4.2: Social Services Support
Efforts to secure a part-time social worker during the school year was not successful or implemented. To address this ongoing need, North Park Continuation is working with an agency over the summer to develop a contract that will provide social emotional supports three days per week. In the absence of a dedicated person, district staff stepped in during the 2024–2025 school year to provide social-emotional support services to students above and beyond their regular responsibilities.

Action 4.3: Online Supports
The implementation of literacy tools under this action is ongoing and partially complete. NEWSELA has been introduced as an online literacy tool and is already showing promising improvements in student reading. NPHS is currently working with NEWSELA to obtain improved summary reports to better support student evaluation efforts. In addition, the English Department has reported steady gains in student writing skills since implementing QUILL. Data monitoring supports the effectiveness of QUILL as a writing improvement tool. ZINC, another reading comprehension resource, has been introduced more recently. As such, it is too early to fully evaluate its impact. More time is needed for implementation and to collect sufficient data for a thorough assessment.

Action 4.4: Family and Community Engagement
Based on feedback from families, parent engagement workshops to support student health and wellness have been implemented, including suicide prevention, academic coaching, and education on the risks of vaping and tobacco use. These efforts aim to enhance parent and student awareness, resilience, and overall well-being. An updated comprehensive needs assessment was completed to identify needs for 2025-2026.

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

Action 4.1: Professional Development and Coaching
Budgeted $150,000.00 with no funds expended.
Scheduling conflicts. Contract in place for 2025-2026.
New allocation for 2025-2026 is $100,000.00

Action 4.2: Social Services Support
Budgeted $100,000.00 with $474.95 expended.
Using existing services provided by other fundings.
New allocation for 2025-2026 is $150,000.00

Action 4.3: Online Supports
Budgeted $100,000.00 with $7,369.99 used.
Seeking input from staff and educational partners.
New allocation for 2025-2026 is $50,000.00

Action 4.4: Family and Community Engagement
Budgeted $39,750.00 with no funds expended.
Some parent workshops provided free of charge.
New allocation for 2025-2026 is $53,084.00

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

Effectiveness actions include counselors working with students to align class schedules to accommodate credit recovery needs, interests, and post-secondary goals.

Actions 4.1 and 4.2 were not effective due to scheduling difficulties in securing consultants for implementation. As a result, the intended activities were delayed or not carried out as planned.

Action 4.3: Online Supports
This action is ongoing and partially complete, and therefore considered partially effective at this stage. The English Department has reported steady gains in student writing skills since the implementation of QUILL. However, it is still too early to fully evaluate the program's impact. Additional time is needed for full implementation and to collect sufficient data for a comprehensive assessment.

Action 4.4: Based on students with disabilities lowered suspension rate to 10.4% from 20.0% in 2023, North Park staff excel in connecting with students through positive, trusting relationships with teachers and staff to improve attendance, motivation, and behavior.

Successes
• Students with disabilities improved by lowering their suspension rate to 10.4% from 20.0% in 2023. (Actions 4.1, 4.2)
• Students experiencing homelessness improved by lowering their suspension rate to 4.4% from 6.7% in 2023. (Actions 4.1, 4.2)
• English learners improved by their graduation rate to 70.4% from 65.2% in 2023. (Action 4.3)

Challenges
• North Park's overall suspension rate increased by 1.2%. In fact, suspension rates increased in 5 out of 7 student groups.
• North Park's College/Career Indicator (CCI) on the California School Dashboard declined for all students, including English learners, long-term English learners, students experiencing homelessness, and students with disabilities. These declines are based on comparisons between different cohorts of students each year, which may impact year-to-year consistency in performance trends.

Actions outlined in our three-year LCAP require time for full implementation and to show measurable impact. Research indicates it can take two to three years to effectively implement an initiative and assess its outcomes. As we are currently in Year 1 of implementation, many actions are still in the early or developing stages. Sufficient time is needed to monitor progress and determine the effectiveness of each action based on data and results.

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.

Many students at North Park Continuation School face trauma, instability, or mental health challenges that significantly impact their learning. To better support these students, Equity Multiplier funds will be used to build staff capacity through professional development (Action 4.1) in trauma-informed practices, restorative justice, culturally responsive teaching, and social-emotional learning (SEL). In addition, North Park will participate in the district-wide rollout of a Multi-Tiered System of Supports (MTSS) to promote alignment, consistency, and shared responsibility across the system.

As part of our commitment to equity, North Park will focus on reducing disproportionate suspension rates across student groups. In addition to monitoring overall suspension data, the school will disaggregate outcomes for key subgroups—including all students, English learners, Long-Term English Learners (LTELs), foster youth, socioeconomically disadvantaged students, and Hispanic students—to identify and address disparities. This school year, staff will participate in professional development focused on restorative practices, which will be used as a key strategy to reduce exclusionary discipline, repair harm, and build stronger, more inclusive relationships across campus. These efforts will be reinforced with expanded social-emotional supports (Action 4.2), including access to counseling, wellness check-ins, and trauma-informed practices that help students build resilience and self-regulation. Together, these actions aim to foster a positive school climate where all students feel respected, connected, and supported.

However, implementing and sustaining these strategies is particularly challenging in a continuation school setting, where student populations are highly fluid due to mid-year enrollments, varying intake times, and differing lengths of stay. This constant turnover makes it difficult to ensure continuity of instruction, establish and maintain trusting relationships, and fully implement multi-step interventions or support plans. Staff must continually adapt to new students, reestablish classroom routines, and rebuild connections, which can disrupt progress and limit the long-term impact of supports designed to improve student outcomes. In response, the school has expanded access to online academic supports (Action 4.3) to provide flexible, consistent learning opportunities regardless of when students enroll. Additionally, efforts to strengthen parent engagement (Action 4.4)—through regular communication, family outreach events, and bilingual support—are helping to create a stronger connection between home and school, which is essential for student success in this dynamic setting.

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	Professional Development and Coaching	Professional development and ongoing coaching provided throughout the school year. Topics to be addressed include restorative justice practices, trauma-informed practices, project-based learning, and equitable grading practices.	$150,000.00	No
2	Social Services Support	Social services support to provide individualized or small group crisis intervention, develop intervention strategies to increase academic success, assist with conflict and anger management, and assist staff in understanding factors that may affect student performance and behavior. The school will prioritize services for students with disabilities identified for suspension.	$100,000.00	No
3	Online Supports	Online tutoring or E-Study Hall will address individual students' learning styles and personal preferences, offer flexible scheduling and access to a wide range of knowledge, and encourage confidence-boosting interactions. Intervention staff will prioritize services for the socioeconomically disadvantaged in mathematics.	$100,000.00	No
4	Family and Community Engagement	Family and community engagement activities will address the steps to establish strong relationships with families of students with disabilities. These activities will establish a partnership to provide parents of identified student groups with hands-on workshops, seminars, and ongoing	$39,750.00	No

		support. Workshops for families and students will include topics on available college and career resources and how to assist all students, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanics in post-secondary choices.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$44,781,489.00	$5,825,291.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.56%	0.00%	$0.00	41.56%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	This action is intentionally designed to meet the specific needs of low-income students, English learners, and foster youth by embedding targeted instructional support at every level—from classroom instruction to site leadership. Curriculum Technology Intervention Coaches (CTICs) provide differentiated professional development and model effective strategies that address language development, learning gaps, and trauma-informed practices. Intervention Teachers on Special Assignment work directly with students to provide individualized support. At the leadership level, Student Achievement Directors and District Teachers on Special Assignment use data to identify trends and ensure resources and instruction are aligned to the needs of these student groups. This layered approach ensures that staff are equipped to implement responsive, equity-focused instruction that directly addresses the barriers that low income, English learners, and foster youth often face. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 2	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	This action is specifically designed to meet the unique academic and social-emotional needs of low-income students, English learners, and foster youth through targeted support provided by paraprofessionals and classified staff. Paraprofessionals offer individualized and small-group instruction within the classroom, reinforcing key concepts and providing consistent academic support for foster youth and low-income students who may experience interrupted learning or require reteaching. These staff also assist with digital intervention programs, ensuring students are engaged and supported in mastering foundational skills. Bilingual paraprofessionals deliver essential language support to English learners, helping them access grade-level content while also monitoring their academic progress to ensure timely interventions. English Learner Program Aides (ELPAs) enhance instructional effectiveness by administering and scoring assessments, allowing teachers to tailor instruction based on accurate, real-time data. Paraprofessionals also work alongside Intervention Teachers on Special Assignment to strengthen Tier 2 and Tier 3 supports—particularly important for foster youth and English learners who often need more intensive, individualized attention. Finally, library aides at elementary sites and library technicians at secondary schools increase equitable access to academic resources for low-income students, many of whom lack transportation to city libraries or access to books and technology at home. Collectively, these staff members form a critical layer of support that directly addresses the barriers these students face and promotes greater equity in learning opportunities. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 3	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Baldwin Park Unified School District takes a data-driven approach to improving teaching and learning by aligning curriculum, professional development, and supplemental instructional materials with the specific needs identified through student performance data. Curriculum committees regularly review program assessment reports and analyze achievement data—particularly for low-income students, English learners, and foster youth—to identify instructional gaps and prioritize areas for support. Based on these findings, the District develops and refines classroom curriculum, evaluates supplemental instructional materials and programs, and updates key tools such as pacing guides, benchmark assessments, and assessment schedules. Additionally, professional development is strategically planned and implemented to address identified instructional challenges, with a focus on equitable access to standards-based instruction. The acquisition of training materials and supplemental resources is similarly guided by data to ensure that interventions directly target the needs of low-income students, English learners, and foster youth, who require the most support. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 4	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Professional development will enhance the knowledge and capacity of certificated and classified staff in serving English learners, low-income students, and foster youth. Two non-student professional development days will be provided for both certificated and classified employees who work directly with these student groups. For 180-day paraprofessionals, training will be scheduled on non-student days to avoid pulling them from classroom instruction. These sessions will focus on strategies to reinforce and support teachers in effectively serving low-income students, English learners, and foster youth. Professional development activities will emphasize evidence-based instructional practices for English learners, as well as strategies to address learning loss among all unduplicated student groups. In addition, targeted sessions will include social-emotional support specifically designed to meet the unique needs of foster youth. Additionally, the district will continue its initiative to support cohorts of teachers in implementing the Science of Reading, a research-based approach grounded in evidence from cognitive science and reading development. This initiative supports improved literacy with a particular focus on closing achievement gaps for English learners and low-income students. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing targeted instructional support at every level—from classroom instruction to site to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 5	As reported on the 2024 CDE DataQuest for the California Science Test (CAST), only 2.36% of English learners, 9.62% of foster youth, and 20.73% of low-income students met or exceeded the standard for science. All three unduplicated student groups in Baldwin Park Unified School District scored below the overall all students rate of 30.7% who met or exceeded the standard for Science on the California Science Test (CAST).	Baldwin Park Unified School District to expand access to high-quality STEM (Science Technology, Engineering and Mathematics) education for low-income students and English learners. This will be implemented through professional development for teachers in Next Generation Science Standards (NGSS) and the use of supplemental materials that support hands-on, language-rich learning experiences for English learners. These efforts ensure equitable access to engaging, real-world STEM instruction that supports college and career readiness for low-income students. Project Lead the Way (PLTW) provides hands-on STEM learning that supports English learners, low-income students, and foster youth by building academic language, offering access to rigorous courses, and engaging students with real-world skills that promote college and career readiness. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to high quality STEM and PLTW activities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced California Science Test (CAST) administered to students in 5th, 8th, and once in high school.
Goal 1 Action 6	As reported on the 2024 CA School Dashboard College/Career Levels and Measures Report & Data In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 57.8% of low-income students, 26.5% of English learners, and 27.8% of foster youth are classified as College/Career Indicator (CCI) prepared or approaching prepared.	Baldwin Park Unified School District provides the Dual Language program, Gifted and Talented Education (GATE), and Advanced Placement (AP) courses to support low-income students and foster youth in preparing for college and careers. The Dual Language program builds bilingual skills and academic achievement, GATE offers advanced curriculum to develop critical thinking and creativity, and AP courses provide rigorous, college-level instruction that promotes college readiness and can reduce higher education costs. Together, these programs create equitable opportunities that empower low income, English learners, and foster youth students to succeed academically and pursue postsecondary success. This action is LEA-wide because it will also serve other student groups, such as long-term English learners and students with disabilities by providing equitable opportunities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The percentage of graduates who met each of the measures in the College Career Indicator (CCI) - prepared and approaching prepared levels.

Goal 1 Action 7	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide a digitally rich and supportive learning environment tailored to low-income students, foster youth, and English learners, particularly those facing academic or behavioral challenges. Alternative educational programs, designed to meet the unique needs of these students. These programs include Digital Learning and Beyond (DLAB) at Vineland and Baldwin Park High Schools, Saturday School, ASAP and ACT programs, intervention and study skills support, reconnecting youth initiatives, summer school for credit-deficient students, and online credit recovery courses. Together, these comprehensive resources ensure all low income, English learners and foster youth have equitable opportunities to succeed and graduate on time. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to digital resources and programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 8	Dashboard College/Career Levels and Measures Report & Data In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 57.8% of low-income students, 26.5% of English learners, and 27.8% of foster youth are classified as College/Career Indicator (CCI) prepared or approaching prepared.	Baldwin Park Unified provides focused support for low-income students, English learners, and foster youth through programs like ERWC, which builds critical academic skills, and dual enrollment courses that offer college credit to reduce barriers for low income and English learners. The AVID program develops key success skills with college tutoring, while dedicated counselors prioritize foster youth with personalized guidance, college visits, and scholarship support to promote college and career readiness. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to college and career readiness programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The percentage of graduates who met each of the measures in the College Career Indicator (CCI) - prepared and approaching prepared levels.

Goal 1 Action 9	As reported on the 2024 CA School Dashboard College/Career Levels and Measures Report. The number and percentage of graduates who completed at least one Career Technical Education (CTE) pathway. In Baldwin Park Unified School District, 2024 California School Dashboard data shows that only 164 out of 937 low-income students (17.5%), 10 out of 98 English learners (10.2%), and 0 out of 18 foster youth (0%) graduates completed at least one Career Technical Education (CTE) pathway.	Baldwin Park Unified strategically uses Career Technical Education (CTE) to support low-income students, English learners, and foster youth in developing critical skills for college and career success. CTE courses build communication skills essential for English learners, using collaborative, real-world tasks that support language development in context. For low-income students, programs are made widely accessible through free in-school offerings. Foster youth benefit from expanded mentorships, internships, and hands-on career experiences, which provide stability, guidance, and exposure to viable postsecondary paths. Programs like CTE, ROP, Perkins, Culinary Arts, and Adult Education are key pathways tailored to meet the needs of these unduplicated student groups. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access to Career Tech Ed programs to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard College/Career Levels and Measures Report. The number and percentage of graduates who completed at least one Career Technical Education (CTE) pathway.
Goal 1 Action 10	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Low-income and foster youth students will receive additional instructional support and materials beyond the base, ensuring they have equitable access to the resources their higher-income peers may already have at home. English learners will be provided with supplemental materials specifically designed to support efficient English language acquisition and access to core academic content. These targeted supports help eliminate barriers and ensure that low income, foster youth, and English learners have the resources and necessary supports. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing access supplemental materials to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 11	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Co-teaching in English-language arts and mathematics at the secondary level provides low-income students, English learners and foster youth with increased options for learning. Co-teaching is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. For low-income students there is increased opportunities of exposure to learning concepts. For English learners increased student engagement time breaks down language barriers, thus increases student participation. For low-income students, English learners, and foster youth, there are the benefits of reduced student/teacher ratio, increased instructional options for all students, and diversity of instructional styles. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing co-teaching opportunities to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 12	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide increased digital literacy support for low-income students, English learners, and foster youth by staffing an ETS Director/Chief Technology Officer, a Coordinator of Assessment, Data, and Educational Technology, an Infrastructure System Manager, and computer technicians to ensure equitable access and effective use of instructional technology. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing technology resources to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 13	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide a digitally rich and supportive learning environment for low-income students, foster youth, and English learners by continuing to supply technology devices—including tablets, laptops, charging carts, hotspots, and related materials—to support equitable access to digital curriculum. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing technology resources to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 1 Action 14	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Additional teachers above the base will reduce the student-to-teacher ratio, allowing low-income students, English learners, and foster youth to receive increased individualized attention, targeted instruction aligned to their needs, more opportunities for active participation, and improved communication between teachers and families. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing a reduced student-to-teacher ratio to close the achievement gaps across multiple student populations, not just the unduplicated groups.	CAASPP Smarter Balanced English-language arts and mathematics administered to 3rd – 8th graders and 11th graders.
Goal 1 Action 15	As reported on the 2024 CA School Dashboard, results for English language arts, English learners had an average Distance from Standard (DFS) of -64.9, foster youth -60.8, and low-income students -29.2. All three unduplicated student groups scored below the overall student average of -25 DFS. In Mathematics, the gaps are even wider, with English learners scoring an average DFS of -94.8, foster youth -91.4, and low-income students -74.9—again, all significantly below the all student group average.	Provide substitute coverage to allow teachers time to observe and assess students' needs for Tier 2 and Tier 3 interventions, and to conference with administrators and parents of English learners, low-income students, and foster youth. Add eight teachers to give all teachers of these student groups a 1/6 period for one-on-one support to unduplicated student groups. This action is LEA-wide as it benefits multiple student groups—including long-term English learners, students with disabilities, homeless students, white students, and Hispanic students—by providing substitute coverage to assess Tier 2 and Tier 3 student needs and one-on-one support. This broader approach supports closing achievement gaps across diverse populations, not solely focusing on unduplicated groups.	CAASPP Smarter Balanced English-Language Arts and mathematics administered to 3rd – 8th graders and 11th graders.

Goal 2 Action 1	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide six credentialed school nurses, with each school site staffed by a health clerk or Licensed Vocational Nurse (LVN). Health services extend beyond the base program to specifically support low-income students, foster youth, and English learners. These enhanced services include on-campus vision, hearing, and dental screenings at no cost for qualifying students, referrals to free or low-cost clinics and dental care. Foster youth benefit from staff trained to recognize and report signs of abuse. Families of English learners receive assistance in understanding the U.S. healthcare and school systems, with special attention given to newcomers' unique needs. This action is LEA-wide as it benefits multiple student groups—including long-term English learners, students with disabilities, homeless students, white students, and Hispanic students—by providing wellness services. This broader approach supports decreasing chronic absenteeism across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 2	As reported on the 2024 CA School Dashboard for the Suspension Rate Indicator, Baldwin Park Unified School District's rates are 5.1% for low-income students, 4.9% for English learners, and 19.0% for foster youth. Increase from 2023 represent a need for other means of correction, the district has not yet returned to pre-pandemic 2019 rates of 3.4% for low-income students, 2.3% for English learners, and 12.4% for foster youth.	Provide comprehensive student support services that advocate for foster youth and English learners while connecting low-income families to community resources. Implement mental health screening tools and deliver targeted counseling focused on coping skills, trauma-informed care, and behavioral support, especially for foster youth. School psychologists also support crisis counseling, conduct threat assessments, and lead awareness campaigns during national prevention weeks. Additionally, a school psychologist on special assignment assists with expanding the district's Multi-Tiered System of Supports (MTSS) framework to support low income, English learners, and foster youth. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing student services and support to district MTSS framework implementation. This broader approach supports decreasing suspension rates across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Suspension Rate Indicator

Goal 2 Action 3	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth	Provide campus security aides at secondary schools to lower the pupil-to-adult ratio. At elementary schools, playground and noon supervisors offer consistent monitoring to address unsafe behavior and support a safe environment for low-income students and support for newcomer English learners. Additionally, crossing guards are assigned to high-need sites serving low-income communities to ensure equitable access to safe routes to school. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing equity in school safety. This broader approach supports decreasing chronic absenteeism across diverse populations, not solely focusing on unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 4	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide supplemental emergency supplies beyond those funded by the base program. Unlike more affluent districts where families often contribute supplies, Baldwin Park Unified ensures that students from low-income families have equitable access to necessary resources during emergencies. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing supplemental emergency supplies to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 2 Action 5	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Supplement home-to-school transportation services for low-income students above the base for safe access to school. Added access is provided for low-income families without means of transportation. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing home-to-school transportation to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups.	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).

Goal 2 Action 6	As reported on the 2024 CA School Dashboard for the Chronic Absenteeism Indicator, Baldwin Park Unified School District's rates are 21.1% for low-income students, 18.1% for English learners, and 14.6% for foster youth. While these declines represent significant progress since the height of the COVID-19 pandemic, the district has not yet returned to pre-pandemic 2019 rates of 8.9% for low-income students, 8.0% for English learners, and 10.0% for foster youth.	Provide supplemental resources to increase access to instrumental music and visual and performing arts programs for low income, English learners and foster youth as defined as a broad course study in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220. Families of English learners are unsure of equipment needs or where to access. Low-income families and foster youth often do not have the means to take part in extra-curricular activities. Provide supplemental resources over and above for after school/ extracurricular physical fitness programs educating the total student. Supplemental resources in the form of equipment, field/facilities improvement, uniforms, athletic trainer and staff stipends offered to ensure equitable opportunities for underserved low income, English Learners and foster youth. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing supplemental programs and resources to close the chronic absenteeism gaps across multiple student populations, not just the unduplicated groups	CA School Dashboard Chronic Absenteeism Indicator (TK-8th grade).
Goal 3 Action 1	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4."	Provide school community liaisons at each school site to support parents of low income, English learners, and foster youth families who cannot afford resources to engage them and make them partners in their child's education. Services can include facilitating and implementing parent workshops, outreach to parents of chronically absent students, translating for the Spanish-speaking parent, serving as the bridge between the school and the home. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing services of a school community liaison to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community."

Goal 3 Action 2	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4."	Provide communication services to benefit low-income families, English learners, and foster youth by ensuring timely, clear, and accessible information across multiple platforms. By using online portals, social media, and traditional flyers, the district reaches families with varying levels of technological access and language proficiency. The Public Information Officer helps tailor messaging to be consistent and culturally relevant, making it easier for low income, foster youth and English learner families to engage with school activities, resources, and supports. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing varying levels of technological access and a public information officer to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community."

Goal 3 Action 3	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4."	Provide a district translator to offer parents of English learners the opportunity to actively engage in their child's learning. These translation services will be provided free of charge to low-income families to ensure equitable access and meaningful participation. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by providing translating services to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community."
Goal 3 Action 4	As reported on the 2024 California School Dashboard for the Graduation Rate Indicator, Baldwin Park Unified School District's rates are 21.1% (857/937) for low-income students, 78.6% (77/98) for English learners, and 66.7% (12/18) for foster youth. In comparison, the graduation rate for all students is 91.5% (886/968). These figures highlight significant gaps in graduation rates for low-income students and foster youth, underscoring the need for targeted support to improve outcomes.	Collaborate with community and government officials to hold a district wide college and career fair and other community wide events. Provide workshops during the events designed to meet the needs of low income, English learners and foster youth. Provide translators for Spanish-speaking parents. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by access to district wide community event improve graduation rates across multiple student populations, not just the unduplicated groups.	CA School Dashboard Graduation Rate Indicator.

Goal 3 Action 5	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community." Conducted a focus group using the Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool to assess parent involvement and family engagement. The focus group included a representative sample of parents, specifically ensuring participation from families of low-income students, English learners, and foster youth. Scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability 2023-2024 Parent Focus Group rated the district implementation as a "4."	Provide access to volunteer tools to streamline the process of getting parents of English learners and low-income students into the school to volunteer. For example, fingerprinting services provided free of charge for low income and foster youth families. Translator services available to explain the process to parents of English learners. This action is LEA-wide because it will also serve other student groups, such as long-term English learners, students with disabilities, homeless students, white students, and Hispanic students by removing barriers to volunteering in the classroom to achieve sustainability rating in creating welcoming environments to all families, not just the unduplicated groups.	Local Control Funding Formula (LCFF) Priority 3: Self-Reflection Tool for Parent Involvement and Family Engagement Building Relationships – Statement 2: "Rate the LEA's progress in creating welcoming environments for all families in the community."

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Baldwin Park Unified School District will utilize the additional Concentration Grant Add-on Funding to strategically refocus the roles and responsibilities of existing staff in order to increase direct academic and social-emotional support for students at school sites with a high concentration (above 55%) of foster youth, English learners, and low-income students. Rather than hiring new personnel, the district will realign staff time and responsibilities to expand Tier 3 intervention services for students whose needs extend beyond what Tier 1 and Tier 2 supports can address.

LCAP Concentration Funds will be utilized to target specific low income, English learners, and foster youth student groups identified through data, including transitional kindergarten through first grade students who are not meeting at least 80% of the assessed areas in reading development; second and third grade students reading two or more grade levels below expectation; and sixth and eighth grade students who are receiving D or F grades in more than two core academic classes. These students require intensive academic intervention and social-emotional support to close learning gaps and improve long-term educational outcomes (Goal 2 Action 2)

To meet these needs, the district will reallocate time within the existing schedules of certificated and classified staff. Staff will be assigned designated intervention periods during the school day to provide one-on-one and small group instruction tailored to student needs. Non-instructional duties will be reduced where possible to allow more time for direct services. Staff will receive professional development training based on research and recommendations developed through committee work, to support the delivery of targeted interventions, utilize assessment data to inform instruction, and build capacity for differentiated support (Goal 1 Actions 3 and 4). Staff such as Intervention Teachers-on-Special-Assignment, instructional aides, and Curriculum Technology Intervention-Coaches (CTICs) will collaborate across roles to implement evidence-based practices, monitor student progress, and make instructional adjustments. School sites will organize a core support team to meet regularly and coordinate the delivery and evaluation of interventions.

Refocused staff will implement explicit, systematic instruction designed to address the root causes of students' academic and behavioral challenges. Weekly progress monitoring will be conducted to track student growth, guide instructional decisions, and ensure the effectiveness of the interventions. By leveraging existing personnel more strategically, the district aims to accelerate academic progress, especially in foundational reading skills and core subject performance, and to provide more responsive, individualized support to the students who need it most.

This approach ensures that the district is maximizing available resources to deliver meaningful and measurable support to its most vulnerable student populations, in alignment with equity goals and the intended use of Concentration Grant Add-on Funds.

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		22.11
Staff-to-student ratio of certificated staff providing direct services to students		14.07

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$107,744,773.00	$44,781,489.00	41.56%	0.00%	41.56%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$114,437,433.00	$53,551,922.00	$4,751,693.00	$8,406,788.00	$181,147,836.00	$56,328,009.00	$124,819,827.00

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	Staff to Support Academic Achievement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$20,262,775	$0	$11,256,918	$7,248,975	$0	$1,756,882	$20,262,775	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,781,775	$0	$2,171,234	$700,439	$0	$910,102	$3,781,775	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Homeless, English learner (EL), White, Student with Disabilities (SWD), Foster Youth	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$276,593	$2,515,390	$2,791,983	$0	$0	$0	$2,791,983	0.00%
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$1,783,114	$372,191	$1,249,830	$905,475	$0	$0	$2,155,305	0.00%

1	5	Science, Technology, Engineering, and Math Integration	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$654,552	$232,423	$886,975	$0	$0	$0	$886,975	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$116,225	$211,400	$327,625	$0	$0	$0	$327,625	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,063,531	$4,772,671	$1,788,920	$3,690,430	$0	$1,356,852	$6,836,202	0.00%
1	8	Increasing College/Career Readiness	Student with Disabilities (SWD), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$4,261,028	$103,885	$4,364,913	$0	$0	$0	$4,364,913	0.00%
1	9	Career and Technical Education Pathways and Programs	Student with Disabilities (SWD), Foster Youth	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$144,600	$1,374,781	$1,385,327	$134,054	$0	$0	$1,519,381	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$2,239,769	$740,715	$1,499,054	$0	$0	$2,239,769	0.00%
1	11	Increasing Student Access to State Standards	White, Student with Disabilities (SWD), Homeless, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$1,832,225	$50,500	$1,882,725	$0	$0	$0	$1,882,725	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,160,596	$0	$2,160,596	$0	$0	$0	$2,160,596	0.00%
1	13	Instructional Technology and Support	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$1,543,000	$1,543,000	$0	$0	$0	$1,543,000	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$5,084,934	$0	$5,084,934	$0	$0	$0	$5,084,934	0.00%
1	15	Measuring Student Learning Through Assessment	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$992,105	$61,960	$1,054,065	$0	$0	$0	$1,054,065	0.00%

1	16	Teachers and Support Staff Salaries	All	No				Ongoing	$0	$104,524,622	$63,054,725	$33,803,953	$4,179,418	$3,486,526	$104,524,622	0.00%
1	17	Supporting English Learners	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	18	Supporting Long-term English Learners	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	19	English Language Development	English learner (EL), Long-term English learner	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	1	Student Wellness	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,843,733	$470,883	$2,168,559	$7,500	$138,557	$0	$2,314,616	0.00%
2	2	Social Emotional Support for the Whole Student	African-American	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,427,935	$67,547	$1,325,915	$1,616,118	$433,718	$119,731	$3,495,482	0.00%
2	3	Equity in School Safety for Vulnerable Youth	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,916,988	$1,044,548	$2,166,987	$794,549	$0	$0	$2,961,536	0.00%
2	4	Supplemental Emergency Supplies	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$570,000	$570,000	$0	$0	$0	$570,000	0.00%
2	5	Home to School Safety	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,638,658	$2,975,092	$1,742,125	$2,761,625	$0	$110,000	$4,613,750	0.00%
2	6	Beyond the Classroom	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,657,059	$650,952	$3,308,011	$0	$0	$0	$3,308,011	0.00%

3	1	Home-School Connectedness	Low Income, Homeless, Hispanic or Latino, White, Student with Disabilities (SWD)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$1,240,605	$82,080	$670,775	$0	$0	$651,910	$1,322,685	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$77,320	$494,748	$572,068	$0	$0	$0	$572,068	0.00%
3	3	Translation and Interpretation Services	English learner (EL), Hispanic or Latino, Long-term English learner, Asian, Filipino	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$102,302	$20,000	$122,302	$0	$0	$0	$122,302	0.00%
3	4	Parent, Family, and Community Engagement Activities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$9,356	$16,850	$26,206	$0	$0	$0	$26,206	0.00%
3	5	Parent, Family, and Community Engagement Tools	Foster Youth, Homeless, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$34,785	$20,000	$0	$0	$14,785	$34,785	0.00%
4	1	Professional Development and Coaching	English learner (EL), Foster Youth, Homeless, Long-term English learner, Low Income	No				Ongoing	$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
4	2	Social Services Support	Foster Youth, Homeless, Low Income, Student with Disabilities (SWD)	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%

4	3	Online Supports	Hispanic or Latino, Homeless, Low Income, Student with Disabilities (SWD), Long-term English learner, Foster Youth, English learner (EL)	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
4	4	Family and Community Engagement	Student with Disabilities (SWD), Homeless, Low Income, Long-term English learner, Foster Youth, English learner (EL)	No				Ongoing	$0	$39,750	$0	$39,750	$0	$0	$39,750	0.00%

2025-2026 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
$107,744,773.00	$44,781,489.00	41.56%	0.00% - No Carryover	41.56%	$51,382,708.00	0.00%	47.69%	**Total:**	$51,382,708.00
								LEA-wide Total:	$51,382,708.00
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff to Support Academic Achievement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$11,256,918.00	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,171,234.00	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$2,791,983.00	0.00%

1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$1,249,830.00	0.00%
1	5	Science, Technology, Engineering, and Math Integration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$886,975.00	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$327,625.00	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,788,920.00	0.00%
1	8	Increasing College/Career Readiness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$4,364,913.00	0.00%
1	9	Career and Technical Education Pathways and Programs	Yes	LEA-wide	English learner (EL)	All Schools	$1,385,327.00	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$740,715.00	0.00%
1	11	Increasing Student Access to State Standards	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,882,725.00	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,160,596.00	0.00%
1	13	Instructional Technology and Support	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,543,000.00	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$5,084,934.00	0.00%
1	15	Measuring Student Learning Through Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,054,065.00	0.00%
2	1	Student Wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,168,559.00	0.00%

2	2	Social Emotional Support for the Whole Student	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,325,915.00	0.00%
2	3	Equity in School Safety for Vulnerable Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,166,987.00	0.00%
2	4	Supplemental Emergency Supplies	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$570,000.00	0.00%
2	5	Home to School Safety	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,742,125.00	0.00%
2	6	Beyond the Classroom	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,308,011.00	0.00%
3	1	Home-School Connectedness	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$670,775.00	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$572,068.00	0.00%
3	3	Translation and Interpretation Services	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$122,302.00	0.00%
3	4	Parent, Family, and Community Engagement Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$26,206.00	0.00%
3	5	Parent, Family, and Community Engagement Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$20,000.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$169,477,823.00	$162,092,199.00

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	Staff to Support Academic Achievement	Yes	$12,658,486.00	$13,204,404.00
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	$2,770,473.00	$2,482,094.00

1	3	Actions Above the Base to Support Implementation of State Standards	Yes	$2,576,713.00	$1,556,057.00
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	$1,257,639.00	$1,285,408.00
1	5	Science, Technology, Engineering, and Math Integration	Yes	$1,100,544.00	$683,955.00
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	$307,515.00	$327,151.00
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	$8,073,141.00	$6,986,155.00
1	8	Increasing College/Career Readiness	Yes	$4,381,122.00	$4,178,045.00
1	9	Career and Technical Education Pathways and Programs	Yes	$1,314,732.00	$1,364,730.00
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	$778,602.00	$699,041.00
1	11	Increasing Student Access to State Standards	Yes	$2,140,896.00	$1,902,894.00
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	$2,228,159.00	$2,137,615.00
1	13	Instructional Technology and Support	Yes	$3,218,025.00	$1,339,520.00
1	14	Class Size Reduction and Lower-Class Sizes	Yes	$5,084,934.00	$5,195,954.00
1	15	Measuring Student Learning Through Assessment	Yes	$1,067,862.00	$1,131,915.00
1	16	Teachers and Support Staff Salaries	No	$103,637,064.00	$101,970,283.00
1	17	Supporting English Learners	No	$0.00	$0.00
1	18	Supporting Long-term English Learners	No	$0.00	$0.00
1	19	English Language Development	No	$0.00	$0.00

2	1	Student Wellness	Yes	$3,356,761.00	$2,588,238.00
2	2	Social Emotional Support for the Whole Student	Yes	$2,323,312.00	$2,479,195.00
2	3	Safe, Secure, and Peaceful Schools	Yes	$2,131,370.00	$2,313,811.00
2	4	Student and Staff Safety	Yes	$1,606,500.00	$519,946.00
2	5	Home to School Safety	Yes	$1,265,385.00	$1,762,848.00
2	6	Beyond the Classroom	Yes	$3,746,265.00	$3,601,833.00
3	1	Home-School Connectedness	Yes	$1,188,252.00	$1,063,440.00
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	$538,492.00	$616,471.00
3	3	Translation and Interpretation Services	Yes	$130,065.00	$113,681.00
3	4	Parent, Family, and Community Engagement Activities	Yes	$98,160.00	$122,135.00
3	5	Parent, Family, and Community Engagement Tools	Yes	$34,785.00	$58,975.00
4	1	Professional Development and Coaching	No	$150,000.00	$105,896.00
4	2	Social Services Support	No	$100,000.00	$65,872.00
4	3	Online Supports	No	$100,000.00	$105,366.00
4	4	Family and Community Engagement	No	$39,939.00	$47,841.00
5	1	Online Supports	No	$30,000.00	$32,656.00
5	2	Professional Development	No	$12,630.00	$7,541.00
5	3	Resources for Equitable Access	No	$30,000.00	$41,233.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$45,508,056.00	$53,728,230.00	$47,399,535.00	$6,328,695.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Staff to Support Academic Achievement	Yes	$11,142,154.00	$11,590,072.00	0.00%	0.00%
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	Yes	$2,294,577.00	$2,005,098.00	0.00%	0.00%
1	3	Actions Above the Base to Support Implementation of State Standards	Yes	$2,576,713.00	$1,556,057.00	0.00%	0.00%
1	4	Professional Learning and Related Materials to Support Implementation of State Standards and Increasing Content Knowledge and Cultural Relevance	Yes	$1,257,639.00	$1,285,408.00	0.00%	0.00%
1	5	Science, Technology, Engineering, and Math Integration	Yes	$1,100,544.00	$683,955.00	0.00%	0.00%
1	6	Differentiated Support and Program Options for Advanced Learning	Yes	$307,515.00	$327,151.00	0.00%	0.00%
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	Yes	$2,480,529.00	$1,563,540.00	0.00%	0.00%
1	8	Increasing College/Career Readiness	Yes	$4,381,122.00	$4,178,045.00	0.00%	0.00%

1	9	Career and Technical Education Pathways and Programs	Yes	$1,191,143.00	$1,240,730.00	0.00%	0.00%
1	10	Standards Aligned Supplemental Instructional Materials and Support	Yes	$778,602.00	$699,041.00	0.00%	0.00%
1	11	Increasing Student Access to State Standards	Yes	$2,140,896.00	$1,902,894.00	0.00%	0.00%
1	12	Staff to Support Technology Integration with Teaching and Learning	Yes	$2,228,159.00	$2,137,615.00	0.00%	0.00%
1	13	Instructional Technology and Support	Yes	$3,218,025.00	$1,339,520.00	0.00%	0.00%
1	14	Class Size Reduction and Lower-Class Sizes	Yes	$5,084,934.00	$5,195,954.00	0.00%	0.00%
1	15	Measuring Student Learning Through Assessment	Yes	$1,067,862.00	$1,131,915.00	0.00%	0.00%
2	1	Student Wellness	Yes	$2,369,217.00	$1,612,615.00	0.00%	0.00%
2	2	Social Emotional Support for the Whole Student	Yes	$1,275,770.00	$1,320,960.00	0.00%	0.00%
2	3	Safe, Secure, and Peaceful Schools	Yes	$1,990,822.00	$2,056,955.00	0.00%	0.00%
2	4	Student and Staff Safety	Yes	$1,606,500.00	$519,946.00	0.00%	0.00%
2	5	Home to School Safety	Yes	$0.00	$0.00	0.00%	0.00%
2	6	Beyond the Classroom	Yes	$3,746,265.00	$3,601,833.00	0.00%	0.00%
3	1	Home-School Connectedness	Yes	$777,666.00	$663,114.00	0.00%	0.00%
3	2	Parental Involvement and Family Engagement Communication Tools	Yes	$538,492.00	$616,471.00	0.00%	0.00%
3	3	Translation and Interpretation Services	Yes	$130,065.00	$113,681.00	0.00%	0.00%
3	4	Parent, Family, and Community Engagement Activities	Yes	$23,019.00	$16,260.00	0.00%	0.00%
3	5	Parent, Family, and Community Engagement Tools	Yes	$20,000.00	$40,705.00	0.00%	0.00%

2024-2025 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)
$110,564,024.00	$45,508,056.00	1.58%	42.74%	$47,399,535.00	0.00%	42.87%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$4,103,104.00	$271,221.00	$96,328.00	$2,645.00	$0.00	$3,933,490.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Staff to Support Academic Achievement	$1,059,455.00	$271,221.00	$96,328.00	$2,645.00	$0.00	$327,233.00	$20,262,775.00
1	2	Paraprofessional and Classified Staff to Support Identified Student Groups	$910,102.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,781,775.00
1	3	Actions Above the Base to Support Implementation of State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,791,983.00
1	4	Professional Learning and Related Materials to Support Implementation of State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,155,305.00

		and Increasing Content Knowledge and Cultural Relevance							
1	5	Science, Technology, Engineering, and Math Integration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$886,975.00
1	6	Differentiated Support and Program Options for Advanced Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$327,625.00
1	7	Equitable Access and Opportunities of Support for All Students to Achieve	$1,356,852.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,836,202.00
1	8	Increasing College/Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,364,913.00
1	9	Career and Technical Education Pathways and Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,519,381.00
1	10	Standards Aligned Supplemental Instructional Materials and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,239,769.00
1	11	Increasing Student Access to State Standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,882,725.00
1	12	Staff to Support Technology Integration with Teaching and Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,160,596.00
1	13	Instructional Technology and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,543,000.00
1	14	Class Size Reduction and Lower-Class Sizes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,084,934.00
1	15	Measuring Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,054,065.00

		Learning Through Assessment							
1	16	Teachers and Support Staff Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$3,486,526.00	$104,524,622.00
1	17	Supporting English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	18	Supporting Long-term English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	19	English Language Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Student Wellness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,314,616.00
2	2	Social Emotional Support for the Whole Student	$0.00	$0.00	$0.00	$0.00	$0.00	$119,731.00	$3,495,482.00
2	3	Equity in School Safety for Vulnerable Youth	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,961,536.00
2	4	Supplemental Emergency Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$570,000.00
2	5	Home to School Safety	$110,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,613,750.00
2	6	Beyond the Classroom	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,308,011.00
3	1	Home-School Connectedness	$651,910.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,322,685.00
3	2	Parental Involvement and Family Engagement Communication Tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$572,068.00
3	3	Translation and Interpretation Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$122,302.00
3	4	Parent, Family, and Community Engagement Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$26,206.00
3	5	Parent, Family, and Community Engagement Tools	$14,785.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,785.00

4	1	Professional Development and Coaching	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
4	2	Social Services Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
4	3	Online Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
4	4	Family and Community Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,750.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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