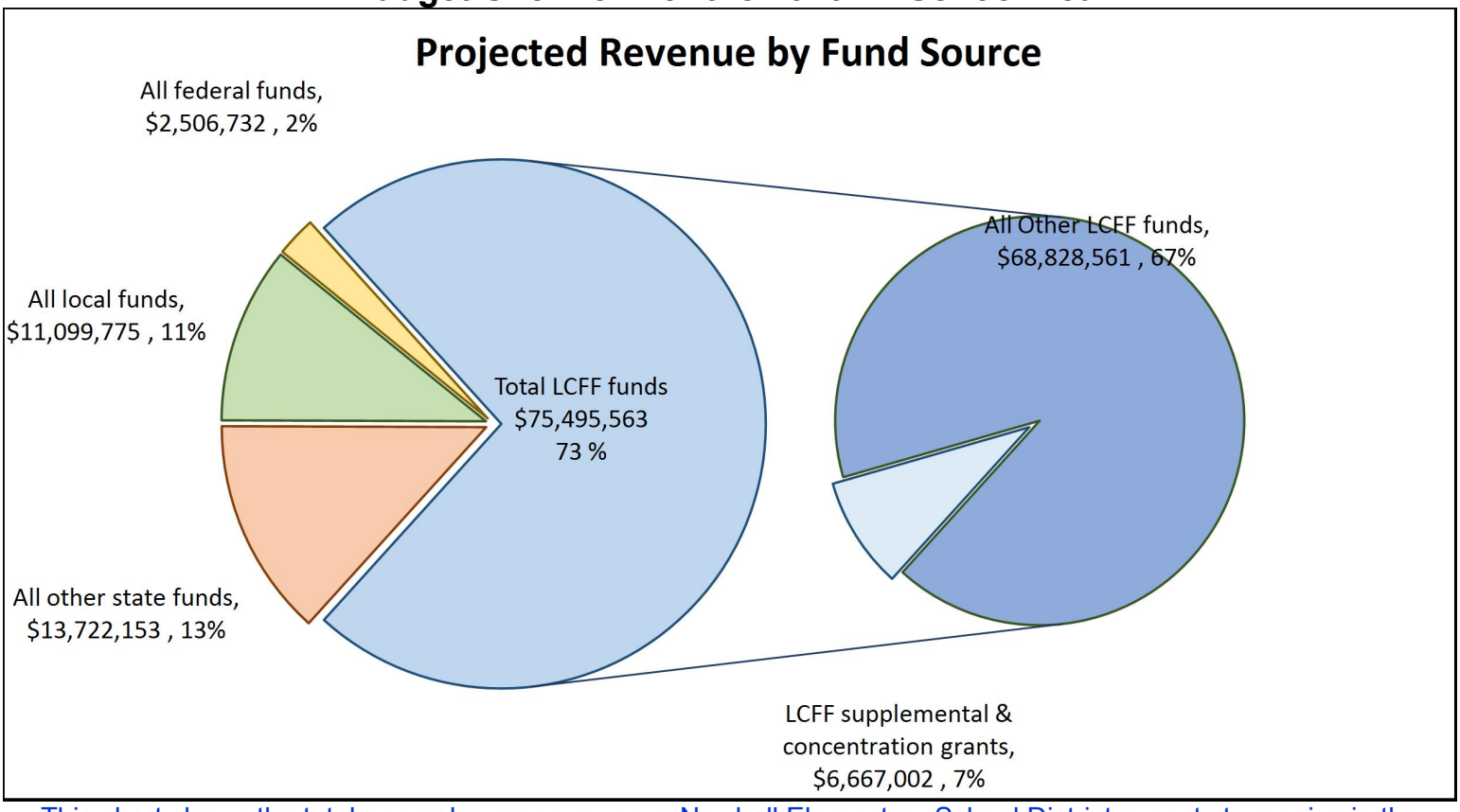
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newhall Elementary School District
CDS Code: 19-64832-0000000
School Year: 2026-27
LEA contact information:
Kate Raducanu
Assistant Superintendent, Instruction
kpeattie@newhallsd.com
6612914000

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

Budget Overview for the 2026-27 School Year

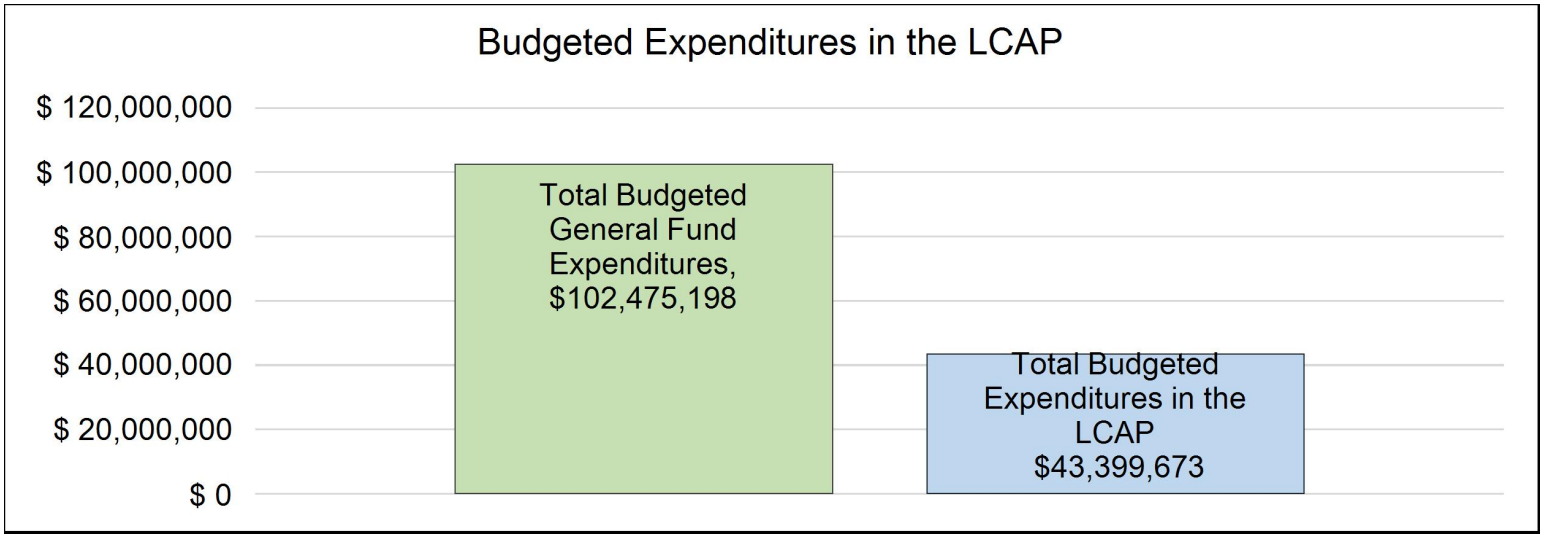


This chart shows the total general purpose revenue Newhall Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newhall Elementary School District is $102,824,223, of which $75,495,563 is Local Control Funding Formula (LCFF), $13,722,153 is other state funds, $11,099,775 is local funds, and $2,506,732 is federal funds. Of the $75,495,563 in LCFF Funds, $6,667,002 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Newhall Elementary School District plans to spend $102,475,198 for the 2026-27 school year. Of that amount, $43,399,673 is tied to actions/services in the LCAP and $59,075,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

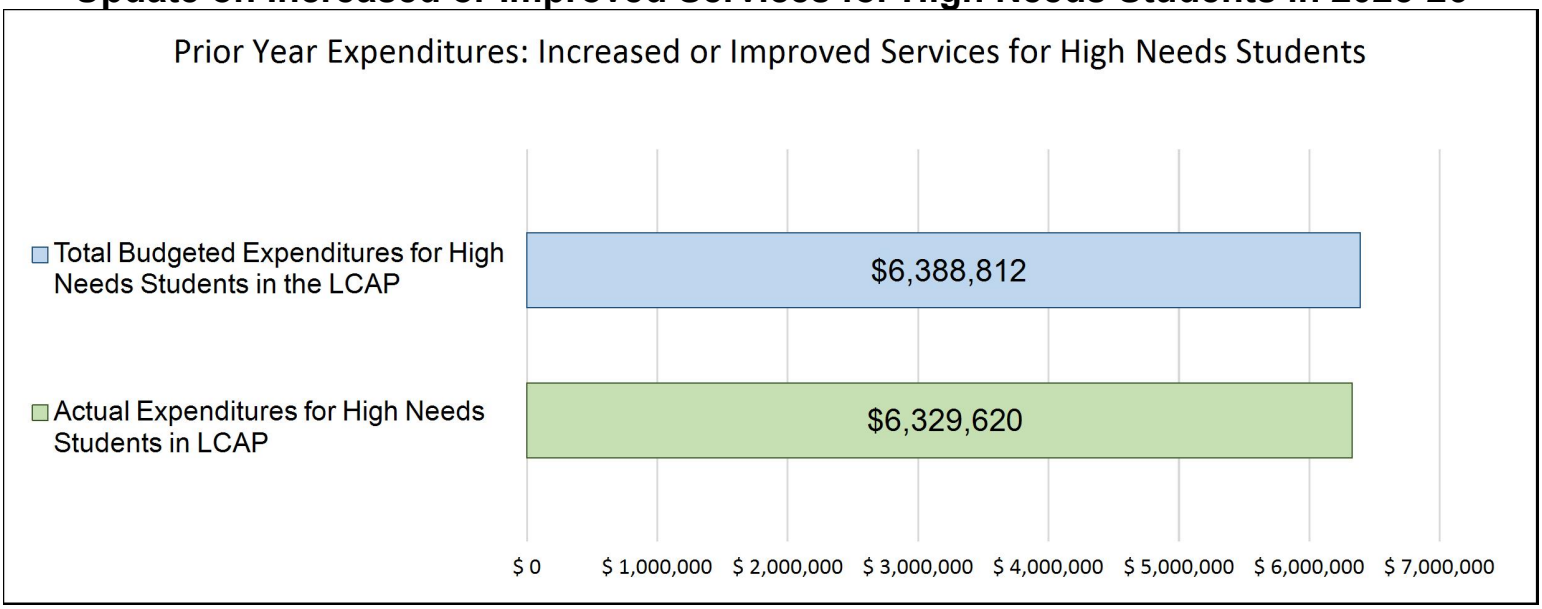
General fund expenditures not included in the LCAP support the District's core programs and day-to-day operations. These expenses cover salaries, benefits, materials, and contracts for some District-level departments, as well as some school site positions such as support staff, office personnel, and administrators. They also include costs related to maintenance and operations, custodial services, utilities, facility repairs, and leases. In addition, the general fund supports technology services and software systems essential to district operations, including the financial and library systems.

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

In 2026-27, Newhall Elementary School District is projecting it will receive $6,667,002 based on the enrollment of Foster Youth, English learner, and low-income students. Newhall Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newhall Elementary School District plans to spend $6,817,196 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Newhall Elementary 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 Newhall Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Newhall Elementary School District's LCAP budgeted $6,388,812 for planned actions to increase or improve services for high needs students. Newhall Elementary School District actually spent $6,329,620 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $59,192 had the following impact on Newhall Elementary School District’s ability to increase or improve services for high needs students:

Although we did not spend as much as originally budgeted, we were still able to maintain and implement key services and supports for high-need students. Careful planning and the strategic use of existing resources allowed us to continue improving outcomes without disruption. As a result, student needs were met effectively despite the lower spending.

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
Newhall Elementary School District	Kate Raducanu Assistant Superintendent, Instruction	kraducanu@newhallsd.com 6612914000

Plan Summary [2026-27]

General Information

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

Located in the northeast region of Los Angeles County, the Newhall School District serves a portion of the City of Santa Clarita, along with the unincorporated communities of Stevenson Ranch and Westridge. The district operates ten schools, providing a high-quality education to more than 6,000 students from Transitional Kindergarten through sixth grade, as well as a preschool program.

We take pride in serving a diverse student body. Our largest demographic groups include 45% Hispanic, 28% White, and 15% Asian students, with 18% identified as English learners. Our district values linguistic diversity, with students speaking 41 different languages, though 74% of English learner students are native Spanish speakers. Additionally, 47% of our students qualify as Socioeconomically Disadvantaged.

The Newhall School District is committed to academic excellence. On the 2025 California Dashboard, the district earned a Blue performance level in English Language Arts — the highest rating and the strongest result in our five-year trend — and a Green performance level in Mathematics, with both ELA and Math growth rated among the highest in the state. All schools have been recognized with the California Distinguished School honors and the California Pivotal Practice Award at various points in time, and most recently three of our schools were honored with the California Distinguished School Award for 2025. Seven of our schools have been recognized as National Blue Ribbon Schools, most recently in 2019. Families can access state test results on our website (www.newhallschooldistrict.com), and additional district and school data is available on the California Dashboard (https://www.caschooldashboard.org).

Committed to educating the whole child, we offer a well-rounded curriculum that includes music, visual arts, and science, with dedicated

science labs at every school. Our Spanish Dual Language Immersion Program at Old Orchard Elementary School provides students with the opportunity to become bilingual and biliterate. Thanks to voter-approved bond measures, we have modernized facilities, integrated technology, and built a state-of-the-art performing arts theater at Newhall Elementary School.

Grounded in a culture of excellence, Newhall School District is dedicated to fostering academic success and student well-being, creating an enriching and inspiring educational experience for students, families, staff, and the broader community.

Reflections: Annual Performance

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

Our data from the 2025 California Dashboard shows that our students, staff, and families continue to partner together to ensure that all students receive a high-quality education within the Newhall School District. This year's results reflect meaningful progress across multiple indicators — including our strongest ELA performance in five years — while also confirming areas where we must continue to focus our attention and resources.

Schools and Student Groups at the Lowest Performance Level — 2023 California Dashboard
English Language Arts and Mathematics
Students with Disabilities at Valencia Valley Elementary School, a group with 45 students, received a red performance level in English Language Arts on the 2023 California Dashboard. Students with Disabilities at Wiley Canyon Elementary School, a group with 59 students, received a red performance level in Mathematics on the 2023 California Dashboard. We are committed to supporting our students with disabilities through intentional data analysis and targeted instructional practices. During our assessment cycles, teachers and administrators closely examine student performance (1.1 and 1.2) with a focused lens on essential standards and the progress of specific student groups, including students with disabilities. To further enhance support, we are implementing district-wide professional development (4.2) next year on research-based strategies that meet the diverse needs of all learners. These strategies are designed to be especially impactful for students with disabilities and English learners, ensuring equitable access to high-quality instruction

English Learner Progress
Peachland Elementary School received a red performance level for the English Learner Progress Indicator on the 2023 California Dashboard. Several LCAP actions specifically address the needs of this student group, including student acceleration programs (1.3), the English learner collaborative (1.6), English learner goal setting (1.7), enhanced language development for English learners and long term English learners (1.11), English learner parent education (3.2), teacher professional development in delivering scaffolded instruction during integrated and designated English Language Development (4.2), and several online programs that support language development (4.4).

Chronic Absenteeism
At the district level, Homeless Students and students with Two or More Races received a red performance level for Chronic Absenteeism on the 2023 California Dashboard. At the school site level, the following student groups received a red performance level for Chronic Absenteeism on the 2023 Dashboard:

- McGrath Elementary: English Learners and Socioeconomically Disadvantaged students
- Oak Hills Elementary: All Students and Socioeconomically Disadvantaged students

- Old Orchard Elementary: Two or More Races
- Peachland Elementary: Socioeconomically Disadvantaged and Hispanic students
- Pico Canyon Elementary: Hispanic students
- Valencia Valley Elementary: All Students, Socioeconomically Disadvantaged, White, and Two or More Races

Suspension Rate
Students with Disabilities at McGrath Elementary School received a red performance level for Suspension Rate on the 2023 California Dashboard.

The red indicators will be addressed by the following actions:

Annual Performance Reflection — 2025 Dashboard
We are committed to supporting all students identified above through intentional data analysis, targeted instructional practices, and the coordinated actions outlined in this LCAP. The following reflects on our progress and ongoing areas of need as shown on the 2025 California Dashboard.

English Language Arts and Mathematics
In English Language Arts, students' academic performance on the CAASPP earned a Blue rating — the highest performance level — on the 2025 California Dashboard. Students scored 46.8 points above the standard, an increase of 9.2 points from the prior year and the highest ELA score in the district's five-year trend. In Mathematics, students scored 26.5 points above the standard, earning a Green rating and maintaining strong performance within 1.2 points of the prior year.

ELA Indicator — All Students (Distance from Standard) (2019) 44.1 Above (2022) 35.4 Above (2023) 37.8 Above (2024) 37.6 Above (2025) 46.8 Above
Math Indicator — All Students (Distance from Standard) (2019) 38.5 Above (2022) 22.8 Above (2023) 24.9 Above (2024) 25.3 Above (2025) 26.5 Above

The California Dashboard also measures student Growth — how much each student improved compared to their own prior-year performance. Growth is reported in five categories ranging from Minimal to Exceptional. In English Language Arts, the district earned an Exceptional Growth rating, with 81.2% of students improving their score from the prior year. In Mathematics, the district earned an Accelerated Growth rating, with 80.9% of students improving. Both results reflect that students across Newhall are not simply maintaining their performance level — they are actively moving forward. Eight of eleven reportable student groups earned Accelerated or Exceptional growth in ELA, and every reportable group earned Average or better growth in Mathematics.

Classroom teachers provide strong, differentiated core instruction, and many teams provide additional Tier 2 support during grade-level WIN time. Our district-wide Response to Intervention program, which includes Learning Support Teachers at every school, provides a systematic approach to supporting Kindergarten through 2nd grade students who are not demonstrating adequate progress in reading foundational skills. Professional development in 2025-26 focused on deepening alignment of academic rigor in ELA and Mathematics instruction, with teachers and administrators closely examining student performance data through a focused lens on essential standards and the progress of specific student groups (1.1, 1.2). Five cycles of ELA assessment and data review took place, with collaborative teams identifying strengths

and needs and developing common instructional agreements to support student learning. Our actions, including instructional collaboration time (1.1), student acceleration programs (1.3), site instructional leadership teams (1.4), and district teacher collaboratives (1.5), ensure that our resources are focused on supporting all students in meeting grade-level expectations as measured by local and state summative assessments.

Regarding the schools and student groups identified from the 2023 Dashboard: Students with Disabilities at Valencia Valley showed improvement, moving from Red to Orange in ELA on the 2025 Dashboard. Students with Disabilities at Wiley Canyon remain a significant area of concern, with red-level performance in both ELA and Mathematics on the 2025 Dashboard — and with declining scores in both subjects. We are intensifying support for students with disabilities across the district through professional development focused on inclusive instructional practices and through close monitoring of IEP service delivery and student progress during assessment cycles.

English Learner Progress
On the 2025 California Dashboard, the district's English Learner Progress Indicator earned a Yellow rating, with 47.2% of English learners making progress toward English language proficiency — an improvement from the Orange rating in 2024. Regarding the 2023 identified schools: Peachland Elementary continues to show a Red performance level for English Learner Progress on the 2025 Dashboard, indicating that targeted intervention at that site must be sustained and strengthened.

Despite the district-level improvement, the five-year ELPAC trend remains concerning: the percentage of EL students progressing at least one ELPI level has declined from 47.8% in 2019 to 35.5% in 2025, while the percentage maintaining lower ELPI levels has grown from 23.1% to 32.3% over the same period. Long-Term English Learners represent a particular area of urgency, with a declining EL Progress rate and a chronic absenteeism rate of 20.8% — rated Red and increasing — reflecting an urgent intersection of attendance and language proficiency barriers.

Several LCAP actions specifically address the needs of our English learners, including student acceleration programs (1.3), the English Learner Teacher Collaborative (1.6), English learner goal setting (1.7), enhanced language development for English learners and Long-Term English Learners (1.11), English learner parent education (3.2), teacher professional development in delivering scaffolded instruction during integrated and designated ELD (4.2), and online programs that support language development (4.4). The 2025 data indicates these actions must be strengthened in Year 3, with particular focus on Long-Term English Learners and students stagnating at lower ELPI levels.

Science
In Science, the district earned a Blue performance level on the 2025 California Dashboard, with All Students scoring 65.8 points above standard — an increase of 2.1 points and well above the state average of 52.6. This reflects the positive impact of dedicated science lab technicians at every school site and sustained professional development aligned to Next Generation Science Standards.

Chronic Absenteeism
Pupil engagement, as measured by chronic absenteeism rates, improved significantly on the 2025 California Dashboard. The district earned a Green rating, with 9.4% of students chronically absent — a decline of 2.0 points and a substantial recovery from the post-pandemic high of 14.4% in 2023. Encouragingly, no student groups at the district level earned a red performance level for chronic absenteeism on the 2025 Dashboard — an improvement from 2023, when Homeless Students and Two or More Races were both rated Red at the district level. At the school site level, the chronic absenteeism picture has also improved considerably from the six sites with red-level student groups in 2023,

though several groups remain at orange and will continue to be monitored.

Chronic Absenteeism Indicator — All Students (2019) 5.8% (2022) 14.2% (2023) 14.4% (2024) 11.4% (2025) 9.4%

Despite this progress, chronic absenteeism remains elevated for specific groups. Long-Term English Learners are rated Red at the district level on the 2025 Dashboard (20.8%, increased 13.4 points). African American students (11.9%) and the Foster Youth student group (12.5%) have an Orange rating. Homeless students (18.3%), Socioeconomically Disadvantaged students (14.0%), and Students with Disabilities (14.8%) remain at Yellow. Continued site-level attention is warranted at Wiley Canyon, Peachland, and McGrath.

Actions in this plan continue to encourage healthy student attendance, educate families about the impact of chronic absenteeism on student growth, and collaborate with families to address challenges that impede regular attendance, including additional assistant principal time (2.1), school attendance recognition programs (2.7), an attendance monitoring and communication system (3.3), parent education (3.1), and additional office assistant time (2.5).

Suspension Rate
On the 2025 California Dashboard, the district received a Blue performance level for School Climate as measured by suspension rates — maintaining the strong Blue rating and continuing a positive multi-year trend. Regarding the 2023 identified school: Students with Disabilities at McGrath Elementary improved from Red to Blue for Suspension Rate on the 2025 Dashboard. No student groups at the district level received a red performance level for suspension rate on the 2025 Dashboard. At the site level, English Learners at Newhall Elementary received a Red performance level for Suspension Rate on the 2025 Dashboard — a new area of concern that will be addressed through targeted behavioral supports at that site.

Key actions to support student conduct and prevent suspensions include implementing Positive Behavior Intervention and Supports (PBIS) at all schools, deploying recess and lunch coaches (2.6), and providing school counselors at every site to deliver Social Emotional Learning lessons, administer a social emotional screener, and offer individual or small group counseling for identified students (2.4).

A review of the 2025 California Dashboard identifies the following instances of the lowest performance level (red) for student groups at the district level and at individual school sites. The Newhall School District is committed to addressing each of these areas through targeted actions in the 2026-27 LCAP.

Student Groups at the District Level — Red Performance (2025 Dashboard)
Student Group Indicator Data
Homeless Students English Language Arts 70.3 below standard; declined 11.0 pts (n=104)
Long-Term English Learners Chronic Absenteeism 20.8% chronically absent; increased 13.4 pts (n=24)

Student Groups within School Sites — Red Performance (2025 Dashboard)

School Site Student Group Indicator Data
Newhall Elementary Students with Disabilities English Language Arts Red performance level (2025 Dashboard)
Newhall Elementary Students with Disabilities Mathematics Red performance level (2025 Dashboard)

Newhall Elementary English Learners Suspension Rate Red performance level (2025 Dashboard)
Peachland Ave Elementary Homeless Students English Language Arts Red performance level (2025 Dashboard)
Peachland Ave Elementary Students with Disabilities English Language Arts Red performance level (2025 Dashboard)
Peachland Ave Elementary Students with Disabilities Mathematics Red performance level (2025 Dashboard)
Peachland Ave Elementary English Learners English Learner Progress Red performance level (2025 Dashboard)
Peachland Ave Elementary Students with Disabilities Chronic Absenteeism Red performance level (2025 Dashboard)
Wiley Canyon Elementary Students with Disabilities English Language Arts 128.6 below standard; declined 25.7 pts (n=48)
Wiley Canyon Elementary Students with Disabilities Mathematics 155.1 below standard; declined 44.9 pts (n=48)

The district recognizes two significant cross-cutting patterns in this data. Students with Disabilities appear at the red performance level in ELA and/or Math at three school sites — Newhall Elementary, Peachland, and Wiley Canyon — and at the orange level at four additional sites. This district-wide pattern requires both site-specific and system-level response through targeted professional development, improved IEP service delivery, and intensified academic supports. Homeless students appear at the red level in ELA at both the district level and at Peachland, underscoring the need for coordinated support that addresses the intersecting barriers of housing instability and academic achievement. The district will address these performance areas through expanded intervention supports (Goal 1), targeted attendance and family engagement strategies (Goals 2 and 3), and professional development focused on meeting the needs of students with disabilities and English learners (Goal 4).

The Newhall School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be utilized in the 2026-27 LCAP year. These funds will continue to support three key actions: Goal 1, Action 1.1 (Instructional Collaboration Time), Goal 1, Action 1.3 (Student Learning Acceleration Program), and Goal 4, Action 4.2 (Certificated Staff Professional Development). The rationale for each action is provided in below.

These actions were selected based on data gathered through our comprehensive needs assessment, which highlighted the need for accelerated learning opportunities, enhanced instructional practices, and increased time for educators to collaborate around student progress. All three actions are closely aligned with the allowable uses of LREBG funds under EC 32526(c)(2).

Goal 1, Action 1.1 — Instructional Collaboration Time
Action 1.1 provides teachers with structured, dedicated time to collaborate, analyze student data from common formative assessments, and plan for effective, tiered instruction. Alignment to EC 32526(c)(2): This action supports accelerated learning by strengthening data-driven instructional practices directly tied to addressing unfinished learning. Needs assessment connection: Our comprehensive needs assessment identified the need for increased collaboration time to support instructional coherence and responsiveness to individual student needs — particularly for students most impacted by the disruptions of the COVID-19 pandemic. These collaborative planning sessions ensure that interventions are aligned across grade levels and that instruction is responsive to student performance data. Progress is monitored through CAASPP ELA and Mathematics results (Metrics 1.1 and 1.2) and local cycle assessment data.

Goal 1, Action 1.3 — Student Learning Acceleration Program
Action 1.3 provides targeted academic intervention and enrichment for students requiring additional support, including small group instruction, extended learning, individualized support, and after-school tutoring to reinforce grade-level skills. Alignment to EC 32526(c)(2): This action directly provides learning acceleration for students impacted by COVID-19 educational disruptions, consistent with the allowable

use of accelerating learning for students who experienced unfinished learning. Needs assessment connection: Persistent learning gaps across multiple grade levels — particularly among English learners, low-income students, and students who experienced the most significant COVID-19 disruptions — require supplemental intervention beyond the regular school day. The 2025 Dashboard confirms continued underperformance for unduplicated student groups in ELA and Mathematics, and parent survey data identifies timely academic intervention as the lowest-rated item among all parent respondents (60% favorable), reinforcing the need to expand access and visibility of this program. Progress is monitored through CAASPP ELA and Mathematics results, ELPAC, and local cycle assessment data.

Goal 4, Action 4.2 — Certificated Staff Professional Development
Action 4.2 supports differentiated professional development for certificated staff aligned to instructional priorities and student needs, including evidence-based strategies for academic recovery, inclusive classroom practices, and targeted support for students with disabilities and English learners. Alignment to EC 32526(c)(2): This action improves instructional quality and educator capacity to support student academic recovery, consistent with the allowable use of providing professional development to support the implementation of accelerated learning strategies. Needs assessment connection: The 2025 Dashboard results — particularly persistent and declining performance for Students with Disabilities and stagnant EL Progress — underscore the urgency of equipping educators with effective strategies for these student groups. Winter 2026 staff survey data provides a compelling local data point: only 58% of staff rated professional development as effective — the lowest-rated item across all three stakeholder surveys — signaling that the quality and relevance of professional learning must be strengthened in Year 3. Progress is monitored through CAASPP ELA and Mathematics results, ELPAC, local cycle assessment outcomes, and annual staff survey data on professional learning effectiveness.

*All data from the 2023 and 2025 California Dashboard

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Administrators	On January 30th, principals and administrators were presented with our 25-26 LCAP metrics, goals and actions. They were given time to work in groups to analyze the data and provide input through a survey. Approximately 20 administrators completed the survey. As we gained input from our other educational partners during the winter and spring, we presented principals and administrators with the feedback trends. Additionally, principals and administrators had several work study sessions to work on School Plans for Student Achievement (SPSAs) to ensure alignment with the draft 26-27 LCAP goals.
Parents	A virtual townhall meeting took place on January 28th. During this meeting, parents were presented with our 25-26 LCAP metrics, goals and actions. A link to a survey was shared with attendees to provide input. In addition, a survey was sent out to all school district families to ensure that all parents had the opportunity to provide input. Over 120 parents provided feedback on this survey. Once we had created a draft 26-27 LCAP, we shared this with our Parent Advisory Council and our English Learner Parent Advisory Committee on May 28th. Comments and questions were collected and the Superintendent responded in writing and posted those responses on our district website.
Teachers	During the month of February, teachers were presented with our 25-26 LCAP metrics, goals and actions and given time to complete the survey at a staff meeting. This survey was also sent out to all

Educational Partner(s)	Process for Engagement
	teachers through email so that they could respond over the course of the month. We collected 250 responses from our teachers.
Other School Personnel	Classified and other support staff were invited to the parent and community virtual townhall meetings on January 28th and had two other opportunities to attend virtual meetings on February 10th and 11th. All members were sent the link to the online survey. They were encouraged to attend the virtual meetings and to reach out with any questions.
Local Bargaining Units of the District	The Assistant Superintendent of Instruction met with the district's certificated union leadership and classified union leadership, respectively, during the month of April. During these meetings, trends that had been collected from both their educational partner group and the others were shared. Union leadership shared their input which was then included in the compilation of data.
SELPA	The SELPA director attended the virtual townhall meeting on March 24th and shared input which was then included in the compilation of data.
Students	During the month of February, site administrators met with their student council leadership group. During these meetings, students were presented with our 25-26 LCAP metrics, goals and actions in student friendly terms. Students were asked to give their input about the actions and also around ways that we could better serve them and reach our LCAP goals.

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

The Newhall School District is guided by four fundamental values: collaboration, innovation, perseverance, and excellence. We take pride in our collaborative efforts with educational partners, including teachers, principals, administrators, classified and teacher union representatives, parents, and students, to drive our key initiatives forward.

Our process involved engaging each group in reviewing the four LCAP (Local Control and Accountability Plan) goals and associated actions. Through comprehensive presentations, we highlighted our current needs, goals, and actions, inviting feedback and brainstorming additional ideas to enhance each goal's focus. This collaborative input was captured through surveys distributed to all parents and staff between January and March of 2026.

After receiving feedback from over 570 educational partners, district staff conducted a thorough analysis of emerging trends to identify key areas for improvement. The analysis highlighted broad alignment in key priorities across the educational partner groups, while

acknowledging the unique perspectives of each. Addressing student behavior, expanding academic support, increasing family engagement, and enhancing future readiness were common themes. Based on these findings, necessary adjustments were made to LCAP actions to better address the needs of our educational partners. Review of the actions took place during meetings held in April and May, involving District Cabinet Members, site administrators, and parent organizations, ensuring that decisions were informed by a comprehensive review of feedback trends.

Based on this feedback, several enhancements were made to specific LCAP actions to reflect the priorities identified by educational partners. Under Instructional Collaboration Time (1.1), scheduling was revised to allow more flexibility in when additional collaboration time takes place in relationship to the 5 cycle assessments. Teachers will have time before each cycle starts to plan instruction, rather than after each assessment. Based on the success of Kinder Camp in August of 2025, we are expanding our our Student Learning Acceleration Program (1.3) to include both incoming Transitional Kinder and Kinder students. Under Student Social Emotional Well-Being (2.4), we will hire additional counselors to provide support to our schools with the highest needs. These revisions demonstrate a clear alignment between educational partner feedback and the district's ongoing commitment to continuous improvement.

During our May 28th Parent Advisory Council (PAC) and District English Learner Advisory Council (DELAC) meetings, the 26-27 LCAP draft was presented and opportunities were provided for comments and questions from committee members. The Superintendent provided written responses and these were posted on our district website at https://www.newhallschooldistrict.com/domain/2617.

Public awareness of the availability of the LCAP draft was ensured through various communication channels, including the district website, social media, and the local newspaper from May 22nd through June 12th . Community members were invited to review the proposed actions and expenditures and submit written comments to the Superintendent.

A public hearing was conducted during a Board meeting on June 9, 2026, where the LCAP plan and budget were presented. Subsequently, the Governing Board approved the finalized LCAP plan and budget on June 23, 2026, reflecting the collaborative efforts and feedback of all educational partners involved.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure that all students achieve academic success, fostering a positive and inclusive learning environment	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was established in response to identified needs based on a comprehensive analysis of student performance data and input from key educational partners. A review of the 2023 state summative assessment data revealed significant achievement gaps across all subject areas, particularly among student groups such as low-income students and English learners. In English Language Arts (ELA), 67% of students met or exceeded standards on the CAASPP, but the performance varied widely, with only 55% of low-income students and 23% of English learners meeting or exceeding standards. Similarly, in Mathematics, 64% of students met or exceeded standards, but the percentage dropped to 53% for low-income students and 27% for English learners. In Science, while 56% of students met or exceeded standards on the CAST, performance for low-income students decreased to 43%, and only 13% of English learners met the standard. Additionally, only 47% of English learners showed progress toward proficiency, as indicated by English language proficiency data.

These disparities were also reflected in local assessments, further underscoring the need for targeted support to accelerate learning, particularly for vulnerable student groups. The LCAP development process revealed that educational partners identified several critical areas to address, including the need for expanded academic support to accelerate learning, especially for upper-grade students; increased professional development for teachers to equip them with effective instructional strategies; and more teacher collaboration time to plan targeted, high-impact lessons. Furthermore, there was a clear call for rigorous, districtwide instruction through curriculum alignment to ensure high standards are consistently upheld for all students.

In response, the district has committed to implementing a range of actions to address these achievement gaps and enhance academic performance. These actions include Instructional Collaboration Time for teachers to engage in focused planning and professional development, as well as the use of Data Analysis Systems to identify student needs and drive instructional decisions. The Student Learning Acceleration Program targets students who require additional academic support, particularly in foundational subjects. Furthermore, the Instructional Leadership Teams are actively analyzing school-wide data and facilitating professional development to improve teaching practices across the district. Teacher Leader Collaboratives and the English Learner Teacher Collaborative provide platforms for educators to share strategies and data to better support all students, with particular emphasis on English learners. English Learner Goal Setting is a key initiative aimed at ensuring measurable progress for English learners toward language proficiency. Additionally, Science Lab Technicians are supporting hands-on learning in science, helping students engage in interactive and inquiry-based experiences that drive interest and understanding in the subject. The Dual Language Immersion Program Support offers professional learning and resources to help strengthen

our dual language programs, while the Additional Hour for Library Media Technicians ensures more dedicated support for students in literacy development. Lastly, Enhanced Language Development for English Learners and Long-Term English Learners is a targeted initiative designed to further support language growth, with a specific focus on ensuring progress for long-term English learners. These initiatives, supported by metrics such as CAASPP, CAST, and local assessments, will allow the district to track progress, make adjustments as necessary, and ensure continuous improvement toward closing achievement gaps and improving academic outcomes for all students, especially those from historically underserved groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: The number of points that reflect the distance from standard in English Language Arts as reported on the California School Dashboard.	2023 Dashboard All Students: 37.8 points above standard Low Income Students: 0.9 points above standard English Learners: 18 points below standard Foster Youth: not numerically reported Students with Disabilities: 45.1 points below standard	2024 Dashboard All Students: 37.6 points above standard Low Income Students: 0.4 points below standard English Learners: 25.4 points below standard Foster Youth: not numerically reported Students with Disabilities: 55.2 points below standard	2025 Dashboard All Students: 46.8 points above standard Low Income Students: 6.9 points above standard English Learners: 17.5 points below standard Foster Youth: 30.4 points below standard Students with Disabilities: 49.2 points below standard	On the 2026 Dashboard, all student groups will score with points above standard All Students: at least 50 points above standard Low Income Students: at least 10 points above standard English Learners: at least 10 points above standard Foster Youth: at least 10 points above standard Students with Disabilities: at least 10 points above standard	All Students: +9 points Low Income Students: +6 points English Learners: +.5 points Foster Youth: 2025 sets the baseline Students with Disabilities: -4.1 points
1.2	CAASPP Math: The number of points that reflect the distance from standard in	2023 Dashboard All Students: 24.9 points above standard	2024 Dashboard All Students: 25.3 points above	2025 Dashboard All Students: 26.5 points above	On the 2026 Dashboard, all student groups will	All Students: +1.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics as reported on the California School Dashboard.	Low Income Students: 11 points below standard English Learners: 24.6 points below standard Foster Youth: not numerically reported Students with Disabilities: 53.9 points below standard	Low Income Students: 9.9 points below standard English Learners: 29.3 points below standard Foster Youth: not numerically reported Students with Disabilities: 57.5 points below standard	Low Income Students: 11.3 points below standard English Learners: 28.1 points below standard Foster Youth: 52.7 points below standard Students with Disabilities: 64.7 points below standard	score with points above standard All Students: at least 35 points above standard Low Income Students: at least 10 points above standard English Learners: at least 10 points above standard Foster Youth: at least 10 points above standard Students with Disabilities: at least 10 points above standard	Low Income Students: -0.3 points English Learners: -3.5 points Foster Youth: 2025 sets the baseline Students with Disabilities: -10.8 points
1.3	ELPAC: The percentage of English Learner students making progress as reported on the California School Dashboard.	2023 Dashboard 52.3% of English learning students made progress towards English proficiency.	2024 Dashboard 46.8% of English learning students made progress towards English proficiency.	2025 Dashboard 47.2% of English learning students made progress towards English proficiency.	On the 2026 Dashboard, at least 75% of English learning students will have made progress towards English proficiency.	-5.1 percentage points
1.4	The percentage of English learning students who are reclassified to proficient as calculated using data in the California Longitudinal Pupil	2022-2023 Academic Year: 119 students reclassified	2023-2024: 141 students reclassified 12.49% of the total number of English learning students.	2024-2025 94 students reclassified 8.5 % of the total number of English learning students.	For the 2025-2026 academic year, 18% of our English learner students will be reclassified	-0.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement Data System.	8.98% of the total number of English learning students.				
1.5	California Science Test: Percentage of grade 5 students who met or exceeded standard on the California Science Test	Spring 2023 assessment: Percent of students who met or exceeded standard. All Students: 55.48% Low Income Students: 37.34% English Learners: 13.58% Foster Youth: not numerically reported	Spring 2024 assessment: Percent of students who met or exceeded standard. All Students: 55.7% Low Income Students: 43.2% English Learners: 13.44% Foster Youth: not numerically reported	Spring 2025 assessment: Percent of students who met or exceeded standard. All Students: 57.7% Low Income Students: 41.27% English Learners: 10% Foster Youth: not numerically reported	On the 2026 CAST, unduplicated groups will increase the percentage meeting or exceeding standards by at least 20 percentage points All Students: at least 75% Low Income Students: at least 57% English Learners: at least 34% Foster Youth: at least 50%	All Students: +2.22 percentage points Low Income Students: +3.93 percentage points English Learners: -3.58 percentage points Foster Youth: not numerically reported
1.6	California Spanish Assessment: Spanish language progress of students in the Dual Language Immersion program as measured by the California Spanish Assessment.	Spring 2023 level and mean scale score 3rd Grade: students not tested 4th grade Level 1, 444 5th grade: grade level new to program 2023-2024	This assessment was not given to students in the 23-24 school year	Spring 2025: Score reporting data reporting format changed. 3rd Grade: students not tested 4th grade 64.58% achieved level 2 or 3	Spring 2026 level and mean scale score 3rd grade: Level 3, 360+ 4th grade: Level 3, 460+ 5th grade: Level 3, 560+	Change not available as assessment reporting changed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade: grade level new to program 2024-2025		5th grade: students not tested 6th Grade: 81.58% achieved level 2 or 3	6th Grade: Level 3, 660+	
1.7	The number of students who are considered to be Long Term English Learners on Census Day (students who have completed at least 6 school years in the US school system)	Census Day 2023: 114 Long Term English Learners	Census Day 2024: 87 Long Term English Learners	Census Day 2025 18 Long Term English Learners	By Census Day 2027: No more than 50 Long term English learners	96 fewer Long Term English Learners
1.8	Grade level English Language Arts (ELA) cycle 5 assessment results	2024-2025 Kinder: 91% 1st grade: 89% 2nd grade: 81% 3rd grade: 54% 4th grade: 53% 5th grade: 62% 6th grade: 54%	2024-2025 established the baseline data.	May 2026 Kinder: 85% 1st grade: 85% 2nd grade: 77% 3rd grade: 74% 4th grade: 61% 5th grade: 67% 6th grade: 62%	In grades K-6, all students will score 80% or higher on cycle 5 local benchmark assessment results	Kinder: -6 percentage points 1st grade: -4 percentage points 2nd grade: -4 percentage points 3rd grade: +20 percentage points 4th grade: +8 percentage points 5th grade: +5 percentage points 6th grade: +8 percentage points

Goal Analysis [2025-26]

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

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

The district fully implemented Instructional Collaboration Time (Action 1.1), Data Analysis Systems (Action 1.2), the Student Learning Acceleration Program (Action 1.3), and Instructional Leadership Teams (Action 1.4) to support the academic needs of student groups, including English learners, students with disabilities, and low-income students. Key successes included regular teacher collaboration focused on analyzing student data from common formative assessments and designing rigorous lessons with scaffolded support as needed. With a

strong districtwide emphasis on ELA alignment, teachers worked diligently to develop high-quality, standards-aligned instruction. This targeted approach resulted in significant increases in ELA CAASPP "distance from standard" scores for all student groups.

Additionally, the district fully implemented Science Lab Technicians (Action 1.8) and an extended hour for Library Media Technicians (Action 1.10). As a result, students had increased access to inquiry-based, hands-on learning experiences in the science lab, and school libraries remained open for the entire school day, ensuring students had greater access to books and resources. One continuing challenge at some school sites was limited available classroom space for music instruction. As a result, some libraries and science labs were used as music classrooms for part of the day, one day a week. The district will continue to explore ways to optimize space while maintaining student access to key learning environments.

The district fully implemented support for the Dual Language Immersion Program (Action 1.9), ensuring resources and instructional support for bilingual learning. A key success was the improvements to ELA CAASPP scores. Old Orchard Elementary, which hosts the district's DLI program, showed a 10.5 distance from standard increase on the 2025 ELA CAASPP and 80.6% of students who took that assessment improved their score from the previous year. The district will continue to support the sustainability of the program to provide high-quality dual-language education for future cohorts.

The district fully implemented Enhanced Language Development for English Learners and Long-Term English Learners (Action 1.11). A key success was ongoing professional development led by our certified Be GLAD (Guided Language Acquisition and Design) teachers, which was well-attended and well-received by educators. This training continous to provide valuable strategies for supporting language development among English learners.

The district fully implemented Teacher Leader Collaboratives (Action 1.5 and 1.6) and English Learner Goal Setting (Action 1.7). The Math Collaborative Committee focused on deepening understanding of the 2023 Mathematics Framework and identifying programs for a district math pilot, with teachers actively engaged in vetting potential programs and supporting the pilot process. The Report Card Committee made recommendations for changes to the current report card to better align with our priority standards, resulting in meaningful revisions that reflect our instructional priorities. Regarding English Learner Goal Setting, rather than being facilitated through the EL Collaborative, this work is being led by each school site's assistant principal, ensuring site-level leadership and accountability for English learner progress. There was a strong emphasis on preparing students for the ELPAC assessment, ensuring they were equipped to demonstrate their language proficiency.

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 -- The district fully expended its budget for Learning Support Teachers and the district TOSA, reflecting consistent implementation of the core instructional support structures within this action. However, actual expenditures for Kinder Camp and tutoring came in below the budgeted amount. The underspending reflects lower staff participation in hourly opportunities than anticipated, which resulted in fewer students being served through these programs than originally planned. The district remains committed to expanding these services and anticipates fully utilizing the allocated funds in the coming year as efforts to increase staff participation continue.

Action 1.4 -- Expenditures for this action came in below the budgeted amount. While Instructional Leadership Teams continued to meet at each school site throughout the year, analyzing data trends, developing professional learning plans, and monitoring SPSA implementation with particular attention to English learners, foster youth, and low-income students, a planned compensation component was not implemented as anticipated. The district will revisit this structure as part of planning for the coming year.

Action 1.8 -- Actual expenditures for this action came in below the budgeted amount, reflecting a difference between the original cost estimates for these positions and actual salary and benefit costs. All positions were filled as planned and students were fully served through hands-on, inquiry-based science lab experiences at every school campus. The intended impact of this action -- expanding access to high-quality science education for English learners, low-income students, and foster youth -- was preserved.

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

The coordinated implementation of LCAP actions—Instructional Collaboration Time (1.1), Data Analysis Systems (1.2), the Student Learning Acceleration Program (1.3), and increased support from Library Media Technicians (1.10)—proved effective in advancing ELA proficiency for unduplicated students across the district. On the 2025 California Dashboard, the district moved from a Green to Blue ranking in ELA. Both the English Learner and Students with Disabilities groups moved from the Orange to Yellow ranking and the Socioeconomically Disadvantaged student group moved from the Yellow to Green ranking. There were not enough Foster Youth to generate a rating on the California Dashboard. This is a direct result of the targeted support and attention to providing strong, tiered instruction in ELA. These improvements were driven by timely, data-informed interventions, collaborative instructional planning, and enhanced access to literacy resources.

Instructional Leadership Teams (1.4) and Teacher Leader Collaboratives (1.5) effectively strengthened instructional practices and advanced district initiatives. Instructional Leadership Teams used school-wide data to design site specific professional development to ensure strong, tiered instruction to meet the needs of all students. The district's most significant growth emerged in the upper elementary. Across this year's ELA cycle assessments, fourth grade climbed 26.6 points (42.7% to 69.2%), third grade gained 17.7 points, and sixth grade rose 18.1 points. These gains reflect the cumulative impact of teachers engaging in structured collaborative inquiry and applying shared instructional agreements with greater consistency over time. The overall district average rose from 67.3% to 75.9% — an 8.6-point gain — with steady upward progress through Cycles 2 and 3 that held strong into Cycle 4. When teacher leaders drive the analysis and instructional leadership teams create the conditions for that work to take root, results compound across a school year. Additionally, on the 2025 ELA CAASPP, English Learners increased by 7.9 points, Low Income students increased 7.3 points from the year before. There were not enough Foster Youth to generate a rating on the California Dashboard.

Support for English learners was enhanced through the English Learner Teacher Collaborative (1.6), Enhanced Language Development for English Learners and LTELs (1.11), and English Learner Goal Setting (1.7). These actions focused on analyzing student data, improving instructional strategies, and supporting language development. Evidence of effectiveness includes increased use of effective instructional strategies, a decrease in long-term English learners from 114 in 2023 to 18 in 2025, and steady progress of our English Learners on the ELPAC with 47.2% making progress.

In content-specific areas, Science Lab Technicians (1.8) and Dual Language Immersion Program Support (1.9) proved effective. Science Lab Technicians contributed to 2.1 point increase on the 2024-25 California Science Test taken by all 5th graders. There were not enough Foster Youth to generate a rating on the California Dashboard. English learners increased by 1.6 points, students with disabilities increased by 3.6 points, and Socioeconomically Disadvantaged students increased by 1.8 points. Dual Language Immersion support (1.9) provided professional learning and supplemental materials that strengthened teaching practices within the specialized program. LAS Links data indicates that 22% of 1st graders, 23% of 2nd graders, 43% of 3rd graders, 33% of 4th graders, 64% of 5th graders and 77% of 6th graders are Proficient/Advanced in Spanish, reflecting growth as students progress through the program. In addition to these quantitative indicators, qualitative feedback from participating teachers highlighted increased confidence in delivering bilingual instruction, improved lesson design aligned with language acquisition strategies, and strong student engagement during instruction.

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.

Measuring and Reporting Results:
Our Dual Language Immersion Program team felt that the California Spanish Assessment (Metric #1.6) did not give enough actionable and detailed data to analyze their program. This metric will be removed in the 26-27 LCAP.

Action 1.1: Based on feedback from teachers and administrators, this action was revised to allow more flexibility in when additional collaboration time takes place in relationship to the 5 cycle assessments. Teachers will have time before each cycle starts to plan instruction, rather than after each assessment.

Action 1.2: We increased our budget by $80,000. We found that we had underbudgeted for our data analysis systems previously.

Action 1.3: Based on the success of Kinder Camp in August of 2025, we are expanding our program to include both incoming Transitional Kinder and Kinder students. This action is supported by $1,250,000 in Learning Recovery Emergency Block Grant (LREBG) funds. The impact of this action will be monitored using CAASPP ELA and Mathematics results (grades 3-6) and district ELA assessments (grades TK-2).

Action 1.5: Through negotiations, we increased some leadership position stipends and adjusted our budget in this action to account for that increase.

Action 1.7 and 1.11: Text was added to the descriptions of these actions to call out the focus on Long Term English Learners (LTELs)

Actions 1.4 (Instructional Leadership Teams), 1.6 (English Learner Teacher Collaboraitve), 1.8 (Science Lab Technicians) and 1.11 (Enhanced Language Development for English Learners and Long-Term English Learners) had been overbudgeted in previous LCAPs. We adjusted the budget to reflect that.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Collaboration Time	To address the educational needs of English learners, low-income students, and Foster Youth struggling to meet grade-level standards, educators will be allocated dedicated collaboration time. Teachers will use this time to examine data derived from common formative assessments and create instructional strategies to either reinforce or extend student understanding, resulting in grade-level standards mastery. Each grade level team will have one hour of collaboration time per week. In addition, each team will have additional collaboration time before each of the district common English language arts assessments given each year. This is an action which is multi-funded with $410,000 LREBG funds. The metrics used to monitor the impact is Metric 1.1 and 1.2 and 1.8. Research consistently demonstrates that dedicated time for teacher collaboration significantly enhances student outcomes. A meta-analysis conducted by Hattie (2009) found that collaborative teacher practices, such as joint planning and professional dialogue, have a substantial effect size of 0.75, indicating a strong positive impact on student achievement. Additionally, a study by Ronfeldt, Farmer, McQueen, & Grissom (2015) revealed that schools with structured collaboration time experienced greater gains in student achievement compared to those without. These findings underscore the importance of providing teachers with opportunities to collaborate, share expertise, and collectively develop instructional strategies, ultimately leading to improved academic success for students.	$570,000.00	Yes
1.2	Data Analysis Systems	Online assessment and data analysis tools, including those for district assessments and universal screeners, are essential for educators to effectively address the diverse needs of their student populations. By streamlining assessment administration and providing in-depth data analysis capabilities, this tool enables educators to identify trends, patterns, and areas for improvement among student groups such as English learners, low-income students, and foster youth. Real-time data updates and customizable reporting features support ongoing progress monitoring, facilitating data-driven decision-making at both the classroom and district levels. Ultimately, this data-driven approach empowers	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educators to implement targeted interventions, allocate resources effectively, and improve academic outcomes for all students.		
1.3	Student Learning Acceleration Program	This is a Learning Recovery Emergency Block Grant (LREBG) action, supported by $1,250,000 in LREBG funds allocated to accelerate academic recovery and address unfinished learning resulting from pandemic-related disruptions. Research supports the effectiveness of high-dosage, targeted instructional interventions -- including small-group pull-out support, teacher-facing coaching, and structured tutoring -- in accelerating learning for students performing below grade level, particularly among English learners, low-income students, and foster youth. Evidence from the What Works Clearinghouse and California's own learning recovery guidance consistently identifies dedicated instructional support personnel and extended learning opportunities as among the highest-impact strategies for closing achievement gaps. The district-wide Student Learning Acceleration Program is aimed at providing targeted instructional support to ensure students reach grade-level standards. Central to this initiative is the deployment of Learning Support Teachers across the district based on student needs. These dedicated professionals work closely with classroom teachers to identify students who require additional assistance and develop personalized instructional plans to address their specific needs. To further support early learners, we will introduce a week-long, half-day Transitional Kinder and Kinder Camp held before the school year begins. This camp will provide our incoming young learners with early exposure to classroom routines, opportunities to build social connections, and a chance to participate in beginning-of-the-year assessments -- helping to ease the transition into school and lay a strong foundation for success. Additionally, we will hire district certificated staff to provide afterschool tutoring. By providing tailored services and resources, we aim to accelerate student learning, close achievement gaps, and promote equitable access to quality education for all learners.	$2,630,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The impact of this action will be monitored using the following metrics: CAASPP ELA and Mathematics results (grades 3-6) and district ELA assessments (grades TK-2), providing a comprehensive measure of student progress across all grade levels served by this program. While this action is available to all students with academic needs, it is designed with a particular emphasis on supporting English learners, low-income students, and foster youth, who may face unique challenges in their academic journey.		
1.4	Instructional Leadership Teams	Each school's Instructional Leadership Team serves as vital units within each campus, tasked with analyzing school-wide data trends, particularly among unduplicated student groups who often face increased academic challenges compared to their peers. These teams collaborate to devise and execute professional learning plans aimed at enhancing teaching practices in the classroom, specifically targeting students requiring additional support. Additionally, the teams meticulously analyze outcomes as the school implements its School Plan for Student Achievement (SPSA), ensuring alignment with instructional goals and objectives. Given the focus on academic needs, particular attention is directed towards English learners, foster youth, and low-income student groups, aiming to address disparities in achievement and promote equitable educational opportunities for all. These 4 member teams meet throughout the year for up to 3 hours per month.	$50,000.00	Yes
1.5	Teacher Leader Collaboratives	A range of teacher leadership opportunities will be extended to educators, emphasizing their invaluable expertise and voice in driving educational improvement. These collaborative initiatives are tailored to address specific student needs, empowering teachers to delve into topics pertinent to their classrooms. Through these collaboratives, teachers will not only study the chosen topics but also devise actionable recommendations for classroom practices aimed at tackling the identified issues. The planned collaborative teams encompass various areas such as special education inclusion and technology integration. These teams will analyze data, dissecting student outcomes within their respective content areas. By examining current data alongside historical trends, teachers will gain	$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
		deeper insights and allow for informed decision-making, utilization of best practices, and targeted interventions across the district.		
1.6	English Learner Teacher Collaborative	Each school site will be represented by certificated staff who will participate in the district's collaborative, offering vital support to their school site in the following areas: Facilitating newcomer welcome protocols, Increasing understanding of grade-level English Language Development standards, Assisting in the effective implementation of Integrated and Designated ELD strategies, Interpreting and utilizing ELPAC data reports for instructional purposes. Supporting progress monitoring of English learners in English Language Development, and Supporting the reclassification process for English learners. These teachers will serve as liaisons between the district committee and their schools, ensuring effective instructional support for English learners across the district. They will actively contribute to their school's Instructional Leadership Team, advocating for the inclusion of English learner needs in instructional plans aimed at enhancing student achievement. During committee meetings, they will actively engage in data analysis and problem-solving, leveraging insights from their school's English learner student outcomes. Additionally, they will spearhead the implementation of goal-setting initiatives for English learners, focusing on expected growth in language proficiency to drive student success.	$5,000.00	Yes
1.7	English Learner Goal Setting	English Learner Collaborative members will work closely with classroom teachers to analyze their English learner students' latest ELPAC scores, with particular attention to Long-term English Learners (LTELs), and pinpoint areas requiring attention. They will then communicate these scores to students and collaborate with them to establish personalized improvement goals, ensuring LTELs receive targeted goal-setting support	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that addresses their unique academic and linguistic needs. Additionally, the school sites, with support from the instructional leadership team, will devise professional development sessions focusing on effective integrated and designated English language development based on ELPAC data trends, including strategies specifically designed to accelerate progress for LTELs. Furthermore, opportunities will be provided for English learners, with dedicated sessions for LTELs, to refine their ELPAC test-taking skills through targeted practice emphasizing effective strategies.		
1.8	Science Lab Technicians	The inclusion of this staffing position bolsters science education across every school campus. Science lab experiments offer vital benefits for English learners, low-income students, and foster youth by providing hands-on, inquiry-based learning experiences that enhance comprehension, critical thinking, and problem-solving skills. These activities promote equity in education by ensuring access to high-quality, engaging learning opportunities for all students, regardless of background. By connecting theoretical concepts to real-world phenomena, lab experiments make science more accessible and relevant, particularly for students who may have limited exposure to scientific concepts in their everyday lives. Furthermore, hands-on science activities can increase student engagement and motivation, fostering a sense of curiosity and enthusiasm for learning and empowering students to pursue further exploration in STEM subjects.	$251,000.00	Yes
1.9	Dual Language Immersion Program Support	The Dual Language Immersion Program at Old Orchard necessitates continual professional development and specialized materials as it expands to full implementation in the 2024-2025 school year, including the addition of 6th grade. This work encompasses professional development sessions, workshops, curriculum and assessment refinement, and the procurement of relevant instructional materials. The action is designed to bolster the biliteracy and bicultural components of the program while offering crucial support to families, staff, and especially English learner students involved in the initiative.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Additional Hour for Library Media Technicians	This action aims to maintain the extension of the operating hours of each school library to ensure accessibility to its resources, including books, computers, and periodicals, throughout the entire school day. By expanding service from five to six hours per day, we enhance access to these resources for all students, particularly low-income students, who often include English Learners and foster youth. These students may face limitations in accessing technology and library materials at home, making extended library hours essential for completing class assignments and homework. This initiative strives to bridge the digital divide and provide equitable access to educational resources for all students, regardless of their socioeconomic background.	$67,411.00	Yes
1.11	Enhanced Language Development for English Learners and Long Term English Learners	This action aims to accelerate English language development for all English learners, with targeted focus on Long-term English Learners (LTELs), through the integration of effective teaching strategies during integrated ELD, including Guided Language Acquisition and Design (GLAD). Additionally, further support will be provided through technology programs that specifically address language development, with intentional differentiation to meet the more complex linguistic and academic needs of LTELs.	$114,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the 2023 data from the California Dashboard on Chronic Absenteeism and Suspension Rate, along with insights from the California Healthy Kids Survey, it is imperative to prioritize enhancing student engagement and fostering a positive school climate within our district. Chronic absenteeism rates, particularly among vulnerable student groups such as homeless, low-income, and foster youth, remain alarmingly high, as noted by the data below.
All students: 14.4%
Homeless: 25.7%
Two or More Races: 14.5%
Low income: 19.2%
Foster youth: 20.7%
English learners: 15.3%
Additionally, suspension rates, while relatively low overall, disproportionately affect foster youth and low-income students.
All students: 0.9%
Foster youth: 3.3%
English learners: 1.4%
Low income: 1.3%
These statistics underscore the urgent need to address factors contributing to disengagement and adverse school climate experiences among students. Furthermore, insights from the California Healthy Kids Survey reveal that while a majority of students report feeling connected to school (75%), motivated to learn (87%), feel safe at school (83%), and feel that they are provided with social-emotional learning supports (74%), there is still room for improvement.
By prioritizing this LCAP goal, we aim to implement targeted interventions and initiatives to enhance student engagement, improve school climate, and ensure that all students feel safe, supported, and motivated to succeed academically and socially within our district. Through collaborative efforts and evidence-based strategies, we strive to create an inclusive and nurturing learning environment that fosters positive relationships, promotes student well-being, and maximizes student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate: as calculated using data in the California Longitudinal Pupil Achievement Data System.	2022-2023 Academic Year: All Students: 94.4% Low Income Students: 93.6% English Learners: 94.1% Foster Youth: 94.8%	2023-2024 Academic Year All Students: 95.0% Low Income Students: 94.5% English Learners: 94.8% Foster Youth: 96.1%	2024-2025 Academic Year All Students: 95.4% Low Income Students: 94.6% English Learners: 95.5% Foster Youth: 93.7%	2025-2026 Academic Year: 97% student attendance rate.	All Students: +1 ppt Low Income Students:+1 ppt English Learners: +1.4 ppt Foster Youth: - 1.1 ppt
2.2	Chronic Absenteeism: as reported on the California School Dashboard	2023 Dashboard: Percentage chronically absent. All Students: 14.4% Low Income Students: 19.2% English Learners: 15.3% Foster Youth: 20.7% Homeless: 25.7% Two or More Races: 14.5% Students with Disabilities: 17.8% Hispanic: 18.2% White: 11.8%	2024 Dashboard: Percentage chronically absent. All Students: 11.4% Low Income Students: 16.2% English Learners: 13.8% Foster Youth: 4.3% Homeless: 23.4% Two or More Races: 13.3% Students with Disabilities: 17.5% Hispanic: 14.8% White: 9.4%	2025 Dashboard: Percentage chronically absent. All Students: 9.4% Low Income Students: 14.0% English Learners: 10.2% Foster Youth: 12.5% Homeless:18.3% Two or More Races: 8.5% Students with Disabilities: 14.8% Hispanic: 12.8% White: 7.3%	2026 Dashboard: Reduce by at least 6 percentage points All Students: 8% Low Income Students: 13% English Learners: 9% Foster Youth: 14% Homeless: 19% Two or More Races: 8% Students with Disabilities: 11% Hispanic: 12% White: 5%	All Students:-5 ppt Low Income Students: -5.2 ppt English Learners: -5.1 ppt Foster Youth: -8.2 ppt Homeless: -7.4 ppt Two or More Races: -6 ppt Students with Disabilities: -3 ppt Hispanic: -5.4 ppt White: -4.5 ppt
2.3	Suspension Rate: as reported on the California School Dashboard	2023 Dashboard: Percentage of students suspended at least one day. All Students: 0.9%	2024 Dashboard: Percentage of students suspended at least one day. All Students: 0.4%	2025 Dashboard: Percentage of students suspended at least one day. All Students: 0.6%	2026 Dashboard: Reduce by at least 0.3 percentage points All Students: 0.6%	All Students: -0.3 ppt Low Income Students: -0.3 ppt English Learners: -0.5 ppt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Students: 1.3% English Learners: 1.4% Foster Youth: 3.3% Students with Disabilities: 2%	Low Income Students: .6% English Learners: .3% Foster Youth: 3.7% Students with Disabilities: .9%	Low Income Students: 1.0% English Learners: 0.9% Foster Youth: 0% Students with Disabilities: 1.7%	Low Income Students: 1% English Learners: 1.1% Foster Youth: 3% Students with Disabilities: 1.7%	Foster Youth: -3.3 ppt Students with Disabilities: -0.3 ppt
2.4	Expulsion Rate: as calculated using data in the California Longitudinal Pupil Achievement Data System.	2023-2024 academic year: No students were expelled from the Newhall School District.	2024-2025 No students were expelled from the Newhall School District.	2025-2026 No students expelled from the Newhall School District.	2026-2027 Academic Year No students expelled from the Newhall School District.	No change. There continues to be no students expelled from the Newhall School District.
2.5	Student Perception of School Connectedness and Safety: as reported on the California School Dashboard and based on data collected on the 5th grade California Healthy Kids Survey.	2023-2024 Student response to key indicators: School Connectedness: 75% Academic Motivation: 87% Social and Emotional Learning Support: 74% Feel Safe at School: 83%	2024-2025 Student response to key indicators: School Connectedness: 76% Academic Motivation: 88% Social and Emotional Learning Support: 76% Feel Safe at School: 82%	2025-2026 Student response to key indicators: School Connectedness: 78% Academic Motivation: 87% Social and Emotional Learning Support: 76% Feel Safe at School: 86%	2026-2027 All student responses to key indicators will increase by at least 6 percentage points: School Connectedness: 81% or higher Academic Motivation: 93% or higher Social and Emotional Learning Support: 80% or higher Feel Safe at School: 89% or higher	School Connectedness: +3 ppt Academic Motivation: +0 ppt Social and Emotional Learning Support: +2 ppt Feel Safe at School: +3 ppt
2.6	Number of Office Discipline Referrals	April 2024: Number of ODRs	April 2025 Number of ODR's	April 2026 Number of ODR's	Spring 2027: Reduce the	All: -1,409 Low Income: -866

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 4,432 Low Income: 2,545 English Learner: 788 Foster Youth: 141	All: 2,911 Low Income: 1,760 English Learner: 595 Foster Youth: 23	All: 3,023 Low Income: 1,679 English Learner: 397 Foster Youth: 19	number of ODRs for each student group by 30% All: at or under 3,102 Low Income: at or under 1,781 English Learner: at or under 551 Foster Youth: at or under 98	English Learner: -391 Foster Youth: -122
2.7	Parent Perception of School Connectedness and Safety: as reported in the School Effectiveness Survey	May 2024 Percent of Parent Responses Indicating Agreement My school keeps me informed around resources and expectations for my child.- 88% My child's principal communicates well with parents.- 88% My child's school is a safe place for students.- 90%	May 2025 These questions were revised this year. Percent of Parent Responses Indicating Agreement Do you feel that your child understands the school rules and expectations?- 98% Does the school communicate effectively with you about important events, policies, and your child's progress? - 93%	May 2026 Percent of Parent Responses Indicating Agreement Do you feel that your child understands the school rules and expectations?- 98% Does the school communicate effectively with you about important events, policies, and your child's progress? - 92% Do you feel your child's school provides a safe	2026-2027: The Percent of Parent Responses Indicating Agreement will maintain or exceed 90%	Do you feel that your child understands the school rules and expectations?-no change Does the school communicate effectively with you about important events, policies, and your child's progress? - 1 percentage point Do you feel your child's school provides a safe and secure environment? - 2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Do you feel your child's school provides a safe and secure environment?- 94%	and secure environment?- 92%		
2.8	Teacher Perception of School Connectedness and Safety: as reported on the School Effectiveness Survey	2024 These are new questions so no baseline data is available. Adults who work at this school support and treat each other with respect. This school is a safe place for staff.	May 2025 These questions were revised again this year. Percent of Teacher Responses Indicating Agreement Does your principal promote a positive and respectful school culture for staff and students?86% Does your principal address concerns and conflicts in a fair and timely manner? 81%	May 2026 Percent of Teacher Responses Indicating Agreement Does your principal promote a positive and respectful school culture for staff and students?86% Does your principal address concerns and conflicts in a fair and timely manner? 81%	2026-2027 At least 90% of teachers will agree or mostly agree:	No Change

Goal Analysis [2025-26]

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

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

All actions associated with Goal #2 were fully implemented during the school year to support a positive school culture, increase student engagement and attendance, and improve overall behavior. These included Assistant Principal positions (2.1) and a School Psychologist (2.2) to provide site-level leadership and mental health support; the expansion of Visual and Performing Arts staff and services (2.3) to boost student engagement and connection to school; and initiatives focused on Student Social-Emotional Well-Being (2.4).

Operational supports, such as Additional Hours for Office Assistant II (2.5), helped enhance campus responsiveness, while the implementation of Positive Behavior Interventions and Supports (PBIS) (2.6) and Attendance Recognition and Response systems (2.7) provided consistent structures for reinforcing positive behavior and improving attendance outcomes.

A significant success was continued measurable improvement across all key indicators—chronic absenteeism, suspension rate, and school connectedness—for nearly every student group.

Behavioral concerns among our youngest students, particularly in transitional kindergarten through second grade, continue to be an area of challenge and ongoing focus. This trend has reinforced the need for earlier and more targeted behavioral supports across our early learning settings. We continue to strengthen tiered interventions, expand staff training, and increase access to age-appropriate social-emotional learning strategies to better support our early learners.

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 2.2- The material difference between budgeted and estimated actual expenditures for this action is primarily attributable to staffing vacancies. Several positions supporting visual and performing arts services were open for a portion of the 2025-26 school year, resulting in salary and benefit savings that were not anticipated when the budget was developed. The art residencies described in this action were implemented as planned, and arts services continued for students throughout the year. The underspending reflects the timing of vacant positions rather than a reduction in planned services or a change in the scope of this action.

Action 2.3- Estimated actual expenditures for this action were lower than budgeted due to staffing vacancies at the beginning of the school year. Several visual and performing arts positions remained unfilled for a portion of the year, resulting in salary and benefit savings and delayed implementation of some planned services. As positions were filled, arts programming and residencies were implemented; however, expenditures did not fully reach the amount originally budgeted because services were not provided for the entire school year.

Action 2.5 -- Actual expenditures for this action came in above the budgeted amount, reflecting that staff in these positions were placed higher on the salary schedule than originally anticipated. All positions were filled and fully implemented as planned, with Office Assistant II staff supporting data entry for Office Discipline Referrals and chronic absenteeism tracking across all ten campuses. The intended impact of

this action of improving data analysis and collaborative problem-solving to address disproportionate rates of absenteeism and office referrals among English learners, low-income students, and foster youth was fully realized.

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

Actions under Goal #2 have demonstrated measurable effectiveness across multiple indicators of student engagement, attendance, behavior, and school climate.

Actions 2.1 (Additional Assistant Principal Positions) and 2.5 (Additional Hours for Office Assistant II) strengthened site-level capacity to monitor attendance, respond to student needs, and maintain consistent school operations. This expanded administrative and support presence contributed to steady attendance gains across most student groups. The overall student attendance rate rose from a baseline of 94.4% to 95.4% in Year 2, with English Learners climbing from 94.1% to 95.5% and Low Income students from 93.6% to 94.6%. Foster Youth attendance declined slightly from 94.8% to 93.7%, remaining an area of continued focus and intensified site-level response. Overall chronic absenteeism dropped from 14.4% to 9.4%, a 5-point decline approaching the Year 3 target of 8%. Foster Youth saw the most dramatic improvement, declining from 20.7% to 12.5%. Students identified as Two or More Races declined from 14.5% to 8.5%, English Learners from 15.3% to 10.2%, and Low Income students from 19.2% to 14.0%.

Actions 2.6 (Positive Behavior Interventions and Supports) and 2.7 (Attendance Recognition and Response) have been particularly effective in reducing chronic absenteeism, the district's most significant area of improvement. Overall chronic absenteeism dropped from 14.4% to 9.4%, a 5-point decline approaching the Year 3 target of 8%. Foster Youth saw the most dramatic improvement, declining from 20.7% to 12.5%. Students identified as Two or More Races declined from 14.5% to 8.5%, English Learners from 15.3% to 10.2%, and Low Income students from 19.2% to 14.0%. Attendance recognition structures have helped normalize consistent attendance as a school community expectation, while tiered response protocols have enabled earlier intervention for students showing early absenteeism patterns. Students with Disabilities remain above target at 14.8%, and Homeless students, while improving from 25.7% to 18.3%, continue to require intensified and individualized outreach.

Action 2.6 (PBIS) has also produced measurable results in student behavior. Suspension rates declined overall from 0.9% to 0.6%, with English Learners improving from 1.4% to 0.9%, Low Income students from 1.3% to 1.0%, and Foster Youth dropping to 0% from a baseline of 3.3%. The expulsion rate remained at zero for the third consecutive year, reflecting the sustained effectiveness of restorative and tiered behavioral approaches embedded in PBIS implementation. Office Discipline Referrals present a more nuanced picture: a significant reduction from the April 2024 baseline of 4,432 to 2,911 in Year 1 was followed by a modest increase to 3,023 in Year 2. This uptick reinforces the need to strengthen PBIS Tier 1 and Tier 2 fidelity, particularly for younger students in TK–2, and will be a priority focus in Year 3.

Actions 2.2 (Additional School Psychologist) and 2.4 (Student Social-Emotional Well-Being) have supported measurable improvements in student perception data from the California Healthy Kids Survey. School Connectedness increased from 75% at baseline to 78% in Year 2, and the percentage of students who Feel Safe at School grew from 83% to 86%. These gains reflect the impact of expanded mental health staffing and intentional social-emotional programming on students' sense of belonging and safety. Academic Motivation held steady at 87%, and Social and Emotional Learning Support remained at 76%, both areas that will be monitored and strengthened as the district works toward Year 3 targets of 81% and 80% respectively. Disaggregated chronic absenteeism data on the California Dashboard shows mixed

results across student groups. English learners (1,151 students) and socioeconomically disadvantaged students (2,973 students) both improved, declining 3.6% and 2.2% respectively, with each group performing in the Yellow range at 10.2% and 14% chronically absent. Foster youth (16 students) saw chronic absenteeism increase by 8.2% to 12.5%, placing this group in the Orange range. While the gains among English learners and socioeconomically disadvantaged students reflect the positive impact of expanded mental health staffing and social-emotional programming, the increase among foster youth indicates a need for continued, targeted support. The district will monitor this small but highly mobile student group closely and prioritize attendance interventions for foster youth as it works toward Year 3 targets.

Action 2.3 (Increased Visual and Performing Arts Staff and Services) has contributed to school connectedness and engagement by expanding access to arts programming across sites. Student and parent perception data support this connection: 89.6% of parents reported satisfaction with their child's school experience on the School Effectiveness Survey, reflecting a school climate in which enrichment and belonging are valued alongside academic achievement. We believe that the arts experiences encourage school attendance. Data shows that the overall student attendance rate rose from a baseline of 94.4% to 95.4% in Year 2, with English Learners climbing from 94.1% to 95.5% and Low Income students from 93.6% to 94.6%. Foster Youth attendance declined slightly from 94.8% to 93.7%, remaining an area of continued focus and intensified site-level response.

Collectively, these results reflect meaningful progress toward Goal #2, with the greatest gains in chronic absenteeism and suspension rates. Persistent challenges, particularly for Homeless students, Foster Youth in attendance, and behavioral referrals in the primary grades, remain priority areas as the district enters Year 3.

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

Action 2.1: Based on updated school enrollment data, the district will support seven Assistant Principal positions rather than eight, while maintaining positions dedicated to providing targeted support for unduplicated students at our five Title I school sites.

Action 2.4: Based on educational partner feedback, we will add 2 additional counselors to provide support to our schools with the highest needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional Assistant Principal Positions	Expanding Assistant Principal positions aims to bolster school resources, particularly at high-needs schools with larger populations of low-income, foster youth, and English learner students. Currently, none of our five Title 1 school sites qualify for Assistant Principal time due to enrollment size. By allocating shared positions across the school sites, administrators will	$1,568,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have the dedicated time to provide targeted support for unduplicated students and their families. This work will include collaborating with school staff to address student behavior, monitoring chronic absenteeism and working with families to address barriers to attendance, conducting data analysis, monitoring and enhancing instruction, and fostering parent engagement. This action, identified as a top priority by parent and staff educational partners, aims to strengthen support systems and improve outcomes for all students.		
2.2	Additional School Psychologist	Our school psychologists engage in community outreach efforts, facilitating connections between families and additional community resources while making referrals to social-emotional and behavioral programs. To enhance support for English learner, low-income, and foster youth students district-wide, we will hire one additional full-time school psychologist to ensure access to unduplicated students and their families.	$150,000.00	Yes
2.3	Increased Visual and Performing Arts Staff and Services	This action aims to enhance the arts education experience across our district, with particular focus on benefiting unduplicated student groups. This initiative includes the implementation of two art residencies: one theater residency tailored for 2nd-grade students and another hip-hop dance residency designed for 6th-grade students. These residencies will provide immersive, hands-on experiences that cultivate creativity, self-expression, and collaboration among English learner students, low-income students, and foster youth, which will also benefit all students. Additionally, we will continue to fund a visual arts teacher for our visual arts program, allowing for expanded opportunities for students from unduplicated groups to explore various artistic mediums and techniques. By increasing visual and performing arts staff and services, this action seeks to provide equitable access to enriching arts experiences, fostering a vibrant school culture and promoting holistic development for all students.	$250,000.00	Yes
2.4	Student Social-Emotional Well-Being	This action aims to enhance students' social-emotional well-being by providing support from counselors, particularly targeting at-risk students facing behavioral and emotional obstacles to learning. Our local data highlights a disproportionate need for counseling support among low-	$1,520,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students, English learners, and foster youth, reflecting an increased demand for intervention since 2021. Through this action, counselors will continue to offer additional support through small group sessions, one-on-one counseling, and increased classroom engagement activities. They will also continue to lead the PBIS team work at their school sites. Moreover, given concerns regarding poor attendance within these student groups, counselors will collaborate with parents and students to promote better attendance practices. Complementing this effort is the district-wide implementation of a Social Emotional Learning (SEL) program, facilitated by counselors and school psychologists, to provide systematic social-emotional learning interventions. This program, integrated with full-time counselor support, facilitates targeted counseling sessions tailored to specific student groups and individuals. Furthermore, the program incorporates a social-emotional screener and specialized supports to monitor and assess its effectiveness in addressing students' social-emotional needs. Staff members are equipped with tools such as the Playbook Intervention and Curriculum Library to support the implementation of these interventions, with additional support provided by the program's dedicated support department. Through these concerted efforts, we strive to create a nurturing and supportive environment that fosters students' social-emotional growth and well-being across our district.		
2.5	Additional Hours for Office Assistant II	To enhance our Positive Behavioral Interventions and Supports (PBIS) program and effectively address chronic absenteeism, designated staff members are required to enter Office Discipline Referrals (ODRs) and focus on absenteeism issues at each campus. A comprehensive data review across our ten campuses revealed a disproportionate level of office referrals and chronic absenteeism among English learners, low-income students and Foster Youth. To mitigate this, two additional hours are allocated to the Office Assistant II position, allowing for improved data entry and analysis of attendance issues. The continued allocation of these extra hours will facilitate the creation of reports and collaborative problem-solving with administrators and other support staff to address chronic absenteeism effectively.	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Positive Behavior Interventions and Supports	This action continues the implementation of Positive Behavior Intervention and Supports (PBIS) across our district to foster a positive school climate and support students' social-emotional well-being, particularly benefiting English learners, low-income students and Foster Youth by providing targeted interventions and supports tailored to their unique needs. PBIS is a proactive approach aimed at teaching and reinforcing positive behaviors, thereby reducing disciplinary issues and promoting a safe and inclusive learning environment. School counselors will continue serve as the team leader of their school's PBIS teams. Building upon the success of previous PBIS initiatives, this action focuses on further integrating PBIS practices into the daily routines and culture of our schools. It includes ongoing professional development for staff, the development and implementation of behavior support plans, and the establishment of systems for data collection and analysis to monitor the effectiveness of PBIS strategies. By nurturing a supportive and respectful school climate through PBIS, we aim to enhance students' overall academic success and personal development.	$450,000.00	Yes
2.7	Attendance Recognition and Response	There continues to be concern regarding attendance with several student groups, particularly among our low-income, foster youth, and English learner students. To address this issue, administrators and support staff will continue their efforts initiated since the 2020-2021 school year to engage families and students with higher than expected absences. The primary objective is to identify and eliminate barriers to regular school attendance. Both School Attendance Response Teams (SART) and District Attendance Response Teams (DART) will be deployed prior to resorting to the more formal School Attendance Review Board (SARB) process. Each school will establish attendance improvement goals, with monthly recognition provided to the school community for achieving their targets. Additionally, various incentive programs will be implemented at each school to further encourage consistent attendance.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Ultimately, the primary objective of expanding partnerships with parents is to enhance student success. Research consistently shows that when parents are actively engaged in their child's education and school life, students tend to perform better academically, have improved attendance, exhibit better behavior, and develop stronger social-emotional skills. During the LCAP feedback process, educational partners shared the need for continued and increased opportunities for parents to become engaged through family fun and education events. By setting this LCAP goal, the school is committing to fostering a collaborative relationship with parents, recognizing them as valuable partners in the educational journey of their children. Through increased partnership and involvement, the school aims to create a supportive environment where every student can thrive and reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Decision-Making: as measured by opportunities for parents to provide input into decisions for the school district.	2023-2024 Parent Participation in LCAP Input Meetings: 305 Parent Participation in Special Education Advisory Meetings: Average number of attendees- 10 Parent Participation in the District English	2024-2025 Parent Participation in LCAP Input Meetings: 93 Parent Participation in Special Education Advisory Meetings: Average number of attendees- 20	2025-2026 Parent Participation in LCAP Input Meetings: 128 Parent Participation in Special Education Advisory Meetings: Average number of attendees- 22	Increase parent participation in decision-making opportunities Parent Participation in LCAP Input Meetings: Maintain or exceed 300 participants Parent Participation in	Parent Participation in LCAP Input Meetings: -177 Parent Participation in Special Education Advisory Meetings: +12 Parent Participation in the District English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Advisory Committee: Average number of attendees- 35	Parent Participation in the District English Language Advisory Committee: Average number of attendees- 13	Parent Participation in the District English Language Advisory Committee: Average number of attendees- 23	Special Education Advisory Meetings: 15 Parent Participation in the District English Language Advisory Committee: 60	Language Advisory Committee: -12
3.2	Parent Participation: as measured by parent response on the School Effectiveness Survey indicating that the school encourages them to participate in activities.	2023-2024 School Survey 94% reported that their school encourages them to participate in school activities.	2024-2025 School Survey 93% reported that their school communicates effectively about important events, policies, and their child's progress.	2025-2026 School Survey 92% reported that their school communicates effectively about important events, policies, and their child's progress.	2026-2027 Academic Year Maintain a rate of 95% or higher of parents reporting that they agree with the statement.	-2%
3.3	Unduplicated Parent Engagement: Average number of attendees for each event	This data was not tracked in the 2023-2024 Academic Year. Baseline data is not available	2024-2025 School Year English learner family nights: An average of 0.03% English learner families attend each event. Family Title I nights: An average of 0.02% of Title I families attended each event.	2025-2026 School Year English learner family nights: An average of 5% English learner families attend each event. Family Title I nights: An average of 4% of Title I families attended each event.	2026-2027 Academic Year English learner family nights: An average of at least 10% of English learner families will attend each event. Family Title I nights: An average of at least 10% of Title I school families will attend each event.	English learner family nights: + 4.97 percentage points Family Title I nights: +3.98 percentage points Family Resource Event: +4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Family Resource Event: 2% of the district SWD families attended the event.	Family Resource Event: 6% of the district SWD families attended the event.	Family Resource Event: At least 10% of the district families will attend the event.	

Goal Analysis [2025-26]

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

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

All actions under Goal #3 were implemented to support increased parent engagement and strengthen partnerships between families, schools, and the district. These actions aimed to expand opportunities for families to participate in decision-making processes and school activities, with the ultimate goal of improving student success.

Parent Engagement and Education (3.1) was implemented through a series of district-sponsored workshops and learning opportunities for families. English Learner Parent Education (3.2) was partially implemented. While district-level workshops were offered and funding was allocated to schools for site-specific sessions through third-party vendors, not all school sites were able to coordinate or deliver these opportunities, limiting consistent access across the district. For 2026-27, Community Outreach staff will deliver customized parent education modules directly to families, offering a more flexible and accessible approach.

Parent Communication Systems and Services (3.3) were fully implemented and highly effective. ParentSquare continued to be a widely used platform for timely and accessible communication between families and schools, with 99% of families receiving messages through email and text, contributing to stronger home-school connections.
McKinney-Vento Support (3.4) and Connecting Families with Community Resources (3.7) were fully implemented, ensuring that families experiencing housing instability and those in need of additional support were connected with essential services and assistance.

The School Community Outreach position at each school (3.5) was implemented, though some positions remained vacant for a portion of the year due to staffing transitions and recruitment timelines. The district remains committed to fully staffing these roles, as they play a vital role in supporting family engagement and helping families navigate school systems.

Parent Advisory Councils (3.6) were fully implemented, providing structured opportunities for families to participate in school and district-level decision-making. A notable bright spot was SEAC attendance doubling compared to the prior year, reflecting meaningful growth in engagement among families of students with disabilities. Strengthening outreach and accessibility for all advisory structures remains a priority heading into Year 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 3.1 -- Actual expenditures for this action came in above the budgeted amount, reflecting higher-than-anticipated costs associated with family engagement events and materials. All planned programming was implemented as intended, including Family Engagement Nights, outreach to new families, and parent workshops, with attendance incentives and expanded community partnerships supporting participation. Services were prioritized for English learners, low-income students, and foster youth while remaining open to all families. The action was fully implemented and the district's investment in family engagement reflects the continued commitment to building trust and partnership with the community.

Action 3.2- The material difference between budgeted and estimated actual expenditures for this action is attributable to the district holding fewer site-based workshops than originally planned during the 2025-26 school year. While English learner parent education continued through workshops, informational sessions, and accessible materials, the number of site-based sessions delivered was lower than anticipated, resulting in reduced costs for facilitation, materials, and associated expenses. The district remains committed to this action and will work to expand the reach and frequency of site-based parent education opportunities, including reviewing scheduling, outreach, and delivery approaches to increase English learner parent participation in the coming year.

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

Actions under Goal #3 reflect a mixed picture of progress, with clear successes in communication and outreach and continued challenges in decision-making participation and reaching families of English learners at scale.

Action 3.3 (Parent Communication Systems and Services) was effective. ParentSquare remains a reliable and high-reach tool for family communication, with 99% of families receiving messages through the platform. This consistent, accessible communication has strengthened home-school connections and contributed to improved engagement across all school sites. 92% reported that their school communicates effectively about important events, policies, and their child's progress.

Actions 3.4 (McKinney-Vento Support), 3.5 (School Community Outreach), and 3.7 (Connecting Families with Community Resources) were effective. Coordinated outreach and resource support contributed to measurable improvements in attendance and chronic absenteeism across the student groups these actions are designed to serve. Overall student attendance rose from a baseline of 94.4% to 95.4% in Year 2, with English Learners climbing from 94.1% to 95.5% and Low Income students from 93.6% to 94.6%. Foster Youth attendance declined slightly from 94.8% to 93.7%, remaining an area of continued focus. Chronic absenteeism showed more significant gains: district-wide, the rate dropped from 14.4% to 9.4%. English Learners declined from 15.3% to 10.2%, Low Income students from 19.2% to 14.0%, and Foster Youth from 20.7% to 12.5%, the most dramatic improvement of any student group. These outcomes reflect the impact of consistent, relationship-based outreach and direct resource support on student engagement and daily attendance, particularly for the district's most vulnerable families.

Action 3.6 (Parent Advisory Councils) showed mixed results. While SEAC participation doubled, demonstrating real growth in engagement among families of students with disabilities, LCAP input participation declined by approximately 200 responses and DELAC attendance

decreased. These trends indicate that current structures are not consistently reaching all family communities, and more targeted, culturally responsive outreach strategies will be needed in Year 3.

Actions 3.1 (Parent Engagement and Education) and 3.2 (English Learner Parent Education) are contributing actions intended to strengthen family connections to learning and support student outcomes, particularly for English Learners, Low Income students, and Foster Youth. The evidence reflects mixed effectiveness, with positive trends in student performance data alongside persistent gaps in family participation reach.

District-wide, all students scored 46.8 points Above Standard in ELA and 26.5 points Above Standard in math on the 2025 CAASPP, with ELA showing a 9.2-point gain. However, the student groups most directly served by these actions continue to perform below the all-student group. English Learners scored 17.5 Below Standard in ELA (up 7.9 points) and 28.1 Below Standard in math (maintained), indicating growth in ELA but a persistent and significant gap relative to all students. Low Income students scored 6.9 Above Standard in ELA (up 7.3 points) and 11.3 Below Standard in math (maintained), reflecting positive ELA momentum but continued math challenges. Foster Youth data were not displayed for privacy due to small n-size in both subjects, limiting the district's ability to draw firm conclusions for this student group.

Chronic absenteeism data offer a more encouraging picture, with English Learners improving from 15.3% to 10.2%, Low Income students from 19.2% to 14.0%, and Foster Youth from 20.7% to 12.5%. To the extent that parent engagement work has reinforced the importance of consistent attendance, these gains suggest the actions are contributing to improved family follow-through, even when direct participation in district events remains limited.

That participation gap is the central challenge for both actions. Attendance at LCAP input meetings declined from 305 at baseline to 128 in Year 2, and District English Language Advisory Committee attendance (23 in Year 2) remains well below the Year 3 target of 60. Families who participated in district-led workshops reported positive experiences, and the programming provided meaningful learning opportunities. However, the Year 1 format for Action 3.2, an 8-week vendor-led course, did not generate sufficient interest among English Learner families. In Year 3, a more flexible, module-based approach delivered by Community Outreach staff will be piloted, with the goal of reducing barriers to participation while maintaining instructional quality and increasing reach among the EL families these actions are designed to serve.

Additionally, while engagement efforts have supported attendance gains, academic outcomes for unduplicated students on the 2025 CAASPP remain a concern. More targeted strategies connecting family engagement to instructional support will be a focus going into the final year of this goal cycle.

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

No changes were made to the goal, metrics, target outcomes or actions under Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagment and Education	Our LCAP action for Parent Engagement and Education aims to create a supportive and inclusive environment where families actively participate in their children's educational journey. We will foster collaboration and dialogue among parents, educators, and the community by providing opportunities, specifically for our unduplicated student groups, which will include Family Engagement Night events, Outreach to New Families, and Parent Workshops. To improve participation, we will also introduce attendance incentives such as raffling off books, backpacks, and other school-related items at events. Though these will be built around the needs of our English learner, low-income, and foster youth, they will be available to all. We will expand partnerships with local community organizations to co-host events, provide culturally relevant resources, and connect families to additional services that support student success. These initiatives provide practical strategies, resources, and support to empower parents in supporting their children's academic and socio-emotional growth at home. By continuously evaluating and refining our approach based on feedback, we strive to cultivate a culture of trust and partnership, ensuring that every child has the opportunity to thrive academically and beyond.	$42,000.00	Yes
3.2	English Learner Parent Education	This action aims to enhance academic outcomes for English learner students by providing tailored support to their parents. This initiative responds directly to requests from English learner parents who seek guidance and resources to better understand the educational system and effectively support their children's learning journey. As part of this effort, our Community Outreach staff will deliver customized parent education modules designed to address specific needs and concerns identified within the English learner community. Through targeted workshops, informational sessions, and accessible materials, this action seeks to empower English learner parents with the knowledge and skills necessary to actively engage in their children's education, fostering a collaborative partnership between home and school environments that ultimately cultivates academic success for English learner students.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Communication Systems and Services	This action is intended to enhance communication with our families, particularly those of unduplicated students, through a range of tools and services. This includes the use of a two-way social media platform capable of translating messages into students' home languages, facilitating seamless communication between schools and families. Positive feedback from parents underscores the effectiveness of this tool in fostering meaningful engagement. Furthermore, this action supports the upkeep of our district's website, serving as a vital platform for communication with families and the broader community. Additionally, this action supports translation services are provided at key events like parent-teacher conferences and other school or district gatherings, ensuring inclusivity and accessibility for all families.	$165,000.00	No
3.4	McKenney-Vento Support	The district is committed to offering targeted support to students in transitional housing or foster care. At the district level, collaboration with the LACOE and local government agencies persists, aimed at enhancing existing support systems and staying informed about new avenues for aiding students and families. Ongoing training and support ensures that all district staff are equipped to address the unique needs of students experiencing homelessness and in foster care. The district's McKinney Vento and Foster Youth liaison provides continuous guidance to school counselors at all schools to support their direct case management and communication with families regarding available resources. Through partnerships with various community organizations, district staff have established a network of support, offering essentials like food, clothing, medical care, and access to housing and employment resources. Food distribution at all schools further supports our students. All assistance, whether from the community or the school, is delivered directly to families via coordinated case management facilitated by administrators, counselors, community liaisons, and the district liaison. Additionally, ongoing parent education and family events, aiming to promote health, wellness and connectedness are inclusive of these student groups.	$750.00	Yes
3.5	School Community Outreach	The bilingual School Community Outreach staff prioritizes parent involvement, particularly among parents who have previously been less	$403,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engaged with the school due to various factors. Feedback from educational partners highlight that this staff member serves as a vital link between the school and non-English-speaking parents, foster youth, and those from low-income backgrounds. Responsibilities include acting as a liaison to enhance student learning experiences, fostering better communication between home and school, arranging parent committee gatherings, and offering training sessions and classes for parents.		
3.6	Parent Advisory Councils	Various parent advisory groups will meet throughout the year to provide a forum for informing parents and receiving input. These will include the District English Learner Advisory Council (DELAC), the Special Education Advisory Council (SEAC), and the Local Control Accountability Advisory Council (LCAP), among others. These will operate as district-level councils to foster partnerships and enhance communication between educational partners.	$500.00	No
3.7	Connecting Families with Community Resources	This initiative is dedicated to connecting English learners, low-income students and Foster Youth and their families with community mental health resources, providing tailored social-emotional and counseling support services to students and their families. Families are matched with local providers who offer assistance in their preferred language, ensuring accessibility and inclusivity. Anonymity is also respected for those seeking discreet support. Moreover, counselors and psychologists facilitate a seamless process, initiating referrals on behalf of families and students. Educational partners, including counselors, administrators, and families have reported that there continues to be a need for this service in addition to what is available within the school day for students.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal to provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district was chosen to ensure that every student has the opportunity to reach their full potential regardless of background or circumstance. Recognizing the importance of equity in education, this goal aims to address disparities in access to essential resources and educational opportunities, including rigorous coursework and enrichment programs. By prioritizing equitable access, the district seeks to eliminate barriers to student success, promote inclusivity, and foster a learning environment where all students can thrive academically, socially, and emotionally. Educational partners have prioritized safe and clean schools, well-prepared staff, and the use of high quality educational materials. Through this goal, the district reaffirms its commitment to providing every student with the support and opportunities they need to achieve academic excellence and pursue their aspirations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers	2021-2022 94.3% of teachers are credentialed and appropriately assigned. Data from the 2024 California Dashboard Report	2022-2023 92.8% of teachers are credentialed and appropriately assigned. Data from the 2025 California Dashboard Report	2023-2024 100% of teachers are credentialed and appropriately assigned. Data from Newhall School District Human Resources Department.	2024-2025 100% of teachers are credentialed and appropriately assigned.	+5.7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				California Dashboard Data will be available in Fall of 2026.		
4.2	Access to Standards-Aligned Instructional Materials	Williams' 2023 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.	Williams' 2024 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.	Williams' 2025 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.	Williams' 2026 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.	Goal continues to be met.
4.3	Implementation of State Standards: as measured by the LCFF Priority 2 Self Reflection Tool	2023-2024 LCFF Priority 2 Self Reflection Tool: All areas ranked as 4 (Full Implemention) or 5 (Full Implementation and Sustainability) Professional Learning for teaching adopted academic standards and/or curriculum frameworks- 5 Instructional materials aligned to adopted academic standards and/or curriculum frameworks- 5 Implementation of policies and programs to support staff in	2024-2025 LCFF Priority 2 Self Reflection Tool: All areas ranked as 4 (Full Implemention) or 5 (Full Implementation and Sustainability) Professional Learning for teaching adopted academic standards and/or curriculum frameworks- 5 (with the exception of History-Social Science (4) due to curriculum pilot year)	2025-2026 LCFF Priority 2 Self Reflection Tool: All areas ranked as 5 (Full Implementation and Sustainability) Professional Learning for teaching adopted academic standards and/or curriculum frameworks- 5 Instructional materials aligned to adopted academic standards and/or curriculum frameworks- 5	2026-2027 LCFF Priority 2 Self Reflection Tool: All areas ranked as 4 (Full Implemention) or 5 (Full Implementation and Sustainability)	Goal continues to be met at 5; World Language +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		identifying areas to improve in deliver of academic standards and/or frameworks (such as collaborative time, observations, teacher coaching)- 5 Implementation of the following academic standards adopted by the state board: Health Education Content Standards- 5 Physical Education Model Content Standards- 5 Visual and Performing Arts- 5 World Language- 4 Support for teachers and administrators- 5	Instructional materials aligned to adopted academic standards and/or curriculum frameworks- 5 Implementation of policies and programs to support staff in identifying areas to improve in deliver of academic standards and/or frameworks (such as collaborative time, observations, teacher coaching)- 5 Implementation of the following academic standards adopted by the state board: Health Education Content Standards- 5 Physical Education Model Content Standards- 5 Visual and Performing Arts- 5 World Language- 5	Implementation of policies and programs to support staff in identifying areas to improve in deliver of academic standards and/or frameworks (such as collaborative time, observations, teacher coaching)- 5 Implementation of the following academic standards adopted by the state board: Health Education Content Standards- 5 Physical Education Model Content Standards- 5 Visual and Performing Arts- 5 World Language- 5 Support for teachers and administrators- 5		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Support for teachers and administrators- 5			
4.4	Access to Broad Course of Study	2023- 2024 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics Social Studies Science Art and Music Technology Physical Education English Language Development (for English Learners)	2024-2025 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics Social Studies Science Art and Music Technology Physical Education English Language Development (for English Learners)	2025-2026 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics Social Studies Science Art and Music Technology Physical Education English Language Development (for English Learners)	2026-2027 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics Social Studies Science Art and Music Technology Physical Education English Language Development (for English Learners)	Goal continues to be met.
4.5	Professional Development Participation to Support Instruction for English Learners	2023-2024 Academic Year 18 teachers fully BeGlad trained 45 teachers attended BeGlad workshops	2024-2025 Academic Year 34 teachers fully BeGlad trained 44 teachers attended BeGlad workshops	2025-2026 Academic Year 47 teachers fully BeGlad trained 55 teachers attended BeGlad workshops	2026-2027 Academic Year 54 teachers fully BeGlad trained 75 teachers attended BeGlad workshops	+29 teachers fully BeGlad trained +10 teachers attended BeGlad workshops +1 English Learner Collaborative meeting held

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 English Learner Collaborative meetings were held. 0 teachers use the OPTEL to monitor student language proficiency. 9 teachers attended Integrated and Designated English Language Development Workshops	5 English Learner Collaborative meetings were held. 100% of teachers of English learners used the OPTEL to monitor student language proficiency. 20 teachers attended Integrated and Designated English Language Development Workshops	3 English Learner Collaborative meetings were held. 100% of teachers of English learners used the OPTEL to monitor student language proficiency. 23 teachers teachers attended Integrated and Designated English Language Development Workshops	4 English Learner Collaborative meetings held. 100% of teachers of English learner students use the OPTEL to monitor student language proficiency. 50 teachers attended Integrated and Designated English Language Development Workshops	100% of teachers of English learners used the OPTEL to monitor student language proficiency. (Goal Met) +14 teachers teachers attended Integrated and Designated English Language Development Workshops
4.6	School Facilities Maintained in Good Repair	2023-2024 Fit Reports: 2 schools scored Exemplary 8 schools scored Good	2024-2025 Fit Reports: 7 schools scored Exemplary 3 schools scored Good	2025-2026 Fit Reports: 4 schools scored Exemplary 6 schools scored Good	2026-2027 FIT Report 10 schools will score Exemplary.	2 more schools scored Exemplary
4.7	Access To Technology	2023-2024 Academic Year 100% of students have access to technology in the classroom Total # of families reporting no internet at home: 196	2024-2025 Academic Year 100% of students have access to technology in the classroom Total # of families reporting no	2025-2026 Academic Year 100% of students have access to technology in the classroom Total # of families reporting no	2026-2027 Academic Year 100% of students have access to technology in the classroom Total # of families reporting no	100% of students have access to technology in the classroom (Goal Met) Total # of families reporting no internet at home: -67

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 75% English learner: 68% Foster youth: 0%	internet at home: 148 % of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 39% English learner: 47% Foster youth: 0% (1 student)	internet at home: 129 % of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 28% English learner: 35% Foster youth: 0%	internet at home: 90 % of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 100% English learner: 100% Foster youth: 100%	% of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: -47% English learner: -33% Foster youth: no change

Goal Analysis [2025-26]

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

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

Six of the seven actions under Goal 4—Highly Qualified Teachers (4.1), Certificated Staff Development (4.2), Instructional Materials (4.4), Technology Support (4.5), Technology (4.6), and Facilities (4.7)—were fully implemented. Classified Staff Professional Development (4.3) was again partially implemented, as scheduling constraints and limited substitute availability continued to restrict the frequency and reach of planned training sessions for classified staff.

A key success this year was the district's continued investment in standards-aligned professional learning for certificated staff. Building on the curriculum alignment initiative launched in 2024–25, educators deepened their use of student data to drive instructional decisions and refine differentiated lesson design across grade levels. Participation in BeGlad and Integrated and Designated ELD workshops remained strong, and the use of the OPTEL to monitor English learner language proficiency became consistent practice among all teachers serving English learner students.

A continued area of challenge is ensuring that classified staff receive equitable access to professional development. While some training occurred, barriers related to coverage, scheduling flexibility, and release time persisted. In 2026–27, the district will prioritize more accessible and flexible structures to support the classified workforce in building capacity that directly benefits student learning and school operations.

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 4.3 -- Actual expenditures for this action came in below the budgeted amount, reflecting fewer professional development and training opportunities for classified staff than originally planned. While some training was provided, the district was not able to fully utilize the allocated funds during this cycle. The district recognizes the need to expand and strengthen classified staff professional development and is committed to identifying additional training opportunities in the coming year to ensure fuller implementation and use of allocated funds.

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

Highly Qualified Teachers (4.1) was effective. All classrooms continued to be staffed with appropriately credentialed and assigned teachers, ensuring consistent and equitable delivery of instruction across all ten school sites. In 2025-26, 100% of teachers were credentialed and appropriately assigned, reflecting the district's sustained commitment to maintaining a fully qualified instructional workforce. This stable foundation is reflected in 2025 California Dashboard ELA outcomes, where all students scored 46.8 points Above Standard, an increase of 9.2 points from the prior year, and the district's ELA performance color moved from Green to Blue. Socioeconomically disadvantaged students scored 6.9 points Above Standard, an increase of 7.3 points, and English learners increased their Distance from Standard by 7.9 points, outpacing the state EL growth rate of 7.6 points.

Certificated Staff Development (4.2) was effective, with continued growth in professional learning opportunities aligned to the needs of unduplicated student populations. A total of 55 teachers attended BeGlad workshops, 3 English Learner Collaborative meetings were held, and 47 teachers participated in Integrated and Designated ELD professional development. All teachers serving English learner students used the OPTEL to monitor student language proficiency, representing a significant expansion from baseline. Much of the certificated professional learning this year focused on strengthening ELA instruction and improving the implementation of integrated and designated ELD strategies. The targeted focus on ELD professional learning is reflected in English learner outcomes on the 2025 California Dashboard. English learners increased their ELA Distance from Standard by 7.9 points, and 47.2% of EL students made progress toward English language proficiency, slightly outperforming the state rate of 46.4%. Long-term English learners showed a 5.4-point increase in ELA Distance from Standard, and recently reclassified students scored 62.8 points Above Standard in ELA, an increase of 7.6 points, suggesting that sustained ELD investment is supporting students through and beyond reclassification. Low-income students also demonstrated strong growth in ELA achievement, increasing 7.3 points and reaching 6.9 points Above Standard on the CAASPP ELA assessment. These results suggest that the district's investment in high-quality ELA and ELD professional learning is contributing to improved outcomes for both English learners and low-income students. Foster youth students, while representing a very small subgroup of 11 students, scored 30.4 points Below Standard in ELA. Given the small cohort size, results should be interpreted cautiously; however, the performance of this student group highlights the continued need for targeted supports and ongoing monitoring to ensure equitable access to high-quality instruction and intervention services.

Classified Staff Professional Development (4.3) was not fully effective as implemented. Due to continued logistical constraints, including limited substitute coverage and scheduling challenges, many classified staff members did not receive the full scope of planned professional development. As a result, opportunities to build skills in areas such as customer service, safety protocols, technology proficiency, and positive behavior support were inconsistent across sites. The district recognizes the critical role classified staff play in student support and school operations, and will implement more structured and accessible PD pathways in 2026-27, including job-embedded formats and site-based scheduling options, to ensure more consistent participation across all sites.

Instructional Materials (4.4) was effective. All students continued to have access to Board-approved, standards-aligned instructional materials across all required subject areas, as confirmed by the 2025-26 Williams Sufficiency Report. Equitable access to high-quality materials is reflected in 2025 California Dashboard mathematics outcomes, where all students scored 26.5 points Above Standard, maintaining performance from the prior year and outperforming the state rate of 42.4 points Below Standard by a substantial margin. English learners scored 28.1 points Below Standard in mathematics, maintaining performance from the prior year while outperforming the state EL rate of 86.1 points Below Standard. Socioeconomically disadvantaged students scored 11.3 points Below Standard in mathematics, also maintaining performance and significantly outperforming the state rate of 72.9 points Below Standard.

Technology Support (4.5) was effective in ensuring equitable access to instructional technology for all students, with particular attention to the needs of English learners, low-income students, and foster youth. All students had access to technology in the classroom, and the district continued to respond to digital equity gaps at home. Among the 129 families reporting no internet access, the district provided devices and hotspots to unduplicated students, with 28% of low-income students and 35% of English learner students without home internet receiving district-provided hotspots. English Language Arts performance on the California Dashboard offers one indicator of whether students are positioned to benefit from technology access. English learners improved 7.9 points to 17.5 points below standard (Yellow), and socioeconomically disadvantaged students improved 7.3 points to 6.9 points above standard (Green), suggesting that students are engaging meaningfully with the instructional resources and technology access the district has ensured. Foster youth performed at 30.4 points below standard with no performance color reported, signaling that this group requires continued and intensified academic support and outreach in 2026-27.

Technology (4.6) was effective in maintaining and upgrading the district's technology infrastructure to support uninterrupted instructional use. Regular assessments of devices, network systems, and classroom technology resulted in timely replacements and upgrades across school sites. Staff and student access to functional, up-to-date technology remained consistent throughout the year, supporting seamless integration of digital tools into instruction and assessment. Reliable infrastructure is a foundational condition for effective teaching and learning, and the absence of technology-related disruptions allowed teachers to focus instructional time on the delivery of rigorous, standards-aligned content. Consistent access to technology also ensured that unduplicated student groups had equitable access to instructional resources, online assessments, and language development supports. On the 2025 California Dashboard, English learners increased their ELA Distance from Standard by 7.9 points, long-term English learners improved by 5.4 points, and recently reclassified students scored 62.8 points Above Standard in ELA, an increase of 7.6 points. Low-income students also demonstrated strong growth, increasing 7.3 points and reaching 6.9 points Above Standard in ELA. While these outcomes reflect the combined impact of multiple district actions, reliable access to instructional technology supported the implementation of digital learning tools, assessment platforms, and progress-monitoring systems that helped ensure students could fully participate in instructional programs. Foster youth students, a group of 11 students, scored 30.4 points Below Standard in ELA, indicating a continued need for targeted supports and close monitoring to address persistent achievement gaps.

Facilities (4.7) was effective in maintaining safe, clean, and functional learning environments across all ten school sites. The 2025-26 Facilities Inspection Tool (FIT) Reports indicate that 4 schools received an "Exemplary" rating and 6 schools were rated "Good." The district continued to strengthen maintenance systems and response protocols, ensuring that facility conditions meet safety and operational standards and support an environment conducive to student learning.

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.

Metric 4.1- Baseline and Year I Outcomes were changed to reflect the information on the California Dashboard.

Action 4.2- Additional information was added to this action to more clearly identify the use of Learning Recovery Emergency Block Grant (LREBG) funds to support certificated staff development. LREBG resources were used to provide professional learning focused on strengthening instructional practices, accelerating learning, and addressing the academic needs of students impacted by disruptions to learning. By investing in teacher capacity through training in evidence-based instructional strategies, English language development, and standards-aligned instruction, the district increased its ability to provide targeted support for unduplicated student groups and students requiring additional academic intervention. This revision provides greater transparency regarding the funding source and the role LREBG funds played in supporting student learning recovery efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Teachers	The Newhall School District is dedicated to the recruitment, retention, and appropriate assignment of Highly Qualified Teachers, ensuring a consistently high standard of education for all students. We prioritize the proper credentialing and assignment of teachers to ensure they are aligned with the specific needs of each school and student population. Through these efforts, we strive to foster an environment conducive to teacher success and student achievement, ultimately enhancing the overall quality of education within our district.	$28,651,977.00	No
4.2	Certificated Staff Professional Development	This is a Learning Recovery Emergency Block Grant (LREBG) action, supported by $300,000 in LREBG funds allocated to strengthen educator capacity in accelerating academic recovery for underperforming student groups. Research consistently demonstrates that high-quality, job-embedded professional development is one of the most effective levers for improving student outcomes. Studies from the Learning Policy Institute and other education research bodies indicate that sustained, content-focused	$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional learning -- particularly when connected to classroom implementation and coaching -- leads to meaningful gains in instructional quality and corresponding improvements in student achievement, especially for English learners, low-income students, and foster youth. Comprehensive professional development opportunities will be provided to certificated staff across all levels, including administrators, classroom teachers, education specialists, and guest teachers. Through targeted training sessions, workshops, and coaching, educators will gain valuable insights and skills aimed at implementing best practices to meet the diverse learning needs of all students. Special emphasis will be placed on accelerating the learning of underperforming student groups, including English learners, low-income students, and foster youth. These opportunities will encompass support for new teachers, focused learning on adopted and supplemental curriculum materials, and instruction on specific strategies to support and enrich student learning experiences. Additionally, training will be provided to equip educators with strategies for addressing challenging behavior and promoting positive behavior in the classroom. By equipping educators with the tools and knowledge necessary to excel in their roles, we aim to foster a culture of continuous improvement and enhance outcomes for all students within our district. The impact of this action will be monitored using the following metrics: CAASPP ELA and Mathematics results, the California Science Test (CAST), and the English Language Proficiency Assessments for California (ELPAC), collectively providing a broad measure of student outcomes reflecting the full scope of certificated staff responsibilities across content areas and student populations.		
4.3	Classified Staff Professional Development	The LCAP action entails comprehensive professional development and training programs tailored specifically for classified staff within the district. Recognizing the invaluable contributions of classified staff to the overall functioning of schools, these initiatives aim to enhance their skills, knowledge, and job effectiveness. Training sessions will cover a range of topics relevant to classified roles, including but not limited to, customer service, safety protocols, technology proficiency, and effective communication strategies. Additionally, specialized training will be provided	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to address the unique needs of different classified positions, ensuring that staff members are equipped with the tools and expertise necessary to excel in their roles. Specific training will also focus on addressing challenging behavior and promoting positive behavior, helping classified staff manage student interactions effectively and contribute to a positive school climate. Through ongoing professional development opportunities, classified staff will be empowered to contribute more effectively to the educational mission of the district, fostering a supportive and enriching environment for students and colleagues alike.		
4.4	Instructional Materials	This action focuses on ensuring that all students receive high-quality instruction aligned with the California State Standards across various subject areas. This entails the thoughtful selection and utilization of both core and supplemental instructional materials to support teaching and learning. Students will engage with a comprehensive course of study encompassing English language arts, Mathematics, Science and Health, Social Science, Physical Education, and Visual and Performing Arts. By providing access to a diverse array of instructional resources, educators will be equipped to deliver rigorous and standards-aligned instruction that meets the diverse learning needs of students. Through this commitment to comprehensive and standards-based education, we aim to empower students with the knowledge, skills, and competencies necessary for success in academics and beyond.	$1,000,000.00	No
4.5	Technology Support	The LCAP action involves the strategic deployment of technology support staff across the district to address the diverse needs of students, teachers, and families. Each school will have support from a dedicated site-based technology support technician, ensuring timely assistance and troubleshooting for technology-related issues. Additionally, the allocation of classroom technology support specialists will be determined by a district-created formula that prioritizes schools with the greatest needs. This approach aims to bridge the gap in technology access among English learners, low-income students and Foster Youth and address family needs regarding its utilization. Ensuring equitable access to technology for all students remains a top priority, underscoring our commitment to providing the necessary resources and support for 21st-century learning	$660,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments. Furthermore, to ensure that unduplicated students have the necessary tools to access core and supplemental curriculum, the district will make available one-on-one devices and hotspots for these students to take home, facilitating their academic success both in and out of the classroom.		
4.6	Technology	The LCAP action focuses on the critical maintenance and replacement of technology infrastructure and devices across the district to ensure continued functionality and accessibility for all students and staff. This includes regular assessments of existing technology assets, such as computers, tablets, interactive whiteboards, and network infrastructure, to identify areas in need of repair or replacement. Through strategic budget allocation and planning, outdated or malfunctioning technology will be systematically upgraded or replaced to maintain optimal functionality and support instructional needs. Additionally, proactive measures will be implemented to mitigate potential disruptions to technology services, such as backup systems and disaster recovery plans. By prioritizing the maintenance and replacement of technology resources, the district aims to provide a reliable and effective digital learning environment that supports the educational needs of all students and staff members.	$1,000,000.00	No
4.7	Facilities	The LCAP action is dedicated to ensuring that all school facilities are maintained in good repair to provide safe, conducive learning environments for students and staff. This encompasses regular inspections, maintenance, and repairs of buildings, grounds, and infrastructure components such as electrical systems, HVAC systems, plumbing, roofing, and safety equipment. By prioritizing preventative maintenance and addressing issues promptly, the district aims to prevent costly repairs and ensure the longevity of school facilities. Additionally, funds will be allocated for necessary upgrades and modernizations to improve energy efficiency, accessibility, and overall functionality of school buildings. Through strategic planning and investment in facility maintenance, the district is committed to creating environments that support student success and well-being.	$2,500,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,667,002.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.791%	0.120%	$78,399.00	9.911%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Collaboration Time **Need:** Our district faces an achievement gap among certain student demographics, notably English learners, Foster Youth, and low-income students. For instance, in the 2023 English Language Arts CAASPP assessment, there was a 15 percentage point disparity between all students and our low-income students, and	This initiative will allocate substantial additional time during the school day for teachers to collaborate, focusing specifically on analyzing data from common formative assessments and devising effective instructional strategies tailored to address students' needs identified through assessment results. Our data underscores that the majority of students requiring additional support belong to unduplicated student groups, irrespective of the school they attend within our district. The additional time will predominantly prioritize	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics

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	a 41 percentage point difference between all students and English learners. While we lacked sufficient data from the CAASPP for Foster Youth, our district assessments reveal a significant gap between all students and this group as well. In 2024, teachers and administrators indicated that they require additional time to analyze data from our low-income, foster youth and English learners as a team and collaborate around best instructional practices to address student needs through targeted instruction. **Scope:** LEA-wide	addressing the needs of low-income students, English learners, and Foster youth. This action is being offered LEA-wide because we recognize that all students will benefit from these efforts as a secondary outcome. Research consistently demonstrates that dedicated time for teacher collaboration significantly enhances student outcomes. A meta-analysis conducted by Hattie (2009) found that collaborative teacher practices, such as joint planning and professional dialogue, have a substantial effect size of 0.75, indicating a strong positive impact on student achievement. Additionally, a study by Ronfeldt, Farmer, McQueen, & Grissom (2015) revealed that schools with structured collaboration time experienced greater gains in student achievement compared to those without. These findings underscore the importance of providing teachers with opportunities to collaborate, share expertise, and collectively develop instructional strategies, ultimately leading to improved academic success for students.	
1.2	**Action:** Data Analysis Systems **Need:** The need for an online assessment and data analysis tool is evident when examining the disparities in English Language Arts (ELA) and math performance among student groups within our district. On the 2023 English Language Arts CAASPP assessment, there was a notable 15 percentage point gap	Online assessment and data tools serve as a crucial solution to address the identified disparities in academic performance among student groups within our district. By providing a standardized platform for administering assessments, the tool ensures consistent and equitable assessment practices across all schools and classrooms. Moreover, its data analysis capabilities enable educators to disaggregate assessment results based on various demographic factors, including income level, English learner status, and foster	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

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	between all students and our low-income students, and a substantial 41 percentage point difference between all students and English learners. Similarly, on the math CAASPP, a 15 percentage point discrepancy was observed between all students and low-income students, along with a significant 34 percentage point difference between all students and English learners. Despite insufficient CAASPP data for Foster Youth, district assessments reveal a significant achievement gap compared to the overall student population. These disparities highlight the need for a comprehensive tool that can facilitate the collection, analysis, and interpretation of student data to effectively address the diverse needs of student groups and implement targeted interventions to improve academic outcomes. Through 2024 LCAP input surveys, teachers and administrators indicated that they require a robust data analysis system to effectively meet the needs of low-income, Foster youth, and English learner students. It allows them to identify specific academic challenges and areas requiring intervention for these vulnerable student populations. **Scope:** LEA-wide	youth status. This granular analysis allows educators to pinpoint specific areas of strength and weakness for each student group, identify trends over time, and tailor instructional interventions accordingly. Despite the clear need for certain student groups, providing the tool district-wide ensures that all students benefit from a standardized assessment and data analysis process, promoting equity and fairness in education. Additionally, by implementing the tool district-wide, it fosters a culture of data-driven decision-making and continuous improvement throughout the entire educational system, ultimately leading to better outcomes for all students, including those who are historically underserved. Research consistently underscores the critical role of data analysis systems in ensuring strong academic outcomes for English learners, Foster youth, and low-income students. A study by Wayman, Midgley, & Stringfield (2006) found that schools using data-driven decision-making processes experienced significant improvements in student achievement, particularly among traditionally underserved groups. Furthermore, a meta-analysis by Supovitz & Taylor (2019) revealed that data-driven instructional practices, facilitated by comprehensive data analysis systems, positively impacted academic outcomes for English learners and low-income students.	
1.3	**Action:** Student Learning Acceleration Program **Need:**	The district-wide Student Learning Acceleration Program is aimed at providing targeted instructional support to ensure that English learners, Foster youth, and low-income students	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics

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	The Student Learning Acceleration Program is essential to address persistent achievement gaps among student demographics, particularly low-income students, Foster youth, and English learners, as highlighted by 2023 CAASPP assessments in English Language Arts (ELA) and math. These gaps underscore the urgent need for targeted interventions to provide additional support and resources to students facing socio-economic, linguistic, or other challenges. By implementing this program, we aim to bridge these gaps by providing tailored instructional support and resources to ensure that all students, especially those from historically underserved groups, have equitable opportunities to succeed academically and reach grade-level standards. In 2024, teachers, administrators, and parents advocated for the continuation of our district-wide student acceleration program to meet the needs of low-income, Foster youth, and English learners. They indicated that the program provides an opportunity to address the persistent achievement gaps that exist among these student populations. As part of this effort, new components such as Kinder Camp, a week-long orientation prior to the start of the school year to help incoming kindergarten students learn school routines and expectations, and afterschool tutoring, offering targeted academic support beyond regular instructional hours, have been added. These additions reflect input from educational partners in 2025, ensuring expanded access	reach grade-level standards. Central to this initiative is the deployment of Learning Support Teachers across the district based on student needs. These dedicated professionals work closely with classroom teachers to identify students who require additional assistance and develop personalized instructional plans to address their specific needs. To further support student readiness and ongoing academic progress, two additional components have been integrated into the program: Kinder Camp and afterschool tutoring. Kinder Camp provides incoming kindergarten students with an early start to learn school routines, build foundational social and academic skills, and ease the transition into formal education. Afterschool tutoring offers targeted academic support beyond the regular instructional day, giving students more time and focused assistance to master core content, particularly in English Language Arts and math. While the program is available to all students with academic needs, its primary focus is on supporting English learners, low-income students, and Foster youth who may face unique challenges in their academic journey. By providing tailored services and resources, including these early and extended learning opportunities, we aim to accelerate student learning, close achievement gaps, and promote equitable access to quality education for all learners. The Student Learning Acceleration Program addresses the identified need for targeted	Goal 1, Metric 1.8: District ELA Cycle Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to early learning experiences and ongoing academic support throughout the school year. **Scope:** LEA-wide	interventions to support low-income students, Foster youth, and English learners in closing achievement gaps observed in CAASPP assessments for ELA and math. By implementing the program district-wide, we create a consistent and comprehensive approach to addressing achievement disparities across all schools and classrooms. Additionally, providing support district-wide fosters a culture of inclusion and equity, ensuring that no student falls through the cracks and all have access to the necessary resources to succeed academically. The district-wide implementation of Kinder Camp ensures all incoming kindergarten students, regardless of school site, are given equitable preparation for success, while afterschool tutoring ensures consistent academic reinforcement for students who need it most across the district. Moreover, a district-wide approach allows for the pooling of resources, expertise, and best practices, leading to more effective interventions and better outcomes for all students, regardless of their background or individual challenges. Overall, the district-wide provision of the Student Learning Acceleration Program underscores our commitment to promoting equity, excellence, and academic success for every student. Research consistently demonstrates the efficacy of district-wide student acceleration programs in ensuring strong academic outcomes for English learners, Foster youth, and low-income students. A study by Plucker, Hardesty, & Burroughs (2013) found that acceleration programs positively impacted academic achievement, particularly	

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		among historically underserved student populations. Additionally, a meta-analysis by Colangelo, Assouline, & Gross (2004) revealed that acceleration interventions led to significant gains in academic performance and motivation for low-income students and English learners. By providing access to challenging and intellectually stimulating coursework—supplemented with early entry programs like Kinder Camp and extended learning time through afterschool tutoring—acceleration programs empower students to reach their full potential and bridge achievement gaps. These findings demonstrate the importance of implementing district-wide acceleration initiatives to promote equity and excellence in education for all students.	
1.4	**Action:** Instructional Leadership Teams **Need:** Each school's Instructional Leadership Team is crucial in tackling the persistent achievement gaps observed among low-income students, Foster youth, and English learners, both on 2023 CAASPP assessments for ELA and math and other local assessments. These disparities highlight the pressing need for targeted interventions and support mechanisms to ensure equitable access to quality education. Through 2024 LCAP input surveys, teachers and administrators expressed the necessity of instructional leadership teams to meet the diverse needs of low-income, Foster youth,	By identifying instructional needs, devising tailored professional learning plans, and analyzing outcomes, these teams play a vital role in addressing the specific academic challenges faced by these student groups. Their focus on the unique needs of low-income students, Foster youth, and English learners aims to narrow achievement gaps and cultivate a supportive learning environment conducive to the academic success of all students. Instructional Leadership Teams (ILTs) are essential in addressing the needs of unduplicated students by implementing targeted instructional strategies and fostering a culture of continuous improvement. Research by the Wallace Foundation (2010) indicates that ILTs enhance teacher collaboration and professional development, leading to improved student outcomes, particularly for underserved populations. A study by Leithwood et al. (2004)	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST Goal 1,Metric 1.4: Reclassification Rates

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	and English learner students. Such teams provide a collaborative structure for collectively addressing the unique challenges and barriers faced by these student populations. **Scope:** LEA-wide	supports that effective school leadership, including ILTs, significantly influences student achievement by focusing on data-driven decision-making and equitable instructional practices. Providing ILTs district-wide ensures a cohesive and comprehensive approach, promoting consistency in support and resources across schools, which is a cost-effective strategy that maximizes the impact of educational investments on student achievement.	
1.8	**Action:** Science Lab Technicians **Need:** The data underscores the urgent necessity for science lab technicians at each school site to mitigate significant disparities in science proficiency among student groups. While 55% of all 5th grade students met or exceeded standards according to the 2023 California Science Test (CAST), this proportion notably declines to 37% for low-income students and a mere 14% for English learners. Despite the lack of available proficiency data for Foster youth in 5th grade, teacher reports indicate low performance within this group. In 2024, teachers indicated that science lab technicians are essential in providing tailored support and resources to enhance science education for English learners, Foster youth, and low-income students. These student groups in particular need engaging instruction and access to materials in order to be adequately enriched during science instruction.	The action of employing science lab technicians addresses the needs of our English learners, low-income students, and Foster youth by providing essential support and resources to enhance science education tailored to their specific challenges and requirements. For English learners, who often face language barriers, lab technicians ensure that teachers have the necessary materials and resources to facilitate hands-on, inquiry-based learning experiences, which can help reinforce scientific concepts and vocabulary in a practical context. Similarly, for low-income students who may lack access to educational resources outside of school, and for Foster youth who may have experienced disruptions to their education, the provision of science lab technicians ensures equitable access to high-quality STEM education. By offering these services to all students, regardless of background, the action promotes equity and ensures that every student has the opportunity to succeed in STEM subjects, thereby enriching the overall learning experience for all students.	Goal 1, Metric 1.5: CAST

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	Scope: LEA-wide	Research highlighting the connection between science lab staff and improved student outcomes for English learners, Foster youth, and low-income students underscores the crucial role of hands-on learning experiences in fostering academic achievement. A study by Hwang, Lee, and Shin (2017) demonstrated that science lab activities significantly enhanced English learner students' understanding and retention of scientific concepts, as they provided opportunities for language acquisition through experiential learning. Similarly, research by Ford (2015) emphasized the positive impact of supportive science lab staff in providing mentorship and guidance to Foster youth and low-income students, promoting their engagement and confidence in STEM subjects. By facilitating access to laboratory resources and offering personalized support, science lab staff contribute to equitable educational opportunities and empower underserved student populations to excel in science education.	
1.10	**Action:** Additional Hour for Library Media Technicians **Need:** Through our examination of anecdotal data and 2024 LCAP feedback from teaching staff and parents, we've identified that low-income families, including English learners and foster youth, face challenges accessing public libraries. To address this barrier, we are expanding the hours of service in each school library, ensuring that resources are available throughout the entire school day. Parents have shared that their families rely on public transportation and family support to access	The significant influence of school library resources on academic performance has been widely recognized. While expanded library hours are provided district-wide, the enhanced access to this extended time is particularly impactful for students belonging to one or more of the unduplicated groups. LCAP educational partner feedback data strongly supports the continuation of this action. It is anticipated that this initiative will lead to improved academic performance among our low-income, English learner, and foster youth students. By offering extended service hours at school, we aim to provide our students with the necessary resources to complete classwork and	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.3: ELPAC

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	technology and resources at public libraries, which can be challenging. Additionally, some parents have indicated that they are unable to accompany their children to public libraries due to work commitments or safety concerns. **Scope:** LEA-wide	homework, thus fostering academic success and equitable opportunities for all. Research indicates a strong correlation between increased library hours at school and improved student outcomes, particularly for English learners, Foster youth, and low-income students. A study by Lance and Hofschire (2012) found that extended library hours were associated with higher reading scores among students from disadvantaged backgrounds, highlighting the critical role of library access in promoting literacy and academic achievement. Furthermore, research by Krashen (2013) demonstrated that English learners who frequented school libraries had greater language proficiency and academic success, as libraries provided valuable resources and support for language development. By maintaining an extension of school library hours, students will have equitable access to educational materials, technology, and supportive environments, thereby empowering them to thrive academically.	
2.1	**Action:** Additional Assistant Principal Positions **Need:** This initiative aims to increase assistant principal positions to effectively address the escalated academic, attendance, and behavioral requirements of unduplicated student groups across our schools. Our 2023 data underscores substantial disparities in chronic absenteeism and suspension rates among these student cohorts. Notably, English learners, low-income students, and foster youth demonstrate elevated chronic	This action to increase assistant principal positions will support the needs of unduplicated students in the crucial areas of student engagement and school culture. By allocating additional resources to address the academic, attendance, and behavioral needs of unduplicated student groups, such as English learners, low-income students, and foster youth, the overall school environment will be enriched. Assistant principals will work to implement strategies that foster positive student engagement, cultivate a supportive school culture, and address any barriers to learning that may be present. Additionally, by promoting inclusivity and equity-focused practices that benefit unduplicated	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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	absenteeism rates, respectively exceeding their peers by 0.9, 4.8, and 6.3 percentage points. Similarly, suspension data highlights disparities, with unduplicated student groups experiencing higher suspension rates compared to the rest of the school population. For instance, foster youth, low-income, and English learners exhibit suspension rates surpassing their peers by 2.4, 2, and 1.9 percentage points, respectively. In 2024, each educational partner group emphasized the critical need for additional assistant principal time on school campuses to bolster support for behavior management and attendance. Moreover, reports from teachers and administrators highlight an increased incidence of behavioral challenges among students in these unduplicated groups, reflecting their distinct needs. **Scope:** LEA-wide	students, the entire school community will benefit from a more supportive and inclusive learning environment, ultimately leading to improved student engagement and a positive school culture for all students. Research indicates a clear connection between increased assistant principal time at schools and improved student outcomes, particularly for English learners, Foster youth, and low-income students. A study by Tschannen-Moran, Parish, and DiPaola (2006) demonstrated that greater administrative support, including increased presence of assistant principals, positively influenced school climate and student engagement, leading to higher academic achievement, especially among marginalized student populations. Additionally, research by Kimball and Milanowski (2009) highlighted the role of assistant principals in providing targeted support and interventions for at-risk students, such as English learners and those from disadvantaged backgrounds, resulting in reduced disciplinary incidents and improved attendance rates. By enhancing administrative capacity and fostering a supportive learning environment, increased assistant principal time contributes to equitable educational opportunities and positive student outcomes.	
2.2	**Action:** Additional School Psychologist **Need:** In response to the elevated rates of chronic absenteeism among our unduplicated students	Adding an additional school psychologist addresses the urgent need for comprehensive support, particularly among unduplicated students facing elevated rates of chronic absenteeism and behavioral challenges. While the primary focus is on unduplicated students—such as foster youth,	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate

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	on the 2023 Dashboard—20.7% for foster youth, 19.2% for low-income students, and 15.3% for English learners, as documented—our school psychologists will intensify community outreach efforts to bridge families with essential resources. The persisting challenges exacerbated by the pandemic, including heightened absenteeism and disruptive behaviors impacting learning, underscore the necessity for proactive support mechanisms. In 2024, teachers, administrators, other school personnel, and parents stressed the significance of having an additional school psychologist to facilitate connections between families and additional community resources, and to support families in addressing barriers to regular school attendance. At each school site, our dedicated school psychologists will intervene during crises affecting students and families, providing counseling, devising behavior improvement plans, collaborating with families to enhance school attendance, and participating in academic intervention initiatives aimed at bolstering academic performance. **Scope:** LEA-wide	low-income, and English learners—the presence of an additional psychologist benefits all students by expanding access to vital mental health services and intervention strategies. This inclusive approach ensures that students across the district (LEA-wide) receive timely support, promoting overall well-being and academic success within the school community. Research consistently demonstrates the critical role of increased school psychologist time at schools in improving student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Van Bockstaele, Desmet, & Bruyninckx (2017) and Jimerson, Furlong, & Cox (2018) have shown that greater availability of school psychologists correlates with enhanced mental health support, which positively impacts academic achievement and socio-emotional well-being among vulnerable student populations. Moreover, research by Sheridan, Warnes, & Woods (2004) indicates that school psychologists play a crucial role in addressing the diverse needs of marginalized students by providing individualized interventions, counseling services, and referrals to community resources. By increasing access to school psychologists, schools can effectively support the holistic development of English learners, Foster youth, and low-income students, ultimately promoting their academic success and overall well-being.	Goal 2, Metric 2.6: Number of Office Discipline Referrals
2.3	**Action:** Increased Visual and Performing Arts Staff and Services	This action primarily supports our unduplicated students, including English learners, foster youth, and low-income students, by providing them with access to arts integration experiences tailored to	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Math

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	Need: Centered around the concept of arts integration, this action responds to the specific needs of our unduplicated students, including English learners, foster youth, and low-income students. Through careful assessment, we have recognized the transformative impact of arts education on students' academic journey. Student surveys in 2024 following arts experiences have demonstrated that for many of our unduplicated students, school serves as their primary source of exposure to the arts, with both students and teachers acknowledging its profound effect on fostering a sense of belonging and connection. We received resounding feedback from our unduplicated families indicating the importance of their children's participation in arts programming. Numerous families emphasized that their children lack of access to art experiences and view school as the primary place where their students can engage in such activities. **Scope:** LEA-wide	their specific needs. By leveraging the power of the arts, these students will have opportunities to engage in creative expression, foster social-emotional development, and enhance their academic skills in a supportive and inclusive environment. Additionally, by focusing on arts integration for unduplicated students, we create a school culture that values diversity, equity, and inclusion, benefiting the entire student body. All students will benefit as a byproduct of this action through increased exposure to the arts, improved sense of belonging and connection to school, and enhanced academic outcomes. Arts integration fosters creativity, critical thinking, and collaboration, skills that are essential for success in the 21st century, making it a valuable asset for all students, regardless of background. Therefore, while the primary focus is on supporting unduplicated students, the benefits of arts integration will extend to the entire school community (LEA-wide), enriching the educational experience for all. Research demonstrates the positive impact of art experiences at school on improved student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Winner and Hetland (2000) and Deasy (2002) highlight the role of arts education in enhancing cognitive skills, creativity, and critical thinking, which are essential for academic success across diverse student populations. Moreover, research by Catterall, Dumais, and Hampden-Thompson (2012) indicates that participation in arts programs fosters positive socio-emotional development and engagement in learning, leading to improved	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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		academic achievement, especially among marginalized student groups. By providing access to arts experiences, schools can promote equity and enrich the educational experiences of English learners, Foster youth, and low-income students, ultimately contributing to their holistic development and academic success.	
2.4	**Action:** Student Social-Emotional Well-Being **Need:** The district's tiered social-emotional wellness action is pivotal in addressing the unique needs of various student groups, particularly our unduplicated students. It ensures that our counseling program is well-equipped to reach at-risk students within these groups, offering vital assistance in overcoming emotional and behavioral barriers to learning. Data from both the 2023 California Dashboard and local sources consistently underscore the heightened challenges faced by unduplicated students, who exhibit higher rates of behaviors and lower attendance, significantly impacting their academic progress. For instance, chronic absenteeism data from the 2023 California Dashboard reflects the pressing need for attendance support: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. Teachers, administrators, parents, and students emphasized the importance of having additional counseling support at school when surveyed in 2024. School staff indicated that, based on the higher rates of behaviors and	This action will address the needs of our unduplicated students by providing targeted support through our counseling program to overcome emotional and behavioral barriers to learning. With unduplicated student groups consistently demonstrating higher incidence of behaviors and lower attendance rates, this intervention is crucial to improving their social-emotional well-being and academic outcomes. Additionally, providing this service across the district (LEA-wide) ensures equitable access to support for all students, regardless of background or demographic, aligning with our commitment to fostering inclusive and supportive learning environments for every student. Research illustrates the profound impact of increased counseling support at schools on improved student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Sink, Akos, Turnbull, & Mvududu (2008) and Whitaker, Zhang, & Johnson (2014) have demonstrated that greater access to school counselors correlates with higher graduation rates, improved academic performance, and increased college readiness among underserved student populations. Furthermore, research by Lapan, Gysbers, & Kayson (2007) highlights the critical role of school	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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	chronic absenteeism for unduplicated students, implementing targeted interventions through our counseling program to increase school connectedness is indispensable in promoting social-emotional well-being, improved attendance, and academic success of these student groups. **Scope:** LEA-wide	counselors in providing socio-emotional support, thereby addressing the unique needs and challenges faced by English learners, Foster youth, and low-income students.	
2.5	**Action:** Additional Hours for Office Assistant II **Need:** 2023 data consistently reveals that various student groups, notably unduplicated students, exhibit the highest rates of chronic absenteeism and behavior referrals. For instance, our California Dashboard data underscores the urgent requirement for attendance support, with rates as follows: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. Additionally, this position plays a crucial role in inputting office referrals, offering supportive interventions tailored to the needs of low-income, foster youth, and English learner students. Based on LCAP survey data from 2024, teachers, administrators, and other school personnel emphasized the necessity of additional Office Assistant time to accurately record and monitor student behavior and chronic absenteeism. Accurate recording and	This action plays a vital role in supporting unduplicated students across our district by addressing their specific needs related to chronic absenteeism and behavioral challenges. By allocating designated staff members to focus on chronic absenteeism and office referrals, we ensure that unduplicated students receive targeted support and interventions to improve attendance and behavior. Since unduplicated students are present at all of our schools, this action is offered district-wide to ensure equitable access to resources and support services. By implementing this action across the district (LEA-wide), we aim to create a consistent and inclusive approach to addressing the needs of unduplicated students, regardless of the school they attend. Research consistently demonstrates the importance of accurate monitoring of behavior and attendance data at school in improving student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Gottfried (2010) and Epstein & Sheldon (2006) have shown that tracking attendance and behavior data allows educators to identify early warning	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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	tracking of this data enable staff to effectively connect students and families with the appropriate support or resources, fostering a proactive approach to addressing student needs and promoting academic success. **Scope:** LEA-wide	signs of academic disengagement and intervene proactively to support at-risk students, leading to improved attendance rates and academic achievement. Additionally, research by Reyes et al. (2012) indicates that targeted interventions based on accurate monitoring of behavior and attendance data can effectively reduce disciplinary incidents and promote positive socio-emotional development among vulnerable student populations. By implementing systems for accurate data monitoring, schools can better address the unique needs of English learners, Foster youth, and low-income students, ultimately enhancing their overall academic success and well-being.	
2.6	**Action:** Positive Behavior Interventions and Supports **Need:** Positive Behavior Intervention and Supports (PBIS) is crucial to support unduplicated students, as demonstrated by data from the 2023 California Dashboard and the 2023 California Healthy Kids Survey. While the suspension rates for all students are relatively low at 0.9%, it's evident that certain unduplicated student groups, such as low-income students, English learners, and foster youth, experience slightly higher suspension rates, ranging from 0.3% to 0.6%. The California Healthy Kids Survey further underscores the importance of PBIS by highlighting the social-emotional needs of unduplicated students. By implementing PBIS strategies tailored to the needs of unduplicated students, we can create a supportive	Positive Behavior Intervention and Supports (PBIS) is particularly beneficial for unduplicated students, including low-income students, English learners, and foster youth, as it provides targeted strategies to address their unique social-emotional needs and reduce behavioral challenges. By implementing PBIS, unduplicated students will receive personalized support and interventions tailored to their individual circumstances, fostering a positive school climate that promotes their overall well-being and academic success. Additionally, the implementation of PBIS across the district ensures consistency in behavior management practices, creating a supportive and inclusive learning environment for all students. This district-wide approach to PBIS fosters a sense of belonging and safety, enhances school connectedness, and improves behavior outcomes not only for unduplicated students but for all students, ultimately contributing to a more positive and conducive learning environment for everyone.	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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	environment that fosters their social-emotional well-being, improves behavior outcomes, and ultimately enhances their overall academic success. Feedback in 2024 from students, parents, and administrators overwhelmingly endorsed the ongoing implementation of PBIS at our schools. Students appreciate the activities that encourage positive behaviors, while a substantial number of parents and administrators believe that the framework offers structure to assist students in making appropriate choices. **Scope:** LEA-wide	Studies by Bradshaw, Koth, Bevans, Ialongo, & Leaf (2008) and Horner, Sugai, & Anderson (2010) have shown that PBIS implementation leads to reductions in disciplinary incidents, improvements in school climate, and increased academic engagement among diverse student populations. Additionally, research by McIntosh, Mercer, Hume, Frank, & Turri (2016) highlights the effectiveness of PBIS in promoting equity by providing consistent behavioral expectations and support systems for all students, regardless of background or socio-economic status. By creating a positive and inclusive school environment, PBIS enhances academic success and socio-emotional well-being for English learners, Foster youth, and low-income students.	
2.7	**Action:** Attendance Recognition and Response **Need:** The need for this action is underscored by concerning data from the 2023 California Dashboard regarding chronic absenteeism across our district. Chronic absenteeism, defined as missing 10% or more of instructional days, poses a significant challenge to student success and academic achievement. Our analysis reveals that chronic absenteeism rates are particularly high among certain student groups, with rates as follows: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. This data highlights the urgent need to address attendance issues, as chronic	This action aims to address the pressing need for improved attendance, particularly among unduplicated students, including low-income students, English learners, foster youth, and homeless students. By engaging families and students with higher than expected absences and implementing targeted interventions through School Attendance Response Teams (SART) and District Attendance Response Teams (DART), we strive to remove barriers to regular school attendance and promote a positive school climate. While this action is directed toward unduplicated students who may face unique challenges in attending school regularly, its benefits extend to all students LEA-wide. By fostering a culture of consistent attendance and recognizing achievements in attendance improvement through incentive programs, we create a supportive	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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	absenteeism can negatively impact students' educational outcomes and overall well-being. Teachers, administrators, and other school personnel highlighted the necessity of implementing an attendance communication and recognition program in the survey given in 2024. Unduplicated students may encounter extra hurdles in maintaining regular attendance, and our educational partners stressed the importance of ensuring that students and families receive the necessary support. By implementing targeted strategies to improve attendance and reduce chronic absenteeism, we aim to ensure that all students, especially those from underserved backgrounds, have equitable access to quality education and the support they need to thrive academically. **Scope:** LEA-wide	environment conducive to academic success for all students, regardless of their background or circumstances. Studies by Epstein & Sheldon (2002) and Gottfried (2014) have demonstrated that frequent communication with families regarding attendance expectations and incentives enhances parental involvement, leading to higher attendance rates and academic achievement among underserved student populations. Additionally, research by Zvoch & Stevens (2014) highlights the effectiveness of attendance incentive programs in reducing chronic absenteeism and promoting school engagement, particularly for students from disadvantaged backgrounds. By fostering collaborative partnerships between schools and families and providing incentives for regular attendance, educators can effectively support the academic success and socio-emotional well-being of English learners, Foster youth, and low-income students.	
3.1	**Action:** Parent Engagment and Education **Need:** There continue to be disparities in academic achievement and educational outcomes among low-income students, Foster youth, and English learners, underscoring the critical need for enhanced parent engagement and education initiatives. With achievement gaps of 15 percentage points for low-income students and 40.7 percentage points for English learners on the 2023 ELA CAASPP,	Enhanced parent engagement efforts, such as workshops, trainings, and family engagement events—particularly for our unduplicated student families—are crucial in providing families with the resources, support, and guidance necessary to actively participate in their children's education. To further encourage participation and build stronger connections with families, the district has introduced parent workshop attendance incentives, such as raffles, books, and backpacks. These incentives are designed to reduce participation barriers, boost turnout, and recognize the essential role families play in student success.	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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	and 15.7 percentage points and 35.1 percentage points respectively on the 2023 math CAASPP, it's evident that targeted support is essential to bridge these divides. Additionally, concerning rates of chronic absenteeism further emphasize the necessity of engaging parents to address underlying factors contributing to student disengagement and ensure consistent attendance, particularly among low-income students and Foster youth. 2024 LCAP survey data revealed that parents expressed deep appreciation for family engagement and educational opportunities, especially concerning our unduplicated student groups. They expressed a desire for more future opportunities, particularly those aimed at supporting behavior and academics at home. This LCAP feedback was received again in 2025. In response, the district is expanding parent engagement efforts through the introduction of parent workshop attendance incentives, such as raffles, books, and backpacks, to encourage higher participation and sustained involvement in educational events. Additionally, we are strengthening partnerships with community organizations to offer families more comprehensive supports and resources that align with academic and behavioral goals. These strategies are designed to build stronger school-home connections and empower families to more effectively support student learning and well-being. **Scope:**	In addition, the district is establishing and expanding partnerships with community organizations to enhance the quality and accessibility of parent engagement opportunities. These partnerships provide families with access to additional services and culturally responsive supports aligned with students' academic and social-emotional needs, further strengthening the link between home and school. While the focus is on supporting families of English learners, Foster youth, and low-income students, ultimately, this action is provided on an LEA-wide basis. Outreach and collaboration with families across the district fosters a more equitable and inclusive learning environment conducive to academic success for all students. Studies by Jeynes (2005) and Henderson & Mapp (2002) demonstrate that increased parental involvement in education correlates with higher academic achievement, improved attendance, and enhanced socio-emotional well-being among underserved student populations. Additionally, research by Castro et al. (2015) emphasizes the importance of culturally responsive parent engagement programs in promoting equity and empowering parents from diverse backgrounds to support their children's learning at home. By providing opportunities for meaningful parent engagement and education—supported by incentives and strengthened through community partnerships—schools can reinforce the home-school connection, bridge achievement gaps, and create a supportive environment conducive to the	

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	LEA-wide	success of English learners, Foster youth, and low-income students.	
3.5	**Action:** School Community Outreach **Need:** The academic outcomes of key student student groups within Newhall School District highlight the urgent need for a dedicated bilingual school outreach position. English learners, who represent 20% of the student population, continue to demonstrate a significant gap in English language proficiency and academic achievement as measured by ELPAC and CAASPP. Low-income students, who make up 45.4% of the school community, similarly show disproportionately lower performance on CAASPP ELA and Mathematics assessments compared to their more economically advantaged peers. Foster youth, though a smaller population at 0.4%, face some of the most significant barriers to consistent academic progress. These outcome disparities point to a critical gap in family engagement and communication -- one that a bilingual outreach position is uniquely positioned to address. By bridging language and cultural barriers between the school and the families of these underserved student groups, this role is essential to creating the conditions under which targeted academic interventions can take hold and achievement gaps can begin to close. Positive feedback from parents, administrators, teachers, and other school	By facilitating meaningful engagement with these specific groups, the bilingual outreach position aims to ensure that every student's family feels included, valued, and informed about their child's education, which in turn will support students' academic progress. By providing this action LEA-wide, the outreach efforts, such as coordinating parent engagement activities, providing support with home-school relations, and offering parent training and classes, not only benefit targeted demographics but also enrich the overall school community by fostering a culture of collaboration, understanding, and support among all families. Research consistently affirms the vital link between the presence of a school community outreach position and the academic and social-emotional progress of unduplicated students. Studies by organizations like the National Education Association (NEA) and the National Center for Education Statistics (NCES) highlight that proactive outreach efforts contribute significantly to increased parent engagement, enhanced communication between families and schools, and improved academic outcomes for underserved student populations. Moreover, research indicates that when unduplicated students and their families feel valued and supported within the school community, they are more likely to access available resources, participate in extracurricular activities, and develop a strong sense of belonging, all of which are crucial factors in promoting their academic success and social-emotional well-being.	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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	staff in 2024 underscores the ongoing necessity of the School Community Outreach position, particularly in its support of our unduplicated families. The provision of personal phone calls and the establishment of a designated point person for parents primarily serve to foster a sense of connection and ensure unduplicated families feel informed and engaged within their child's school community. **Scope:** LEA-wide		
3.7	**Action:** Connecting Families with Community Resources **Need:** The increase in mental health needs among students in recent years highlights the crucial importance of supporting families, especially those of unduplicated students who often face additional challenges. One measure of the disparity in social emotional and mental health is evident in office discipline referrals (ODRs). The total number of ODRs in 2024 was 4,432. Of those, 2,545 were received by low income students, 788 were received by English learners, and 141 were received by Foster youth. These behaviors are often symptomatic of social emotional or mental health issues with either the student or someone in the student's family. When administrators, counselors, school psychologists, or teachers identify a social-emotional or mental health issue affecting a student or their family	Supporting students and their families with navigating mental health challenges and connecting them to services not only fosters a healthier home environment but also positively impacts student achievement. Research consistently demonstrates the profound influence of family support on academic success, as students are better equipped to focus on learning when their social and emotional needs are met. Therefore, investing in comprehensive support systems for unduplicated students and their families not only enhances well-being but also cultivates an environment conducive to academic success.By providing these robust support systems on an LEA-wide basis, there are benefits that strengthens the entire school community, fostering a culture of resilience, collaboration, and academic excellence. Studies by organizations such as the American Psychological Association (APA) and the National Association of School Psychologists (NASP) highlight that access to mental health services for	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	member, they facilitate connections with community mental health resources. This support is provided in addition to any assistance the student receives from school personnel during the school day. Administrators, other school staff, and parents have expressed appreciation in the 2024 LCAP survey, not only for the support provided within the school day for their students, but also for the opportunity to connect with mental health services outside of the school system for the entire family. Many families have conveyed that they have additional members who require mental health services, and they find this resource to be invaluable in meeting their needs. Administrators particularly appreciate the ability to link families to the support that they need, recognizing the importance of holistic well-being in fostering a supportive school community. **Scope:** LEA-wide	both students and their families correlates positively with improved academic achievement, reduced behavioral issues, and enhanced overall well-being. Moreover, research indicates that addressing mental health concerns within the family unit fosters a supportive environment conducive to learning and positively influences students' social interactions, emotional regulation, and engagement in school activities. By addressing mental health needs holistically, schools can better support unduplicated students in reaching their full potential academically and emotionally.	
4.2	**Action:** Certificated Staff Professional Development **Need:** The need for high-quality professional development for administrators and teachers is evident in the achievement disparities highlighted by recent assessment data. In 2023, 67% of students met or exceeded standards in English Language Arts (ELA), concerning drops to 52% for low-income	Professional development initiatives will be strategically designed to address the specific needs of unduplicated students, including low-income students and English learners, while concurrently benefiting all students within the district. By incorporating culturally responsive teaching practices, differentiated instruction techniques, and targeted interventions tailored to the diverse needs of unduplicated students, educators will be equipped to provide more inclusive and equitable learning environments.	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

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	students and a mere 26% for English learners underscore the urgent need for targeted support. Similarly, in Mathematics, although 62% of students met standards, only 47% of low-income students and 28% of English learners achieved the same benchmarks. These disparities are mirrored in Science, with 55% of students meeting standards, but significantly lower percentages for low-income students (37%) and English learners (14%). Furthermore, regarding English Language Proficiency, while 52% of English learners showed progress towards proficiency, substantial gaps remain. During 2024 LCAP feedback sessions, teachers, administrators, and parents consistently advocated for ongoing professional development tailored to certificated staff to effectively address the academic and social-emotional needs of our unduplicated students. Recognizing the unique challenges faced by these students, educational partners emphasized the importance of equipping educators with specialized training and resources to support their diverse needs. This feedback underscores a collective commitment to ensuring that all students, particularly those from underserved backgrounds, receive the necessary support to thrive academically and emotionally within our school community. **Scope:** LEA-wide	These practices not only support the academic and socio-emotional growth of unduplicated students but also enhance the educational experiences of all students by promoting diversity, equity, and inclusion. Additionally, professional development will focus on data-driven decision-making, collaborative inquiry, and instructional strategies proven to be effective for diverse student populations, thereby elevating overall teaching quality and student outcomes across the board. Ultimately, investing in professional development LEA-wide contributes to a more supportive and enriching learning environment for all students, fostering academic success and equitable opportunities for every learner. Though the N-size is too small for our foster youth to have reportable Dashboard data, our local data shows that our foster youth continue to need targeted interventions, as well. Studies by organizations like the RAND Corporation and the Learning Policy Institute demonstrate that effective professional development enhances educators' instructional practices, improves classroom management strategies, and fosters culturally responsive teaching approaches—all of which are crucial factors in addressing the diverse needs of underserved student populations. Furthermore, research indicates that when educators receive ongoing support and training, they are better equipped to create inclusive learning environments, build positive relationships with students, and implement evidence-based interventions to support their academic growth and socio-emotional development. By investing in high-	

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		quality professional development, schools can empower educators to meet the needs of unduplicated students effectively, ultimately promoting their success both academically and socially.	
4.5	**Action:** Technology Support **Need:** Drawing from discussions in 2024 LCAP meetings, parents within the district, particularly those with children who are English learners, Foster youth, and low-income students, emphasized the necessity for technology support both within school premises and at home. While many indicated access to the internet via cell phones, there was a widespread acknowledgment of limited availability of computers and home internet access. Of the 3,753 reesponses gathered from a survey to parents, 196 families did not have internet at home. Of those 196 families, 91% were low income and 64% were English learners. Feedback from parents, teachers, and administrators has underscored the essential need for technology support within our schools. The technology support program is designed to optimize student access to instructional technology while providing assistance to those facing challenges due to limited language proficiency or lack of technology access at home. While this program operates district-wide, it stems from the specific needs of low-income, Foster	This support directly benefits English learners, Foster youth, and low-income students by addressing their unique challenges and needs regarding technology access and proficiency. Specifically, the technology support program offers targeted assistance to these student populations who may face barriers such as limited language skills or lack of access to technology at home. By providing personalized support and resources, the program aims to level the playing field and ensure equitable access to instructional technology, thereby enhancing these students' learning experiences and academic outcomes. Furthermore, while the initial impetus for the program stemmed from the needs of underserved student groups, its extension to all students across the district reflects a commitment to equity and inclusivity. Recognizing that technology plays a pivotal role in modern education, the district aims to provide consistent and comprehensive support to all students, regardless of background or socioeconomic status. By offering district-wide access to technology support, the program fosters a more equitable learning environment where all students have the tools and resources they need to succeed academically and thrive in an increasingly digital world. Studies by organizations such as the Education Development Center and the Consortium for	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

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	youth, and English learner families, who may have limited exposure to educational technology. By ensuring the ongoing presence of dedicated staff members, we aim to sustain consistent access to functional technology in the classroom, thereby fostering improved technology awareness, preparedness, and access for our underserved student populations. **Scope:** LEA-wide	School Networking reveal that equitable access to technology enhances learning opportunities, facilitates personalized instruction, and fosters digital literacy skills essential for success in the 21st century. Moreover, research indicates that when students have consistent access to technology, regardless of their socioeconomic background, they experience increased engagement, motivation, and confidence in their academic pursuits. Additionally, access to technology can bridge the digital divide, providing underserved students with opportunities for collaboration, creativity, and exploration, ultimately promoting their academic achievement and socio-emotional well-being.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Teacher Collaborative **Need:** The decline in English language proficiency progress among English learners, evidenced by a 10.1% drop to 52.3% in the 2023 summative ELPAC, as well as the achievement gap for English learners on the 2023 CAASPP ELA and math assessments, highlights an urgent need for collaborative	The collaborative will address the need for improved English language proficiency progress among English learners by providing a platform for educators to share best practices, discuss targeted topics such as newcomer protocols and ELD standards, interpret ELPAC data effectively, and implement progress monitoring techniques. Through collaborative problem-solving and data-informed decision-making, educators will enhance their instructional practices to better support English learners, fostering a culture of continuous	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

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	intervention within the district. This collaborative initiative serves as a strategic response, providing a platform for educators to collectively address challenges and enhance support for English learners. Teachers, administrators, and parents of our English learners have indicated that these students have unique needs and challenges. They recognize the importance of collaboration and expertise-sharing among educators. By bringing together diverse perspectives and experiences, this committee engages in action research around the best practices and strategies to meet the unique linguistic and academic needs of English learner students. **Scope:** Limited to Unduplicated Student Group(s)	improvement and ultimately striving towards improved academic success for this student population. Research demonstrates the effectiveness of district English learner teacher collaboratives in improving educational outcomes for English learner students. Studies by DelliCarpini and Alonso (2015) and Harklau, Cervantes-Soon, and Soltero-González (2017) highlight how collaborative efforts among English learner teachers lead to enhanced instructional practices, increased student engagement, and improved language proficiency among English learner students.	
1.7	**Action:** English Learner Goal Setting **Need:** The urgency for this action is underscored by concerning data highlighting persistent challenges faced by English learners within our district. With 19% of English learners identified as long-term English learners as of March 2024, it's evident that a substantial portion of this student demographic requires targeted support to accelerate their language acquisition journey. Furthermore, the fact that only 52.3% of English learners made progress toward English language proficiency, as	In response to the identified needs, the action of involving both students and teachers in creating English learner goals directly addresses the challenges faced by this student demographic. By engaging students in the goal-setting process, it empowers them to take ownership of their language learning journey, fostering motivation and accountability. Simultaneously, involving teachers ensures alignment with academic standards and the incorporation of targeted strategies to address specific areas of need highlighted by data, such as the high percentage of long-term English learners and low progress toward proficiency rates. This collaborative approach promotes personalized support,	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

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	indicated by the 2023 summative ELPAC assessment, emphasizes the pressing need for intervention strategies aimed at bolstering linguistic development. This data highlights the imperative for collaborative efforts, such as the proposed action, to analyze ELPAC scores, identify areas of improvement, and devise tailored interventions to ensure the academic success of English learners across our district. In LCAP feedback sessions, administrators expressed the necessity of engaging directly with English learner students to incorporate them into the goal-setting process. They observed that many students lack understanding regarding the purpose of annually taking the ELPAC and its implications for their reclassification prospects. **Scope:** Limited to Unduplicated Student Group(s)	maximizes intervention effectiveness, and ultimately aims to improve outcomes for English learners across the district. Research consistently demonstrates a strong connection between student goal setting and improved academic outcomes. A meta-analysis conducted by Hattie and Timperley (2007) revealed that goal setting had one of the highest effect sizes on student achievement. Additionally, Zimmerman and Kitsantas (2007) emphasized the importance of self-regulation and motivation, indicating that when students actively participate in setting their own goals, they are more likely to be engaged and invested in their learning, leading to enhanced academic success.	
1.11	**Action:** Enhanced Language Development for English Learners and Long Term English Learners **Need:** The Enhanced Language Development Program action is crucial to address the district's current needs and improve the educational outcomes of our English learners (ELs) and long-term English learners (LTELs). In 2023, only 52.3% of ELs made progress towards English proficiency on the ELPAC, highlighting the need for more effective instructional strategies and support systems.	By integrating Guided Language Acquisition Design (GLAD) strategies and leveraging technology-based language programs, this action aims to provide comprehensive and targeted support to enhance language acquisition and academic success for these students. A study by Fisher and Frey (2008) found that GLAD strategies, which include the use of visuals, interactive activities, and collaborative learning, significantly improve the academic performance of English learners. These strategies help ELs access complex content while simultaneously developing their language skills. A meta-analysis	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

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	Additionally, the district currently has 114 LTELs, indicating a significant number of students who have not achieved English proficiency despite years of instruction. **Scope:** Limited to Unduplicated Student Group(s)	by Means et al. (2010) found that technology-enhanced learning environments, including language learning software, provide personalized and adaptive learning experiences. These environments are effective in supporting the diverse learning paces and styles of ELs. Combining these approaches offers a comprehensive solution that addresses both instructional quality and student motivation, making it a highly effective strategy for improving outcomes for English learners and long-term English learners in the district.	
3.2	**Action:** English Learner Parent Education **Need:** The 2023 California Dashboard continues to indicate significant achievement gaps among English learner students. Data reveals a glaring disparity, with English learners trailing behind their peers by 40.7 percentage points on the ELA CAASPP and 35.1 percentage points on the math CAASPP assessments. Only 52.3% of English learners are making progress towards English language proficiency on the ELPAC. Additionally, 15.3% of English learners are chronically absent, further exacerbating academic challenges. By providing parents with the necessary resources and knowledge through targeted education initiatives, this action aims to partner with families to improve academic outcomes for English learner students.	Through tailored parent education initiatives designed specifically for English learner families, parents will gain access to an array of tools and resources aimed at bolstering their children's learning experiences at home. These programs will not only raise awareness about the significance of consistent school attendance but also foster collaborative efforts to eliminate barriers hindering attendance. Additionally, valuable insights into the high school system will be provided. To further expand and enhance these offerings, the district has introduced parent education modules delivered by the Community Outreach position. These modules are designed to provide ongoing, accessible, and culturally responsive information for families, covering topics such as supporting English language development at home, understanding assessment data, navigating the K–12 system, and promoting regular school attendance. Delivered by a trusted community liaison, these modules ensure that information is	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Through the 2024 LCAP feedback process, teachers, administrators, and English learner parents expressed the necessity for parent workshops tailored to address the distinct needs of our English learner students and their families. In 2025, they expressed a desire for an expansion to better meet the needs of this group. In response, the district has developed parent education modules delivered by the Community Outreach position to provide ongoing, accessible learning opportunities for families. These modules are designed to address topics such as navigating the school system, supporting English language development at home, understanding assessments, and promoting regular attendance. This added component reflects our continued commitment to partnering with families to address the specific challenges English learner students face and to support their academic success. **Scope:** Limited to Unduplicated Student Group(s)	approachable, relevant, and aligned with the expressed needs of families. These English learner parent nights and educational modules also serve as forums for parents to voice their concerns and needs, ensuring that future parent education sessions remain responsive and effective in supporting student learning. Studies by Jaramillo, López-Reyna, & Morga (2019) and Valdés et al. (2014) have demonstrated that parent involvement in workshops tailored to the needs of English learner students leads to increased parental efficacy, enhanced communication between home and school, and improved academic performance among English learner students. Additionally, research by Yáñez, López, & Bang (2019) highlights the role of parent workshops in fostering a supportive home environment conducive to language development and academic success for English learner students. By providing targeted resources and support to English learner parents through workshops and education modules, schools can strengthen the home-school partnership, promote cultural responsiveness, and ultimately enhance student outcomes.	
3.4	**Action:** McKenney-Vento Support **Need:** There is a need for McKinney-Vento support through a designated lead liaison due to the unique challenges faced by our 28 foster youth and 148 homeless students. On the 2023	A lead liaison will navigate the intricate systems involved, build vital relationships with community partners, and ensure compliance with McKinney-Vento Act mandates while accurately reporting data for assessing needs and allocating resources, ultimately demonstrating a commitment to the academic success and well-being of these students.	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	California Dashboard, students who are Homeless were rated Orange on both the ELA and Math CAASPP and had a Red rating for Chronic Absenteeism. We did not have enough Foster youth students in the state testing grades, but that student group had an Orange rating for Chronic Absenteeism and Suspension. During the 2024 LCAP feedback process, other support staff, administrators, and parents/guardians of these student groups have emphasized the critical importance of this support in connecting families with essential resources and services. These vulnerable populations require specialized attention and access to community resources beyond academics, including transportation, mental health support, and basic necessities. **Scope:** Limited to Unduplicated Student Group(s)	Studies by organizations like the National Association for the Education of Homeless Children and Youth (NAEHCY) and the National Center for Homeless Education (NCHE) reveal that access to stable housing and educational support services significantly improves school attendance, academic achievement, and overall well-being for these vulnerable populations. Furthermore, research highlights the role of dedicated liaisons in facilitating access to essential resources, fostering positive relationships with school personnel, and providing crucial emotional support, all of which are critical factors in promoting academic success and social-emotional development for foster youth and homeless students.	

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$68,094,119.00	$6,667,002.00	9.791%	0.120%	9.911%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$39,919,673.00	$2,460,000.00	$0.00	$1,020,000.00	$43,399,673.00	$37,480,173.00	$5,919,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$360,000.00	$210,000.00	$160,000.00	$410,000.00	$0.00	$0.00	$570,000.00	0%
1	1.2	Data Analysis Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$190,000.00	$190,000.00	$0.00	$0.00	$0.00	$190,000.00	0%
1	1.3	Student Learning Acceleration Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,630,175.00	$0.00	$1,230,175.00	$1,250,000.00	$0.00	$150,000.00	$2,630,175.00	0%
1	1.4	Instructional Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
1	1.5	Teacher Leader Collaboratives	All	No				ongoing	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	0%
1	1.6	English Learner Teacher Collaborative	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
1	1.7	English Learner Goal Setting	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$500.00	$0.00	$500.00	$0.00	$0.00	$0.00	$500.00	0%
1	1.8	Science Lab Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$251,000.00	$0.00	$251,000.00	$0.00	$0.00	$0.00	$251,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Dual Language Immersion Program Support	All	No				ongoing	$140,000.00	$60,000.00	$60,000.00	$0.00	$0.00	$140,000.00	$200,000.00	0%
1	1.10	Additional Hour for Library Media Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$67,411.00	$0.00	$67,411.00	$0.00	$0.00	$0.00	$67,411.00	0%
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$114,000.00	$0.00	$0.00	$0.00	$0.00	$114,000.00	$114,000.00	0%
2	2.1	Additional Assistant Principal Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Peachland, Wiley Canyon, McGrath, Old Orchard, Newhall	Ongoing	$1,568,360.00	$0.00	$1,568,360.00	$0.00	$0.00	$0.00	$1,568,360.00	0%
2	2.2	Additional School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0%
2	2.3	Increased Visual and Performing Arts Staff and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$125,000.00	$125,000.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00	0%
2	2.4	Student Social-Emotional Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,495,000.00	$25,000.00	$1,025,000.00	$0.00	$0.00	$495,000.00	$1,520,000.00	0%
2	2.5	Additional Hours for Office Assistant II	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$180,000.00	$0.00	$180,000.00	$0.00	$0.00	$0.00	$180,000.00	0%
2	2.6	Positive Behavior Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,000.00	$444,000.00	$450,000.00	$0.00	$0.00	$0.00	$450,000.00	0%
2	2.7	Attendance Recognition and Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0%
3	3.1	Parent Engagment and Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$16,000.00	$26,000.00	$26,000.00	$0.00	$0.00	$16,000.00	$42,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	English Learner Parent Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$500.00	$9,500.00	$5,000.00	$0.00	$0.00	$5,000.00	$10,000.00	0%
3	3.3	Parent Communication Systems and Services	All	No				ongoing	$0.00	$165,000.00	$165,000.00	$0.00	$0.00	$0.00	$165,000.00	0%
3	3.4	McKenney-Vento Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	$750.00	$0.00	$750.00	$0.00	$0.00	$0.00	$750.00	0%
3	3.5	School Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$403,000.00	$0.00	$403,000.00	$0.00	$0.00	$0.00	$403,000.00	0%
3	3.6	Parent Advisory Councils	All	No				ongoing	$500.00	$0.00	$500.00	$0.00	$0.00	$0.00	$500.00	0%
3	3.7	Connecting Families with Community Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0%
4	4.1	Highly Qualified Teachers	All	No				ongoing	$28,651,977.00	$0.00	$28,651,977.00	$0.00	$0.00	$0.00	$28,651,977.00	0%
4	4.2	Certificated Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$500,000.00	$100,000.00	$100,000.00	$400,000.00	$0.00	$100,000.00	$600,000.00	0%
4	4.3	Classified Staff Professional Development	All	No				ongoing	$15,000.00	$20,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	0%
4	4.4	Instructional Materials	All	No				ongoing	$0.00	$1,000,000.00	$600,000.00	$400,000.00	$0.00	$0.00	$1,000,000.00	0%
4	4.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$660,000.00	$0.00	$660,000.00	$0.00	$0.00	$0.00	$660,000.00	0%
4	4.6	Technology	All	No				ongoing	$0.00	$1,000,000.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00	0%
4	4.7	Facilities	All	No				ongoing	$0.00	$2,500,000.00	$2,500,000.00	$0.00	$0.00	$0.00	$2,500,000.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$68,094,119.00	$6,667,002.00	9.791%	0.120%	9.911%	$6,817,196.00	0.000%	10.011 %	**Total:**	$6,817,196.00
								LEA-wide Total:	$6,805,946.00
								Limited Total:	$11,250.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	0%
1	1.2	Data Analysis Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	0%
1	1.3	Student Learning Acceleration Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,230,175.00	0%
1	1.4	Instructional Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0%
1	1.6	English Learner Teacher Collaborative	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0%
1	1.7	English Learner Goal Setting	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Science Lab Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,000.00	0%
1	1.10	Additional Hour for Library Media Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,411.00	0%
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	0%
2	2.1	Additional Assistant Principal Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Peachland, Wiley Canyon, McGrath, Old Orchard, Newhall	$1,568,360.00	0%
2	2.2	Additional School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	0%
2	2.3	Increased Visual and Performing Arts Staff and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	0%
2	2.4	Student Social-Emotional Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,025,000.00	0%
2	2.5	Additional Hours for Office Assistant II	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	0%
2	2.6	Positive Behavior Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	0%
2	2.7	Attendance Recognition and Response	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0%
3	3.1	Parent Engagment and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	0%
3	3.2	English Learner Parent Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	McKenney-Vento Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$750.00	0%
3	3.5	School Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$403,000.00	0%
3	3.7	Connecting Families with Community Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0%
4	4.2	Certificated Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0%
4	4.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$660,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$42,660,781.75	$41,835,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Collaboration Time	Yes	$601,493.00	$545,341.00
1	**1.2**	Data Analysis Systems	Yes	$80,000.00	$74,000.00
1	**1.3**	Student Learning Acceleration Program	Yes	$2,375,000.00	$1,974,420.00
1	**1.4**	Instructional Leadership Teams	Yes	$97,500.00	$20,775.00
1	**1.5**	Teacher Leader Collaboratives	No	$60,000.00	$56,325.00
1	**1.6**	English Learner Teacher Collaborative	Yes	$10,000.00	$9,642.00
1	**1.7**	English Learner Goal Setting	Yes	$1,000.00	$950.00
1	**1.8**	Science Lab Technicians	Yes	$435,000.00	$251,837.00
1	**1.9**	Dual Language Immersion Program Support	No	$200,000.00	$181,414.00
1	**1.10**	Additional Hour for Library Media Technicians	Yes	$67,411.00	$69,559.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	Yes	$290,000.00	$265,673.00
2	2.1	Additional Assistant Principal Positions	Yes	$1,500,000.00	$1,373,818.00
2	2.2	Additional School Psychologist	Yes	$150,000.00	$143,613.00
2	2.3	Increased Visual and Performing Arts Staff and Services	Yes	$254,605.75	$238,068
2	2.4	Student Social-Emotional Well-Being	Yes	$1,500,057.00	$1,353,504.00
2	2.5	Additional Hours for Office Assistant II	Yes	$144,222.00	$174,802.00
2	2.6	Positive Behavior Interventions and Supports	Yes	$439,920.00	$413,524.00
2	2.7	Attendance Recognition and Response	Yes	$20,000.00	$20,000.00
3	3.1	Parent Engagment and Education	Yes	$42,000.00	$53,648.00
3	3.2	English Learner Parent Education	Yes	$20,000.00	$15,801.00
3	3.3	Parent Communication Systems and Services	No	$145,800.00	$160,300.00
3	3.4	McKenney-Vento Support	Yes	$750.00	$750.00
3	3.5	School Community Outreach	Yes	$403,000.00	$393,534.00
3	3.6	Parent Advisory Councils	No	$500.00	$472.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Connecting Families with Community Resources	Yes	$25,000.00	$24,377.00
4	**4.1**	Highly Qualified Teachers	No	$28,090,173.00	$28,000,000.00
4	**4.2**	Certificated Staff Professional Development	Yes	$512,350.00	$466,398.00
4	**4.3**	Classified Staff Professional Development	No	$35,000.00	$6,632.00
4	**4.4**	Instructional Materials	No	$1,000,000.00	$1,098,826.00
4	**4.5**	Technology Support	Yes	$660,000.00	$681,755.00
4	**4.6**	Technology	No	$1,000,000.00	$1,086,285.00
4	**4.7**	Facilities	No	$2,500,000.00	$2,679,874.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,408,019.00	$6,388,811.75	$6,329,620.00	$59,191.75	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Collaboration Time	Yes	$89,053.00	$80,599.00	0%	0%
1	1.2	Data Analysis Systems	Yes	$80,000.00	$74,000.00	0%	0%
1	1.3	Student Learning Acceleration Program	Yes	$1,000,000.00	$1,283,598.00	0%	0%
1	1.4	Instructional Leadership Teams	Yes	$97,500.00	$20,775.00	0%	0%
1	1.6	English Learner Teacher Collaborative	Yes	$10,000.00	$9,642.00	0%	0%
1	1.7	English Learner Goal Setting	Yes	$1,000.00	$950.00	0%	0%
1	1.8	Science Lab Technicians	Yes	$435,000.00	$251,837.00	0%	0%
1	1.10	Additional Hour for Library Media Technicians	Yes	$67,411.00	$69,559.00	0%	0%
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	Yes	$0.00	$0.00	0%	0%
2	2.1	Additional Assistant Principal Positions	Yes	$1,500,000.00	$1,373,818.00	0%	0%
2	2.2	Additional School Psychologist	Yes	$150,000.00	$143,613.00	0%	0%
2	2.3	Increased Visual and Performing Arts Staff and Services	Yes	$254,605.75	$238,068.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Student Social-Emotional Well-Being	Yes	$950,000.00	$983,504.00	0%	0%
2	2.5	Additional Hours for Office Assistant II	Yes	$144,222.00	$174,802.00	0%	0%
2	2.6	Positive Behavior Interventions and Supports	Yes	$439,920.00	$413,524.00	0%	0%
2	2.7	Attendance Recognition and Response	Yes	$20,000.00	$20,000.00	0%	0%
3	3.1	Parent Engagment and Education	Yes	$26,000.00	$53,648.00	0%	0%
3	3.2	English Learner Parent Education	Yes	$0.00	$0.00	0%	0%
3	3.4	McKenney-Vento Support	Yes	$750.00	$750.00	0%	0%
3	3.5	School Community Outreach	Yes	$403,000.00	$393,534.00	0%	0%
3	3.7	Connecting Families with Community Resources	Yes	$25,000.00	$24,377.00	0%	0%
4	4.2	Certificated Staff Professional Development	Yes	$35,350.00	$37,267.00	0%	0%
4	4.5	Technology Support	Yes	$660,000.00	$681,755.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
65,408,077	6,408,019.00	0%	9.797%	$6,329,620.00	0.000%	9.677%	$78,399.00	0.120%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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