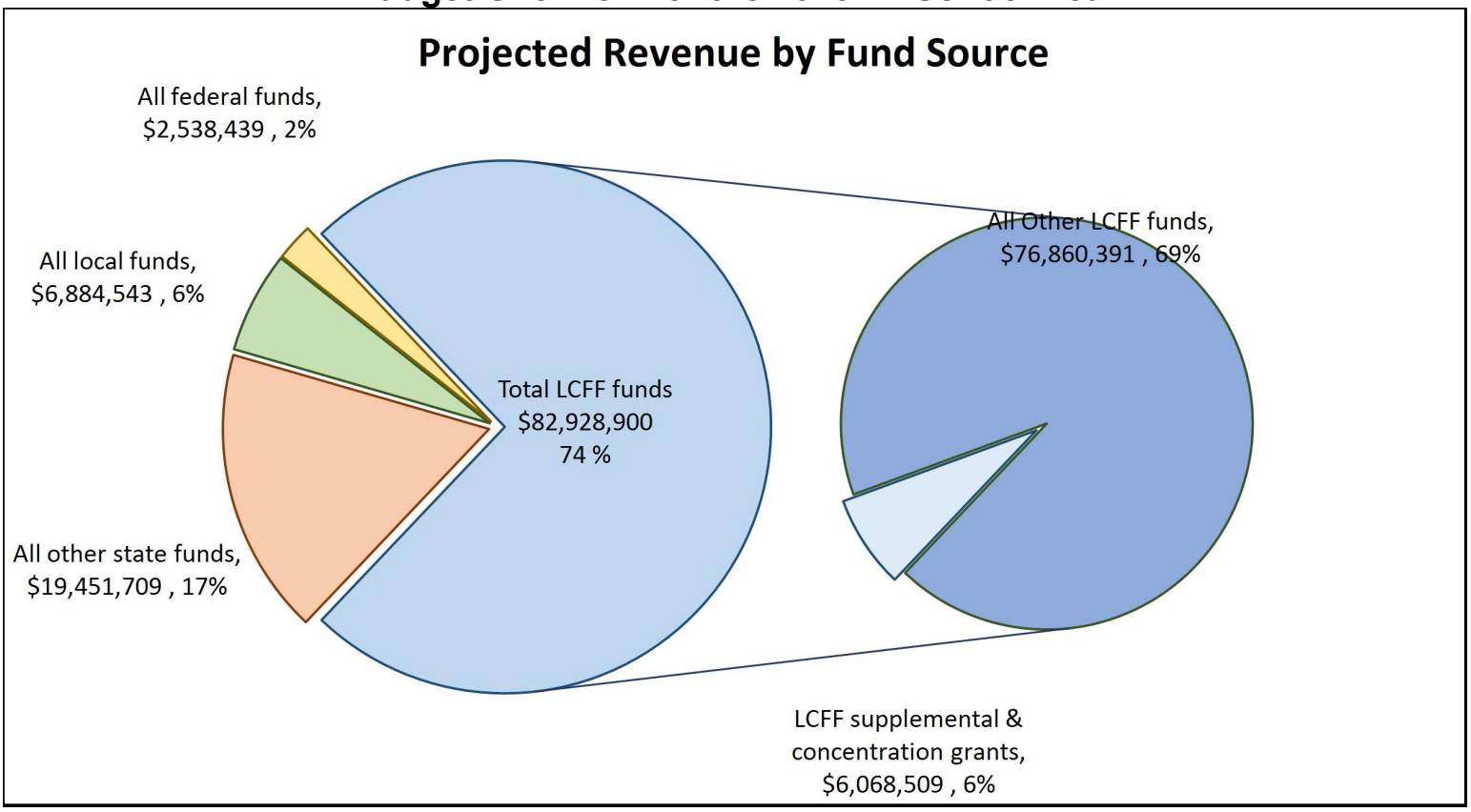
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Culver City Unified School District (CCUSD)
CDS Code: 19-64444-1932185
School Year: 2026-27
LEA contact information:
Dr. Alfonso Jimenez
Superintendent
alfonsojimenez@ccusd.org
(310) 842-4220

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

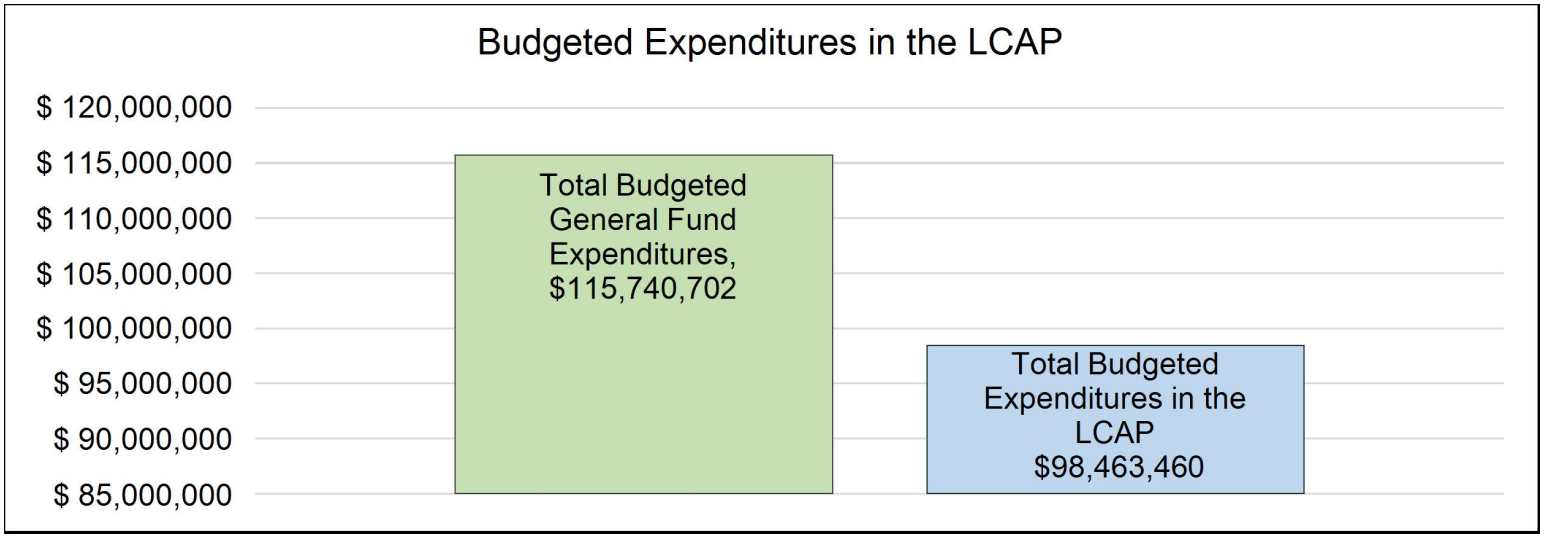


This chart shows the total general purpose revenue Culver City Unified School District (CCUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Culver City Unified School District (CCUSD) is $111,803,591, of which $82,928,900 is Local Control Funding Formula (LCFF), $19,451,709 is other state funds, $6,884,543 is local funds, and $2,538,439 is federal funds. Of the $82,928,900 in LCFF Funds, $6,068,509 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 Culver City Unified School District (CCUSD) 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: Culver City Unified School District (CCUSD) plans to spend $115,740,702 for the 2026-27 school year. Of that amount, $98,463,460 is tied to actions/services in the LCAP and $17,277,242 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

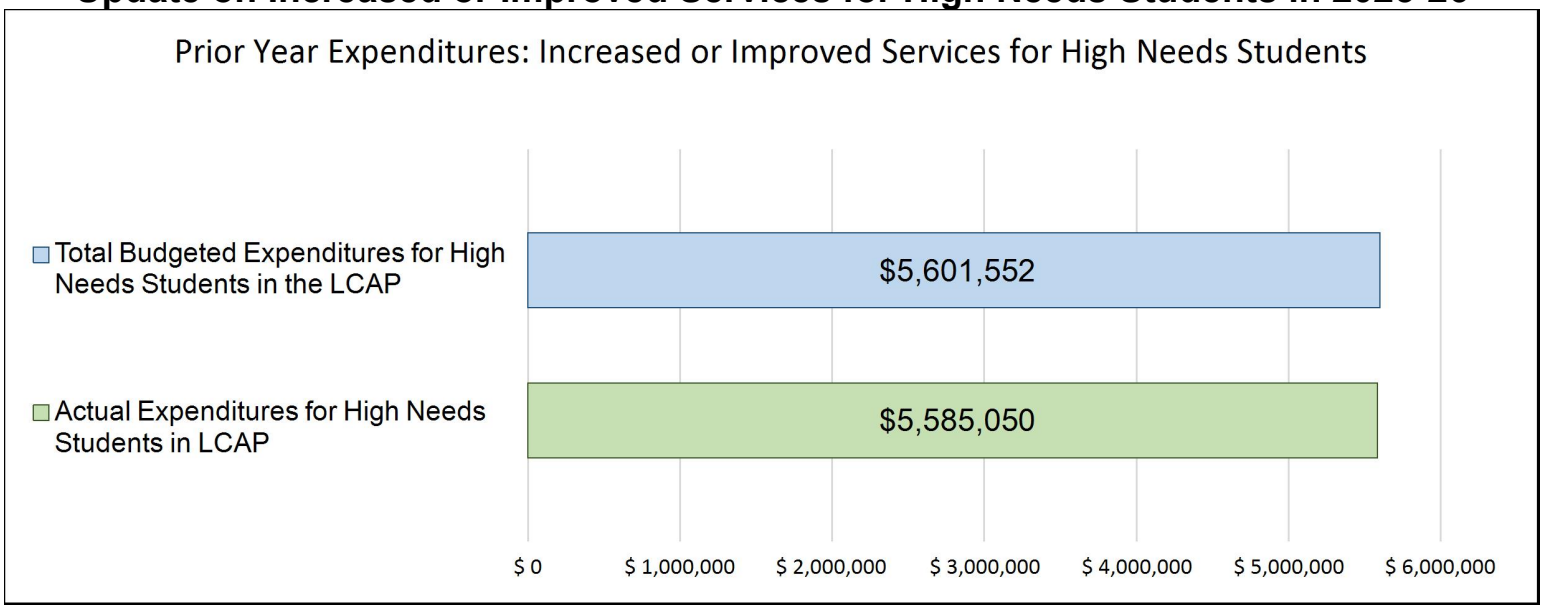
General Fund budgeted expenditures not included in the LCAP include but are not limited to the following: District office support (i.e., Fiscal Services, Purchasing, Human Resources, Information Technology, Student and Family Support Services, Educational Services, custodial services, routine restricted maintenance, grounds keeping, transportation, school site office support staff etc.)

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

In 2026-27, Culver City Unified School District (CCUSD) is projecting it will receive $6,068,509 based on the enrollment of foster youth, English learner, and low-income students. Culver City Unified School District (CCUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Culver City Unified School District (CCUSD) plans to spend $6,328,200 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 Culver City Unified School District (CCUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Culver City Unified School District (CCUSD) 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, Culver City Unified School District (CCUSD)'s LCAP budgeted $5,601,552 for planned actions to increase or improve services for high needs students. Culver City Unified School District (CCUSD) actually spent $5,585,050 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $16,502 had the following impact on Culver City Unified School District (CCUSD)’s ability to increase or improve services for high needs students:

There is no impact on the delivery of services. The difference was due to estimated hours required were less than anticipated. All services were implemented.

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
Culver City Unified School District (CCUSD)	Dr. Alfonso Jimenez Superintendent	alfonsojimenez@ccusd.org (310) 842-4220

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.

CCUSD is located in the city of Culver City, a five-square-mile, urban community of about 40,000 residents surrounded mostly by the City of Los Angeles. It is centrally located on the Westside near Santa Monica, Beverly Hills, and Los Angeles International Airport. It is known for its well-run public school system, "small town" charm, growing high-tech and creative economies, and a dynamic downtown that is regionally known as a destination for restaurants, live theater, and art galleries. Culver City is also “The Heart of Screenland” due to its historical and present impact on the movie industry. CCUSD is comprised of five elementary schools (grades TK-5), one middle school (grades 6-8), one comprehensive high school (grades 9-12), an online Independent Study Program, and a continuation high school, which are all designed to meet individual student needs. The district also has a robust Adult Education Program, Culver City Adult School (CCAS) as well as pre-school and school-age care from the Office of Child Development.

The District employs 907 full- and part-time certificated and classified staff members. CCUSD has a long tradition of educational excellence and high standards. The community is involved and supportive, with a rich network of partnerships that provide a wealth of opportunities for our students, along with the assistance of the site-based Parent Teacher Associations (PTA), Booster Club organizations, and the district-wide Culver City Education Foundation. CCUSD has benefited from collaborations and donations from Sony Pictures Entertainment, the Rotary Club of Culver City, Wende Museum, local professional arts organizations, CTE grants Strong Workforce Program (SWP), Arts Media and Entertainment, Epic Games, Los Angeles Arts Ed Collective, Culver City Exchange Club, Amazon, MGM Studios, Fineshriber Family Foundation, Culver City Arts Foundation, West Los Angeles College, and Venice Family Clinic, as well as a host of generous local businesses and private donors in our community. With strong partnerships and a focus on serving the whole child, CCUSD is proud of its diversity. Per Niche, CCUSD is the most diverse school district in Los Angeles County and the tenth most diverse district in California.

Specifically, 55 different languages are spoken by families in homes throughout the district. Across the district over 1000 elementary students are served in our Spanish and Japanese Dual Language Programs.

During the 2025-2026, school year 6,568 students are enrolled in CCUSD. The following percent and number of students are reflected in the student population in the 2025-2026 school year: 39.2% (2,573) are eligible for Free and Reduced Lunch (FRL), 8.0% (527) are English Language Learners (ELLs), 1.1% (72) are experiencing homelessness, and 0.05% (3) are Foster Youth. CCUSD has an unduplicated pupil count of 42.3% (2,777) students.

Reflections: Annual Performance

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

CCUSD continues to demonstrate areas of strength, while also identifying priorities for continued improvement through the California School Dashboard and local data. The 2025 Dashboard reflects positive districtwide performance, with CCUSD increasing in both English Language Arts and mathematics. In English Language Arts, the District performed 34.3 points above standard, an increase of 5 points from the prior year. In mathematics, the District moved to 0.1 points above standard, an increase of 6.6 points, reflecting encouraging progress in an area that has been a continued focus for improvement. Data continues to show differences in outcomes across student groups. English Learners, Long-Term English Learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness continue to perform below districtwide levels in key academic indicators. While several student groups made progress, these differences show the need for continued targeted supports, stronger progress monitoring, and more consistent use of data to guide instruction and intervention. Attendance data show encouraging overall improvement. Chronic absenteeism decreased from 14.2% at baseline to 8.7% for all students, moving the District to the green performance level.
College and career readiness indicators are also moving in a positive direction. College and career preparedness increased to 67.7%, moving the District closer to the 80% target, and the percentage of students completing both A–G requirements and one CTE pathway increased to 31.5%. These results reflect moderate progress from a coordinated approach of advising, pathway access, and academic planning that is supporting stronger postsecondary readiness outcomes. Overall, the review of California School Dashboard and local data shows that CCUSD is making progress, particularly in districtwide academic performance, math growth, attendance, access to digital tools, and college and career readiness. The next phase of work is to deepen implementation across schools by strengthening progress monitoring, improving math instruction and support, expanding targeted supports for English Learners and students experiencing homelessness, and ensuring that families receive clear and timely information about student progress.

In 2025, the California Dashboard shows that in ELA (DFS= Distance from Standard)

Overall, 3,401 students / +34.3 DFS / +5 (change from 23-24) / Green Status
African American 319 students / -18.9 DFS / -7.3 (change from 23-24) Orange Status
Asian 352 students / +59 DFS / -4.3 (change from 23-24) Green Status
English Learners 465 students / -34.7 DFS / 8.6 (change from 23-24) Yellow Status
Long-term English Learners 82 students / -100 DFS / -13 (change from 23-24) Red Status
Hispanic 1,272 students / -.4 DFS / +3.4 (change from 23-24) Green Status
Homeless 28 students / -81 DFS / -5.2 (Change from 23-24) Red Status

Filipino 50 students / +71 DFS / +28.6 (change from 23-24) Blue Status
Socioeconomically Disadvantaged 1,259 students / -18.1 DFS / -6.9 (change from 23-24) Orange Status
Students with Disabilities 416 students / -60 DFS / +3.7 (change from 23-24) Yellow Status
Two or more races 494 students / +70.6 DFS / +7.6 Points (change from 23-24) Blue Status
White 846 students / +73.6 DFS / +9.4 (change from 23-24) Blue Status

In 2025, the California Dashboard shows that in Math (DFS= Distance from Standard)

Overall, 3,395 students / +0.1 DFS / +6.6 (change from 23-24) Green Status
African American 314 students / -72 DFS / -4.1 (change from 23-24) Orange Status
Asian 354 students / +54.2 DFS / +6.7 (change from 23-24) Blue Status
English Learners 466 students / -55.2 DFS / +16.7 (change from 23-24) Yellow Status
Long-term English Learners 81 students / -166 DFS / -15.3 (change from 23-24) Red Status
Hispanic 1,272 students / -47.9 DFS / +5.4 (change from 23-24) Yellow Status
Homeless 30 students / -153 DFS / -25.6 (change from 23-24) Red Status
Filipino 50 students / +46.9 DFS / +18.4 (change from 23-24) Blue Status
Socioeconomically Disadvantaged 1,251 students / -62.7 DFS / 1.1 Maintain (change from 23-24) Orange Status
Students with Disabilities 416 students / -95.4 DFS / +8.8 (change from 23-24) Orange Status
Two or more races 494 students / +45.4 DFS / +3.8 (change from 23-24) Blue Status
White 843 students / +47.7 DFS / +8.5 (change from 23-24) Blue Status

In 2025, the California Dashboard shows that the English Learner Progress Indicator
Overall, 48.6%, Green Status

Chronic Absenteeism for grades K-8 reduced by -1.4%, Green Status

In 2025, the California Dashboard shows the Graduation rate

Overall, 537 / 97.2% / +3.6% (change from 23-24) Blue Status
African American 90 students / 97.8% / +9.9% (change from 23-24) Blue Status
Asian 53 98.1% / -1.9% (change from 23-24) Blue Status
English Learners 48 students / 97.9% / +10.4 (change from 23-24) Blue Status
Long-term English Learners 34 students / 100% / +16.7% (change from 23-24) Blue Status
Hispanic 211 students / 96.7% / +4.1% (change from 23-24) Blue Status
Homeless 26 students / 96.2% / +11.2% (change from 23-24) Blue Status
Socioeconomically Disadvantaged 332 students / 97.3% / +5.2% (change from 23-24) Blue Status
Students with Disabilities 69 students / 89.9% / -3.5% (change from 23-24) Orange Status
Two or more races 47 students / 97.9% / +5.1% (change from 23-24) Blue Status
White 125 students / 97.6% / +0.8% Maintained (change from 23-24) Blue Status

In 2025 the California Dashboard shows the Suspension rate

Overall, 6,685 / 1.1% / 0% Maintained Green Status
African American 690 students / 2.3% / -1.2% (change from 23-24) Green Status
Asian 693 students / 0% / -.4% (change from 23-24) Blue Status
English Learners 640 students / 1.7% / 0.2% Maintain (change from 23-24) Green Status
Long-term English Learners 152 students / 6.6% / +.9 (change from 23-24) Orange Status
Hispanic 2,500 students / 1.6% / +.4% (change from 23-24) Yellow Status
Homeless 78 students / 1.3% / -8.7% (change from 23-24) Green Status
Filipino 87 students / 1.1 % / +1.1 % (change from 23-24) Yellow Status
Socioeconomically Disadvantaged 2,361 students / 2% / 0% Maintain (change from 23-24) Green Status
Students with Disabilities 824 students / 1.6% / -0.5% (change from 23-24) Green Status
Two or more races 1,028 students / 0.6% / -0.5% (change from 23-24) Blue Status
White 1,669 students / 0.5 % / +0.3% (change from 23-24) Green Status

2025 Red Performance Level by Student Group and Site Student Group

Site/Indicator Areas in Red
African American
CCMS — Math; CCHS — ELA

Students with Disabilities
CCMS — ELA; CCMS — Math; CCHS — Math; CCHS - ELA

Long-Term English Learners
CCMS — ELA; CCMS — Math; CCMS — Suspension

2024 Red Performance Level by Student Group and Site Student Group

Site/Indicator Areas in Red
Students with Disabilities
El Rincon — Chronic Absenteeism; CCMS — Math; Farragut — Chronic Absenteeism; CCMS — ELA

African American
Farragut — Chronic Absenteeism; CCMS — Math

English Learners
Linwood Howe — Chronic Absenteeism; CCMS — Math; CCHS — Math

Long-Term English Learners

CCMS — ELA; CCMS — Math

In 2024 the California Dashboard shows that in ELA (DFS= Distance from Standard)

Overall, 3,436 students / +29.3 DFS / -4.2 (change from 22-23) / Green Status
African American 369 students / -11.6 DFS / -2.9 Maintain (change from 22-23) Orange Status
Asian 340 students / +63.3 DFS / -3.7 (change from 22-23) Green Status
English Learners 465 students / -43.3 DFS / -10.7 (change from 22-23) Orange Status
Long-term English Learners 97 students / -86.9 DFS / -12.6 (change from 22-23) Red Status
Hispanic 1,276 students / -3.8 DFS / -5.1 (change from 22-23) Yellow Status
Homeless 31 students / -75.7 DFS / .2 Maintain (Change from 22-23) Red Status
Filipino 50 students / +42.4 DFS / -29.9 (change from 22-23) Green Status
Socioeconomically Disadvantaged 1,355 students / -11.2 DFS / -1.8 Maintain (change from 22-23) Orange Status
Students with Disabilities 412 students / -63.7 DFS / +3.5 (change from 22-23) Yellow Status
Two or more races 487 students / +63 DFS / +5.6 Maintain (change from 22-23) Blue Status
White 857 students / +64.2 DFS / -6.4 (change from 22-23) Green Status

In 2024 the California Dashboard shows that in Math (DFS= Distance from Standard)

Overall, 3,437 students / -6.5 DFS / -1.2 (change from 22-23) Yellow Status
African American 368 students / -67.8 DFS / +4.3 (change from 22-23) Yellow Status
Asian 345 students / +47.5 DFS / -11.4 (change from 22-23) Green Status
English Learners 473 students / -71.9 DFS / -10 (change from 22-23) Orange Status
Long-term English Learners 97 students / -150.8 DFS / -14.5 (change from 22-23) Red Status
Hispanic 1,272 students / -53.3 DFS / -2.1 (change from 22-23) Orange Status
Homeless 29 students / -127.3 DFS / +6.7 (change from 22-23) Orange Status
Filipino 50 students / +28.4 DFS / -3.1 (change from 22-23) Green Status
Socioeconomically Disadvantaged 1,357 students / -63.8 DFS / 1.9 Maintain (change from 22-23) Orange Status
Students with Disabilities 410 students / -104.2 DFS / +2 (change from 22-23) Red Status
Two or more races 487 students / +41.7 DFS / +5.9 (change from 22-23) Blue Status
White 858 students / +39.2 DFS / -2.3 Maintain (change from 22-23) Blue Status

In 2024 the California Dashboard shows that the English Learner Progress Indicator
Overall, 43.5%, Orange Status

Chronic Absenteeism for grades K-8 reduced by -4.1%, Yellow Status

In 2024 the California Dashboard shows the Graduation rate

Overall, 563 / 93.6% / -1.7% (change from 22-23) Yellow Status
African American 74 students / 87.8% / -5.5% (change from 22-23) Orange Status
Asian 60 100% / 0% Maintain (change from 22-23) Blue Status
English Learners 40 students / 87.5% / 0% Maintain (change from 22-23) *Status
Long-term English Learners 30 students / 83% / -9.5% (change from 22-23) *Status
Hispanic 228 students / 92.5% / -1.8% (change from 22-23) Yellow Status
Homeless 20 students / 85% / -5.9% (change from 22-23) * Status
Socioeconomically Disadvantaged 315 students / 92.1% / -3.7% (change from 22-23) Yellow Status
Students with Disabilities 75 students / 93.3% / +8.6% (change from 22-23) Green Status
Two or more races 55 students / 92.7% / -1.4% (change from 22-23) Yellow Status
White 124 students / 96.8% / +1.3% (change from 22-23) Blue Status

In 2024 the California Dashboard shows the Suspension rate

Overall, 6,826 / 1.1% / -.6% Green Status
African American 719 students / 3.5% / -2.9% (change from 22-23) Green Status
Asian 727 students / .4% / -.3% (change from 22-23) Blue Status
English Learners 722 students / 1.5% / 0.1% Maintain (change from 22-23) Green Status
Long-term English Learners 176 students / 5.7% / +.07 (change from 22-23) Orange Status
Hispanic 2,565 students / 1.2% / -.4% (change from 22-23) Green Status
Homeless 80 students / 10% / -2.2% (change from 22-23) Orange Status
Filipino 93 students / 0% / 0% Maintain (change from 22-23) Blue Status
Socioeconomically Disadvantaged 2,706 students / 2% / -1% (change from 22-23) Green Status
Students with Disabilities 774 students / 2.1% / -2.1% Maintain (change from 22-23) Blue Status
Two or more races 1011 students / 1.1% / +.3% Maintain (change from 22-23) Yellow Status
White 1,690 students / .2% / -.5% Maintain (change from 22-23) Blue Status

2024 Red Performance Level by Student Group and Site Student Group

Site/Indicator Areas in Red
Students with Disabilities
El Rincon — Chronic Absenteeism; CCMS — Math; Farragut — Chronic Absenteeism; CCMS — ELA

African American
Farragut — Chronic Absenteeism; CCMS — Math

English Learners
Linwood Howe — Chronic Absenteeism; CCMS — Math; CCHS — Math

Long-Term English Learners

CCMS — ELA; CCMS — Math

In 2023 the California Dashboard shows that in ELA (DFS= Distance from Standard)

Overall, 64%, 3,493 students / +33.5 DFS / .9 Maintain (change from 21-22) / Green Status
African American 370 students / -8.7 DFS / +8.6 (change from 21-22) Yellow Status
Asian 357 students / +67 DFS / .2 Maintain (change from 21-22) Blue Status
English Learners 464 students / -32.6 DFS / -10.4 (change from 21-22) Orange Status
Hispanic 1,299 students / +1.2 DFS / +6.8 (change from 21-22) Green Status
Homeless 60 students / -75.9 DFS / +19.5 (Change from 21-22) Orange Status
Filipino 54 students / +72.3 DFS / +5.7 (change from 21-22) Blue Status
Socioeconomically Disadvantaged 1,344 students / -9.4 DFS / 1.3 Maintain (change from 21-22) Orange Status
Students with Disabilities 407 students / -67.1 DFS / +8.9 (change from 21-22) Yellow Status
Two or more races 479 students / +57.4 DFS / -2.4 Maintain (change from 21-22) Blue Status
White 880 students / +70.5 DFS / +4.9 (change from 21-22) Blue Status

In 2023 the California Dashboard shows that in Math (DFS= Distance from Standard)

Overall, 51%, 3,483 students / -5.3 DFS / .9 Maintain (change from 21-22) Yellow Status
African American 365 students / -72.1 DFS / -.8 (change from 21-22) Orange Status
Asian 356 students / +58.9 DFS / +3.4 (change from 21-22) Blue Status
English Learners 461 students / -61.9 DFS / -21.7 (change from 21-22) Orange Status
Hispanic 1,294 students / -51.2 DFS / -3.5 (change from 21-22) Orange Status
Homeless 59 students / -134.1 DFS / +8.5 (change from 21-22) Orange Status
Filipino 54 students / +31.6 DFS / -7.9 (change from 21-22) Green Status
Socioeconomically Disadvantaged 1,338 students / -65.7 DFS / -9.2 (change from 21-22)
Orange Status Students with Disabilities 405 students / -106.2 DFS / +5.5 (change from 21-22) Orange Status
Two or more races 481 students / +35.8 DFS / 1.7 Maintain (change from 21-22) Blue Status
White 879 students / +41.5 DFS / +7 (change from 21-22) Blue Status

In 2024 the California Dashboard shows that the English Learner Progress Indicator
Overall, 47.2%, Orange Status

Overall, 47%, Orange Chronic Absenteeism for grades K-8 reduced by -1.8% Graduation rate
All Students 528 / 95.3% / -1.3% (change from 21-22) Blue Status
African American 90 students / 93.3% / -1.4% (change from 21-22) Yellow Asian 58 100% +3.6% (change from 21-22) Blue
English Learners 24 students / 87.5% / -8.9% (change from 21-22) *Status
Hispanic 176 students / 94.3% / -1.7% (change from 21-22) Yellow Status
Homeless 11 students / 90.9% / -2.8% (change from 21-22) * Status
Filipino 9 students / No performance color

Socioeconomically Disadvantaged 284 students / 95.8% / .7% Maintained (change from 21-22) Blue Status
Students with Disabilities 46 students / 84.8% / -6.3% (change from 21-22) Orange Status
Two or more races 51 students / 94.1% / -5.9% (change from 21-22) Yellow Status
White 132 students / 95.5% / -1.6% (change from 21-22) Blue Status

Based on 2023 CA Dashboard
Suspensions

All Students 6,934 / 1.7% / +.6% Yellow Status
African American 786 students / 6.4% / +2.9% (change from 21-22) Red Status
Asian 749 students / .7% / +.4% (change from 21-22) Green Status
English Learners 718 students / 1.4% / +.5% (change from 21-22) Yellow Status
Hispanic 2,591 students / 1.6% / +.7% (change from 21-22) Yellow Status
Homeless 139 students / 12.2% / +3.8% (change from 21-22) Red Status
Filipino 99 students / 0% / -1% (change from 21-22) Blue Status
Socioeconomically Disadvantaged 2,734 students / 3% / +1% (change from 21-22) Orange Status
Students with Disabilities 763 students / 4.2% / +1.6% Maintain (change from 21-22) Orange Status
Two or more races 995 students / .8% / -.2% Maintain (change from 21-22) Blue Status
White 1,690 students / .7% / 0% Maintain (change from 21-22) Blue Status

Within CCUSD there were student groups in the Red, which is the lowest performance level.

State Priority: Chronic Absenteeism

English Learners: Culver City Middle School
Students with Disabilities: Culver City Middle School
English Learners: El Rincon
Hispanic: Farragut
Asian: La Ballona
Students with Disabilities: La Ballona
Socioeconomically Disadvantaged: Farragut

State Priority: Suspension

Students Experiencing Homelessness: Culver City High School
Students Experiencing Homelessness: Culver City Middle School
Students with Disabilities: Culver City Middle School
Black/ African American: Culver City Middle School

In April 2025 the state of California Department of Education identified CCUSD for disproportionality in the area of suspension for Black/African American students with IEPs.

CCUSD will have unexpended LREBG funds for the 2026-2027 school year.

Action 2.6. provides addition opportunites to learn by implementing before/after school and during Saturday school intervention and academic booster clubs for academic support and social emotional learning for intervention and MTSS implementation. It is aligned to the allowable use of accelerating progress to close learning gaps through evidence-based learning supports, tutoring and small-group learning supports, learning recovery programs and materials. English Learner/LTEL academic recovery remain priority needs.

Action 5.1 the use of Ellevation and Interim ELPAC assessment for continuous monitoring of English learners and LTELs. It is aligned to the allowable use as additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning to expand English language proficiency supports, progress monitoring, and professional development/coaching.

Action 2.3 provides professional development around mathematical practices and math framework. It is aligned to providing professional development and coaching on either or both of the following:The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.Our needs assessment indicated that mathematics achievement.

All actions will address the needs based on the needs assessment and the most recent 2024–2025 CAASPP data. Through the analysis data shows continued performance gaps for key student groups. In ELA, 65.25% of students districtwide met or exceeded standard, compared with 44.53% of Low Income students. In mathematics, 53.55% of students districtwide met or exceeded standard, compared with 29.13% of Low Income students. The 2025 California School Dashboard distance-from-standard data also show continued gaps for Low Income students, who performed -18.1 distance from standard in ELA and -62.7 distance from standard in mathematics, compared with the district overall at +34.3 in ELA and +0.1 in mathematics. English Learners performed -34.7 distance from standard in ELA and -55.2 in mathematics, and LTEL students performed -100.0 in ELA and -166.0 in mathematics. Foster Youth were also identified as needing continued academic monitoring and targeted support, including access-related data showing 0% participation in computer science pathway coursework.

These data show a continued need to accelerate academic recovery and provide targeted supports for student groups performing below district averages, including Low Income students, Foster Youth, Homeless students, English Learners, LTEL students, and students with disabilities.

Reflections: Technical Assistance

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

Based on CCUSD was identified for Differentiated Assistance based on the 2024 California Dashboard lowest performing ratings for the following:

Homeless Youth CAASPP (Red - ELA; Orange - Math) (Priority 4) and Chronic Absenteeism (Priority 5).

CCUSD will address Homeless Youth CAASPP (Red - ELA; Orange - Math) (Priority 4) through Goal 2.5 Multi-tiered System of Support and action 2.8 Site-Based Instructional Lead.

CCUSD will address Homeless Youth Chronic Absenteeism (Priority 5) through Goal 6.3 Use of Communication App to reduce chronic absenteeism and action 6.5 Counseling.

Based on the 2025 California School Dashboard, CCUSD no longer has any student groups that meet the criteria for Differentiated Assistance (DA). In December 2025, the District was notified by the Los Angeles County Office of Education (LACOE) that it no longer meets the criteria to receive DA. CCUSD is continuing in year two of the Differentiated Assistance process and remains eligible to access support. District leaders continue to review Dashboard data, identify areas for growth, and engage with LACOE to strengthen supports for students. The Educational Services team participated in LACOE's Differentiated Assistance Convening to learn best practices, apply continuous improvement tools, and identify strategies to improve student outcomes. CCUSD teams also continued to attend LACOE collaboratives focused on supporting homeless students.

Additional technical support during the 2025–2026 school year included professional development on creating Scope and Sequence templates to support cohesive departmental and grade-level planning. School site adminstrator professional learning also focused on deep data dives into LCAP metrics and actions to strengthen implementation, monitor progress, and identify areas for continued improvement.

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
LCAP Educational Partners Committee including parents, school board member representation, communitiy members and district personnel	The topics covered in each meeting are as follows: November 17, 2025 – Meeting #1: Educational Partners were provided with an overview of the LCAP process. They received an overview of all seven goals, as well as an understanding of the eight Local Control Funding Formula (LCFF) priority areas. The LCAP Committee also received information regarding the key components of LCFF, including funding, the requirement to increase or improve services, the California Dashboard, and the Statewide System of Support. December 15, 2025 – Meeting #2: The LCAP Committee reviewed Goals 1 and 2, including related action items. The committee reviewed the goals, actions, and metrics related to the effectiveness of previous actions. Educational Partners were given opportunities to provide input on actions and the LCAP plan. February 2, 2026 – Meeting #3: The LCAP Committee continued with Goal 3. The Director of Student and Family Services was in attendance. Using the same process from the review of Goals 1 and 2, Educational Partners reviewed the effectiveness of action items based on metrics and questions answered by Directors and the Assistant Superintendent of Educational Services. The LCAP Committee had the opportunity to provide input and feedback regarding the effectiveness of actions in Goal 3.

Educational Partner(s)	Process for Engagement
	March 18, 2026 – Meeting #4: The LCAP Committee continued with Goals 5 and 7. Representatives from school site and the District Office presented information relevant to Goals 5 and 7, using the same process of reviewing goal objectives, actions, metrics, and asking questions, Educational Partners reviewed the effectiveness of each action. They provided input and feedback regarding the effectiveness of these actions while making suggestions for possible future actions. April 20, 2026 – Meeting #5: The LCAP Committee met and continued its analysis of Goals 4 and 6. Representatives from school site and the District Office presented information relevant to Goals 4 and 6. Using the same process of reviewing goal objectives, actions, metrics, and asking questions, Educational Partners reviewed the effectiveness of each action. May 18, 2026 – Meeting #6: The LCAP Committee engaged in a review of the LCAP draft annual update. Committee members had an opportunity to review updates to the draft and provide input and feedback.
All certificated and classified staff including teachers and other school personnel	April 17, 2026, through May 1, 2026 - Certificated and classified staff had the opportunity to provide feedback on the LCAP goals and actions through a district survey. Staff shared insights on the goals where they felt the District was making progress and identified areas of focus. Additionally, staff were invited to expand on their survey selections through an open-ended response question. The responses provided meaningful input and were reviewed alongside feedback gathered through other LCAP engagement opportunities.
Superintendent's Student Advisory Council	On December 11, 2025, secondary students participated in a meeting dedicated to reviewing the LCAP process, CCUSD’s LCAP goals, and related actions. During the meeting, students were invited to reflect on where they saw connections between the LCAP goals and their own school experiences. Students also provided feedback on what would help make the goals more impactful for themselves and their peers. In addition to the advisory meeting, students had the opportunity to

Educational Partner(s)	Process for Engagement
	contribute feedback through the districtwide LCAP survey. Their input was integrated in the overall educational partner feedback process.
SELPA	The SELPA Director was consulted regarding LCAP actions, services, and metrics related to students with disabilities.
Local Bargaining Units	In Large Partnership meetings on September 25, 2025, November 20, 2025, January 15, 2026, March 12, 2026, LCAP goals, spending priorities, and questions from the bargaining unit members were discussed. On May 28, 2026, the Ed Services Partnership presented the LCAP goals and changes for 2026- 2027. Additionally, a survey was sent to all unit members to gather input (LCAP Survey, CHKS, and Staff Youth Truth) on district goals, priorities and actoins.
Parent Advisory Committees	In October 2025, an interest form was shared with all families and staff requesting volunteers to serve on the LCAP Parent Advisory Committee (PAC). The PAC began meeting on November 17, 2025. In April 2026, a survey was sent to parents and community members to gather input on parent and family priorities. Data from the survey was shared with the PAC and used to help identify priorities for the 2026–27 LCAP. In May and June 2026, the District English Learner Parent Advisory Committee (DELAC) and the Special Education District Advisory Committee (SEDAC) were presented with the LCAP goals and invited to provide suggestions on needed actions for each goal. Prior to the Public Hearing, educational partners and community members were also given the opportunity to provide input on the LCAP draft via email and the CCUSD website. The Annual Public Hearing for the LCAP took place on June 9, 2026. Community members and parents were notified of the hearing via email and the CCUSD website.
Students	Students provided feedback through multiple opportunities, including the California Healthy Kids Survey administered in October 2025 and the YouthTruth Survey administered in December 2025. Student responses from these surveys were reviewed to help identify student needs and inform priorities reflected in the LCAP. Additionally, student leaders who serve as representatives to the Board of Education provided bi-monthly reports throughout the year.

Educational Partner(s)	Process for Engagement
	Their feedback was also noted and considered as part of the district's educational partner input process.
School Site Administrators including Principals	Educational partner engagement included an October 2025 LCAP walkthrough and workshop with principals focused on the alignment between LCAP actions, metrics, and site-level implementation. Principals reviewed current LCAP goals and actions, discussed implementation across school sites, and provided feedback on areas of progress, continued need, and potential refinement. Ongoing feedback, anecdotal data, and reflections on current LCAP goals were also gathered through monthly Admin Council meetings. This input was considered as part of the District's review of LCAP action effectiveness and planning for the 2026–27 LCAP.

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

In October 2025, an LCAP PAC invite went out to the staff and families. In December 2025, a presentation was made to the Board of Education to publicly report the Dashboard and CAASPP/CAA/CAST data. This presentation was shared in January with the LCAP Parent Advisory Committee or LCAP PAC. As the LCAP PAC analyzed goals using data, they reviewed each goal aligning actions to the eight state LCFF Priorities. CCUSD prioritized actions for increased or improved services. The PAC used input from LCAP presentations to inform any key changes to the 7 goals for the 26-27 LCAP which are:

Goal 1: Equitable Access to High Quality Curriculum
Goal 2: Targeted Supports (Intervention/MTSS)
Goal 3: Culturally Inclusive Learning and Safety
Goal 4: Enrichment and Personalized Learning
Goal 5: English Learners and Biliteracy
Goal 6: Attendance and Discipline
Goal 7: Black Student Achievement Plan

New Actions and expanded actions include -

Artificial Intelligence (AI) Literacy: The district is launching a balanced AI literacy approach focusing on digital citizenship, emerging technology tools, and responsible instructional integration

Inclusive Practices: The focus on Universal Design for Learning (UDL) and inclusion is now an "Expanded Priority," utilizing a "Trainer of Trainer" model to spread these practices

Career Pathways: The Career Technical Education (CTE) pathways are being expanded to include specific new elements like dual enrollment, apprenticeships, and capstone experiences

Data Monitoring: The district is expanding how it monitors student participation and success in pathways (CTE, AP, AVID, STEAM) and leading attendance indicators to better identify students who need early intervention

Additionally, the district is expanding its use of empathy interviews and social-emotional supports to improve student connection and trust.

Before adoption, the LCAP was presented to the required Parent Advisory Committee on May 18, 2026, and the District English Learner Parent Advisory Committee (DELAC) on May 15, 2026. The Superintendent provided written responses to any comments from the PAC and DELAC committees. Consultations with the SELPA and Special Education District Advisory Committee (SEDAC) occurred May and June 2026. A notification to the public about the opportunity to submit written comments on specific actions and expenditures was provided on June 6, 2026, 72 hours before the public hearing. A public hearing followed by a presentation to the Board place on June 9, 2026. The LCAP and budget were adopted on June 23, 2026.

LCAP PAC requested that more progress monitoring occur (5.1) to inform families about their child's EL level and achievement.

DELAC requested more parent engagement opportunities. Those sessions began in the Spring of 2025. There are also noted questions about the reorganization in Educational Services.

SEDAC requested continued attention to removing barriers for students with disabilities, including access to independent study to address absences, additional counselor training, and improved participation in clubs and CTE pathways.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide equitable access to high quality curriculum, materials, classroom instruction, and technology to foster engaging, creative, and meaningful learning experiences for all students while emphasizing growth towards meeting or exceeding standards to close the achievement and opportunity gaps. (Equitable Access to High Quality Curriculum)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to meet state LCFF priority number 1, which is basic conditions of learning. This goal supports academic access and outcomes with the priority of closing the achievement and opportunity gaps. Students have the right to equitable access to high quality curriculum, materials, classroom instruction, and technology. CCUSD is committed to ensure that students master the curriculum and have meaningful learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard ELA, Math Distance from Standard	CA School Dashboard 2023 - Distance from standard ELA + 33.5 District --9.4 Low income --75.9 Homeless --32.9 English Learners	CA School Dashboard 2024 - Distance from standard ELA + 29.3 District --11.2 Low Income --75.7 Homeless --43.3 English Learners	CA School Dashboard 2025 - Distance from standard ELA + 34.3 District -- 18.1 Low Income -- 81.0 Homeless -- 34.7 English Learners	CA School Dashboard - Distance from standard ELA +45.5 District +10.0 Low Income (- 5.0) Homeless +10.0 English Learners (-10.0) LTEL	+/- Change ELA +0.8 District -8.7 Low Income -5.1 Homeless -1.8 English Learners -13.1 LTEL Math + 5.4 District wide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math -- 5.3 District -- 65.7 Low income -- 134.1 Homeless -- 61.9 English Learners CA School Dashboard 2024 - Distance from standard ELA --86.9 LTEL Data Not Displayed for Privacy Foster Youth Math --150.8 LTEL Data Not Displayed for Privacy Foster Youth	Math --6.5 District wide --63.8 Low Income --127.3 Homeless --71.9 English Learners	--100 LTEL Math + 0.1 District wide --62.7 Low Income --153.0 Homeless --55.2 English Learners --166.0 LTEL N/A - Foster Youth	Math + 5.0 District 0.0 Low income -25.0 Homeless 0.0 English Learner -15.0 LTEL -15.0 Foster Youth	+ 3.0 Low Income -18.9 Homeless + 6.7 English Learners -15.2 LTEL N/A - Foster Youth
1.2	Surveys for staff, students (secondary), and families on Special Education Inclusive practices	New baseline in 2024-2025 Percentage responding "satisfied" and "very satisfied on corresponding survey questions 73% Staff 67% Students 77% Families	N/A	2025-2026 Percentage responding "satisfied" and "very satisfied on corresponding survey questions 76% Staff 66% Students 82% Families	Percentage responding "satisfied" and "very satisfied on corresponding survey questions 93% Staff 87% Students 97% Families	+/- Change +3% Staff -1% Students +5% Families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percentage of participants in professional development focused on student access such as Culturally Responsive Pedagogy and Inclusion	New baseline in 2024-2025 74.6% Districtwide	N/A	2024-2025 58.0% Districtwide	100% Participation	+/- Change -16.6% Districtwide
1.4	Percentage of Induction teachers responding "Helpful" or "Very Helpful" on professional development focus on student access such as Culturally Responsive Pedagogy and Inclusion	New baseline in 2024-2025 100% responded "Helpful" or "Very Helpful"	N/A	In 2025-2026 100% responded "Helpful" or "Very Helpful"	100% responding "Helpful" or "Very Helpful"	+/- Change 0%
1.5	Percentage of Assistive Technology Inventory student supports and teacher training	New baseline in 2024-2025 100% student support with assistive technology. 100% teacher training on assistive technology	N/A	2025-2026 100% student support with assistive technology. 85% teacher training on assistive technology	100% student support with assistive technology. 100% teacher training on assistive technology	+/- Change -15%
1.6	EduClimber usage data	Educlimber Usage Data 2022-2023 33% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have logged in at least once	Educlimber Usage Data 2023-2024 32% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have	Educlimber Usage Data 2024-2025 35% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have	85% staff logged to EduClimber	+/- Change +2% of teachers, interventionists, TOSAs, counselors, psychologists, and admin (site and district) have logged in at least once

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			logged in at least once	logged in at least once		
1.7	Teacher Residency enrollment in challenging staffing areas such as special education.	New baseline for 2024-2025 0% for the 24-25 year	N/A	0% for the 25-26 year	100% enrollment capacity cohort	+/- Change 0% from current baseline
1.8	Usage data for educational technology such as Clever, Canvas (9-12), Google classroom (TK-8), PearDeck (3-12) for extended opportunities for student learning and organization of digital materials.	2023-2024 Clever (TK-8): 100% usage Canvas (9-12): 97% of students Google Active Classrooms (Tk-12): 78% usage PearDeck (3-12): 45% usage	2024-2025 Clever (TK-8): 100% usage Canvas (9-12): 96% of students Google Active Classrooms (Tk-12): 82% usage PearDeck (3-12): 54% usage	2025-2026 Clever (TK-8): 100% usage Canvas (9-12): 98% of students Google Active Classrooms (Tk-12): 99% usage PearDeck (3-12): 24% usage	Clever (TK-8): 100% usage Canvas (9-12): 100% of students Google Active Classrooms (Tk-12): 100% usage PearDeck (3-12): 100% usage	+/- Change Clever (TK-8): 0% change from baseline Canvas (9-12): +1% of students Google Active Classrooms (Tk-12): +21% usage PearDeck (3-12): +9% usage
1.9	College and career preparedness as measured by the CA Dashboard	CA School Dashboard 2022-2023 62% 2022-2023	CA School Dashboard 2023-2024 62.3% 2023-2024	CA School Dashboard 2024-2025 67.7% 2024-2025	80% by 2027	+/- Change +5.7%
1.10	Percentage of students meeting or exceeding standards or at or above grade level on annual local measures - Interim Assessments, Benchmark Assessments, Standards	New baseline for 2024-2025 Standards-based diagnostic (iReady Reading) 59% Overall K-8 63% ES (K-5) 54% MS (6-8)	N/A	2025-2026 Standards-based diagnostic (iReady Reading) 60% Overall K-8 64% ES (K-5) 52% MS (6-8)	10% increase on local assessments	+/- Change Standards-based diagnostic (iReady Reading) +1% Overall K-8 +1% ES (K-5) -2% MS (6-8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Based Diagnostic Assessments	Standards-based diagnostic (iReady Math) 49% Overall K-8 52% ES (K-5) 43% MS (6-8)		Standards-based diagnostic (iReady Math) 53% Overall K-8 54% ES (K-5) 51% MS (6-8)		Standards-based diagnostic (iReady Math) +4% Overall K-8 +2% ES (K-5) +8% MS (6-8)
1.11	Professional Learning Community (PLC) notes on data discussions	New baseline for 2024-2025 55% PLC notes shared with admin	N/A	metric discontinued 2025-2026	100% by 2027	metric discontinued
1.12	CAASPP California Assessment of Student Performance and Progress ELA, Math and Science	CAASPP - 2022-2023 ELA - Met or Exceeded Standard 64.41% District 46.27% Low income 35.00% Homeless 11.12% English Learners 19.43 % Foster Youth Math - Met or Exceeded Standard 50.76% District 27.89% Low income 17.24% Homeless 14.14% English Learners 10.74% Foster Youth Science - Met or Exceeded Standard	CAASPP - 2023-2024 ELA - Met or Exceeded Standard 63.11% District 46.95% Low income 24.32%Homeless 8.31% English Learners 19.92% Foster Youth Math - Met or Exceeded Standard 51.2% District 29.44 Low income 11.11% Homeless 9.27% English Learners	CAASPP - 2024-2025 ELA - Met or Exceeded Standard 65.25% District 44.53% Low income 32.14%Homeless 11.45% English Learners 9.62% LTEL N/A Foster Youth Math - Met or Exceeded Standard 53.55% District 29.13% Low income 14.81% Homeless	CAASPP - ELA - Met or Exceeded Standard 78.00% District 56.00% Low income 42.35% Homeless 13.45% English Learners 13.45% LTEL 25.00% Foster Youth Math - Met or Exceeded Standard 61.41% District 35.75% Low income 25.00% Homeless	+/- Change ELA - Met or Exceeded Standard + 0.84 District -1.74 Low income -2.86 Homeless +0.33 English Learners N/A - Foster Youth +4.98 - LTEL Math - Met or Exceeded Standard +2.79 District +1.24 Low income --2.43 Homeless +2.45 English Learners -0.25 LTEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43.70% District 23.81% Low income 10.00% Homeless 1.02% English Learners CAASPP - 2023-24 ELA - Met or Exceeded Standard 4.64% LTEL Math - Met or Exceeded Standard 2.21% LTEL Science - Met or Exceeded Standard 1.00% LTEL	11.15% Foster Youth Science - Met or Exceeded Standard 46.04% District 31.38% Low income 14.28% Homeless 0.0% English Learners	16.59% English Learners 1.96% LTEL N/A Foster Youth Science - Met or Exceeded Standard 47.94% District 27.50% Low income 14.88% Homeless 2.84% English Learners 4.17% LTEL	25.00% English Learners 25.00% LTEL 20.00% Foster Youth Science - Met or Exceeded Standard 52.80% District 34.30% Low income 15.62% Homeless 15.62% English Learners 15.62% LTEL	N/A Foster Youth Science - Met or Exceeded Standard +4.24% District -- 3.69%Low income +2.88% Homeless +1.82 English Learners +3.17% - LTEL
1.13	Chronic Absenteeism Rates	From the CA Dashboard 2022-2023: 14.2% All Students (Yellow performance level) 35.1% Homeless (orange) 21.0% Socioeconomically Disadvantaged (orange) 36.4% Foster Youth (no color)	From the CA Dashboard 2023-2024: 10.1% All Students (Yellow performance level) 45.5% Homeless (red) 16.8% Socioeconomically Disadvantaged (yellow) Foster Youth (no color)	From the CA Dashboard: 2024-2025 8.7% All Students (Green performance level) 40.9% Homeless (orange) 15.5% Socioeconomic Disadvantaged (yellow) N/A Foster Youth (no color)	5% All Students 15% Homeless 10% Socioeconomically Disadvantaged 15% Foster Youth (no color) 2% Asian 4% English Learners 5% Hispanic	+/- Change -5.5% All Students +5.8% Homeless (red) -5.5% Socioeconomically Disadvantaged (yellow) N/A Foster Youth (no color) -4.4 % Asian (Green)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.4% Asian (Green) 19.3% English Learners (Orange) 20.3% - Hispanic (Orange) 23.1% Students with Disabilities (Orange) New Baseline 12.2% LTEL	5.4% Asian (Green) 13.6% English Learners (Yellow) 13.7.% - Hispanic (Yellow) 15.8% Students with Disabilities (Yellow)	4.0% Asian (Green) 11.1% English Learners (Yellow) 12.3% - Hispanic (Yellow) 13.5% Students with Disabilities (Yellow) 19.4% LTEL (Orange)	8% Students with Disabilities 8% LTEL	-8.2 % English Learners (Yellow) -8.0 % - Hispanic (Yellow) -9.6 % Students with Disabilities (Yellow) +7.2 % - LTEL (Orange)
1.14	College/Career Ready (A-G and CTE)	From CA Dashboard 2022-2023: Baseline 24.6% (130/528) Students completed A-G and one CTE pathway	From CA Dashboard 2023-2024: 17.6% (130/528) Students completed A-G and one CTE pathway	From CA Dashboard 2024-2025 31.5% (130/528) Students completed A-G and one CTE pathway	35% Students completed A-G and one CTE pathway	+/- Change +6.9% Students completed A-G and one CTE pathway
1.15	Percent of students with access to standards-aligned instructional materials per school	2023-2024 100% of students have adopted core curriculum	2024-2025 100% of students have adopted core curriculum	2025-2026 100% of students have adopted core curriculum	100% of students have adopted core curriculum	+/- Change 0%
1.16	Percent of schools in good repair using Facilities Inspection Tool (FIT)	From the 2022-2023 SARCs: 6/7 schools are in fair repair 1/7 schools are in good repair	From the 2023-2024 SARCs: 8/8 Good or Exemplary	From the 2024-2025 SARCs: 7/8 Good Repair 1/8 Fair Repair	100% in good repair	+/- Change -0.12% schools in good repair

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Teaching Assignment Monitoring Outcomes	21-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) - Dataquest - information will be updated when the State updated the website 340.8 - Total Teaching FTE 93.1% - Clear credentials 0.9% - Out-of-field 0.3% - Intern 3.5% - Ineffective 2.2% - Incomplete 0.0% - Unknown 0.0% - N/A	22-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) - Dataquest - 345.2 - Total Teaching FTE 92.5% - Clear credentials 1.9% - Out-of-field 0.0% - Intern 1.3% - Ineffective 4.2% - Incomplete 0.0% - Unknown 0.0% - N/A	23-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) - Dataquest - 349.1 - Total Teaching FTE 92.4% - Clear credentials 2.2% - Out-of-field 0.1% - Intern 3.6% - Ineffective 1.7% - Incomplete 0.0% - Unknown 0.0% - NA	100% - Clear credentials 0.0% - Out-of-field 0.0% - Intern 0.0% - Ineffective 0.0% - Incomplete 0.0% - Unknown 0.0% - N/A	+/- Change --8.3% Total Teaching FTE -0.7% - Clear credentials -1.3% - Out-of-field -0.2% - Intern +0.1% - Ineffective -0.5% - Incomplete 0.0% - Unknown 0.0% - N/A
1.18	Early Assessment Program (EAP) - Percentage of Students Prepared for College - ELA & Math	CAASPP-ELPAC Public Report Site 22-23 77.01% - Met/Exceeded Standard for ELA 40.34% - Met/Exceeded Standard for Math	CAASPP-ELPAC Public Report Site 23-24 73.51% - Met/Exceeded Standard for ELA 39.96% - Met/Exceeded Standard for Math	CAASPP-ELPAC Public Report Site 24-25 66.19% - Met/Exceeded Standard for ELA 42.04% Met/Exceeded Standard for Math	87% - Met/Exceeded Standard for ELA 50% - Met/Exceeded Standard for Math	+/- Change -10.82 Met/Exceeded Standard for ELA + 1.70 Met/Exceeded Standard for Math
1.19	Attendance Rates	CALPADS 22-23 93.9% - Overall 93.8% - Elementary 95.8% - Middle School	CALPADS 23-24 95.1% - Overall 95.1% - Elementary	AERIES 25-26 95.4% - Overall 95.7% - Elementary	100% - Overall 100% - Elementary	+/- Change +1.5% - Overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.5% - High School 93.0% - Hispanic 93.5% - Black/African-American 93.3% - English Learners 92.8% - Socioeconomically Disadvantaged 94.2% - Foster Youth	95.8% - Middle School 94.5% - High School 94.5% - Hispanic 95.0% - Black/African-American 94.6% - English Learners 94.2% - Socioeconomically Disadvantaged 94.2% - Foster Youth	95.6% - Middle School 94.7% - High School 94.9% - Hispanic 94.5% - Black/African American 95.2% - English Learners 94.5% - Socioeconomically Disadvantaged 98.3% - Foster Youth 89.5% Homeless	100% - Middle School 100% - High School 100% - Hispanic 100% - Black/African-American 100% - English Learners 100% - English Learners 100% - Socioeconomically Disadvantaged 100% - Foster Youth 100% - Homeless	+1.9% - Elementary -0.2% - Middle School +2.2% - High School +1.9% - Hispanic +1.0% - Black/African-American +1.9% - English Learners +1.7% - Socioeconomically Disadvantaged +4.1% - Foster Youth +0.6 % - Homeless

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.

CCUSD fully implemented 12 of 13 identified actions (1.1,1.2,1.3,1.4,1.6,1.7,1.8,1.9,1.10,1.11, 1.12, 1.13) for Goal 1 of the LCAP during the 2025-2026 school year. CCUSD partially implemented Goal 1.5 supporting the district Teacher Residency Program. The residency program will be fully running during the 2026-2027 school year. The goal focused on fostering engaging, creative, and meaningful learning experiences for all students while emphasizing growth towards meeting or exceeding standards to close the achievement and opportunity gaps. There was no substantive difference in the implementation of the actions.

Priority 1: Basic Condition
1.1 CCUSD continued to support first and second year teachers through a culturally and linguistically responsive Teacher Induction Program (TIP). Through the consortium with Beverly Hills Unified School District teachers received mentoring, professional learning, and guidance

toward meeting credentialing requirements. Mentors and participating teachers engaged in formal training sessions as well as ongoing collaboration to strengthen instructional practice and remain current with effective pedagogical strategies. (Metric 1.4)
1.2 The Educational Services department provided professional learning for teachers focused on inclusion, Universal Design for Learning, and the implementation of Individualized Education Plans. In addition, two district-wide professional development days, held on November 3, 2025, and March 6, 2026, included dedicated time for inclusion focused learning and planning. (Metric 1.4)
1.3 CCUSD provided resources to enhance Special Education programming, strengthen staff use of curriculum and assistive technology, and ensure students with disabilities received appropriate services and supports. The Inclusion Facilitator and Program Specialists guided this work across school sites in collaboration with school site teams. (Metric 1.5)
1.4 District and site instructional leads supported the use of data management and assessment platforms to strengthen Professional Learning Community work. These tools allowed teams to monitor student progress, review English Learner data, and adjust instruction and lesson planning based on student need. EduClumber and Ellevation supported data analysis and monitoring of English learner progress. (Metric 1.2)
1.5 The CCUSD Teacher Residency Program was partially implemented during the 2025–2026 school year. While the residency program did not fully launch, CCUSD continued planning with Alder and held interviews to identify potential residency candidates. This work positioned the District to begin the residency program during the 2026–2027 school year, with the goal of supporting staffing in hard to fill areas such as Special Education. (Metric 1.7)
1.6 Foster Youth were provided access to the District's Learning Management System and web-based instructional tools to support organization, continuity of learning, and access to educational materials. These supports were especially important given the higher rates of chronic absenteeism experienced by this student group. (Metrics 1.1, 1.13)
1.7 Supplemental curriculum, targeted instructional materials, and progress-monitoring tools were identified and provided to support students needing additional academic intervention. These resources supported academic intervention and contributed to gains in several CAASPP outcomes, particularly for English Learners, students experiencing homelessness, and LTELs; however, results were mixed across content areas and student groups, indicating the need for more targeted and consistently monitored intervention. Student needs and the effectiveness of materials were reviewed on an ongoing basis so that supports could be adjusted, refined, or expanded as needs emerged. (Metric 1.1)
1.8 Teachers and staff collaborated through Professional Learning Communities to review student data, identify areas of need, and develop responsive action plans. This collaborative process helped ensure that all students, particularly those with the greatest needs, received targeted support to progress toward meeting and exceeding academic standards. This action complements Action 1.4 by providing release time for teachers and relevant staff to engage in data analysis, collaborative planning, and follow-up support. (Metric 1.10)
1.9 Instructional Lead Teachers supported educators serving Foster Youth and low-income students by assisting with curriculum adjustments, progress monitoring, and implementation of targeted supports. Through the MTSS framework, staff worked to provide timely interventions designed to improve student outcomes on local and state accountability measures. (Metrics 1.1, 1.13, 1.6)
1.10 Students, with particular attention to English Learners, Foster Youth, and low-income students, received advising related to college and career readiness. This included guidance on academic planning, dual enrollment opportunities, and postsecondary pathways to help students remain engaged in school and prepared for future options beyond high school. (Metrics 1.1, 1.9)
1.11 CCUSD continued to provide staffing and services that support student growth across academics, the arts, athletics, and student activities. These supports included, but were not limited to, TK–12 academic staffing, TK–8 dual language programming, physical education, civics, technology support, science lab technicians, elementary media clerks, technology technicians, and a dedicated technical director for Frost Auditorium. Core staffing also supported Special Education inclusive practices across the District.

1.12 CCUSD purchased and maintained high-quality, standards-aligned instructional materials in both digital and print formats. Textbooks and resources were reviewed and updated annually in accordance with Williams textbook sufficiency requirements, state and local adoption criteria, and established timelines.
1.13 CCUSD provided additional maintenance and custodial staffing, along with necessary supplies, to support safe, clean, and well-maintained learning environments. Facilities Inspection Tool reports were used to identify and document facility needs and guide ongoing maintenance priorities. This action remained ongoing, as maintaining clean, safe, and welcoming schools continued to be a District priority. (Metric 1.16)

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.

CCUSD considers over $20,000 and 15% over as a material difference.

For Action 1.3, additional salaries and benefits for staff involving in assistive technology was added to this action.
For Action 1.7, this was underspent as supplemental curriculum was not purchased for this year.
For Action 1.5 CCUSD overestimated the costs of the Teacher Residency program. Costs for the Teacher Residency program will be encumbered during the first year of the program in 2026-2027.
For Action 1.10, CCUSD underestimated personnel costs for academic counselors. CCUSD transitioned from SchooLinks, a paid college and career advising platform, to the California College Guidance Initiative, a more cost-efficient college and career planning platform provided by the State of California. SchooLinks was paid through the A-G grant which has expired.
For Action 1.12, CCUSD overestimated the costs of textbook adoption.
For Action 1.13, the planned expenditure was significantly less than actual expenditures due to school custodial extra hours and additional assignments. Accurate expenditures are reflected in the 2026-2027 LCAP.
.

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

Teacher Support, Induction, and Staffing Pipelines
Actions 1.1 and 1.2 continued to be effective in supporting new teachers through induction, mentorship, and professional learning connected to student access, culturally responsive pedagogy, and inclusion. The prior baseline for induction teachers was strong, with 100% of induction teachers rating professional development as “Helpful” or “Very Helpful.” For 2025–2026, induction survey results continued to indicate that 100% of induction teachers rated professional development through the induction program as “Helpful” or “Very Helpful.” The continued implementation of induction supports, mentoring, and inclusion-focused professional learning suggests these actions remain important contributors to teacher development and instructional quality.
Action 1.5, the Teacher Residency Program, showed progress in implementation but has not yet demonstrated outcome effectiveness based on enrollment. Residency enrollment remained at 0 in both 2024–2025 and 2025–2026, while the Year 3 target is 100% enrollment capacity. However, the District made meaningful progress by working with Alder and interviewing potential candidates. CCUSD will launch the residency program in 2026–2027. This action is not yet producing measurable staffing outcomes, but it is moving from planning toward implementation and remains a promising long-term strategy for addressing staffing needs in hard-to-fill areas such as Special Education.

Equitable Access, Instructional Improvement, and Data Use

Actions 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, and 1.12 collectively supported equitable access to instruction, instructional improvement, and data-informed decision-making. These actions provided instructional leadership, data management and assessment platforms, educational technology, supplemental curriculum and assistive technology, local progress monitoring, and standards-aligned instructional materials. Combined, the actions contributed to improved access and several positive academic and attendance outcomes. However, uneven outcomes across student groups and inconsistent use of data platforms indicate the need for stronger implementation of progress-monitoring routines, targeted supports, and data-informed instructional planning across schools.
Action 1.3 Action 1.3 was partially effective in strengthening Special Education programs and services and supporting staff in implementing curriculum and assistive technology for students with disabilities. The District provided Special Education service providers with instructional resources, assessment materials, assistive technology, student supports, and related professional learning. However, the percentage of assistive technology inventory completed, students receiving identified supports, and teachers participating in training reached 85%, below the 100% target and 15 percentage points below the prior baseline. This indicates that access to assistive technology and related staff training was not yet implemented consistently across all programs and service providers.Although the action increased access to resources intended to support instruction, assessment, and student learning, the available data do not demonstrate that all Special Education staff had the updated assessment materials, training, and assistive technology needed to fully address students' individual needs. These results indicate the need for more consistent distribution and monitoring of assessment materials, expanded staff training, and timely identification and provision of assistive technology supports for students with disabilities.
Action 1.4 was partially effective in providing data management and assessment platforms that enabled professional learning communities to monitor English Learners and Long-Term English Learners, plan lessons, and respond to identified student needs. From 2023–2024 to 2024–2025, the percentage of English Learners meeting or exceeding CAASPP standards increased from 8.31% to 11.45% in ELA, from 9.27% to 16.59% in mathematics, and from 0% to 2.84% in science. LTEL performance also increased from 4.64% to 9.62% in ELA, from 2.21% to 4.17% in mathematics, and from 1.00% to 4.02% in science. However, California School Dashboard Distance from Standard results provide a more mixed picture. English Learners moved closer to standard in both ELA and mathematics, while LTELs moved further from standard in both subjects. These results suggest that assessment platforms and PLC-based progress monitoring supported some academic growth, but the action has not yet resulted in consistent or sufficient progress for LTELs. Continued implementation should strengthen how PLCs use disaggregated data from EduClimber, Ellevation, and other assessments to evaluate lesson effectiveness, adjust instruction, and provide timely, targeted support.
Action 1.6 was effective in sustaining access to educational technology and digital learning systems. Clever usage remained at 100% for TK–8, Canvas increased from 97% at baseline to 98% for students in grades 9–12, and Google Classroom active usage increased significantly from 78% at baseline to 99% in 2025–2026. PearDeck usage remained at 54% from the prior year but increased from the 45% baseline. Attendance and chronic absenteeism data also suggest improved student engagement. Chronic absenteeism decreased from 14.2% at baseline to 8.7% for all students, and Aeries attendance rates increased from 93.9% to 95.4% overall. Attendance gains were also reported for English Learners, socioeconomically disadvantaged students, Foster Youth, and students experiencing homelessness. However, chronic absenteeism remained high for students experiencing homelessness at 40.9%, and LTEL chronic absenteeism increased to 19.4%. These results suggest that access tools and engagement strategies are supporting participation for several student groups, while more intensive and coordinated supports are needed for students continuing to experience attendance barriers. Publicly reported CAASPP results were unavailable for Foster Youth because fewer than 11 students were tested and the results were suppressed to protect student privacy. Local i-Ready progress-monitoring data showed improvement for Foster Youth in reading and mathematics between the second and third diagnostic assessments, indicating that targeted instructional supports contributed to academic growth for this student group. Action 1.7 was partially effective in providing supplemental curriculum, instructional materials, technology, and progress-monitoring supports intended to address the specific academic needs of Foster Youth and low-income students. Local i-Ready progress-monitoring data showed improvement for Foster

Youth in reading and mathematics between the second and third diagnostic assessments, indicating that targeted instructional supports contributed to academic growth for this student group. Publicly reported CAASPP results were unavailable for Foster Youth because fewer than 11 students were tested and the results were suppressed to protect student privacy.
However, CAASPP outcomes for low-income students declined across all three subject areas. The percentage of low-income students meeting or exceeding standard decreased from 46.95% to 44.53% in ELA, from 29.44% to 29.13% in mathematics, and from 31.38% to 27.50% in science. These results indicate that the supplemental resources and instructional supports provided were not yet sufficiently effective in improving academic outcomes for low-income students. Moving forward, the District will strengthen the selection of relevant and culturally inclusive materials, provide more targeted instruction, and use progress-monitoring data more consistently to adjust supports for Foster Youth and low-income students.
Action 1.8 was effective. On the 2025–2026 midyear i-Ready diagnostic, 60% of K–8 students were at or above grade level in reading, compared with 59% in 2024–2025. Elementary reading increased from 63% to 64%, while middle school reading decreased from 54% to 52%. In mathematics, K–8 performance increased from 49% to 53%, elementary mathematics increased from 52% to 54%, and middle school mathematics increased from 43% to 51%. These results suggest that local assessments are providing useful information for monitoring progress and adjusting instruction. Continued attention is needed to improve middle school reading outcomes and ensure that site teams consistently use diagnostic results to provide timely intervention and enrichment.
Action 1.9 was effective. EduClimber usage increased from 33% at baseline to 35% of teachers, interventionists, TOSAs, counselors, psychologists, and administrators logging in at least once; however, usage remains well below the 85% target. CAASPP results demonstrate why more consistent use of the platform is needed to support data-informed planning and intervention. Although districtwide performance increased across ELA, mathematics, and science, low-income student outcomes declined across all three subject areas, and achievement gaps remain for several student groups. For low income students, CAASPP data shows an increased distance from standard of -8.7 in ELA and a decrease in distance from standard +3.0 math. Foster Youth dashboard scores were not reported due to fewer than 11 students who identify as Foster Youth were assessed. The next step is to strengthen professional learning, consistent routines, and expectations for using EduClimber during PLCs, intervention planning, student progress monitoring, and Student Success Team meetings. Because EduClimber brings together multiple data points, more consistent use of the platform can help teams identify disparities, monitor the effectiveness of interventions, and develop a fuller understanding of each student's needs.
Action 1.12 remained effective in ensuring instructional access and compliance, as CCUSD maintained 100% student access to adopted core curriculum across school sites. This action provides an essential foundation for equitable instruction because students and teachers have access to the standards-aligned materials needed for daily instruction, intervention, and enrichment. However, the variation in academic outcomes across student groups demonstrates that access to adopted materials alone is not sufficient to ensure equitable outcomes. Continued implementation should focus on supporting teachers in effectively using core and supplemental materials to differentiate instruction and respond to identified student needs.
Educational partner feedback reinforces the need for continued improvement in these areas. During the Goals 1 and 2 data review, LCAP Committee participants identified priorities that included improving mathematics instruction and support, strengthening progress monitoring and feedback to families, increasing consistency across schools, and providing more targeted support for English Learners and students experiencing homelessness. School-site administrators also emphasized the need to build stronger and more consistent data routines. This feedback supports the District's continued focus on strengthening instructional leadership, improving the use of data during PLCs, and ensuring that students receive timely academic and engagement supports.

Postsecondary Readiness, Staffing, and School Conditions

Action 1.10 demonstrated promising effectiveness in supporting college and career readiness. College and career preparedness increased from 62.0% at baseline to 67.7%, moving the District closer to the 80% Year 3 target. In addition, the percentage of students completing both A–G requirements and one CTE pathway increased from 24.6% at baseline to 31.5%, approaching the 35% target. These gains suggest that academic advising, pathway access, and college and career planning supports are contributing to improved postsecondary readiness.The data also shows continued opportunities to better align academic readiness with college and career outcomes. Early Assessment Program results showed ELA preparedness at 66.19%, down from 77.01% at baseline, while math preparedness increased from 40.34% to 42.04%. This suggests that while overall college and career readiness indicators are improving, continued attention is needed to ensure students are academically prepared for postsecondary coursework. From 2023–2024 to 2024–2025, the percentage of low-income students meeting or exceeding standards decreased from 46.95% to 44.53% in ELA and from 29.44% to 29.13% in mathematics. Publicly reported CAASPP ELA and mathematics results are not available for Foster Youth because fewer than 11 students were tested and the data were suppressed to protect student privacy. English learners increased in ELA by +0.33 percen and by +2.45 in math on the CAASPP assessment.
Action 1.11 continued to support staffing for core academic programs, specialized programs, and districtwide services. Because a specific outcome metric for this action has not yet been established, effectiveness is more difficult to evaluate beyond implementation. However, the action remains important to maintaining access to academic content, arts, technology, and inclusive programming across the District. If this action continues in the next iteration of the LCAP, metrics could include, staffing reports, positions control and vacancy reports.
Action 1.13 continued to support safe, clean, and well-maintained school environments. Facilities data showed that 7 out of 8 schools were rated in good repair and 1 school was rated in fair repair in 2024–2025. The District's maintenance and custodial supports continue to help sustain learning environments that are safe and welcoming for students and staff. This action remains effective as a basic condition that supports student learning and school connectedness, while the one school rated fair indicates the need for continued monitoring and follow-up.

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

Action 1.2: Changed wording from "read IEPs" to "understand IEPs"
Metric 1.2: Added "secondary" to the metric description.
Metric 1.11 is discontinued for the 2025-2026 school year due to needed tracking calibration
Metric 1.13 New baseline for chronic absenteeism added for LTEL student group.
Metric 1.19 AERIES was used in 2025-2026 as more timely data for progress monitoring.
Goal description has been modified for clarity.

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	Teacher Induction	Provide a culturally and linguistically responsive Teacher Induction Program (TIP) for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed. CCUSD is a part of a consortium with Beverly Hills Unified School District. (*see metric 1.4)	$83,162.00	No
1.2	Teacher Induction	The Special Education department will participate in 3 Teacher Induction Program (TIP) trainings for all new teachers regarding inclusion including rightful presence and Universal Design for Learning (UDL). As part of the training new teachers will be trained in how to understand IEPs and meet legal requirements. (*see metric 1.4)	$13,800.00	No
1.3	Assistive Technology	Provide resources to strengthen the Special Education programs, services to students with disabilities, provide ongoing support for staff to successfully implement the curriculum and assistive technology to support learning. In order to determine the needs of students more accurately, up-to-date assessment materials will be provided to each Special Education service provider. (*see metric 1.5)	$118,724.00	No
1.4	Data Management for PLCs	Provide data management and assessment platforms to enable PLC work to monitor English Learner and Long Term English Language Learners. PLC work would include progress monitoring and lesson planning to meet students' needs. (i.e. EduClimber under Goal 1 and English Learners will have data collected in Ellevation under Goal 5) (*see metric 1.12)	$65,058.00	Yes
1.5	Teacher Residency	CCUSD Teacher Residency Program to staff hard to fill areas such as Special Education. (*see metric 1.7)	$50,000.00	No
1.6	Learning Management Systems (LMS) and	Foster Youth need access to a Learning Management System and web-based tools to help students access and organize their educational materials due to their high level of chronic absenteeism. (*see metric 1.1, 1.13)	$34,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
	online supplemental curriculum			
1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Provide supplemental curriculum, instruction and progress monitoring tools with instructional materials and technology that are relevant, culturally-inclusive and address specific needs for Foster Youth and low-income students. (*see metric 1.1)	$61,082.00	Yes
1.8	Professional Learning Communities for Continuous Improvement	Provide opportunities and structures for teachers and staff to participate in professional learning communities focusing on data informed instructional decisions and developing action plans in order to meet and exceed standards for unduplicated students, particulary for homeless students. Although numbers of homeless students may be small, instructional decisions and action plans should be created to support this student group. (*see metric 1.10)	$65,000.00	No
1.9	Instructional Practices	Director of Teaching and Learning and an Instructional Lead Teacher per site will work with the teachers of Foster Youth, low-income, English Learners and Long Term English Learners to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can master the Essential Standards for higher achievement on CAASPP tests. (*see metric 1.1, 1.13)	$574,346.00	Yes
1.10	College and Career Advising	College and career readiness advising about dual enrollment options and the importance of focusing on their academics will increase student readiness for post-secondary opportunities for English Learners, Long Term English Language Learners, Foster Youth and low-income students. (*see metrics 1.1 and 1.9)	$704,458.00	Yes
1.11	Recruiting and retaining staff	CCUSD will continue to foster the growth of our students in academics, arts, athletics, activities. These services include but are not limited to staffing for TK-12 academics, TK-8 dual language programs, physical	$62,093,684.00	No

Action #	Title	Description	Total Funds	Contributing
		education, civics, technology, Science Lab tech, elementary media clerks, technology technicians at all sites, and a dedicated technical director at the Frost Auditorium. Core Staffing for Special Education Inclusive Practices.		
1.12	Textbook Adoptions and Instructional Materials	High quality, standards-aligned digital and or print textbooks and resources will be purchased and annually updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines.	$309,245.00	No
1.13	Safe and Clean Facilities	Additional maintenance, custodial staffing, and supplies to address safety and sanitation measures.	$1,119,127.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement targeted supports for students to optimize learning opportunities that includes multiple pathways to demonstrate learning and remove barriers to student achievement regardless of their background, identity, or ability. (MTSS/ Targeted Supports/Inclusive Practices)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students learn differently and at different rates. Some students need targeted supports to better understand lessons and or master the curriculum. Studies indicate that it is better to provide targeted supports during the school day to ensure students have equitable access to the targeted supports. Removing barriers in accessing the curriculum and targeted supports provides students the opportunities they need to increase their mastery of the academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Frequently identified incidents in eduClimber other database such as AERIES (i.e., causing physical injury, bullying and harassment)	EduClimber/Aeries 2022-2023 50.0% Caused attempted or threatened physical injury 7.0% Used force or violence	EduClimber/Aeries 2023-2024 35.0% Caused attempted or threatened physical injury	EduClimber/Aeries 2024-2025 (n=119) 44% Caused attempted or threatened physical injury	Reduce baseline incidents by 30% 10.5% Caused attempted or threatened physical injury	+/- Change • 6.0% Caused attempted or threatened physical injury

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.0% Bullying 6.5% Harassment or intimidation 6.5% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	11.0% Used force or violence 6.0% Bullying 7.0% Harassment or intimidation 3.0% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	8.0% Used force or violence 8.0% Bullying 1.0% Harassment or intimidation 2.0% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	3.0% Used force or violence 2.0% Bullying 2.0% Harassment or intimidation 1.0% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object	+1.0% Used force or violence +1.0% Bullying • 5.5% Harassment or intimidation -4.5% Possession, sale, furnishing a firearm, knife, explosion, or other dangerous object
2.2	iReady diagnostic mathematics data at or above grade level based on diagnostic report.	2023-2024 iReady Math Diagnostic mid or above grade level Winter/Diagnostic #2 53% Overall on or above grade level Not available - SED 23% ELL Not available - Homeless Not available - Foster Youth 36% Hispanic 37% Black/AA 29% SWD	2024-2025 iReady Math Diagnostic on or above standard grade level Winter/Diagnostic #2 49% Overall on or above grade level 52% ES 43% MS (543/1275) 12% SED 24% ELL 11% Homeless 0% Foster Youth	2025-2026 iReady Math Diagnostic on or above standard grade level Winter/Diagnostic #2 53% Overall on or above grade level 53% ES 51% MS 33% SED 18% ELL 16% - Homeless N/A - Foster Youth 36% Hispanic	 iReady Math Diagnostic 53% on or above standard grade level Diagnostic #2 73% Overall (match CAASPP growth) 73% ES 73% MS (543/1275) 35% SED 45% ELL 30% Homeless 30% Foster Youth	+/- Change iReady Math Diagnostic mid or above grade level Winter/Diagnostic #2 0% Overall on or above grade level +1% -ES +8% -MS +21% - SED -- 5% - ELL +5% - Homeless N/A - Foster Youth +3% - Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			33% Hispanic 30% Black/AA 26% SWD	32% Black/AA 32% SWD	55% Hispanic 55% Black/AA 50% SWD	+2%- Black/AA +6% - SWD
2.3	iReady diagnostic reading data to report on instructional levels.	New baseline in 2024-2025 iReady Reading Diagnostic mid or above grade level Winter/Diagnostic #2 59% Overall mid or above grade level 63% ES 54% MS 22% SED 21% ELL 17% Homeless 43% Foster Youth 43% Hispanic 43% Black/AA 36% SWD	N/A	2025-2026 iReady Reading Diagnostic mid or above grade level Winter/Diagnostic #2 60% Overall mid or above grade level 64% ES 52% MS 40% SED 20% ELL 18% Homeless Not available - Foster Youth 44% Hispanic 45% Black/AA 38% SWD	iReady Reading Diagnostic mid or above grade level Winter/Diagnostic #2 80% Overall mid or above grade level 85% ES 74% MS 45% SED 45% ELL 40% Homeless 70% Foster Youth 70% Hispanic 70% Black/AA 50% SWD	+/- Change New baseline + 1% Overall mid or above grade level +1% ES • 2% MS +18% SED • 1% ELL + 1% Homeless Not available - Foster Youth + 1% Hispanic + 2% Black/AA + 2% SWD
2.4	Percentage of participants in Universal Design for Learning and Inclusive Practices professional development	New baseline in 2024-2025 80% participation	N/A	2025-2026 83% participation	100% Participation	+/- Change +3%
2.5	Participation in extended school days (before and after school) for additional opportunities	New baseline in 2024-2025	N/A	2025-2026 19% Secondary 16% 7th Grade	15% increase in attendance during extended learning	+/- Change -1% Secondary -2% 7th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to learn or review target learning and standards.	Participants in extended school days 20% Secondary 18% 7th Grade 21% 9th Grade 20% 11th Grade 22% CPHS		23% 9th Grade 17% 11th Grade 0% CPHS	opportunities per year	+2% 9th Grade -3% 11th Grade -22% CPHS
2.6	Percentage of high school students receiving 1 or more D or F (local data)	2023-2024 Semester 1 27% students receiving 1 or more D or F (CCHS)	2024-2025 Semester1 26% students receiving 1 or more D or F (CCHS)	2025-2026 Semester1 25% students receiving 1 or more D or F (CCHS)	8% students receiving 1 or more D or F first semester	+/- Change (-2%) students receiving 1 or more D or F (CCHS)
2.7	Implementation of CAASPP Interim Assessment Block to inform ELA, ELD, and Math Instruction	25% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)	91% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)	73% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)	100% of 3-11 classrooms will implement 3 or more of the Interim Assessment Assessment Block (IAB)	+/-Change +48% of 3-11 classrooms are implementing at least one CAASPP Interim Assessment Block (IAB)
2.8	Graduates Meeting UC/CSU Requirements. Rates - DataQuest	DataQuest Graduates Meeting UC/CSU Requirements 2022-2023 71.9% All Students 62.8% Low income 42.9% English Learners	DataQuest Graduates Meeting UC/CSU Requirements 2023-2024 69.9% All Students 57.9% Low income	DataQuest UC/CSU Graduates Meeting Requirements 2024-2025 66.9% All Students 60.1% Low income	DataQuest Graduates Meeting UC/CSU Requirements 80% All Students 72% Low Income 72% English Learners	+/- Change -5.0% All Students -2.7% Low income -21.7% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			38.2% English Learners	21.2% English Learners		
2.9	Enrollment in Principles of Computers/AP Principles of Computer courses	CCUSD Aeries 2022-23 11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers course 1.2% - 11th/12th grade students enrolled 0 - low income students 1.0% - Foster Youth 1.4% - English Learners	CCUSD Aeries 2023-2024 11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers Course 15.0% - 11th/12th grade students enrolled 12.0% - low income students N/A - Foster Youth 4.4% - English Learners	CCUSD Aeries 2024-2025 11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers Course 5% - 11th/12th grade students enrolled 25% - low income students N/A - Foster Youth 2% - English Learners	11th or 12th graders enrolled in Principles of Computers or AP Principles of Computers course 20% - 11th/12th grade students enrolled in course 5% - low income students 5% - Foster Youth 5% - English Learners	+/- Change + 3.8 - 11th/12th grade students enrolled +25.0 - low income students N/A- Foster Youth +0.6 - English Learners

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.

CCUSD fully implemented all 11 actions identified for Goal 2 during the 2025–2026 school year. Implementation remained consistent with the planned actions, and there were no substantive differences between what was outlined in the LCAP and what was carried out. Goal 2 continued to focus on strengthening targeted academic, behavioral, and social-emotional supports so students have greater access to meaningful learning opportunities. Through this goal, CCUSD worked to provide multiple ways for students to engage with instruction and demonstrate their learning, while reducing barriers that may impact achievement based on background, identity, disability, or individual learning needs.

2.1 Subject-area teams administered identified interim assessments to monitor MTSS implementation and better understand student needs across academics, behavior, and social-emotional learning. The results helped educators identify patterns, determine areas for additional support, and make instructional adjustments. (Metric 2.7)
2.2 CCUSD continued to use i-Ready and other supplemental programs to support differentiated instruction. Teachers used the results to reteach concepts, adjust pacing, and provide more targeted support, particularly for English Learners. (Metrics 2.2, 2.3)
2.3 CCUSD implemented Universal Design for Learning professional development through a trainer-of-trainers model. During the November pupil-free day, teachers led sessions for their colleagues focused on practical UDL strategies that could be used immediately in classrooms. This teacher-led approach reflected staff feedback requesting hands-on learning from fellow educators. The action supported continued implementation of the District's inclusion plan and helped teachers design learning experiences that allow students to demonstrate understanding in multiple ways. (Metric 2.4)
2.4 CCUSD dedicated two professional development days, along with Wednesday professional learning time, to support more inclusive learning environments for students with disabilities and neurodiverse learners. Professional learning included strategies for increasing inclusion during classroom instruction as well as during recess, lunch, field trips, and other school experiences. Teachers also engaged in learning related to collaborative teaching, differentiated instruction, and inclusive practices. (Metric 2.4)
2.5 CCUSD continued to strengthen its Multi-Tiered System of Supports through alignment and articulation led by the MTSS/Special Education District TOSA. This work connected assessment, intervention, UDL, inclusion, and differentiated supports across related actions. (See Actions 2.1, 2.2, 2.3, and 2.4)
2.6 Before- and after-school intervention opportunities and academic booster clubs provided additional layers of academic support within the District's MTSS framework. (Metrics 2.5, 2.7)
2.7 Students had access to expanded learning opportunities through before-school, after-school, Saturday School, and academic booster programs. These offerings provided additional academic assistance while also supporting students' social-emotional development and school connectedness. (Metrics 2.2, 2.3, 2.7)
2.8 Instructional Lead Teachers supported educators serving Foster Youth and low-income students by assisting with curriculum adjustments, progress monitoring, and targeted instructional planning. This support helped ensure that these student groups received responsive interventions to promote success on local and state accountability measures. (Metrics 2.2, 2.3, 2.7)
2.9 Alternative Pathway Learning Programs, including APEX, were expanded to better meet the needs of English Learners and low-income students. These programs provided flexible options for students to recover credits, continue progressing academically, and remain on track toward graduation and postsecondary readiness. (Metric 2.6)
2.10 CCUSD used the Positive Behavioral Interventions and Supports framework to promote student success and reduce exclusionary discipline. By emphasizing prevention, early intervention, and supportive responses, PBIS helped reduce suspensions for individual students and preserve instructional time. (Metric 2.7)
2.11 CCUSD renewed its commitment to building inclusive schools for all students, with a particular focus on students with disabilities. Special education staffing, including teachers, faculty, and support staff, continued to provide essential services and expertise across school sites. The next iteration of the District's Inclusion Plan is currently under development to further strengthen inclusive practices and systems of support.

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

For action 2.2, CCUSD overestimated the adaptive curriculum costs. The vendor contract for the adaptive curriculum iReady was under the orignally estimated costs.
For action 2.11, CCUSD understated personnel costs in 2025-2026. Personnel costs were adjusted for the 2026-2027 school year.

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

Strengthening Standards-Aligned Formative Assessment and Data-Driven Instruction
Actions 2.1, 2.2, 2.3, and 2.8 continued to support teachers in using assessment data to better understand student needs and adjust instruction. Overall, these actions were moderately effective, with evidence of progress in math, modest progress in reading, and continued implementation of formative assessment practices. While these results reflect improvement, the data shows that additional focus is needed to strengthen consistency across classrooms, support English Learners, and ensure that assessment results are used throughout the year to inform instruction and intervention.
Action 2.1 continued to support the use of interim assessments as part of the District's MTSS framework. Implementation increased from a baseline of 25% to 91% of grades 3–11 classrooms administering at least one CAASPP Interim Assessment Block in the prior year. In 2025–2026, 73% of grades 3–11 classrooms implemented interim assessments. While this remains significantly above baseline, it reflects a decrease from the prior year and remains below the Year 3 target of 100% of grades 3–11 classrooms implementing three or more Interim Assessment Blocks. These results indicate the need for more consistent implementation across classrooms and throughout the school year. Moving forward, CCUSD will strengthen expectations, professional learning, and collaborative planning structures to support educators in regularly using interim assessment results to inform instruction, guide reteaching, monitor progress, and identify students needing additional support.
Action 2.2 was mostly effective in improving mathematics performance overall and for most reported student groups, although the decline among English Learners indicates the need for more targeted support. The percentage of students at or above grade level on the i-Ready Math Winter Diagnostic increased from 49% in 2024–2025 to 53% in 2025–2026, returning to the 2023–2024 baseline. Elementary math increased from 52% to 54%, and middle school math showed especially strong growth, increasing from 43% to 51%. Student group data also showed improvement for several groups, including socioeconomically disadvantaged students, who increased from 12% to 33%; students experiencing homelessness, who increased from 11% to 16%; Hispanic students, who increased from 33% to 36%; Black/African American students, who increased from 30% to 32%; and students with disabilities, who increased to 32%. English Learners decreased from 24% to 18%, which indicates the need for more targeted math support connected to language development, academic vocabulary, and access to grade-level mathematical reasoning.
Action 2.3 was effective in increasing participation in Universal Design for Learning and Inclusive Practices professional development. Participation increased from the 2024–2025 baseline of 80% to 83% in 2025–2026, representing a 3 percentage point increase. This growth indicates that the District expanded access to professional learning focused on inclusive instructional practices and successfully engaged a substantial proportion of intended participants. The professional development was implemented through a teacher-led trainer-of-trainers model during the November pupil-free day and provided educators with practical strategies for increasing student access, engagement, and opportunities to demonstrate learning in multiple ways.

Action 2.8 was effective. Teachers continued to be supported through site-based instructional leadership. Instructional Lead Teachers helped educators review assessment results, plan differentiated instruction, and monitor student progress. CAASPP results indicate that these supports have not yet resulted in improved ELA and mathematics outcomes for low-income students. From 2023–2024 to 2024–2025, the percentage of low-income students meeting or exceeding standards decreased from 46.95% to 44.53% in ELA and from 29.44% to 29.13% in mathematics. Publicly reported CAASPP ELA and mathematics results are not available for Foster Youth because fewer than 11 students were tested and the data were suppressed to protect student privacy.The growth in several i-Ready student group outcomes suggests that this support is helping schools better identify students who need additional help and respond with more focused instruction. However for low-income students, local data indicates improvement in both ELA and Math. For ELA low-income students iReady data increased by 6% while mathematics data increased by 18% on the mid-year diagnostic. The data shows that the District should continue strengthening consistency across schools so that progress monitoring, instructional response, and reteaching become regular parts of PLC practice. Feedback from principals aligns with this analysis. School leaders identified improving math instruction, building teacher capacity and expertise in using data, using i-Ready winter benchmark data, and strengthening PLC conversations as priorities. Principals also identified the need to provide clearer information to families, including support with parent report distribution and communication about student progress. This feedback reinforces that the District is focusing on the right next steps: improving instruction, using data more consistently, and helping families understand how their children are doing.

Expanding Access to Academic Intervention and Reteach Opportunities
Actions 2.6 and 2.7 were designed to give students additional opportunities to receive academic support beyond the regular classroom day. These actions were partially effective. The programs are in place and continue to provide important support, but participation data suggest that access, consistency, and monitoring should continue to improve. Challenges to participation includes continued austerity measures and decrease in staffing.
Action 2.6 showed generally stable participation in extended learning opportunities, with some variation by grade level. Secondary participation was 19% in 2025–2026, compared with 20% the prior year. Ninth grade participation increased from 21% to 23%, while seventh grade decreased from 18% to 16%, and eleventh grade decreased from 20% to 17%. These results show that extended learning opportunities are being used, but participation is not increasing consistently across grade levels and remains below the target of a 15% annual increase. The District should continue monitoring participation by grade level, student group, and academic need to ensure that students who would benefit most from additional support are accessing these opportunities.
Action 2.7 continued to support additional opportunities for students to learn, review, and strengthen key skills. These opportunities included before-school, after-school, Saturday School, and academic booster supports. The action remains important because it provides students more time and support to master essential standards. However, the District should continue monitoring which students participate, how often they attend, and whether the intervention is improving academic outcomes. This will help determine which models are most effective and where access should be expanded. Principal feedback also supports the continued need for intervention and reteach opportunities. Feedback suggests that schools are actively using data to identify student needs and are looking for practical ways to provide support in a timely manner.

Building Multi-Tiered Systems for Academic, Behavioral, and Social-Emotional Support
Actions 2.4, 2.5, and 2.10 supported the District’s broader Multi-Tiered System of Supports by focusing on inclusive practices, student behavior, and social-emotional support. These actions were moderately effective, with evidence of significant reductions in the overall number of behavior incidents and continued need to strengthen consistent implementation of prevention, intervention, and inclusive classroom practices.

Action 2.4 continued to support inclusive classroom practices through professional development in Universal Design for Learning and inclusive instruction. Implementation evidence suggests the District continued to prioritize inclusive practices through teacher-led UDL training during the November pupil-free day, responding to teacher feedback requesting practical, hands-on strategies from other teachers. This was a meaningful implementation step because it made professional learning more relevant and immediately usable in classrooms.
Action 2.5 was moderately effective. The total number of reported behavior incidents decreased from 276 in 2022–2023 to 159 in 2023–2024 and then to 119 in 2024–2025, demonstrating significant progress over time. Although the overall number of incidents declined, the distribution of incidents by category indicates areas requiring continued attention. Incidents involving caused, attempted, or threatened physical injury increased from 35% to 44% of reported incidents, and bullying increased from 6% to 8%. These percentages, however, reflect a smaller overall number of incidents. During the same period, use of force or violence decreased from 11% to 8%, harassment or intimidation decreased from 7% to 1%, and incidents involving the possession, sale, or furnishing of a firearm, knife, explosive, or other dangerous object decreased from 3% to 2%.
Action 2.10 was partially effective in supporting positive behavior and reducing exclusionary discipline. The data show improvement in some behavior categories but also areas that need continued attention. The overall decline in reported incidents suggests that behavior systems are having a positive effect, while the increase in the proportion of physical injury-related incidents and bullying indicates the need for continued prevention, conflict resolution, supervision, and early intervention. CCUSD is making progress in building and improving systems of support. Students need consistent expectations, positive relationships, and early support before behavior concerns become more serious. The data suggest that some behavior supports are working, while other areas require stronger follow-up and more consistent implementation across school sites.

Alternative Learning Pathways
Action 2.9 focused on providing alternative learning pathways, including APEX, to support students who need flexible options to recover credits, continue learning, and stay on track. This action was partially effective based on available data. The percentage of CCHS students receiving one or more D or F grades decreased from 27% in 2023–2024 to 25% in 2024–2025. While this is a small improvement, the target is 8%, so this remains an important area for continued focus. The data suggest that alternative pathways are available, but more timely progress monitoring and earlier intervention may be needed to prevent students from falling off track.
College readiness data connected to UC/CSU course completion show mixed results. Overall, graduates meeting UC/CSU requirements decreased from 71.9% at baseline to 66.9% in 2024–2025. Low-income students decreased from 62.8% at baseline to 60.1%, although this reflects improvement from the prior year outcome of 57.9%. English Learners decreased from 42.9% at baseline to 21.2% in 2024–2025. These outcomes suggest that alternative pathways and credit recovery supports should be more closely connected to A–G monitoring, counseling, and targeted academic support, especially for English Learners.
There was also mixed progress in computer science pathway participation. Enrollment in Principles of Computers or AP Principles of Computers among 11th and 12th graders was 5% in 2024–2025, which is higher than the 1.2% baseline but lower than the prior year outcome of 15% and below the 20% target. Low-income student participation increased to 25%, exceeding the 5% target for that student group. English Learner participation was 2%, which is above the 1.4% baseline but below the 5% target, and Foster Youth participation was 0%. These results suggest that access improved for low-income students, but continued outreach and support are needed to increase participation overall and improve access for English Learners and Foster Youth.

Inclusive Staffing and Support for Students with Disabilities

Action 2.11 supported CCUSD's commitment to inclusive schools for all students, with a focus on students with disabilities. This action remains an important foundation for Goal 2 because staffing, inclusive practices, and specialized supports help students access instruction and participate more fully in school.
Available student outcome data show encouraging signs for students with disabilities, while also showing that continued support is needed. In i-Ready Math, 32% of students with disabilities were at or above grade level in 2025–2026, reflecting a 6 percentage point increase from the prior year. In i-Ready Reading, 38% of students with disabilities were at or above grade level, reflecting a 2 percentage point increase from the prior year. These data provide useful information for continued monitoring and show the importance of connecting inclusive instruction, specialized support, and ongoing progress monitoring.
The next step is to continue building shared understanding across classrooms by using inclusive practices look-fors during professional learning and collaboration. These look-fors can help educators reflect on effective practices, identify areas for growth, and strengthen access to grade-level instruction and targeted intervention for students with disabilities.

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 2.3 is now partially funded with LREBG and the action description has been expanded to include professional development around mathematical practice and the framework.
Action 2.6 is now partially funded with LREBG.

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	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	Provide interim assessments to measure MTSS implementation and instructional support for academics, behavior, and social emotional learning. (*see metric 2.7)	$10,000.00	No
2.2	Adaptive Standards Aligned Supplemental Curriculum	Support classroom implementation of standards aligned supplemental curriculum such as iReady that informs reteaching and differentiation. Support math and ELA learning outcomes for English Learners, Long Term English language learners with the supplemental iReady adaptive math	$201,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and ELA personalized learning platform to support mathematical learning and literacy K-8. (*see metric 2.2 and 2.3)		
2.3	Professional Development for teachers on Universal Design for Learning (UDL)	Universal Design for Learning (UDL) training for general education teachers using a trainer of trainer model. Each school site will identify two teachers who will serve as the trainers. This professional development on UDL will include multiple representations of learning through projects (Performance Tasks) so that students may demonstrate learning in a variety of ways. LREBG Action Professional development opportunities will be provided for K–12 teachers to deepen their understanding of the California Mathematics Framework and the Standards for Mathematical Practice. Teachers will develop the knowledge and skills needed to facilitate professional learning, implement effective instructional strategies, and support mathematical success for students at all achievement levels. Research demonstrates that sustained, content-focused professional development is one of the most effective strategies for improving teacher practice and student achievement in mathematics (Darling-Hammond, Hyler, & Gardner, 2017). Studies have found that when teachers deepen their understanding of mathematics content, pedagogy, and the Standards for Mathematical Practice, students experience greater gains in mathematical achievement, problem-solving, and conceptual understanding (Hill, Rowan, & Ball, 2005; NCTM, 2014). Furthermore, the California Mathematics Framework emphasizes the importance of equitable, asset-based instructional practices that provide all students with access to rigorous mathematics learning opportunities (California Department of Education, 2023). Metrics to monitor are: 1.1 CA School Dashboard; 1.10 Local Assessment; 1.12 CAASPP LREBG Funds Supporting this action: approximately $82,000. (*see metric 2.4)	$141,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Inclusive Practices Professional Development	Provide training in inclusive practices for students with disabilities and neurodiverse learners a minimum of twice per year with intentional focus on collaboration time to develop practices and protocols that will increase inclusiveness during non-classroom times (i.e. recess, lunch, assemblies, and field trips). Professional development through teacher release time to learn and observe research-based and intentional teaching practices for collaborative teaching to differentiate instruction for students with disabilities. (*see metric 2.4)	$48,000.00	No
2.5	Multi-Tiered System of Support (MTSS)	Ensure robust Multi-Tiered System of Support (MTSS) with alignment and articulation from the MTSS/Special Education District TOSA (*see 2.1; 2.2; 2.3; 2.4)	$338,482.00	No
2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	LREBG Action: Provide additional opportunities to learn by implementing before/after school and during Saturday school intervention and academic booster clubs for academic support and social emotional learning. Research demonstrates that expanded learning opportunities provided before school, after school, and during Saturday programs can significantly improve both academic achievement and social-emotional outcomes for students. Extended learning time allows students to receive targeted intervention, additional practice, and individualized support beyond the regular instructional day. According to the Learning Policy Institute (2023), high-quality expanded learning programs contribute to improved academic performance, increased student engagement, and stronger connections to school, particularly for students who are academically at risk. Metrics to monitor: 2.5; 2.7 LREBG Funds supporting this action $80,000	$180,000.00	No
2.7	Additional Opportunities to Learn	Provide a systematic process to frequently monitor student learning, analyze data effectively and provide interventions and services as needed	$21,577.00	No

Action #	Title	Description	Total Funds	Contributing
		to ensure students successfully progress toward academic proficiency. (*see metric 2.2, 2.3, & 2.7)		
2.8	Site-Based Instructional Lead	Director of Teaching and Learning and Instructional Lead Teacher per school site will work with the teachers of English learners, low-income and foster youth to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure students can master the Essential Standards for higher achievement on CAASPP tests. Tier 2 focus and site-level planning for mid year growth is emphasized. (This position is supported 50% Goal 1 and 50% Goal 2 at secondary.) (*see metric 2.2; 2.3; 2.7)	$574,346.00	Yes
2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Provide and expand alternative learning programs (i.e. APEX and/or Subject) to allow English Learners and low income students multiple pathways to demonstrate learning. (*see metric 2.6)	$55,550.00	Yes
2.10	Implement PBIS Framework	Implement PBIS framework to support students and reduce out-of-school suspensions. The objective would include decreasing single student out-of-school suspension and decreased loss in instructional days due to suspensions through preventative measures. (see metric 2.7)	$25,000.00	No
2.11	Specialized Academic Instruction	CCUSD is committed to creating schools that are inclusive of all students, with focus on Students with Disabilities (SWD). Special education personnel includes special education teachers, faculty, and staff.	$16,812,833.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure all schools are safe and provide culturally inclusive learning environments with systems that support positive mental health and social-emotional skills through student, staff, and family engagement. (Culturally Inclusive Learning and Safety)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As the 4th most diverse school district in California (www.niche.com, 2024), it is inherent that CCUSD provides culturally inclusive learning experiences to its students. When students see someone like them in the curriculum, it is more meaningful to them. Culturally inclusive learning will have a positive impact upon student academics which will ultimately impact the safety at school. Safety issues tend to decrease in schools where students are more connected to the school. CCUSD recognizes the need to provide social-emotional support and skills to its students which will have a positive impact upon their mental health. Providing family engagement activities will help create family experiences and connectedness at the school where families will choose to spend their free time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of counselors completing Hatching Results Counselor Professional Development	2022-23 Average 75% attendance/participation in Hatching Results meetings	2023-24 Average 87.5% attendance/participation in Hatching Results meetings	No longer using Hatching Results for training Counselors	100% counselors Hatching Results trained or 100% participated in Hatching Results training	+/- Change No longer using Hatching Results in year 2
3.2	Percentage professional development meeting attendance to develop	data not collected in 2023-2024	N/A	N/A	100% attendance at professional development	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monthly district-wide themes.	This data was not collected and discontinued.				
3.3	CHKS Survey Data on Safety (Parents/Families, Students, and Teachers/Staff)	CHKS Survey 2023-2024 Do you feel safe at school? (most or all of the time) 84% 5th grade I feel safe in my school (agree or strongly agree) 47% 7th grade 48% 9th grade 41% 11th grade (CCHS) 89% 11th grade (CP) Is a safe place for my child (agree/strongly agree) 73% Parent/Family Teachers/ Staff: Adults really care about every student. (agree/strongly agree) 91%: All	CHKS Survey 2024-2025 Do you feel safe at school? (most or all of the time) 82% 5th grade I feel safe in my school (agree or strongly agree) 52% 7th grade 65% 9th grade 52% 11th grade (CCHS) 81% 11th grade (CP) Is a safe place for my child (agree/strongly agree) 87% Parent/Family Teachers/ Staff: Adults really care about every student. (agree/stronglyagree)	CHKS Survey 2025-2026 Do you feel safe at school? (most or all of the time) 81% 5th grade I feel safe in my school (agree or strongly agree) 62% 7th grade 64% 9th grade 59% 11th grade (CCHS) 80% 11th grade (CP) I s a safe place for my child (agree/strongly agree) 92% Parent/Family Teachers/ Staff: Adults really care about every student. (agree/strongly agree)	CHKS Survey Safety Questions Do you feel safe at school? (most or all of the time) 95% 5th Grade I feel safe in my school (agree or strongly agree) 85% 7th Grade 85% 9th Grade 85% 11th Grade Is a safe place for my child (agree/strongly agree) 85% Parent/Family Teachers/Staff: Adults really care about every student. (agree/strongly agree) 100%: All	+/- Change Do you feel safe at school? (most or all of the time) -3% 5th grade I feel safe in my school (agree or strongly agree) +15% 7th grade +16% 9th grade +18% 11th grade (CCHS) -- 9% 11th grade (CP) Is a safe place for my child (agree/strongly agree) +19% Parent/Family Teachers/ Staff: Adults really care about every student. (agree/strongly agree)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		93%: Elementary Schools 89%: CCMS 81%: CCHS 100%: CP	92%: All 95%: Elementary Schools 96%: CCMS 84%: CCHS 86%: CP	89%: All 90%:Elementary Schools 94%: CCMS 83%: CCHS N/A: CP	100%: Elementary Schools 100%: CCMS 100%: CCHS 100%: CP	-- 2%: All -- 3%: ES +5%: CCMS +2%: CCHS N/A: CP
3.4	CHKS Survey Data on Engagement (Parents/Families, Students, and Teachers)	CHKS Survey 2023-2024 School encourages me to be an active partner with the school in educating my child. 84% All 92% ES 77% MS 75% HS Parents feel welcome to participate in this school (strongly agree/agree): 80% All 92% ES 65% MS 66% HS Teachers/Staff: School keeps me well-informed about school activities (strongly agree/agree)	CHKS Survey 2024-2025 School encourages me to be an active partner with the school in educating my child. 87% All 95% ES 85% MS 72% HS Parents feel welcome to participate in this school (strongly agree/agree): 84% All 94% ES 57% MS 66% HS Teachers/Staff: School	CHKS Survey 2025-2026 School encourages me to be an active partner with the school in educating my child. 90% All 95% ES 81% MS 74% HS Parents feel welcome to participate in this school (strongly agree/agree): 86% All 93% ES 75% MS 62% HS	CHKS Survey Engagement Questions School encourages me to be an active partner with the school in educating my child. 95% All 100% ES 90% MS 90% HS Parents feel welcome to participate in this school (strongly agree/agree) 95% All 100% ES 90% MS 90% HS Teachers/Staff: School keeps me	+/- Change School encourages me to be an active partner with the school in educating my child. +6% All +3% ES +4% MS -1% HS Parents feel welcome to participate in this school (strongly agree/agree): +6% All +1% ES +10% MS -4% HS Teachers/Staff: School keeps me well-informed about school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90% All 94% ES 90% MS 82% HS	keeps me well-informed about school activities (strongly agree/agree) 92% All 97% ES 88% MS 86% HS	Teachers/Staff: School keeps me well-informed about school activities (strongly agree/agree) 93% All 95% ES 93% MS 86% HS	well-informed about school activities (strongly agree/agree) 95% All 100% ES 90% MS 90% HS	activities (strongly agree/agree) +3% All +1% ES +3% MS +4% HS
3.5	YouthTruth Survey Data on diversity, equity, and inclusion	December 2023 Assess families' experiences through the lens of diversity, inclusion, and social justice from Youth Truth: 81% ES Overall experiences (agree/strongly agree/somewhat often/very often)	December 2024 Assess families' experiences through the lens of diversity, inclusion, and social justice from YouthTruth: 81% ES 70% CCMS 70% CCHS (agree/strongly agree/somewhat often/very often)	December 2025 Assess families' experiences through the lens of diversity, inclusion, and social justice from YouthTruth: 81% ES 71% CCMS 72% CCHS (agree/strongly agree/somewhat often/very often)	YouthTruth Survey Questions Families' experiences through the lens of diversity, inclusion, and social justice 95% ES 95% CCMS 95% CCHS (agree/strongly agree/somewhat often/very often)	+/- Change 0% ES +1%. CCMS +2% CCHS (agree/strongly agree/somewhat often/very often)
3.6	CCUSD provided Special Education Program Offerings	New baseline in 2024-2025 2 additional program offerings (example Intensive reading program, DHH program,	N/A	2025-2026 2 program offerings (Same as 24-25)	5 additional program offerings (example Intensive reading program, DHH program, Positive Behavior Support Program)	+/- Change 0% change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Positive Behavior Support Program)				
3.7	Employee Assistance for Education (EASE) Participation Rates	11.4% utilization in 2023-2024	7.8% utilization in 2024-2025	13% utilization in 2025-2026	Decrease utilization by 10%	+/- Change +1.6%
3.8	Family engagement groups and meeting frequency	New baseline in 2024-2025 DO - 10 meetings EM - not reported ER - 17 meetings FR - not reported LB - not reported LH - 23 meetings MS - not reported HS - not reported CP - not reported	N/A	Family Engagement 2025-2026 DO - 6 meetings EM - 29 meetings ER - 12 meetings FR - 6 meetings LB - not reported LH - 14 meetings MS - not reported HS - not reported CP - not reported	Increase participation in Family engagement groups and meeting frequency by 10%	+/- Change --4 DO +29 EM -5 ER +6 FR LB not reported -9 LH MS not reported HS not reported CP not reported
3.9	Usage regarding Care Solace Services	115 cases in 2023-2024	67 cases in 2024-2025	81 cases in 2025-2026	Increase usage by 30%	+/- Change (-34) cases
3.10	Suspension Data	CA School Dashboard 2022-2023 Baseline: 1.7%: All Students 12.2%: Homeless 3.0%: Socio-economically disadvantaged 16.7%: Foster Youth	CA School Dashboard 2023-2024 1.1%: All Students 10.0%: Homeless 2.0%: Socio-economically disadvantaged N/A Foster Youth	CA School Dashboard 2024-2025 1.1%: All Students 1.3%: Homeless 2.0%: Socio-economically Disadvantaged N/A Foster Youth	0.5%: All Students 2.2%: Homeless 1.5%: Socio-economically disadvantaged 6.7%: Foster Youth	+/- Change -- 0.6%: All Students -10.9%: Homeless -1.0%: Socio-economically disadvantaged N/A Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.4% English Learners 6.4% African Americans 4.2% Students with Disabilities 0.8% Two or more races 0.7% White	1.4% English Learners 5.7% LTEL 3.5% African Americans 2.1% Students with Disabilities 1.1% Two or more races 0.2% White	1.7% English Learners 6.6% LTEL 2.3% African Americans 1.6% Students with Disabilities 0.6% Two or more races 0.5% White	0.4% English Learners 0.1% LTEL 3.0% African Americans 2.0% Students with Disabilities 0.4% Two or more races 0.3% White	+0.3% English Learners +0.9% LTEL -- 4.1% African Americans -- 2.6% Students with Disabilities -- 0.2% Two or more races -- 0.2% White

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.

CCUSD fully implemented 7 of the 10 identified actions for Goal 3 during the 2025–2026 school year and partially implemented 3 actions. Most actions were implemented as planned; however, there were substantive differences in Actions 3.1, 3.8, and 3.9. The District's contract with Hatching Results ended, site-level documentation of culturally inclusive family engagement opportunities remained inconsistent, and the formal Equity Plan and Equity Advisory Council structures were paused during departmental reorganization. Despite these implementation differences, CCUSD continued to advance the broader intent of Goal 3 through counseling supports, restorative practices, PBIS, inclusive practices, mental health resources, family engagement, and school climate surveys.

3.1 CCUSD continued to support professional learning connected to culturally responsive teaching practices, culturally inclusive curriculum, and awareness of implicit bias. A substantive difference in implementation occurred following the conclusion of the District's contract with Hatching Results during the 2024–2025 school year. As a result, this work continued through related district and site-based efforts rather than through the same external partnership. Moving forward, the District will need to determine how this professional learning will be sustained and aligned across schools. (Metric 3.5)
3.2 Counselors developed monthly themes and shared resources with educators and families to support student wellness, belonging, and social-emotional development. These resources helped create common language and consistent support across school communities. (Metric 3.2)

3.3 Schools continued to implement restorative practices and Positive Behavioral Interventions and Supports to promote safe, supportive, and inclusive school environments. These efforts supported students, including Foster Youth and students experiencing homelessness, in building positive relationships, making constructive behavior choices, and remaining connected to school. (Metric 3.10)
3.4 Students with IEPs continued to receive a range of individualized services, including academic and behavioral accommodations and modifications, speech therapy, counseling, occupational therapy, and other supports based on student need. Services were implemented according to each student's IEP, and some school sites continued to use co-teaching models and other inclusive practices, with adjustments made annually to better support student access and participation. (Metric 3.6)
3.5 Teachers continued to receive training and support related to inclusive practices so that students, including students with disabilities, could more fully participate in learning, build peer relationships, and access a broader range of classroom experiences. (Metrics 3.4, 3.5)
3.6 Care Solace was offered for concierge mental health support services for English Learners, Foster Youth, homeless and low-income students. This service connected families 24/7 with verified mental health providers and substance abuse programs and resources they need. (metric 3.9)
3.7 Human Resources offered the Employee Assistance for Education (EASE) program to all employees, providing free counseling consultations and referral services to support those experiencing challenges affecting their well-being. (metric 3.7)
3.8 CCUSD partially implemented this action during the 2025–2026 school year. The District continued to provide culturally inclusive opportunities for parent and family feedback and training connected to the instructional program. However, implementation was limited by inconsistent site-level data collection regarding culturally inclusive family engagement opportunities. Strengthening how schools document and report these opportunities remains an area for continued improvement. (Metric 3.8)
3.9 Implementation of this action differed from the original plan during the 2023–2024 school year. The District's Equity Plan review and Equity Advisory Council work were placed on hold due to the subsequent reorganization of district departments. Although the formal structures for this action were paused, equity-related work continued through inclusive practices, student support systems, family engagement, and efforts to align services across departments. (Metric 3.5)
3.10 CCUSD continued to gather feedback from students, staff, and families through tools such as YouthTruth and the California Healthy Kids Survey. These data sources helped the District identify strengths, monitor student and family experience, and determine areas for continued growth related to school climate, belonging, wellness, and inclusivity. (Metrics 3.4, 3.5)

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.

For actoin 3.1, CCUSD considers the difference over $20,000 and over 15% to me material.
For action 3.4, CCUSD underestimated personnel costs to support the number of students with disabilities.
For action 3.5, Professional development was provided during negotiated pupil free days.
For action 3.7, CCUSD considers the difference over $20,000 and over 15% to me material.
For action 3.9, CCUSD overestimated personnel costs due to not hiring staff to support this action. Equity-related work continued through inclusive practices, student support systems, professional learning, family engagement, and efforts to align services across departments, the formal structures identified in the action were not fully implemented.

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

Overall, Goal 3 actions were moderately effective in supporting progress toward improved school climate, student safety, family engagement, inclusion, mental health access, and reduced exclusionary discipline. The strongest evidence of effectiveness appears in improved family perceptions of school safety, increased secondary student reports of feeling safe at school, improved family engagement indicators, increased employee wellness utilization, increased Care Solace usage from the prior year, and reduced suspension rates for several student groups. However, the effectiveness of some actions was limited by discontinued metrics, inconsistent site-level data collection, mixed results across grade spans and school sites, and the need for stronger systems to monitor implementation and impact over time.

Social-Emotional Learning, School-Based Counseling, and School Climate:
Actions 3.1, 3.2, and 3.3 supported student well-being, school safety, positive school climate, and social-emotional learning through counselor professional learning, districtwide counseling themes, PBIS, restorative practices, and school climate supports.
Action 3.1 was partially effective in strengthening counselor capacity to provide coordinated academic, behavioral, attendance, and social-emotional support. In prior years, Hatching Results supported counselor professional development and helped establish shared practices, with counselor participation increasing from 75% in 2023–2024 to 87.5% in 2024–2025. Student outcome data provide mixed evidence of the action's effectiveness. From the 2022–2023 baseline to 2024–2025, chronic absenteeism decreased from 21.0% to 15.5% for low-income students and from 19.3% to 11.1% for English Learners. Low-income student suspension rates also decreased from 3.0% to 2.0%. However, English Learner suspension rates increased from 1.4% to 1.7%, indicating the need for more targeted and culturally and linguistically responsive behavioral supports. These results suggest that strengthened counseling practices may be contributing to improved attendance and reduced suspensions for low-income students, while outcomes for English Learners remain mixed. Because the District's three-year contract with Hatching Results ended in June 2025, counselor job-embedded learning continued through professional learning community work during 2025–2026.
Action 3.2 was limited in its effectiveness as measured because the original metric related to professional development attendance for monthly districtwide themes was not collected in 2023–2024 or 2024–2025 and has been discontinued. Although school-based counseling themes and shared resources continued to support wellness messaging and social-emotional support, the District does not have consistent data to determine the full impact of this action. Future evaluation would be strengthened by identifying a clearer measure of implementation and impact.
Action 3.3 was moderately effective in supporting safer and more inclusive school environments through PBIS, restorative practices, and related school-climate supports. Suspension rates decreased for several student groups between 2022–2022023 and 2024–2025. The suspension rate for all students decreased from 1.7% to 1.1%, while the rate for low-income students decreased from 3.0% to 2.0%. Rates also decreased for students experiencing homelessness from 12.2% to 1.3%, African American students from 6.4% to 2.3%, students with disabilities from 4.2% to 2.1%, and White students from 0.7% to 0.2%. Foster Youth had a suspension rate of 16.7% at baseline; however, Foster Youth suspension data were not available for the two most recent years in California School Dashboard. The high baseline rate demonstrates the importance of continuing to monitor Foster Youth discipline outcomes locally and ensuring that PBIS, restorative practices, and individualized supports are consistently available.
School-climate data provide additional evidence of progress. Parent and family agreement that school is a safe place for their child increased from 73% in 2023–2024 to 92% in 2025–2026. Secondary student perceptions of safety also improved, with seventh grade increasing from 47% to 62%, ninth grade increasing from 48% to 64%, and eleventh grade students at CCHS increasing from 41% to 59%. These results suggest that Action 3.3 contributed to stronger conditions for safety and belonging overall and to reduced suspensions for low-income students. Continued implementation should emphasize consistent restorative and preventive practices, disaggregated discipline monitoring, and targeted support for Foster Youth and other student groups experiencing disproportionality.

Some results remain mixed. Fifth grade students reporting that they feel safe at school most or all of the time decreased from 84% to 81%, and 11th grade students at Culver Park decreased from 89% to 80%. Staff perceptions that adults really care about every student decreased slightly overall from 91% to 89%, although CCMS increased from 89% to 94% and CCHS increased from 81% to 83%. These results suggest that while safety indicators are improving in several areas, student and staff experiences differ by grade span and school context. Continued analysis of survey data, discipline data, and student voice will be important to better understand where additional support is needed. To strengthen school climate, belonging, and student well-being, educational partners suggested additional training for school counselors and mental health counselors on supporting students with disabilities, including strategies for accessible counseling practices, disability-informed social-emotional support, and collaboration with IEP teams and families.

Inclusive Practices and Family Engagement:
Actions 3.4 and 3.5 focused on family engagement, inclusive school communities, and perceptions of diversity, equity, inclusion, and social justice. These actions were partially to moderately effective. The data show overall improvement in family engagement and stable or slightly improved perceptions related to diversity, inclusion, and social justice. However, results vary by school level, and several indicators remain below the District's targets.
Action 3.4 was was partially effective in maintaining Special Education services and program offerings. Students with IEPs continued to receive individualized services, accommodations, related services, and access to co-teaching and other inclusive practices based on student need. However, the number of identified Special Education program offerings remained at two in both 2024–2025 and 2025–2026, resulting in no measurable increase toward the target of five additional program offerings.
Action 3.5 was partially effective in supporting diversity, equity, inclusion, and social justice as measured by YouthTruth family survey data. Elementary family responses remained stable at 81% from December 2023 to December 2025. Secondary results showed slight improvement, with CCMS increasing from 70% to 71% and CCHS increasing from 70% to 72%. These results indicate that families' perceptions related to diversity, inclusion, and social justice are stable or slightly improving, particularly at the secondary level. However, results remain below the District's 95% target, indicating the need for continued and more coherent equity-focused implementation across schools. The YouthTruth survey was paid for through the anti-bias grant. These actions were implemented as planned. These actions are supported by our negotiated pupil free days.

Mental Health, Counseling Access, and Staff Wellness
Actions 3.6, 3.7, 3.8, 3.9, and 3.10 focused on culturally inclusive family engagement, mental health access, equity-related supports, and the use of disaggregated data to monitor school climate and discipline outcomes. These actions were partially to moderately effective. Survey and discipline data show several areas of progress, including increased family engagement indicators, increased Care Solace usage from the prior year, and reduced suspension rates for several student groups. However, implementation was limited by inconsistent site-level family engagement data, Care Solace usage remaining below the original baseline, and continued disproportionality for some student groups.
Action 3.6 was partially effective in supporting student and family access to mental health resources through Care Solace. Care Solace usage increased from 67 cases in 2024–2025 to 81 cases in 2025–2026, demonstrating improved access from the prior year. However, usage remained below the 2023–2024 baseline of 115 cases and did not meet the target of increasing usage by 30%. Attendance and suspension data provide mixed evidence of the action's effectiveness for English Learners, low-income students, and Foster Youth. From the 2022–2023 baseline to 2024–2025, attendance increased from 93.3% to 95.2% for English Learners, from 92.8% to 94.5% for low-income students, and from 92.4% to 98.3% for Foster Youth. The suspension rate for low-income students also decreased from 3.0% to 2.0%. However, the English Learner suspension rate increased from 1.4% to 1.7%. Foster Youth had a suspension rate of 16.7% at baseline, but

suspension data were unavailable for the two most recent years, limiting the District's ability to evaluate current discipline outcomes for this student group. These results suggest that mental health resources and related student supports may be contributing to improved attendance and reduced suspensions for low-income students, but the action has not yet demonstrated consistent effectiveness across all student groups. Continued implementation should increase awareness of Care Solace, strengthen referral pathways, and monitor access and outcomes by student group to ensure that English Learners, low-income students, and Foster Youth receive timely and appropriate support.
Action 3.7 was moderately effective in providing employee access to counseling consultation and referral services through EASE. EASE utilization increased from 11.4% in 2023–2024 and 7.8% in 2024–2025 to 13% in 2025–2026. The increase from the prior year suggests improved employee awareness of or access to available wellness supports. Future evaluation should consider additional measures of employee experience and the perceived usefulness of EASE services.
Action 3.8 was partially effective. The District continued to provide family engagement opportunities across several school communities, but implementation and data collection were inconsistent. Because this metric was not measured in 2023–2024, the 2024–2025 data served as a new baseline. In 2025–2026, some sites reported increased or newly documented family engagement meetings, including El Marino with 29 meetings and Farragut with 6 meetings. Other sites reported decreases, including the District Office from 10 to 6 meetings, El Rincon from 17 to 12 meetings, and Linwood Howe from 23 to 14 meetings. Several sites did not report data.
These results suggest that family engagement structures exist across the District, but the District does not yet have a consistent system for documenting participation, meeting frequency, and the extent to which engagement opportunities are culturally inclusive and accessible. CHKS family engagement data provide encouraging supporting evidence, including increases in families feeling welcomed and encouraged to be active partners. However, perception data does not replace the need for consistent participation and meeting-frequency data. A next step is to strengthen site-level documentation so the District can better evaluate whether family engagement opportunities are expanding equitably across schools.
Action 3.9 had limited effectiveness as originally designed. The District's formal Equity Plan review and Equity Advisory Council work were paused due to departmental reorganization. Although equity-related work continued through inclusive practices, student support systems, professional learning, family engagement, and efforts to align services across departments, the formal structures identified in the action were not fully implemented.
Action 3.10 was effective overall in reducing suspension rates for several student groups, although some areas require continued attention. The suspension rate for all students decreased from 1.7% in 2022–2023 to 1.1% in 2024–2025. Suspension rates also decreased for students experiencing homelessness from 12.2% to 1.3%, socioeconomically disadvantaged students from 3.0% to 2.0%, African American students from 6.4% to 2.3%, students with disabilities from 4.2% to 1.6%, students of two or more races from 0.8% to 0.6%, and White students from 0.7% to 0.5%.
These reductions suggest that PBIS, restorative practices, alternatives to suspension, and related student support efforts are contributing to fewer suspensions and less lost instructional time for several student groups. The decrease for students experiencing homelessness and African American students is particularly notable.
However, suspension outcomes were not universally improved. English Learner suspension rates increased from 1.4% to 1.7%, and LTEL suspension rates increased from 5.7% in 2023–2024 to 6.6% in 2024–2025. Foster youth data were not available for the most recent years, limiting the District's ability to evaluate progress for that student group. These results indicate the need for continued monitoring of disproportionality, especially for English Learners and LTEL students, and continued use of disaggregated discipline data to guide prevention, intervention, and restorative responses.

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 3.1: Discontinued
Metric 3.5: Target for year 3 outcome added more specific level related data
Metric 3.10: LTEL student group added as baseline, target year outcome and reflected in +/- change
Action 3.1: Removed Hatching Results
Action 3.4: Action description changed to reflect "academic and behavioral accommodations and modifications" included in full range of services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Professional Development is based on culturally relevant teaching practices, culturally inclusive curriculum, and implicit bias for educators. (i.e. - culturally relevant teaching practices, trainings to support CCUSD's English Learners and low-income student groups). (*see metric 3.5)	$25,300.00	Yes
3.2	Counseling	Monthly counselor themes and resources for elementary and secondary levels. (*see metric 3.2)	$6,498.00	No
3.3	MTSS, Restorative Practices & PBIS	Schools will continue to engage in restorative practices and Positive Behavior Intervention and Support (PBIS) programming in order to create a safe and socially inclusive and just environment for Foster Youth and homeless students to help them make positive behavior choices. (*see metric 3.10)	$29,500.00	Yes
3.4	Continuum of Services (i.e Counseling)	Students with IEPs are provided a continuum of services based on their needs. CCUSD provides the full range of related services including but not limited to academic and behavioral accommodations and modifications, speech and language services, occupational and physical therapy,	$7,781,747.00	No

Action #	Title	Description	Total Funds	Contributing
		orientation and mobility services, DHH services, counseling, ERICS counseling, mental health counseling, and nursing services. Programs are based on Individualized Education Plans. CCUSD has implemented co-teaching at a number of schools; however, each year adjustments are made to meet student needs. (*see metric 3.6)		
3.5	Access	Continue to provide trainings for teachers on inclusive practices so that all students, including students with disabilities, can access the curriculum, make peer connections, and have access to a breadth of classes that meet their needs and interests. This will result in supporting engagement and belonging, while providing diverse perspectives for all students. (*see metrics: 3.4 and 3.5)	$0.00	No
3.6	Mental Health Support	Care Solace for concierge mental health support services for English Learners, Foster Youth, homeless and low-income students. This service connects families 24/7 with verified mental health providers and substance abuse programs and resources they need. (*see metric 3.9)	$17,293.00	Yes
3.7	Employee Assistance for Education (EASE)	Employee Assistance for Education (EASE) will be provided by Human Resources to all employees, which provides a free consultation for counseling or referral services to alll employees who are dealing with issues that are impacting their well-being. (*see metric 3.7)	$12,496.00	No
3.8	Safe and Culturally Inclusive Learning Environments	Establish culturally inclusive opportunities for feedback and parent/family training (like PIQE or others) on the instructional program to promote a culturally inclusive environment (i.e. Equity Advisory Council, Black Family Council, LGBTQIA Plus, Hispanic/Latinx Family Council, AAPI, and other culturally-based groups as needed) by developing a family outreach plan (*see metric 3.8)	$12,995.00	No
3.9	Support for Diversity, Equity and Inclusion	CCUSD will implement the District's Equity, Social Justice and Inclusion Plan and work with all departments and the Equity Advisory Council in	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		examining institutional practices and establishing priorities and actions. Support services will be provided focusing on Diversity, Equity and Inclusion (DEI). (*see metric 3.5)		
3.10	Survey students, parents, employees	Implement an educational community survey (i.e. YouthTruth, California Healthy Kids Survey) to determine growth areas within CCUSD. (*see metrics 3.4 & 3.5)	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide students with personalized learning pathways encompassing leadership, career, technical, artistic and athletic disciplines while facilitating accelerated growth through diverse educational opportunities. (Enrichment and Personalized Learning)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Personalized learning and enrichment opportunities provide students with connections to focus on what they want to learn, thus creating a personal investment for the student. CCUSD plans to provide personalized learning and enrichment opportunities so students diversify their learning and have the opportunities to focus on personal growth areas. Focusing on the whole child, personalized learning pathways may include leadership opportunities, career exploration/preparation, technical experiences, exposure to the arts and or participation in athletics to complete the learning journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Club Participation in middle school and high school	New baseline in 2024-2025 200 participants CCMS 1306 participants CCHS	N/A	2025-2026 196 participants CCMS 923 participants CCHS	10% increase number of students signing up for clubs due to interest per year (not daily attendance)	+/- Change -4 participants CCMS -383 participants CCHS
4.2	AVID Enrollment at CCMS and CCHS	2023-2024	2024-2025	2025-2026	10% increase number of students signing	+/- Change +112% CCMS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CCMS Overall 25 students CCHS: Overall 75 students	CCMS Overall 43 students CCHS: Overall 87 students	CCMS Overall 53 students CCHS: Overall 94 students	up for AVID due to interest	28 more students +25%: CCHS 19 more students
4.3	Universal Design for Learning (UDL) offerings for staff	New baseline 2024-2025 8 Universal Design for Learning (UDL) PD offerings	N/A	2025-2026 33 Universal Design for Learning (UDL) PD offerings	10% increase in Universal Design professional learning opportunities per year.	+/- Change +25 PD Offerings
4.4	Course requests measuring CTE offerings	New baseline 2024-2025 273 CTE course requests	N/A	2025-2026 378 CTE course requests	10% increase in course requests for CTE courses	+/- Change +38% 105 more course requests
4.5	Number of AP courses taken	1,836 AP Course taken in 2023-2024	2,132 AP Course taken in 2024-2025	3,112 AP Course taken in 2025-2026	2,203 AP courses taken	+/- Change +1,276 more AP Courses taken
4.6	CA School Dashboard College and Career Indicators	CA School Dashboard - Prepared Level (Status Placement) 2022-2023 62.5% Overall 15.2% Students with disabilities 44.4% African American	CA School Dashboard Prepared Level (Status Placement) 2023-2024 62.8% Overall 18.7% Students with disabilities 48.6% African/American	CA School Dashboard Prepared Level (Status Placement) 2024-2025 67.7% Overall 25.4% Students with disabilities 55.6% African/American	CA School Dashboard - Prepared Level (Status Placement) 75% Overall 45.2% Students with disabilities 75.0% African American	+/- Change +5.2% Overall +10.2% Students with disabilities +11.2% African American +8.2 % Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		54.0% Hispanic 52.8% Low income 25.0% English Learners 27.3% Homeless	52.4% Hispanic 49.0% Low income 30.8% English Learners 30.0% LTEL 30.0% Homeless	62.2% Hispanic 61.6% Low income 29.2% English Learners 26.5% LTEL 30.8% Homeless	75.0% Hispanic 75.0% Low income 70.0% English Learners 65.0% Homeless	+8.8 % Low income +4.2 % English Learners -3.5% LTEL +3.5% Homeless
4.7	A-G Enrollment	Data Quest 2022-2023 72% of all students met A-G requirements	Data Quest 2023-2024 70% of all students met A-G requirements	Data Quest 2024-2025 67% of all students met A-G requirements	Data Quest 98% of sll students will meet A-G requirements	+/- Change -- 5% students meeting A-G requirements
4.8	CTE Pathway Completion	CA School Dashboard 2022-2023 36% of all students completed a CTE pathway	CA School Dashboard 2023-2024 27.5% of all students completed a CTE pathway	CA School Dashboard 2024-2025 27.3% of all students completed a CTE pathway	CA School Dashboard 45% of all students Completed	+/-Change -- 8.7% of all students completed a CTE pathway
4.9	AP Exams with a score of 3 or higher	Data Quest 2023 55% of all students who took an AP test	Data Quest 2024 61% of all students who took an AP test	Data Quest 2025 72% of all students who took an AP test	75% of all students who took an AP test	+/- Change +17% students who took an AP test

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.

CCUSD fully implemented Actions 4.1 and 4.3 and partially implemented Actions 4.2 and 4.4 during the 2025–2026 school year. Implementation generally aligned with the actions described in the LCAP; however, substantive differences included the continued planning and initial rollout of the State Seal of Civic Engagement, challenges consistently measuring student participation in extracurricular activities, and the need to strengthen CTE pathway completion despite increased student interest and course requests. Goal 4 continued to focus on expanding personalized learning pathways that support student leadership, college and career readiness, career technical education, the arts, athletics, and civic engagement.

4.1 AVID elective courses were offered to students in grades 6–12 to strengthen college and career readiness, with particular attention to English Learners, first-generation college-going students, and students who would benefit from additional academic and college-going support. AVID helped students build study skills, organization, academic confidence, and readiness for postsecondary opportunities. This action also supported AVID coordination and teacher training to strengthen implementation across grade levels. (Metrics 4.2, 4.6)
4.2 Students were provided with tools and opportunities to participate in extracurricular activities, leadership experiences, and civic learning. During the 2025–2026 school year, CCUSD advanced implementation of the State Seal of Civic Engagement. The Seal was presented to the Board in April 2026, including an overview of the purpose of the Seal, student requirements, and CCUSD completion metrics. The Class of 2027 will be the first eligible cohort, with next steps focused on planning, communication, stakeholder engagement, and launch activities to support student participation. (Metric 4.1)
4.3 Teachers received training in Universal Design for Learning and were supported by inclusion facilitators in designing flexible, accessible lessons. This work helped ensure that students, including students with disabilities and diverse learning needs, had multiple ways to access instruction and demonstrate their understanding through meaningful tasks, projects, and learning experiences. (Metric 4.3)
4.4 partially implemented this action by continuing to expand CTE course offerings and career-connected learning opportunities in response to student interest and course requests. Expanded offerings included Child Development and other courses intended to provide students with additional opportunities to explore career interests. Although student demand for CTE courses increased, the District continued to identify structural barriers affecting students' ability to complete full pathways, including scheduling conflicts, limited elective space, and pathway sequencing. (Metrics 4.4, 4.8)

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.

For action 4.4, CCUSD, overestimated personnel costs for CTE programs. Personnel costs were overbudgeted.

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

Advancing College and Career Readiness Through Inclusive Academic and Civic Opportunities

Action 4.1: Advancement Via Individual Determination (AVID) and College/Career Engagement Opportunities was effective. Evidence of effectiveness includes continued growth in AVID enrollment at both the middle and high school levels. At CCMS, AVID enrollment increased from 25 students in 2023–2024 to 53 students in 2025–2026, representing a 112% increase from baseline. At CCHS, AVID enrollment increased from 75 students to 94 students, representing a 25% increase. Both increases exceed the District's goal of a 10% annual increase and demonstrate growing student interest in AVID programming and structured college-going supports. The College/Career Indicator also showed progress. Overall college and career preparedness increased from 62.5% at baseline to 67.7% in 2024–2025. Several student groups showed notable improvement, including students with disabilities, who increased from 15.2% to 25.4%; African American students, who increased from 44.4% to 55.6%; Hispanic students, who increased from 54.0% to 62.2%; low-income students, who increased from 52.8% to 61.6%; and students experiencing homelessness, who increased from 27.3% to 30.8%. English language learners increased by 8.8% in College and Career Indicators. These gains suggest that college and career advising, AVID, access to rigorous coursework, and pathway supports are contributing to improved postsecondary readiness outcomes for several student groups. Advanced coursework data further support the effectiveness of this action. CCUSD students took 3,112 AP courses in 2025–2026, an increase from 1,836 in 2023–2024 and well above the Year 3 target of 2,203 AP courses taken. The percentage of students earning a score of 3 or higher on AP exams increased from 55% in 2023 to 72% in 2025, approaching the District's 75% target. These results suggest expanded access to rigorous coursework and stronger student performance in advanced academic opportunities. For middle school at CCMS English learner CAASPP results increased in 2024-2025.

Action 4.2: Student Activities and Civic Engagement was partially effective. CCUSD continued to offer extracurricular activities, leadership opportunities, and civic learning experiences. However, club participation data are difficult to interpret because of concerns about consistency and reliability in data collection. At CCMS, reported club participation decreased slightly from 200 students to 196 students. At CCHS, reported club participation decreased from 1,306 students to 923 students. During presentations and discussions with educational partners, the District noted that the number of clubs has increased even though reported participation declined. This suggests that the decrease may reflect data collection challenges rather than an actual decline in student engagement. Inconsistent tracking methods, including reliance on paper sign-in sheets, lack of standardized club rosters, and possible overcounting in prior years or undercounting in the current year, limited the District's ability to fully evaluate the effectiveness of this action. As a result, Action 4.2 was partially effective. Next steps include standardizing club participation tracking by using a digital check-in system, requiring advisors to maintain updated rosters, and defining what counts as participation. These steps will help CCUSD better understand whether students are participating in extracurricular and civic engagement opportunities and whether access is equitable across student groups. The State Seal of Civic Engagement also represents an important area of progress connected to this action. As implementation moves forward, CCUSD should continue monitoring student participation, representation across student groups, and how civic learning opportunities support student leadership, engagement, and connection to school.

Action 4.3: Inclusion Facilitators and Universal Design for Learning Professional Development was effective in expanding professional learning opportunities, though continued evaluation is needed to determine the impact on classroom implementation. In 2024–2025, the District established a baseline of eight UDL professional development offerings. In 2025–2026, the District provided 33 UDL professional development offerings, an increase of 25 offerings and well above the target of a 10% annual increase. This significant increase demonstrates that CCUSD expanded professional learning connected to Universal Design for Learning and inclusive practices. UDL remains an important part of Goal 4 because enrichment, advanced coursework, CTE, civic learning, and personalized learning opportunities must be accessible to students with a range of learning needs. Moving forward, the District should continue evaluating this action not only by the number of professional learning opportunities offered, but also by the extent to which UDL strategies are implemented across classrooms.

Instructional walkthroughs, shared inclusive-practice “look-fors,” and feedback from educators and students can support calibration, help identify common strengths and areas for growth, and ensure that UDL implementation continues to expand access to rigorous, engaging, and personalized learning experiences.

Action 4.4 was partially effective in supporting Career Technical Education and personalized pathways. The District successfully expanded students’ access to and interest in career-connected learning, as demonstrated by an increase in CTE course requests from 273 at baseline to 378 in 2025–2026, exceeding the goal of a 10% increase. Student interest data informed the development and expansion of course offerings, including Game Design, Child Development, AP Cybersecurity, Graphic Design, Yearbook, Dance, Theater, and Music Technology. In addition, all CTE courses were approved through UC A–G Doorways, strengthening the alignment between career-connected learning and college readiness. These results demonstrate strong implementation of the action. However, CTE pathway completion data shows that expanded access and student interest have not yet resulted in increased pathway completion. The percentage of students completing a CTE pathway decreased from 36.0% at baseline to 27.3% in 2024–2025. Structural barriers may include limited elective space, scheduling conflicts, pathway sequence design, students selecting AP courses as electives, and seniors enrolling in CTE courses without sufficient time to complete an entire pathway. Despite the decline in CTE pathway completion, the percentage of students identified as prepared on the California School Dashboard College and Career Indicator increased from 62.5% at baseline to 67.7%, suggesting broader improvement in postsecondary readiness.
Continued implementation should focus on converting increased student interest and course enrollment into pathway completion by strengthening pathway coherence, creating third-year capstone opportunities, expanding internships and apprenticeships, increasing dual-enrollment opportunities, and improving alignment between middle school career exploration and high school pathways. The District should also identify and remove barriers that limit students with disabilities from fully participating in CTE courses, clubs, and related extracurricular opportunities so that all students have equitable access to career-connected learning, peer connection, and college- and career-ready experiences.

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

Action 4.4: Added wording to clarify the action "align to student interests workforce trends, and postsecondary opportunities including dual enrollment, apprenticeships and capstone experiences.
Action 4.5: New action to expand access to technology innovation in learning.
Metric 4.2 Added number of students to +/- change
Metric 4.4 Added number of additional course requests
Metric 4.7: 2023-2024 updated from 65% to 70% according to dataquest. The reported 65% A-G completion rate was incorrect in 2023-2024.

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	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Provide AVID (Advancement via Individual Determination) elective courses in Grades 6-12 to increase access to post-secondary education and careers for English Learner students. AVID is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. This action includes AVID Coordinators (middle and high school), professional development GATE field trips and college and career student-focused enrichment activities. (*see metric 4.2; 4.6)	$268,207.00	Yes
4.2	Student Activities	Equip students with the tools and opportunities to participate in extracurricular school activities and or become engaged citizens through civic learning opportunities. Student engagement activities may include involvement in extracurricular activities, participation in focus groups or town halls, and or civic action projects. (*see metric 4.1)	$35,000.00	No
4.3	Inclusion Facilitators	Educators will provide multiple ways students can demonstrate their learning through providing teachers training in Universal Design for Learning, and utilizing our inclusion facilitators to assist teachers in developing curriculum. Robust lesson planning will be evident in instruction for students with special needs. Students will engage in meaningful activities that meet their unique needs and learning modalities. (*see metric 4.3)	$0.00	No
4.4	Career Technical Education	Career Technical Education will align to student interests workforce trends, and postsecondary opportunities including dual enrollment, apprenticeships and capstone experiences. . (*see metric 4.4)	$1,926,115.00	No
4.5	Innovative Learning through Technology	Expand student access to balanced artificial intelligence (AI) literacy approach, through digital citizenship, and emerging technology tools through responsibile instructional integration, staff professional development, and opportunities that support creativity, critical thinking, research, communication and personalized learning.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	English Language Learners (ELLs) will achieve comprehensive language proficiency and academic success as measured by: increasing English language proficiency by at least one ELP level; improving in English proficiency by 20% on local and state assessments. Additionally, multilingualism and multiculturalism will be promoted through Dual Language and English Learner Programs fostering comprehensive language development and academic success. (English Learners and Multilingualism)	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As the 4th most diverse school district in California (www.niche.com, 2024), CCUSD has English Learners who need to increase their English language skills to increase their academic success. CCUSD set the bar for English Learners to progress at least one English Learner proficiency level per year so as to become fluent English speakers. The CCUSD Board of Education passed a resolution regarding Multilingualism (April, 2024). CCUSD upholds that multilingualism reflects the diverse linguistic backgrounds of students within the district. Acknowledging and valuing this diversity promotes a sense of belonging and inclusivity among students, families, and staff members, which includes all native languages and cultural backgrounds. By affirming the importance of multilingualism, CCUSD ensures that students who speak languages other than English receive equitable access to educational opportunities. It signals a commitment to providing resources and support for English Language Learners (ELLs) and students from linguistically diverse backgrounds to achieve academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Reclassification rates through progress monitoring in Ellevation	2022-2023 14% reclassification of all English learners to English proficient	2023-2024 15% reclassification of all English learners to English proficient	2024-2025 19% reclassification of all English learners to English proficient	25% reclassification of English learners to English proficient 25% reclassification of English learners	+/- Change + 5% English learners reclassified to English proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12% of those who reclassified to English proficient were English learners with disabilities	19% of those who reclassified to English proficient were English learners with disabilities	7% of those who reclassified to English proficient were English learners with disabilities	who are SWD to English proficient	-- 5% English learners SWD reclassified to English proficient
5.2	Progress toward English language proficiency on CA School Dashboard	47.2% making progress toward English language proficiency (CA School Dashboard; 2023)	43.5% making progress toward English language proficiency (CA School Dashboard; 2024)	48.6% making progress toward English language proficiency (CA School Dashboard; 2025)	68% making progress toward English language proficiency on the CA School Dashboard	+/- Change +1.4% students making progress toward English language proficiency
5.3	Seal of Biliteracy Participation	Graduates earning a Seal of Biliteracy (Dataquest) 2022-2023 33.3% of all students received Seal of Biliteracy 14.3% of English language learners earned Seal of Biliteracy	Graduates earning a Seal of Biliteracy (Dataquest) 2023-2024 30.5% of all students received Seal of Biliteracy 23.5% of English language learners earned Seal of Biliteracy	Graduates earning a Seal of Biliteracy (Dataquest) 2024-2025 27.7% of all students received Seal of Biliteracy 19.10% of English language learners earned Seal of Biliteracy	50% of all students earn a Seal of Biliteracy 35.0% of English language learners receiving Seal of Biliteracy	+/- Change -- 5.6% of all students received Seal of Biliteracy + 4.8% of English language learners earned Seal of Biliteracy
5.4	5th and 8th Grade Pathway to Biliteracy Award	2023-2024 English language learners receive Pathway to Biliteracy 20% - 5th grade 8.6% - 8th grade	2024-2025 English language learners receive Pathway to Biliteracy 3.8% - 5th Grade 0.0% - 8th Grade	2025-2026 English language learners who have signed up for Pathway to Biliteracy 11.4% - 5th Grade 31.5% - 8th Grade	50% of English language learners receiving of Pathway to Biliteracy Award in 5th grade and 8th grade	+/- Change -- 8.6% - 5th Grade + 22.9% - 8th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Number of Participants attending ELD Site chair led trainings	New baseline data 2024-2025 3 out of 9 schools reported particpants attending site chair led training	N/A	5 out of 9 schools reported participants attending site chair led trainings	100% participation in ELD site chair led training	+/- Change +2 schools reporting
5.6	English Learner Proficiency Assessment California (ELPAC)	ELPAC Summative Assessment 2022-2023 22.53% Proficient Level	ELPAC Summative Assessment 2023-2024 16.09% Proficient Level	ELPAC Summative Assessment 2024-2025 20.40% Proficient Level	ELPAC Summative Assessment 40% proficient level	+/- Change -- 2.13% Proficient Level
5.7	Percentage of students attending before and after school additional opportunities to learn.	not measured in 2023-2024	not measured in 2024-2025	not measured in 2025-2026. Metric discontinued	80% of English Language Learner students attending	N/A
5.8	Chronic Absenteeism rate for English language learners	CA School Dashboard - Chronic Absenteeism 2022-2023 19.3% English language learners experiencing chronic absenteeism CA School Dashboard - Chronic absenteeism 2023-2024	CA School Dashboard - Chronic Absenteeism 2023-2024 13.6% English language learners	CA School Dashboard - Chronic Absenteeism 2024-2025 11.1% English language learners 19.4% LTEL experiencing chronic absenteeism	CA School Dashboard - Chronic Absenteeism 5.0% English language learners experiencing chronic absenteeism	+/- Change -8.2% English language learners +7.2% LTEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.2% LTEL experiencing chronic absenteeism.			5.0% LTEL experiencing chronic absenteeism	
5.9	ELPAC Test Completion Rate	CA School Dashboard 2022-2023 97.3% completion summative ELPAC English language learners	CA School Dashboard 2023-2024 99.2% completion summative ELPAC English language learners	CA School Dashboard 2024-2025 99.6% completion summative ELPAC English language learners	CA School Dashboard 100% completion summative ELPAC English language	+/- Change +2.3% completion summative ELPAC English language learners
5.10	English Learners CA School Dashboard	CA School Dashboard ELA, Math Distance from Standard CA School Dashboard 2023 ELA -- 32.9 English Learners Math -- 61.9 English Learners CA School Dashboard ELA, Math Distance from Standard 2024 ELA -- 86.9 LTEL Math --150.8 LTEL	CA School Dashboard ELA, Math Distance from Standard CA School Dashboard 2024 ELA -- 43.9 English Learners Math -- 61.9 English Learners	CA School Dashboard ELA, Math Distance from Standard CA School Dashboard 2025 ELA -- 34.7 English Learners -- 100 LTEL Math -- 55.2 English Learners -- 166 LTEL	ELA -10 English Learners -15 LTELs Math -- 40 English Learners -100 LTELs	+/- Change ELA -1.8% English Learners -13.1% LTEL Math +6.7% English Learners -15.2% LTELs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.11	Attendance Rate for English Learners	CALPADS 23-24 93.9% - Overall 93.3% - English Learners	CALPADS 24-25 95.1% - Overall 94.6% - English Learners	CALPADS 24-25 95.4% - Overall 95.2% - English Learners	100% - Overall 100% - English Learners	+/- Change + 1.5% - Overall + 1.9% - English Learners
5.12	Interim ELPAC Test Completion Rate	New baseline in 2024-2025 22.1% of elementary completed an Interim ELPAC Test 1.5% of secondary completed an Interim ELPAC Test	N/A	2025-2026 12.7% of elementary completed an Interim ELPAC Test 30.8% of secondary completed an Interim ELPAC Test	100% - English Learners	+/- Change -9.4% of elementary completed an Interim ELPAC Test +29.3% of secondary completed an Interim ELPAC Test

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.

CCUSD fully implemented 4 of the 8 identified actions for Goal 5 during the 2025–2026 school year and partially implemented the remaining 4 actions. There were some implementation adjustments, including the continued vacancy of the Dual Language Immersion TOSA position and the absence of a dedicated community liaison. However, related responsibilities were carried out by Educational Services staff, site administrators, and support staff to maintain implementation. Goal 5 focused on supporting English Learners in developing English language proficiency, progressing toward reclassification, and achieving academic success. The goal also promoted biliteracy and bilingualism through Dual Language Immersion, the Pathway to Biliteracy, and Seal of Biliteracy opportunities, while strengthening language development across instructional settings.

5.1 This action was fully implemented. CCUSD monitored English Learner progress toward reclassification through Interim ELPAC assessments, Ellevation data, and ongoing review of student language acquisition needs. These tools supported data-driven conversations, instructional planning, targeted conferences, and communication with families. Reclassification progress for English Learners and Long-Term

English Learners was monitored and recognized through site ELAC meetings and twice annually at the District level. (Metrics 5.1, 5.6, 5.9, 5.12)
5.2 This action was fully implemented. Although the Dual Language Immersion TOSA position was not filled during the 2025–2026 school year, members of the Educational Services team continued the work connected to the Pathway to Biliteracy Program and the Seal of Biliteracy. Staff attended parent and family meetings and visited classrooms to encourage English Learner participation and increase awareness of biliteracy opportunities. (Metrics 5.3, 5.4)
5.3 This action was fully implemented. The Educational Services TOSAs supported ELD Site Chairs through professional development, training, and guidance focused on research-based practices for designated and integrated English Language Development. This support helped strengthen implementation of language acquisition programs for English Learners and Long-Term English Learners. (Metrics 5.5, 5.10)
5.4 This action was partially implemented. Ellevation was used districtwide to monitor the language and academic progress of students who are both English Learners and students with disabilities. Sites used ELPAC, Alternate ELPAC, and Alternate Reclassification Criteria data to support reclassification decisions for eligible students. However, implementation also identified the need for additional training for Special Education teachers and IEP teams regarding reclassification criteria, ELPAC accommodations, and assessment considerations for English Learners with IEPs. Strengthening this training will be an important next step to ensure consistent review, documentation, and support for dually identified students. (Metric 5.1)
5.5 This action was partially implemented. Although CCUSD did not have a dedicated community liaison during the 2025–2026 school year, school site administrators and support staff assumed related responsibilities to support family engagement, attendance outreach, and communication with families. This helped maintain essential connections with English Learner families and other student groups needing additional support. Existing staff maintained communication and outreach, but the action was not implemented as originally designed. (Metrics 5.1, 5.8, 5.11)
5.6 This action was partially implemented. CCUSD provided supplemental curriculum and instructional materials to support language acquisition for English Learners in the Spanish and Japanese Dual Language Immersion programs. However, the Dual Language Immersion TOSA position was not filled during the 2025–2026 school year, which limited the District's ability to fully implement this action as originally planned. (Metrics 5.1, 5.10)
5.7 This action was fully implemented. TK–5 English Learners, Foster Youth, and low-income students received hands-on supplemental learning opportunities through a language-rich STEAM model. These project-based experiences supported academic language development by increasing opportunities for students to speak, collaborate, and rehearse language in meaningful contexts aligned with the Next Generation Science Standards. (Metric 5.10)
5.8 This action was partially implemented. CCUSD provided enrichment, tutoring, mentoring, coaching, and additional programming to support English Learners in expanding academic and language skills. While supports were provided, the District identified a continued need for additional newcomer programming. (Metrics 5.7, 5.10)

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.

For 5.1, CCUSD overbudgeted for the costs of progress monitoring as the cost of some interim assessments were covered under another goal.
For 5.2, CCUSD did not hire a TOSA for Dual languages resulting in not having as many expenditures.
For 5.4, The original cost estimate to monitor student reclassification only included application cost and did not include staff-related costs.

For 5.5, CCUSD did not hire community liaisons in 2025-26.

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

English Learner Progress Monitoring and Reclassification
Actions 5.1, 5.4, and 5.5 were partially to moderately effective in supporting English Learner progress monitoring, reclassification, family communication, and attendance outreach. These actions contributed to improved overall reclassification rates, increased progress toward English language proficiency, strong Summative ELPAC completion, and reduced chronic absenteeism for English Learners overall. Academic data across Goal 5 also show improved outcomes for English Learners and Long-Term English Learners in several areas. On CAASPP, English Learners increased in ELA from 11.12% meeting or exceeding standard in 2022–2023 to 11.45% in 2024–2025, increased in Math from 14.14% to 16.59%, and increased in Science from 1.02% to 2.84%. Long-Term English Learners also improved from the 2023–2024 baseline, increasing in ELA from 4.64% to 9.62%, in Math from 2.21% to 4.17%, and in Science from 1.00% to 4.02%. California School Dashboard Distance from Standard data also show improvement for English Learners from 2024 to 2025, with ELA improving from -43.9 to -34.7 and Math improving from -61.9 to -55.2. However, Long-Term English Learner Distance from Standard declined during the same period, moving from -86.9 to -100.0 in ELA and from -150.8 to -166.0 in Math. These results show encouraging progress for English Learners overall while also indicating that English Learners with disabilities, Long-Term English Learners, and students needing more targeted instructional and attendance supports require continued attention.

Action 5.1: Progress Monitoring Using Ellevation, Interim ELPAC, and Reclassification Supports was moderately effective in several areas. Reclassification increased from 14% of English Learners in 2022–2023 to 19% in 2024–2025, moving the District closer to the Year 3 target of 25%. English Learner progress toward English language proficiency also improved, increasing from 47.2% in 2023 to 48.6% in 2025. In addition, Summative ELPAC completion increased from 97.3% in 2022–2023 to 99.6% in 2024–2025, approaching the District's 100% completion target.
These results suggest that Ellevation, progress monitoring, reclassification review, and ELPAC completion systems are helping the District identify students who are progressing and support reclassification conversations. However, Interim ELPAC completion remains an area for growth. In 2025–2026, 12.7% of elementary students completed an Interim ELPAC, a decrease from the 22.1% baseline, while secondary Interim ELPAC completion increased from 1.5% to 30.8%. This suggests that secondary implementation has strengthened, but elementary implementation declined. The District should continue clarifying expectations for Interim ELPAC use and how interim data should inform instruction, student goal setting, and reclassification monitoring.
Action 5.4: Monitoring English Learners with Disabilities was partially effective. The District used Ellevation, ELPAC, Alternate ELPAC, and reclassification criteria to monitor the language and academic progress of students who are both English Learners and students with disabilities. However, reclassification data show that English Learners with disabilities remain an area for continued attention. The percentage of reclassified English Learners who were students with disabilities decreased from 12% at baseline to 7% in 2024–2025, below the District's 25% target.
This data reinforces the need for additional training for Special Education teachers and IEP teams on reclassification criteria, ELPAC accommodations, Alternate ELPAC, and assessment considerations for English Learners with IEPs. Strengthening this training will help ensure more consistent review, documentation, and support for dually identified students. Educational partner feedback also noted that it can be difficult to identify English Learners who are struggling because of language acquisition needs, learning difficulties, or both, which reinforces the need for stronger collaboration between English Learner and Special Education teams.

Action 5.5: Family Engagement, Attendance Outreach, and Community Liaison Supports was partially effective in supporting English Learner attendance, engagement, and progress toward reclassification. The original action included adding a part-time community liaison at each school site to increase English Learner family participation and support attendance; however, the dedicated liaison structure was not implemented. Site administrators and staff continued to provide family communication, outreach, attendance monitoring, and reclassification support through existing structures.
Student outcome data shows meaningful progress for English Learners overall. Chronic absenteeism for English Learners decreased from 19.3% in 2022–2023 to 11.1% in 2024–2025, and the English Learner attendance rate increased from 93.3% to 95.2%. The percentage of English Learners reclassified as fluent English proficient also increased from 14% at baseline to 19% in 2024–2025. California School Dashboard Distance from Standard results provide additional evidence of academic improvement for English Learners, who moved from 43.9 points below standard in 2024 to 34.7 points below standard in 2025 in ELA and from 61.9 points below standard to 55.2 points below standard in mathematics. However, LTEL outcomes remain a significant concern. LTEL chronic absenteeism increased from 12.2% to 19.4%, and LTELs moved further from standard in both ELA, from 86.9 points below standard to 100 points below standard, and mathematics, from 150.8 points below standard to 166 points below standard. These results suggest that existing outreach and support structures contributed to improved attendance, reclassification, and academic progress for English Learners overall, but were not sufficient to address the needs of LTELs consistently.
Educational partner feedback reinforced the importance of continuing to address chronic absenteeism and keeping students with the greatest needs at the center of decision-making. Moving forward, the District should strengthen consistent family outreach, targeted attendance interventions, reclassification monitoring, and communication about academic progress, with particular attention to LTELs and other English Learners who are not making sufficient progress.

Instructional Leadership and Educator Capacity
Actions 5.3 and 5.6 were partially effective in strengthening educator capacity to support designated ELD, integrated ELD, Dual Language Immersion, and multiliteracy instruction. These actions supported the District's goal of improving instructional consistency for English Learners and Long-Term English Learners, but implementation was limited by incomplete participation data, inconsistent site-level reporting, and the continued absence of a dedicated Dual Language Immersion TOSA.
Action 5.3: ELD Site Chair Professional Learning was partially effective. The District continued to support ELD Site Chairs with professional learning focused on research-based practices for designated and integrated English Language Development. Participation data improved from 3 of 9 schools reporting participants attending site chair-led trainings in 2024–2025 to 5 of 9 schools reporting participants in 2025–2026. This increase suggests some improvement in implementation and reporting; however, participation remains below the District's target of 100% participation. District-level support was fully delivered, while site level participation and reporting were inconsistent. This work remains important because English Learners are making progress academically, while Long-Term English Learners continue to demonstrate significant needs. English Learners improved in ELA Distance from Standard from -43.9 in 2024 to -34.7 in 2025, a 9.2 point improvement from the prior year. English Learners also improved in math from -61.9 to -55.2, a 6.7 point improvement. These results suggest that instructional supports and progress monitoring may be contributing to improved outcomes for English Learners. However, Long-Term English Learners continue to require more intensive and coordinated support. LTELs declined in ELA from -86.9 in 2024 to -100.0 in 2025, and in math from -150.8 to -166.0. This indicates that instructional consistency, explicit language development, academic vocabulary, and targeted LTEL strategies remain urgent priorities. Educational partner feedback aligned with this finding. Participants noted that English Learners who are not LTELs appear to be moving in a positive direction, while LTELs remain a priority because of overlapping academic, attendance, and engagement needs. Educational partners also emphasized the importance of helping students understand the "why" behind language

development goals so they know how to engage in their own progress. The English Learner reclassification rate also increased from14% at baseline to 19% in 2024–2025.
Action 5.6: Dual Language Immersion Supplemental Curriculum and Materials was partially effective. In the 2024-2025 and 2025-2026 the Dual Language TOSA position remained vacant. Supplemental curriculum and materials were provided to support language acquisition in Spanish and Japanese Dual Language Immersion programs. However, the Dual Language Immersion TOSA position was not filled due to austerity measures, limiting the District's capacity to fully implement curriculum mapping, program alignment, multiliteracy frameworks, and support for English Learners in Dual Language programs. The work continued through Educational Services staff, but a dedicated role would strengthen coherence and implementation across TK–8 Dual Language Immersion programs. Reclassification data continues to improve. The English Learner reclassification rate also increased from 14% at baseline to 19% in 2024–2025.Student and educational partner feedback also support the importance of multilingual learning environments. CCUSD students appreciated having diverse representation in Spanish classes, including native and heritage speakers, multilingual speakers, and students learning Spanish as a second language. This feedback reinforces the value of multilingualism as an asset and supports the District's continued work to ensure that Dual Language and world language classrooms affirm students' language identities.

Extended Enrichment Learning Opportunities
Actions 5.7 and 5.8 were partially effective in expanding access to language-rich learning, enrichment, tutoring, mentoring, and additional programming for English Learners. These actions provided important opportunities for students to practice academic language in meaningful contexts, but current data limits the District's ability to fully evaluate their reach and impact.
Action 5.7: STEAM Enrichment for English Learners, Foster Youth, and Low-Income Students was implemented through hands-on, language-rich STEAM learning opportunities for TK–5 students. These opportunities supported language rehearsal, collaboration, academic vocabulary development, project-based learning, and content-based communication aligned with the Next Generation Science Standards. Available student-group outcome data provide indirect evidence of the action's effectiveness. From 2024 to 2025, English Learners moved closer to standard on the California School Dashboard, improving from 43.9 points below standard to 34.7 points below standard in ELA and from 61.9 points below standard to 55.2 points below standard in mathematics. The English Learner reclassification rate also increased from 14% at baseline to 19% in 2024–2025. However, low-income student CAASPP results declined from 46.95% to 44.53% meeting or exceeding standards in ELA and from 29.44% to 29.13% in mathematics. Publicly reported CAASPP results are not available for Foster Youth because fewer than 11 students were tested and the data were suppressed to protect student privacy. These results suggest that English Learners demonstrated academic and language-development progress, while outcomes for low-income students indicate a continued need for targeted instructional support. However, the effectiveness of Action 5.7 for English Learners, Foster Youth, and low-income students cannot be fully determined because STEAM participation was not tracked by student group or connected directly to CAASPP and reclassification outcomes. Future evaluation should track participation and use local assessment, language-development, engagement, and academic outcome data to determine whether students receiving STEAM enrichment demonstrate measurable progress.
Action 5.8: Tutoring, Mentoring, Coaching, and Additional Programming was limited in its effectiveness as measured. This action was intended to expand enrichment, tutoring, mentoring, coaching, and additional programming for English Learners; however, implementation appears to be inconsistent, and the District does not yet have sufficient data to determine whether these supports are reaching the intended students. The metric connected to participation in before- and after-school additional learning opportunities was not measured in 2023–2024, 2024–2025, or 2025–2026 and has been discontinued. Because the Year 3 target was for 80% of English Learner students to attend additional learning opportunities, the District is unable to determine progress toward this target. Next steps for CCUSD include establishing clearer programming expectations, tracking participation by student group, and ensuring more consistent supports across grade spans. District reflection and educational partner feedback also point to the need for stronger newcomer programming at the secondary level and

more consistent English Learner instructional supports at the elementary level. These next steps will help ensure that additional learning opportunities are aligned to the students with the greatest needs.

Multiliteracy Pathways
Action 5.2 — Pathway to Biliteracy and Seal of Biliteracy was partially to moderately effective. In the 2024-2025 and 2025-2026 the Dual Language TOSA position remained vacant. The District continued to support biliteracy recognition through the Seal of Biliteracy and the Pathway to Biliteracy. English Learner participation in the Seal of Biliteracy remained above the baseline. In 2022–2023, 14.3% of English Learners earned the Seal of Biliteracy, compared with 19.1% in 2024–2025. This represents a 4.8 percentage point increase from baseline and suggests that biliteracy recognition continues to support English Learners and affirm multilingualism as an asset. Despite progress in other measures, overall Seal of Biliteracy participation decreased from 33.3% of students in 2022–2023 to 27.7% in 2024–2025. This represents a 5.6 percentage point decrease from baseline and suggests that CCUSD should continue strengthening outreach to all students and families so more students understand the benefits and requirements of earning the Seal. Pathway to Biliteracy data show mixed implementation but encouraging signs in 2025–2026. In 2024–2025, 3.8% of English Learners received the Pathway to Biliteracy Award in 5th grade and 0% in 8th grade. In 2025–2026, participation increased to 11.4% in 5th grade and 31.5% in 8th grade. This represents an increase of 7.6 percentage points for 5th grade from the prior year and a significant increase for 8th grade. Compared with baseline, 5th grade participation remains below the 2022–2023 baseline of 20.0%, while 8th grade participation increased above the baseline of 8.6%. These results suggest that Pathway to Biliteracy implementation is strengthening, especially at 8th grade, but continued outreach and clearer implementation systems are needed to increase participation and move toward the District's 50% target for both 5th and 8th grade English Learners. Goal 5 actions emphasize that biliteracy pathways value students' whole identities as assets and promote belonging. This aligns with student feedback regarding the Spanish Immersion Program that diverse representation in Spanish classes is meaningful, especially when native and heritage speakers, multilingual speakers, and Spanish-as-a-second-language learners are included together. The District should continue framing biliteracy as both an academic milestone and a source of strength, career building, identity, and pride.

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 5.1 is now partially funded with LREBG.
Action 5.2 and 5.6: Support for Seal of Biliteracy and Dual Language programs will be supported at the district level.
Action 5.7: Action was changed to reflect 2026-2027 staffing.
Metric 5.7: Discontinued .Data was not collected.
Metric 5.8 Added target year outcome for LTEL student group

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	LREBG Action Use Ellevation and Interim ELPAC assessment for continuous monitoring of students of English Learners and use data as a communication tool in collaboration with parents/guardians/families for targeted conferences and progress monitoring. Reclassifications will be recognized at ELAC meetings and twice annually at the district level. The interim ELPAC will monitor English Language acquisition levels for English Learners and Long-term English Learners (LTELs). Educators (teachers and staff) will work on how to use the interim ELPAC data to reteach. The interim ELPAC will monitor and support instruction and implementation of language acquisition programs for English learners and LTELs. (*see metrics 5.1, 5.9 & 5.12) Research supports the use of ongoing assessment systems and data-monitoring tools to improve outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). Continuous monitoring of language development through formative and interim assessments allows educators to identify student needs, adjust instruction, and provide timely interventions that accelerate English language acquisition and academic achievement. The California Department of Education (CDE) emphasizes that assessment data should be used not only to measure progress but also to inform instruction, guide intervention efforts, and facilitate meaningful communication with families regarding student growth and achievement. Metrics to monitor: 5.1; 5.9 & 5.12 LREBG Funds to support this action: $99,473	$114,073.00	Yes
5.2	Seal of Biliteracy and Pathway to Biliteracy	CCUSD's staff will attend parent and family meetings and classrooms to encourage participation of English Learners in the Pathway to Biliteracy Program and the Seal of Biliteracy per AB 370. (*see metric 5.3 and 5.4)	$153,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	ELD Site Chairs and Bilingual Instructional Aides	ELD Site Chairs will provide research-based best practices professional development for designated and integrated English Language Development (ELD) and support in implementing language acquisition program to increase English language skills for English Learners and LTELs. ELD Site chairs and subject area teachers will be supported with bilingual Instructional Assistants who will assist students in their progress towards English proficiency and learning the Essential Standards. (*see metrics 5.5, 5.10)	$50,588.00	Yes
5.4	Reclassification and Assessment of SWD	School sites will monitor the linguistic and academic progress of students with disabilities (SWD) who are also English Learners in Ellevation using ELPAC, Alternate ELPAC or Alternative Reclassification criteria throughout the year in order to increase their Reclassification rate. (*see metric 5.1)	$47,755.00	No
5.5	Community Liaison	In order to increase the participation levels of the English Learner Community, a part time community liaison will be added to each school site. The community liaison will also assist with attendance as identified under Goal 6. (*see metrics 5.1, 5.8, 5.11)	$250,000.00	Yes
5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Supplemental curriculum and materials to enhance the language acquisition program and support for English Language Learners in Dual Language Immersion (i.e. Spanish and Japanese). (*see metrics 5.1 and 5.10)	$50,000.00	Yes
5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Provide hands-on, supplemental learning opportunities for TK-5 English Learners, Foster Youth and low-income students through a language rich STEAM model that expands language rehearsal (opportunities to speak) through engaging, project-based learning opportunities that are aligned with the Next Generation Science Standards (NGSS). This goal is supported by CCAIL lab teachers. (*see metric 5.10)	$1,030,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	Tutoring	Provide enrichment, tutoring and additional programming for English Learners to expand skills, have mentoring, and coaching. (*see metrics 5.7, 5.10)	$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Reduce the chronic absenteeism and suspension rates as reflected in state and local indicators for students experiencing homelessness, foster youth and low income students by providing comprehensive support services for addressing academic, social-emotional and basic needs. (Attendance and Discipline)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students' achievement rates increase when they regularly attend school. Many students, though specifically CCUSD's English Learners, Foster Youth, and low-income students, may need comprehensive support services to increase their engagement in school which will have a positive impact upon their school attendance, discipline matters and ultimately their academics. CCUSD will focus on providing support services for students in need to address their academic, social-emotional and basic needs. As needs differ from student to student so will the targeted services for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism from the CA Dashboard	CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% All Students 35.1% Homeless	CA School Dashboard Chronic Absenteeism (K-8) 2023-2024 10.1% All Students	CA School Dashboard Chronic Absenteeism (K-8) 2024-2025 8.7% All Students	Chronic Absenteeism (K-8) 4.2% All Students 5.0% Homeless	+/- Change -- 5.5% All Students +5.8% Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21.0% Socioeconomically Disadvantaged 36.4% Foster Youth 8.4% Asian (Green) 19.3% English Learners (Orange) 20.3% - Hispanic (Orange) 23.1% Students with Disabilities (Orange) New Baseling 2023-2024 12.2% LTEL	45.5% Homeless 16.8% Socioeconomically Disadvantaged N/A Foster Youth 5.4% Asian (Green) 13.6% English Learners 13.7% - Hispanic 15.8% Students with Disabilities	40.9% Homeless 15.5% Socioeconomically Disadvantaged N/A Foster Youth 4.0% Asian (Green) 11.1% English Learners 19.4- LTEL 12.3% - Hispanic 13.5% Students with Disabilities	5.0% Socioeconomically Disadvantaged 8.0% Foster Youth 2% Asian 4% English Learners 4% LTEL 5% - Hispanic 8% Students with Disabilities	-- 5.5% Socioeconomically Disadvantaged N/A Foster Youth -- 4.4% Asian(Green) -- 8.2% English Learners +7.2% LTEL -8.0% Hispanic -9.6% Students with Disabilities
6.2	Suspension rates	Suspension rates 2022-2023 1.7% All Students 6.4% African Americans 12.2% Homeless 3.0% Socioeconomically Disadvantaged 1.4% English Learners 16.7% Foster Youth 4.2% Students with Disabilities 0.8% Two or more races 0.7% White New Baseline 2023-2024	Suspension rates 2023-2024 1.1% All Students 3.5% African Americans 10.0% Homeless 2.0% Socioeconomically Disadvantaged 1.5% English Learners N/A Foster Youth 2.1% Students with Disabilities 1.1% Two or more races 0.2% White	Suspension rates 2024-2025 1.1% All Students 2.3% African Americans 1.3% Homeless 2.0% Socioeconomically Disadvantaged 1.7% English Learners 6.2% LTEL N/A Foster Youth 1.6% Students with Disabilities 0.6% Two or more races 0.5% White	Suspension rates 0.5% All Students 3.0% African Americans 6.0% Homeless 1.5% Socioeconomically Disadvantaged 0.5% English Learners 0.5% LTEL 7.0 % Foster Youth 2.0% Students with Disabilities 0.4% Two or more races 0.3% White	+/- Change • 0.6% All Students • 4.1% African Americans -10.9% Homeless -- 1.0% Socioeconomically Disadvantaged + 0.3% English Learners +0.9% LTEL N/A Foster Youth -- 2.1% Students with Disabilities -- 0.2% Two or more races

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.7 % LTEL baseline				• 0.5% White
6.3	Middle School Drop Out Rates	CALPADS 2022-2023 0% All Students	CALPADS 2023-2024 0% All students	Ed Data 2024-2025 0% All students	0% All Students	+/- Change 0%
6.4	High School Drop Out Rates - Ed Data	High School Drop Out Rates - Ed Data 2022-2023 2.6% All students 9.1% Homeless students 2.4% Socioeconomically Disadvantaged N/A Foster Youth	High School Dropout Rates - Ed Data 2023-2024 5.3% All students 3.0% Homeless 7.0% Socioeconomically Disadvantaged N/A Foster Youth	High School Dropout Rates - Ed Data 2024-2025 2.2% All students 3.8% Homeless 2.4% Socioeconomically Disadvantaged N/A Foster Youth	Drop Out Rates - Ed Data 0.0% All students 0.0% Homeless students 0.0% Socioeconomically Disadvantaged 0.0% Foster Youth	+/- change -- 0.4% All students -- 5.3% Homeless + 0.0% Socioeconomically Disadvantaged N/A Foster Youth
6.5	Expulsion Rates	EdData 2022-2023 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged 7.7%: Foster (n=1)	EdData 2023-2024 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged N/A: Foster	EdData 2024-2025 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged N/A: Foster	Districtwide 0% Homeless: 0% Socioeconomically Disadvantaged: 0% Foster: 0.0%	+/- Change 0%: Districtwide 0%: Homeless: 0%: Socioeconomically Disadvantaged N/A: Foster
6.6	Parent/Family Engagement Rates (CHKS Survey)	2023-2024	2024-2025	2025-2026		+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent: School encourages me to be an active partner with the school in educating my child. All: 84%, ES: 92%, MS: 77%, HS: 75% Parent: Parents feel welcome to participate in this school (strongly agree/agree): All: 80%, ES: 92%, MS: 65%, HS:66% Parent: School keeps me well-informed about school activities (strongly agree/agree) All: 90%, ES: 94%, MS: 90%, HS: 82%	School encourages me to be an active partner with the school in educating my child. All: 87%, ES: 95%, MS:85%, HS: 75% Parents feel welcome to participate in this school (strongly agree/agree): All: 84%, ES: 94%, MS:57%, HS:66% School keeps me well-informed about school activities (strongly agree/agree) All: 92%, ES: 97%, MS:88%, HS: 86%	School encourages me to be an active partner with the school in educating my child. All: 90%, ES: 95%, MS:81%, HS: 74% Parents feel welcome to participate in this school (strongly agree/agree): All: 86%, ES: 93%, MS:75%, HS:62% School keeps me well-informed about school activities (strongly agree/agree) All: 93%, ES: 95%, MS:93%, HS: 86%	School encourages me to be an active partner with the school in educating my child. All: 95%, ES: 100%, MS: 95%, HS: 90% Parents feel welcome to participate in this school (strongly agree/agree): All: 95%, ES: 100%, MS: 90%, HS:90% School keeps me well-informed about school activities (strongly agree/agree) All: 95%, ES: 100%, MS: 100%, HS: 95%	School encourages me to be an active partner with the school in educating my child. All: +6%, ES:+3%, MS:+4%, HS: - 1% Parents feel welcome to participate in this school (strongly agree/agree): All: +6%, ES: +1%, MS:+10%, HS: -4% School keeps me well- informed about school activities (strongly agree/agree) All: +3%, ES: +1%, MS:+3%, HS: +4%
6.7	Parent/Family Engagement Rates (YouthTruth)	December 2023 Engagement overall average rating across questions (YouthTruth). Free and Reduced-price Lunch (FRPL)	December 2024 Engagement overall average rating across questions (YouthTruth). Free and Reduced-	December 2025 Engagement overall average rating across questions (YouthTruth). Free and Reduced-	Engagement overall average rating across questions (YouthTruth)	+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71% Overall 73% FRPL	price Lunch (FRPL) 71% ES 30% MS 40% HS no data ES FRPL no data MS FRPL no data HS FRPL	price Lunch (FRPL) 89% ES no data ES FRPL 47% MS 55% HS New baseline 48% MS FRPL 57% HS FRPL	Overall 85% FRPL: 85%	+18% ES no data ES FRPL +17% MS New baseline MS FRPL HS FRPL
6.8	Safety and School Connectedness (Parents/Families, Educators, and Students)	School Connectedness (CHKS-Families) 2023-2024 Treats all students with respect (agree/strongly agree) 88%: Overall 93%: ES 88%: MS 77%: HS Enforces school rules equally for my child and all students (agree, strongly agree) 71%: Overall 79%: ES 64%: MS 57%: HS	School Connectedness (CHKS-Families) 2024-2025 Treats all students with respect (agree/strongly agree) 89%: Overall 96%: ES 96%: MS 84%: HS Enforces school rules equally for my child and all students (agree, strongly agree) 76%: Overall 81%: ES 68%: MS 65%: HS	School Connectedness (CHKS-Families) 2025-2026 Treats all students with respect (agree/strongly agree) 92%: Overall 95%: ES 98%: MS 79%: HS Enforces school rules equally for my child and all students (agree, strongly agree) 81%: Overall 85%: ES 74%: MS 66%: HS	Treats all students with respect (agree/strongly agree) 95%: Overall 100%: ES 95%: MS 85%: HS Enforces school rules equally for my child and all students (agree, strongly agree) 85%: Overall 95%: ES 85%: MS 85%: HS	+/- change Treats all students with respect (agree/strongly agree) + 4%: Overall + 2%: ES +10%: MS + 2%: HS Enforces school rulesequally for my child and all students (agree,strongly agree) +10%: Overall + 6%: ES +10%: MS + 9%: HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Metric: School Connectedness (CHKS-Student) 77%: 5th 54%: 7th 59%: 9th: CCHS 45%: 11th: CCHS 80%: CP Metric: School Connectedness (CHKS-Staff) Adults really care about every student 91%: All 93%: ES 89%: MS: 81%: CCHS 100%: CP	Metric: School Connectedness (CHKS-Student) 79%: 5th 60%: 7th 64%: 9th: CCHS 53%: 11th: CCHS 83%: CP Metric: School Connectedness (CHKS-Staff)Adults really care about every student 92%: All 95%: ES 85%: MS: 86%: CCHS 86%: CP	Metric: School Connectedness (CHKS-Student) 79%: 5th 65%: 7th 63%: 9th: CCHS 59%: 11th: CCHS 76%: CP Metric: School Connectedness (CHKS-Staff)Adults really care about every student 89%: All 90%: ES 100%: MS: 83%: CCHS -%: CP	Metric: School Connectedness (CHKS-Staff) Adults really care about every student 95%: Overall 100%: ES 95%: MS 85%: HS	Metric: School Connectedness (CHKS-Student) + 2%: 5th +11%: 7th + 4%: 9th: + 14% 11th CCHS -- 4% CP Metric: School Connectedness (CHKS- Staff) Adults really care about every student --2%: All --3%: ES +11%: MS: + 2%: CCHS N/A: CP
6.9	SART and SARB Meetings	2023-2024 0%	2024-2025 18% (76 meetings)	2025-2026 0%	Chronic Absenteeism data for English Learners, Foster Youth and Low Income students 80% of Attendance Plan SART & SARB meetings held	+/- Change 0% meeting held

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.10	Attendance Rates - AERIES end of April	2023-2024 95.0% - Overall 95.0% - Elementary 95.8% - Middle School 94.5% - High School 94.5% - Hispanic 95.0% - Black/African-American 95.6% - English Learners 94.1% - Socioeconomically Disadvantaged 94.6% - Foster Youth 88.9% - Homeless	2024-2025 95.3% - Overall 95.3% - Elementary 95.7% - Middle School 95.2% - High School 94.8% - Hispanic 95.0% - Black/African-American 95.0% - English Learners 94.5% - Socioeconomically Disadvantaged 93.2% - Foster Youth 92.4% - Homeless	As of January 95.9% - Overall 96.0% - Elementary 96.3% - Middle School 95.5% - High School 95.5% - Hispanic 95.1% - Black/African-American 95.7% - English Learners 95.0% - Socioeconomically Disadvantaged 95.4% - Foster Youth 90.9% - Homeless	 100% - Overall 100% - Elementary 100% - Middle School 100% - High School 100% - Hispanic 100% - Black/African-American 100% - English Learners 100% - Socioeconomically Disadvantaged 100% - Foster Youth	+/- Change +0.9 % - Overall +1.0% - Elementary +0.5% - Middle School +1.0% - High School +1.0% - Hispanic +0.1% - Black/African-American +0.1% - English Learners +0.9% - Socioeconomically Disadvantaged +0.8%- Foster Youth +2.0% - Homeless
6.11	Parentsquare Access Rate for EL families	Parentsquare Reports not measured	N/A	Parentsquare Reports not measured - Metric Discontinued	50% - English Learner Family Access to Parentsquare	Metric Discontinued

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.

CCUSD fully implemented six of the seven identified actions for Goal 6 during the 2025–2026 school year. Action 6.4 was partially implemented because school sites held Student Attendance Review Team meetings when attendance concerns required additional

intervention, but no Student Attendance Review Board meetings were held at the district level. Goal 6 focused on reducing chronic absenteeism and suspension rates for students experiencing homelessness, Foster Youth, and low-income students. Through attendance monitoring, family communication, re-entry supports, SART processes, counseling, case management, and regular data review, CCUSD worked to address academic, social-emotional, and basic needs that may affect student attendance, engagement, and access to instruction.

6.1 CCUSD continued to monitor and respond to chronic absenteeism through attendance notifications, school-based follow-up, and family outreach. During the 2025–2026 school year, the District maintained attendance monitoring practices to identify students demonstrating chronic absentism and connect families with appropriate support. After a student's third absence, school personnel contacted parents or guardians to share attendance information and better understand the reason for the absences. When a student reached six absences, school personnel held a conference to discuss concerns, identify barriers, and determine next steps. To improve cost efficiency, CCUSD plans to transition to a different attendance monitoring and notification provider beginning in the 2026–2027 school year. (Metric 6.1)
6.2 Schools utilized re-entry meetings following suspensions to better understand root causes and identify appropriate interventions. These meetings supported students in returning to school successfully, reducing repeated suspensions, and addressing behavioral concerns through support rather than exclusion alone. (Metric 6.2)6.3 CCUSD 6.3 expanded the use of ParentSquare to strengthen communication with families, including English Learner and low-income families. The platform's translation features supported multilingual communication. In 2026-2027, ParentSquare will also be used to share attendance-related letters, notifications, and updates with families. (Metrics 6.6, 6.11)
6.4 was partially implemented. With guidance from School and Family Support Services, school sites held Student Attendance Review Team meetings when students required attendance plans and additional school-based intervention. However, no cases progressed to district-level Student Attendance Review Board meetings during the 2025–2026 school year. Moving forward, the District will strengthen documentation and monitoring of site-level SART meetings and clarify the criteria and referral process for cases requiring SARB intervention. A dedicated person was not hired, but the action was carried out nonethe less. (Metric 6.9)
6.5 School and Family Support Services coordinated wraparound supports with staff at elementary and secondary schools. Additional counselors and case managers provided services such as empathy interviews, student check-ins, counseling support, and family connections to help address the underlying factors affecting attendance, behavior, and school engagement. (Metric 6.6)
6.6 CCUSD provided four districtwide mental health counselors to support care management and connect students and families with aligned resources through School and Family Support Services. In addition, two elementary Family Centers supported elementary school communities with services from a Licensed Clinical Social Worker. These supports helped address student mental health, family needs, and barriers to consistent school participation. (Metrics 6.1, 6.2, 6.6)
6.7 CCUSD continued to implement a regular data review process to evaluate site practices and procedures related to discipline and suspensions. This process focuses on reducing disproportionate out-of-school suspensions among students experiencing homelessness, Foster Youth, and low-income students. Data review supports site-level adjustments, more consistent intervention practices, and continued efforts to reduce repeated suspensions and lost instructional time. (Metric 6.2)

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.

For Action 6.5, CCUSD the budgeted amount was for personnel underestimated salary and benefits.
For Action 6.4, CCUSD overbudgeted personnel costs due to dedicated personnel to carry out this action was not hired.

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

Attendance Monitoring, Communication, and Chronic Absenteeism
Actions 6.1, 6.3, and 6.4 supported the District's efforts to reduce chronic absenteeism through attendance monitoring, family communication, ParentSquare, and SART/SARB processes. These actions were moderately effective, as overall chronic absenteeism and attendance rates improved across several student groups. Chronic absenteeism decreased from 14.2% for all students in 2022–2023 to 8.7% in 2024–2025. Socioeconomically disadvantaged students also improved, decreasing from 21.0% to 15.5%. English Learners decreased from 19.3% to 11.1%, Hispanic students decreased from 20.3% to 12.3%, and students with disabilities decreased from 23.1% to 12.8%. Educational partners requested clearer communication and procedures regarding the use of independent study, when appropriate, as a way for students with disabilities to remain engaged in learning and reduce the instructional impact of absences.
Action 6.1: Attendance Monitoring and Notification System was effective in supporting overall attendance improvement. Expenditures increased this year due to purchasing additional attendance monitoring platform called Attendance Plus. Aeries attendance data showed positive movement. Overall attendance increased from 95.0% in 2023–2024 to 95.9% as of January 2025–2026. Attendance also improved for socioeconomically disadvantaged students, increasing from 94.1% to 95.0%, and for Foster Youth, increasing from 94.6% to 95.4%. Attendance for students experiencing homelessness also increased from 88.9% to 90.9%. These gains are important because even modest improvements in attendance translate into increased instructional time and access to academic, behavioral, and social-emotional supports. Academic data reinforcse the need to continue pairing attendance supports with targeted academic and wraparound services. On the 2024–2025 CAASPP, 44.53% of low-income students met or exceeded standard in ELA, compared with 65.25% districtwide; 29.13% of low-income students met or exceeded standard in math, compared with 53.55% districtwide; and 27.50% of low-income students met or exceeded standard in science, compared with 47.94% districtwide. The CA School Dashboard also shows that low-income students remain below standard in both ELA and math, with 2025 Distance from Standard results of -18.1 in ELA and -62.7 in math. These results suggest that improving attendance is necessary, but not sufficient, and that attendance outreach must continue to be connected to academic monitoring, intervention, and family support. Chronic absenteeism remains a significant challenge for students experiencing homelessness. Although the rate decreased from 45.5% in 2023–2024 to 40.9% in 2024–2025, it remains far above the District's target and indicates the need for more intensive barrier removal and wraparound support. LTEL chronic absenteeism also increased from 12.2% in 2023–2024 to 19.4% in 2024–2025, suggesting a need to coordinate attendance support with academic, language development, student connectedness, and engagement strategies. Foster Youth chronic absenteeism and CAASPP results were not reported in the most recent Dashboard/CAASPP data due to small student group size; however, Aeries attendance data should continue to be monitored locally because Foster Youth attendance improved from 94.6% in 2023–2024 to 95.4% as of January 2025–2026.
Action 6.3: ParentSquare Communication was effective in supporting consistent and multilingual communication with families, including English Learner and low-income families. Family engagement data show improved communication and partnership overall. Families who reported that schools encouraged them to be active partners increased from 84% in 2023–2024 to 90% in 2025–2026, families who reported feeling welcome to participate increased from 80% to 86%, and families who reported that schools kept them well-informed about school activities increased from 90% to 93%.
Attendance and chronic absenteeism data provide additional evidence of improved engagement among English Learners and low-income students. English Learner attendance increased from 95.6% in 2023–2024 to 95.7% as of January 2025–2026, while attendance for socioeconomically disadvantaged students increased from 94.1% to 95.0%. Chronic absenteeism also decreased from 19.3% at baseline to 11.1% for English Learners and from 21.0% to 15.5% for socioeconomically disadvantaged students. These results suggest that ParentSquare and related family outreach structures are supporting stronger family communication and more consistent student attendance. However, ParentSquare access rates for English Learner families were not measured, and chronic absenteeism remains above the District's

targets for both student groups. Continued implementation should focus on monitoring family access to ParentSquare, providing multilingual attendance notifications, and strengthening targeted outreach to families experiencing barriers to regular attendance.
Action 6.4: SART/SARB Attendance Meetings was partially effective. School sites held SART meetings to identify attendance barriers, develop attendance plans, and provide school-based interventions for students with attendance concerns. However, no district-level SARB meetings were held during the 2025–2026 school year. Although site-level SART processes provided support to students and families, the District did not fully implement the complete continuum of attendance intervention represented by the action. Moving forward, CCUSD will strengthen centralized tracking of SART meetings, monitor the implementation and outcomes of attendance plans, and clarify when students should be referred for district-level SARB intervention.

Suspension Reduction, and Alternatives to Exclusionary Discipline
Actions 6.2 and 6.7 supported the District's efforts to reduce suspensions, identify root causes, and adjust site practices through re-entry meetings and regular discipline data reviews. These actions were moderately effective, with substantial reductions in suspension rates for several student groups. However, suspension rates for English Learners and LTELs increased, indicating the need for continued targeted support.
Action 6.2: Re-Entry Meetings After Suspension was effective in supporting reductions in exclusionary discipline overall. The suspension rate for all students decreased from 1.7% in 2022–2023 to 1.1% in 2024–2025. Suspension rates also decreased for African American students from 6.4% to 2.3%, students experiencing homelessness from 12.2% to 1.3%, socioeconomically disadvantaged students from 3.0% to 2.0%, and students with disabilities from 4.2% to 2.1%. High school expulsion rates remained at 0% districtwide, including for students experiencing homelessness and socioeconomically disadvantaged students. These results suggest that re-entry meetings, restorative practices, PBIS, and alternatives to suspension are helping reduce exclusionary discipline and preserve instructional time for several student groups.
Action 6.7: Discipline Data Reviews and Site Practice Adjustments was partially effective. Regular data reviews helped the District monitor suspension patterns and identify student groups needing additional support. However, English Learner suspension rates increased from 1.4% in 2022–2023 to 1.7% in 2024–2025, and LTEL suspension rates increased from 5.7% in 2023–2024 to 6.6% in 2024–2025. These increases suggest an opportunity to strengthen how discipline responses are connected to language development, academic support, and belonging, particularly for English Learners and Long-Term English Learners. The data shows that discipline outcomes are improving overall, but not evenly for all student groups. The next step is to continue reviewing suspension data by student group, school, and repeated incidents to determine where additional coaching, counseling, re-entry protocols, restorative responses, or student support plans are needed.

Enhancing Mental Health and Counseling Supports (Actions 6.5 and 6.6)
Actions 6.5 and 6.6 supported wraparound services, case management, counseling, family resource connection, and school connectedness. These actions were moderately effective, particularly in improving attendance, connectedness, and family partnership indicators. However, the data also show that students with multiple intersecting needs require more predictable and trackable systems of support.
Action 6.5: Wraparound Services and Case Management was effective in supporting student and family engagement and addressing barriers to attendance. School and Family Support Services coordinated wraparound supports with school staff, including student check-ins, counseling support, case management, and connections to family resources. Attendance and chronic absenteeism data show improvement for English Learners and low-income students. English Learner attendance increased from 95.6% in 2023–2024 to 95.7% as of January 2025–2026, while chronic absenteeism decreased from 19.3% at baseline to 11.1% in 2024–2025. Attendance for socioeconomically disadvantaged students increased from 94.1% to 95.0%, and chronic absenteeism decreased from 21.0% to 15.5%. Foster Youth attendance also increased from 94.6% to 95.4%; however, current chronic absenteeism data were not available for Foster Youth.

Suspension data provide mixed evidence of effectiveness. The suspension rate for socioeconomically disadvantaged students decreased from 3.0% to 2.0%, while the English Learner suspension rate increased from 1.4% to 1.7%. Foster Youth suspension data were unavailable for the two most recent years, limiting the District's ability to evaluate the action's discipline outcomes for this student group. Family engagement and school connectedness data provide additional evidence of progress, including increases in the percentage of families reporting that schools encourage active partnership, make families feel welcome, keep families informed, treat students with respect, and enforce rules equally. These results suggest that wraparound services and case management are contributing to improved attendance, engagement, and reduced suspensions for low-income students, while continued targeted support and closer outcome monitoring are needed for English Learners and Foster Youth.
Action 6.6: Mental Health Counselors and Family Centers was partially effective in strengthening care management, connecting families with resources, and addressing social-emotional barriers to attendance and school participation. The District provided four mental health counselors districtwide and two elementary Family Centers with Licensed Clinical Social Worker support. Attendance improved for the student groups identified for this action. English Learner attendance increased from 95.6% in 2023–2024 to 95.7% as of January 2025–2026, socioeconomically disadvantaged student attendance increased from 94.1% to 95.0%, and Foster Youth attendance increased from 94.6% to 95.4%. Chronic absenteeism also decreased substantially for English Learners, from 19.3% at baseline to 11.1%, and for socioeconomically disadvantaged students, from 21.0% to 15.5%. However, current Foster Youth chronic absenteeism data were unavailable. Discipline outcomes were also mixed. Suspensions decreased from 3.0% to 2.0% for socioeconomically disadvantaged students but increased from 1.4% to 1.7% for English Learners, and recent Foster Youth suspension data were unavailable. These outcomes suggest that coordinated mental health and Family Center supports may be helping improve attendance and reduce barriers for several students, but the action has not yet demonstrated consistent effectiveness across all student groups. Continued implementation should strengthen referral and follow-up systems, monitor access and outcomes by student group, and align mental health services, case management, attendance intervention, and family communication. LCAP Committee partners also identified potential leading indicators, including the percentage of families contacted after the third or sixth absence, the percentage of students with a documented barrier and matched support, and the percentage of attendance intervention plans reviewed within 30 days.

Persistence, Dropout Prevention, and Long-Term Student Engagement
Goal 6 also includes dropout and expulsion indicators that reflect whether students remain connected to school over time. These indicators show generally positive results. Middle school dropout rates remained at 0% for all students from 2022–2023 through 2024–2025. High school dropout rates decreased from 5.3% in 2023–2024 to 2.2% in 2024–2025. The dropout rate for students experiencing homelessness decreased from 9.1% at baseline to 3.8% in 2024–2025, and the rate for socioeconomically disadvantaged students returned to 2.4%, the same as baseline. High school expulsion rates remained at 0% districtwide. These outcomes suggest that CCUSD is maintaining strong systems for student persistence and school completion, while continuing to monitor student groups most at risk of disengagement. For low-income students, CAASPP and Dashboard academic data show that school engagement, attendance, and persistence supports must remain closely connected to academic intervention. For Foster Youth, state-level data are limited due to small student group size, making local monitoring of attendance, engagement, credit progress, and individualized support especially important.

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 6.2: Expenditure increased this year due to purchasing attendance monitoring platform.

Action 6.6: This action has changed due to staffing updates.
Metric 6.1 and 6.2: New baseline for LTEL student group.
Metric 6.5: The expulsion rate is reflective of the entire district
Metric 6.11: Discontinued

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
6.1	Communication and monitoring system to reduce chronic absenteeism	Site administration and support staff will call students who currently demonstrate chronic absenteeism will have school personnel reach out to (call, send an email) the parent/guardian in order to determine why the student is absent after the student's 3rd missed day of school in the year and inform them of the number of days missed. If the student continues to miss school and accumulates 6 absences, a conference with school personnel will be held. (*See metric 6.1) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: CCMS: ELs; El Rincon: ELs; Farragut: Hispanic and low-income; La Ballona: Asian and SWD). (see metric 6.1)	$17,985.00	No
6.2	Empathy Interviews	Re-entry meetings after each suspension to capture root causes and provide interventions to reduce chronic suspensions. (*see metric 6.2) (Action addresses the following Suspension Rates on the California Dashboard Student Group REDs: District-wide: AA and Homeless; CCMS: AA, Homeless, SWD; and CCHS: Homeless).	$19,000.00	No
6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	Expand the use of Parent Square to communicate with families of English Learners and low income families. This app is a universal app that supports language justice through communication in multiple languages (*see metric 6.2) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: ELs at CCMS, SWD at CCMS, ELs at El Rincon, Hispanic at Farragut, Asian at La Ballona, and SWD at La Ballona). (*see metrics 6.6, 6.11)	$40,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.4	Communication about Attendance	Through guidance from School Family and Support Services hold attendance meetings Student Attendance Review Team (SART) / Student Attendance Review Board (SARB) when an attendance plan for support is needed. (*see metric 6.9) (Action addresses the following Chronic Absenteeism Rates on the California Dashboard Student Group REDs: ELs at CCMS, SWD at CCMS, ELs at El Rincon, Hispanic at Farragut, Asian at La Ballona, and SWD at La Ballona). (*see metric 6.9)	$3,900.00	No
6.5	Counseling	SFSS will continue to coordinate wrap around services with staff at each elementary school and secondary by providing additional counselors and case managers; such as: empathy interviews, check-ins, and counseling support. (*see metric 6.6)	$1,352,784.00	Yes
6.6	Mental Health Counseling	Provide four mental health counselors district-wide to support care management and align family resources through School Family Support Services. (*see metric 6.1; 6.2; 6.6)	$1,056,168.00	Yes
6.7	Out of School Suspension Data Review	Implement a systemic data review process to evaluate and make adjustments to site practices and procedures specifically eliminating disproportionate out of school suspension among students experiencing homelessness, foster youth and low income students to reduce chronic suspensions. (*see metric 6.2)	$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027, increase progress monitoring transparency and support for Black/African American students by enhancing socio-emotional care and attention. This will create conditions conducive to attaining high levels of academic achievement through the following strategies: • Increase academic achievement levels among Black/African American students by meeting and/or exceeding grade-level standards as determined by state proficiency levels. • Improve the sense of connection to the school and district community among Black/African American students, as evidenced by positive responses and increased participation rates on climate surveys. • Decrease suspension, expulsion and chronic absenteeism rates for Black/African American students by implementing proactive and alternative means of support. (Black Student Achievement Plan)	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CCUSD's Black Student Achievement Plan provides a specific focus on its Black/African-American students based on. As the third largest racial group in the district, overall Black/African-American students are not achieving at the same rates as other racial groups – in meeting and/or exceeding grade-level standards and state proficiency levels. While providing an improved sense of connectedness to school for the Black/African-American students and through the implementation of proactive and alternative means of support, CCUSD will work towards decreasing suspension, expulsion and chronic absenteeism while increasing academic achievement and access for Black/African-American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	A-G Enrollment - Black/African American students	DataQuest 2022-2023 72% All students met A-G requirements	DataQuest 2023-2024	DataQuest 2024-2025	98% of Black/African American students	+/- Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68% AA students met A-G requirements	70% All students met A-G requirements 69% AA students met A-G requirements	67% All students met A-G requirements 61% AA students met A-G requirements	will meet A-G requirements	-- 5% All students met A-G requirements -- 7% AA students met A-G requirements
7.2	Suspension rates for Students with Disabilities (SWD) who are Black/AA students (CDE has identified as disproportionality)	DataQuest and CALPADS 2022-2023 1.7% All students 43.0% of all unduplicated suspensions were AA 31.0% of all AA students suspended were SWD	DataQuest and CALPADS 2023-2024 2.2% All students 34.7.% of all unduplicated suspensions were AA 9.3% of all AA students suspended were SWD	DataQuest and CALPADS 2024-2025 1.1% All students 21.9% of all unduplicated suspensions were AA 5.5% of all AA students suspended were SWD	10% of all unduplicated suspensions - African American	+/- Change -- 0.6% all students -- 21.1% African American unduplicated -- 25.5% African American
7.3	AP courses enrollment - Percentage of Black/African American students	2023-2024 40% AA students enrolled in AP courses (Semester 1 AERIES)	2024-2025 46% AA students enrolled in AP courses (Semester 1 AERIES)	2025-2026 49% AA students enrolled in AP courses (Semester 1 AERIES)	55% of Black/African American students enrolled in AP courses.	+/- Change +9% AA students enrolled in AP courses (Semester 1 AERIES)
7.4	College and Career Readiness - Percentage of African American students	CA School Dashboard 2022-2023 62% all students 44% of African American students	CA School Dashboard 2023-2024 63% all students 49% of African American students	CA School Dashboard 2024-2025 68% all students 56% of African American students	75% of African American students who qualify as College and Career Ready on	+/- Change + 6% all students +12% of African American students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CA School Dashboard	
7.5	CTE Pathway Completion - Percentage of African American students	CA School Dashboard 2022-2023 36.0% all students 25.0% of African American students	CA School Dashboard 2023-2024 27.5% all students 25.0% of African American students	CA School Dashboard 2024-2025 27.3% all students 14.0% of African American students	51% of African American students a CTE Pathway Completion	+/- Change -- 8.7% all students -- 11.0% of African American students
7.6	State Seal of Biliteracy - Percentage of African American graduate students earning Seal	DataQuest 2022-2023 33% All students 9% of African American students	DataQuest 2023-2024 30% All students 11% African American students	DataQuest 2024-2025 38% All students 4% African American students	39% of African Americans earning Seal of Biliteracy	+/- Change + 5% All Students • 5% African American students
7.7	AP Exams with a score of 3 or higher - Percentage of African American students (meet prepared cohort)	DataQuest 2023 55% All students 33% of African American students (meet/prepared cohort)	DataQuest 2024 61% All students 36% of African American students (meet/prepared cohort)	DataQuest 2025 72% All students 52% of African American students (meet/prepared cohort)	63% of African Americans scoring 3 or higher on AP Exams	+/- Change +17% All students +19% of African American students (meet/prepared cohort)
7.8	CAASPP ELA, Math and Science - Percentage of Black or African American students meeting or exceeding standard on	CAASPP 2022-2023: Met or Exceeded ELA 64.41% All Students	CAASPP 2023-2024: Met or Exceeded ELA	CAASPP 2024-2025: Met or Exceeded ELA	CAASPP - Black or African American ELA	+/- Change ELA -2.16% All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46.05% Black or African American Math 50.76% All Students 24.60% Black or African American Science 43.70% All students 14.16% Black or African American	63.11% All Students 47.04% Black or African American Math 51.2% All Students 28.65% Black or African American Science 46.04% All students 27.61% Black or African American	62.25% All Students 45.71% Black or African American Math 53.55% All Students 26.31% Black or African American Science 47.94% All students 23.92% Black or African American	61.29% Met or Exceeded standard Math 40.60% Met or Exceeded standard Science 27.65% Met or Exceeded standard	-0.34% Black or African American Math +2.79% All Students +1.71 Black or African American Science +4.24 % All students +9.76% Black or African American
7.9	Summer learning opportunities - Percentage of attendance	New baseline for 2024-2025 21% Black/African American students participated in summer learning	N/A	2025-2026 20% Black/African American students participated in summer learning	75% of African Americans identified for additional support	+/- Change -- 1%
7.10	Graduation Rate - Percentage of African American students	DataQuest - 2022-2023 95.3% All students 93.3% African American students	DataQuest 2023-2024 93.6% All students 87.8% African American students	DataQuest 2024-2025 97.2% All students 97.8% African American students	96% Graduation rates for African American students	+/- Change DataQuest +1.9% All students +4.5%African American students
7.11	CA School Dashboard Distance from Standard ELA and Math	CA School Dashboard 2023 - Distance from Standard	CA School Dashboard 2024 - Distance from Standard	CA School Dashboard 2025 - Distance from Standard	CA School Dashboard - African American	+/- Change ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA + 33.5 distance from standard - All students -- 8.7 distance from standard - African American Math -- 5.3 distance from standard - All students -- 72.1 distance from standard - African American CA School Dashboard 2024 - Distance from Standard Science -- 5.1 distance from standard - All students -- 15.5 distance from standard - African American	ELA + 29.3 distance from standard - All students -- 11.6 distance from standard - African American Math -- 6.5 distance from standard - All students --67.8 distance from standard - African American	ELA + 34.3 distance from standard - All students -- 18.9 distance from standard - African American Math 0.1 distance from standard - All students -- 72.0) distance from standard - African American Science 60.9 science points - All students 48.1 science points - African American	ELA 25.0 distance from standard Math 0.0 points below standard Science 0.5 distance from standard	+ 0.8 distance from standard - All students -- 10.2 distance from standard - African American Math +5.4 distance from standard - All students -- 0.1 distance from standard - African American Science New baseline - All students New baseline - African American

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.

CCUSD fully implemented six of the seven identified actions for Goal 7 during the 2025–2026 school year. These actions were implemented and funded through a combination of the Anti-Bias Grant and school site SPSAs, supporting both districtwide and site-based efforts aligned to Goal 7. Action 7.4, Amplify Student Voice, was partially implemented, as the planned student recognition structure was not carried out as originally envisioned. Overall, the District continued to focus on increasing progress monitoring, transparency, and targeted support for Black/African American students, with particular attention to academic achievement, school connectedness, attendance, graduation, and discipline outcomes. Goal 7 was carried out through academic supports, counseling services, progress monitoring, access to advanced coursework, and alternatives to exclusionary discipline. A significant success during implementation was that CCUSD learned in March 2026 that the District exited disproportionality for Black/African American students with disabilities. Moving forward, the District will continue to strengthen implementation by consistently recognizing student voice, expanding proactive supports, and sustaining reductions in suspensions and lost instructional time.

7.1 CCUSD continued efforts to reduce disproportionate suspensions of Black/African American students with IEPs. When a student with an IEP was suspended, IEP teams reviewed the student's Behavior Intervention Plan, when applicable, to determine whether the plan addressed the behavior connected to the suspension. If a student did not have a Behavior Intervention Plan, the IEP team considered whether additional behavioral supports, services, or a new plan were needed. A major success of this work was that CCUSD learned in March 2026 that it had exited disproportionality for Black/African American students with disabilities. Sustaining this progress remains an important area of focus. (Metric 7.2)

7.2 During the 2025-2026 school year, CCUSD provided summer learning opportunities for elementary students, including Summer Literacy Camp and Summer Math Camp, as well as bootcamp opportunities designed to help students prepare for Advanced Placement coursework. These programs supported academic readiness, skill development, and expanded access to enrichment and advanced learning opportunities. (Metric 7.9)

7.3 Counselors supported students with academic planning, course scheduling, A–G completion, Advanced Placement enrollment, and exploration of college and career pathways. Counselors monitored students' progress toward college and career readiness indicators and provided individualized advising intended to address barriers to rigorous coursework, pathway participation, and postsecondary readiness. (Metric 7.4)

7.4 This action was partially implemented during the 2025–2026 school year. Moving forward, the District will need to revisit how student voice, achievement, leadership, and belonging are recognized in a consistent and meaningful way. (Metrics 7.4, 7.6)

7.5 Black/African American graduation rates and overall District graduation rates improved; however, the District continues to recognize the need for ongoing support and monitoring. Counselors reviewed academic data, monitored progress toward graduation, and provided individualized support as needed to help students remain on track. This action reflects both an area of progress and an area requiring continued attention to ensure gains are sustained and gaps continue to narrow. (Metric 7.10)

7.6 CCUSD implemented regular data review processes, including case-by-case review of discipline data, to support adjustments to site practices and procedures. This work focused on reducing disproportionality in out-of-school suspensions among Black/African American students, decreasing repeated suspensions for individual students, and reducing the number of instructional days lost due to exclusionary discipline. Continued monitoring helped schools identify patterns and respond with more targeted supports. (Metric 7.2)

7.7 CCUSD continued to expand programs and practices focused on conflict resolution, restorative justice, cultural understanding, Positive Behavioral Interventions and Supports, and other alternatives to suspension. These efforts were designed to reduce disproportionality in school discipline for Black/African American students by emphasizing prevention, relationship-building, and supportive responses to student behavior. Continued implementation will be important to sustain discipline improvements and strengthen students' sense of belonging and connection to school. (Metric 7.2)

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.

No material difference.

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

Reducing Disproportionality in Discipline and Promoting School Climate
Actions 7.1, 7.6, and 7.7 supported CCUSD's efforts to reduce disproportionality in discipline and strengthen school climate for Black/African American students. These actions were effective overall, particularly in reducing the percentage of unduplicated suspensions involving African American students and African American students with disabilities.
Action 7.1: Improve School Climate was effective. CCUSD continued implementing the IEP review process for Black/African American students with disabilities who received suspensions. This included reviewing the student's Behavior Intervention Plan, when applicable, and convening the IEP team to determine whether additional supports, services, or behavior planning were needed. The data show continued improvement in disproportionality indicators. In 2022–2023, African American students represented 43.0% of all unduplicated suspensions; by 2024–2025, this decreased to 21.9%. The percentage of suspended African American students who were students with disabilities also decreased from 31.0% in 2022–2023 to 5.5% in 2024–2025. These outcomes suggest that targeted IEP review, behavior support planning, and closer monitoring contributed to a meaningful reduction in disproportionality.
Action 7.6: Decrease Disproportionate Suspensions was effective. CCUSD continued reviewing discipline data and current student supports to make adjustments to site practices and procedures. The decline in the percentage of unduplicated suspensions involving African American students suggests that the District's progress monitoring, case-by-case review, and site-level interventions are moving in the right direction. While continued monitoring is needed, this represents a meaningful shift in conditions for learning and reflects progress toward reducing disproportionate exclusionary discipline.
Action 7.7 Enhance and Broaden Support Initiatives was partially effective. Schools continued to implement and expand supports focused on conflict resolution, restorative practices, cultural understanding, positive behavior support, and alternatives to suspension. The reduction in disproportionality suggests that these approaches are contributing to improved student support systems. Additionally, educational partner feedback reinforced the importance of continuing to address disproportionality and enhance social-emotional supports. This feedback indicates a need for the District to strengthen the consistent implementation of restorative and culturally responsive practices across school sites.

Expanding Learning Opportunities and Student Voice
Action 7.2: Extended Learning Time was partially effective. Summer learning opportunities, including Summer Literacy Camp, Summer Math Camp, and AP Bootcamps, continued to provide enrichment and academic support for Black/African American students. Participation remained generally stable, with 21% of Black/African American students participating in summer learning in 2024–2025 and 20%

participating in 2025–2026. Although this is slightly lower than the prior year and remains below the 75% target, the action continues to provide an important foundation for academic support, enrichment, and preparation for rigorous coursework.
Academic achievement data reinforce the need to strengthen outreach, accessibility, and alignment between extended learning opportunities and student needs. On the 2024–2025 CAASPP, Black/African American students met or exceeded standard at lower rates than all students in ELA, math, and science. In ELA, 45.71% of Black/African American students met or exceeded standard compared with 62.25% of all students. In math, 26.31% of Black/African American students met or exceeded standard compared with 53.55% of all students. In science, 23.92% of Black/African American students met or exceeded standard compared with 47.94% of all students. These results indicate that summer learning and extended learning should continue to be used as targeted opportunities for academic acceleration, intervention, and preparation for advanced coursework.
Local i-Ready data show modest improvement and also support the need for continued academic acceleration and earlier intervention. In 2025–2026, Black/African American students improved slightly in both reading and math. In i-Ready Reading, Black/African American students increased from 43% at or above grade level in 2024–2025 to 45% in 2025–2026. In i-Ready Math, Black/African American students increased from 30% to 32%. These increases are positive, but the results remain below the overall District outcomes of 60% in reading and 53% in math. This suggests that extended learning should be more intentionally connected to local diagnostic data, with priority outreach to Black/African American students who would benefit from additional instructional time, targeted support, and academic confidence-building.
Action 7.4: Amplify Student Voice was partially effective. The District continued to prioritize student voice, recognition, and visibility for Black/African American students; however, the planned structure to recognize Black/African American students at every level was not fully implemented as originally envisioned. Survey feedback suggests that awareness and communication about the Black Student Achievement Plan can be strengthened. While the most common survey rating for Goal 7 was “Good,” there was also a high number of “Don’t know/No opinion” responses, indicating that families may not always know what supports are available, how students are being recognized, or how the District is implementing this work. Seal of Biliteracy data also points to a need for more targeted outreach, student voice, and recognition. The percentage of African American graduates earning the Seal of Biliteracy decreased from 9% in 2022–2023 to 4% in 2024–2025, while the percentage of all students earning the Seal increased from 33% to 38%. This suggests a need to ensure Black/African American students are aware of and supported in accessing multilingual recognition opportunities. Moving forward, this action should focus on making recognition more systematic, increasing student and family awareness of available opportunities, and ensuring that Black/African American students see their identities, strengths, leadership, and accomplishments reflected across the District.

Improving College and Career Readiness and Graduation Outcomes
Action 7.3: College and Career Readiness was partially to moderately effective. The strongest evidence of progress is in AP access, AP exam performance, and College/Career Indicator outcomes. AP course enrollment among Black/African American students increased from 40% in 2023–2024 to 49% in 2025–2026, moving toward the 55% target. AP exam performance also improved significantly, with the percentage of African American students earning a score of 3 or higher increasing from 33% in 2023 to 52% in 2025. These outcomes suggest that more Black/African American students are accessing and succeeding in rigorous coursework. College and career readiness also improved. The percentage of African American students identified as prepared on the College/Career Indicator increased from 44% in 2022–2023 to 56% in 2024–2025, a 12 percentage point increase. The overall District rate also increased from 62% to 68%. Education partner feedback noted that increases in AP testing and scores are positive and that culturally inclusive courses, such as AP African American Studies, may contribute to increased AP enrollment and engagement. This suggests that rigorous coursework may be especially powerful when students see their histories, identities, and communities reflected in the curriculum. A–G completion rates warrant continued monitoring, particularly to ensure that students who intend to pursue a UC or CSU pathway receive the guidance and support needed to complete all required coursework. The percentage of Black/African American students meeting A–G requirements decreased from 68% in

2022–2023 to 61% in 2024–2025. CTE pathway completion also decreased, from 25% at baseline to 14% in 2024–2025. Consistent with the Goal 4 analysis, CTE pathway completion should be interpreted carefully because students may be exploring career-connected courses without intending to complete a full pathway, and structural factors such as elective space, scheduling conflicts, course sequencing, or competing advanced coursework may affect completion. However, the decline still indicates a need for more intentional advising, course planning, and progress monitoring for Black/African American students. Academic achievement data show mixed results and persistent opportunity gaps. In CAASPP math, the percentage of Black/African American students meeting or exceeding standard increased from 24.60% in 2022–2023 to 26.31% in 2024–2025. Science increased from 14.16% to 23.92%, while ELA decreased slightly from 46.05% to 45.71%. Distance from Standard data show that African American students remain below standard in both ELA and math, with ELA declining from 8.7 points below standard in 2023 to 18.9 points below standard in 2025, and math remaining essentially flat at approximately 72 points below standard. These data suggest that while AP access, AP performance, and college/career readiness are improving, continued attention is needed to strengthen academic preparation, standards-aligned instruction, and intervention before students reach key college and career readiness milestones. Local i-Ready data provide a similar pattern. Black/African American students showed modest improvement in reading and math, increasing from 43% to 45% at or above grade level in reading and from 30% to 32% at or above grade level in math. However, these outcomes remain below overall District performance and indicate the need for more consistent progress monitoring, academic intervention, and instructional response. This includes building shared understanding of the instructional practices that most effectively support Black/African American students' access to grade-level standards, academic confidence, and success.
Action 7.5: was effective in supporting Black/African American students' progress toward graduation. The graduation rate for Black/African American students increased from 93.3% in 2022–2023 to 97.8% in 2024–2025, exceeding the District's 96% target and surpassing the overall District graduation rate of 97.2%.

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 7.10: Added years to all the columns
Metric 7.11: Science data was added to this metric. Science is not distance from standard. Science is information purposes only.

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
7.1	Improve School Climate	Reduce disproportionate suspensions of Black/African American students with IEPs. The IEP team shall review the student's behavior intervention plan to make sure it addresses the current behavior for which the student has been suspended. If the student does not have a behavior intervention plan, the team will convene an IEP meeting to discuss behavior and	$176,000.00	No

Action #	Title	Description	Total Funds	Contributing
		determine if a BIP needs to be written or if other supports and/or services are required. (*see metric 7.2)		
7.2	Extended Learning Time	Summer opportunities for elementary students (Summer Lit Camp and Summer Math Camp) and bootcamps to prepare for Advanced Placement (AP) courses will be offered. (*see metric 7.9)	$12,300.00	No
7.3	College and Career Readiness	Academic Relevance, Rigor and Support for scheduling, accessing, and enrolling in A-G and Advanced Placement courses to ensure when students enroll in courses that they have the needed support to be successful. (Examples of preparedness: CTE Completion, Seal of Biliteracy, AP Exams - score of 3 or higher, and CAASPP Test in 11th grade) (*see metric 7.4)	$58,000.00	No
7.4	Amplify Student Voice	Award Black/African American students at every level. (*see metric 7.4, 7.6)	$350.00	No
7.5	Graduation Rates	Close the gap between Black/African American graduation rates and district graduation rates. Counselors to review academic data and provide support as needed. (see metric 7.10)	$57,000.00	No
7.6	Decrease Disproportionate Suspensions	Implement a systemic process for reviewing data and implementing effective support measures to make informed adjustments to site practices and procedures, specifically targeting the reduction of disproportionality in out-of-school suspensions among Black/African American students. The objective would include decreasing single student out-of -school suspension and a decreased loss in instructional days due to suspensions. (see metric 7.2)	$84,254.00	No

Action #	Title	Description	Total Funds	Contributing
7.7	Enhance and Broaden Support Initiatives	Enhance and broaden initiatives that emphasize conflict resolution, restorative practices, cultural proficiency, positive behavior supports and other alternatives to suspension to decrease disproportionality in school discipline for Black/African American students. (see metric 7.2)	$24,150.00	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
$6,068,509	$0

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
7.910%	0.339%	$251,194.00	8.249%

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
1.4	**Action:** Data Management for PLCs **Need:** CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard.	Based on the needs of EL students, Professional Learning Communities (PLCs) meet on a regular basis to discuss how EL students master the Essential Standards and address their language acquisition. A data analysis tool (i.e., Educlimber) is needed to monitor EL student performance towards mastery of academic math and ELA standards and ELD standards.	CAASPP ELA and Math, Metric 1.1

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
	Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard. CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard. Educational partners (i.e. parents, teachers, administrators) indicated that EL students need teachers to have a data analysis tool (ie - Educlimber) to focus data discussions on EL students. This will help them to better understand how language barriers impact English learners and their language acquisition so it can be addressed in the classroom to help students master the Essential Standards. After reviewing 2023-24 CAASPP data, educational partners indicated that there continues to be a need for this data analysis tool. **Scope:** LEA-wide	As the gap continues, CCUSD needs to use this tool to provide data to teachers so they can improve Tier I and Tier II instruction using differentiated instructional strategies. This action is being provided on an LEAwide basis to maximize the overall impact of the use of data and assessment platforms for PLCs to have data-driven discussions and to better understand the needs of students. This is the most effective use of funds for English learner students. Based on CCUSD's observations from past years, we have seen that data-driven decisions/changes provide students the support to learn the curriculum and ultimately score higher on CAASPP tests.	

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
1.6	**Action:** Learning Management Systems (LMS) and online supplemental curriculum **Need:** CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%. Educational partners (i.e., parents, teachers, counselors, administrators) indicated that Foster Youth need a Learning Management System and web-based tools to help students access and organize their educational materials. Foster Youth have an instability of basic needs including housing and family support which negatively impacts their attendance. Foster Youth have high chronic absenteeism rates and miss necessary curriculum to master the Essential Standards. After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for a Learning Management System and online supplemental curriculum.	Based on the needs of Foster Youth, this student group needs access to a Learning Management System and web-based tools to help students access and organize their educational materials. A Learning Management System (i.e., Canvas, Google Classroom) and web-based tools (i.e., Clever) are needed to provide Foster Youth access to the curriculum when they are absent and provide an organized tool to access the curriculum to learn the material and increase their performance towards mastery of academic math, ELA standards and or ELD standards. This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from accessing the curriculum online and in an organized tool to learn the material. This is the most effective use of funds based on CCUSD's observations from past years, having learning management systems helped our foster youth students to improve achievement.	CAASPP ELA and Math, Metric 1.1

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
	Scope: LEA-wide		
1.7	**Action:** Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap **Need:** CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard. CAASPP 2022-23 Math data identifies that the low- income student group is at -65.7 distance from standard in comparison to all students who are at -5.3 distance from standard.	Based on the needs of the Foster Youth and low-income student groups, these student groups need access to supplemental curriculum, instruction and progressing monitoring tools with instructional materials and technology to master the Essential Standards and make gains on CAASPP tests. Supplemental curriculum will positively impact the learning gaps these students may have. Instruction and progress monitoring tools with instructional materials and technology provide teachers with the supplemental tool to identify the needs of each student to support them with their achievement gap. These supplemental materials will support students towards mastery of academic math and ELA standards and help these students make gains on CAASPP tests. This action is being provided on an LEAwide basis to maximize the overall impact of all students who will make academic gains with the support of these supplemental materials. This is the most effective use of funds for the Foster Youth and low-income student groups based upon our observations from past years. We have seen that Foster Youth and low-income students make academic gains with the support of these supplemental tools.	CAASPP ELA and Math, Metric 1.1

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
	Furthermore, CAASPP 2023-24 Math data identifies that the low- income student group is at -63.8 distance from standard in comparison to all students who are at -6.5 distance from standard. Educational partners (i.e., parents, teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups need supplemental curriculum, instruction and progressing monitoring tools with instructional materials and technology as they are financially challenged due to their instability of basic needs including housing and family support and do not have access to funds to pay for supplemental materials and or tutoring services. These student groups need these supplemental instructional materials and services to master the Essential Standards and make gains on CAASPP tests. After reviewing 2023-24 CAASPP data, educational partners indicated that there continues to be a need for supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap. **Scope:** LEA-wide		
1.9	**Action:** Instructional Practices **Need:**	Based on the needs of the Foster Youth and low-income student groups, they need their teachers to have support from an Instructional Lead Teacher and Director, Teaching and Learning to guide their	CAASPP ELA and Math, Metric 1.1, Chronic Absenteeism

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
	Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%. CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard. Educational partners (i.e., teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups, which both have high levels of chronic absenteeism rates due to their instability in housing and family support, need a Site-based Instructional Lead Teacher and Director, Teaching and Learning who will provide support to teachers of these student groups so students learn to Essential Standards and make gains on their CAASPP scores.	teachers in adjusting the curriculum and monitoring student achievement. An Instructional Lead Teacher and Director, Teaching and Learning will work with the teachers of Foster Youth and low-income students to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can learn the Essential Standards and make gains on their CAASPP scores despite their high chronic absenteeism rates. There continues to be a need for an Instructional Lead Teacher to support teachers of Foster Youth and low-income students as these student groups have the continued Tier I and Tier II support to make academic gains. This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from having an Instructional Leader Teacher and Director, Teaching and Learning provide support to their teachers. This is the most effective use of funds for the Foster Youth and low-income student groups. Based on CCUSD's observations from past years, having an Instructional Lead Teacher and Director, Teaching and Learning supporting instruction improves student achievement.	

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
	After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for Instructional Lead Teachers and Director, Teaching and Learning to guide and support teachers of Foster Youth and low-income students as they assist in adjusting the curriculum and monitoring student achievement. **Scope:** LEA-wide		
1.10	**Action:** College and Career Advising **Need:** CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all	Based on the feedback and data, the English Learners, Foster Youth and low-income student groups need to increase their achievement on the CAASPP ELA and Math tests for college and career readiness. College and career readiness and advisement on the importance of focusing on their academics will increase student knowledge of college and career readiness. Therefore, it would benefit the English learners, Foster Youth and low-income student groups to have college and career advising. In doing so, they will receive the services they need to assist with college and career advising and understand the importance of strong academics to increase their post-secondary opportunities. This action is being provided on a schoolwide basis to maximize college and career advising for all high school students.	CAASPP ELA and Math, Metric 1.1, CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who are at -6.5 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard. Educational partners' (i.e. parents, counselors, teachers, administrators) feedback as well as survey data indicates that there is a need for college and career readiness advising for CCUSD's English Learner, Foster Youth and low-income students. Foster Youth and low-income students may have experience trauma due to instability of housing and their parents may not have the knowledge to support them for college entrance and or career preparedness. The parents of English Learner may not have the language skills and or the understanding of the American University System to support their students for college entrance and or career preparedness.	This is the most effective use of funds for the English Learner, Foster Youth and low-income student groups because past practice indicates that the more support these student groups receive in college and career advisement, the more post-secondary opportunities will be available to them. After reviewing the 2023-24 CAASPP data, there continues to be a need for college and career advising for English learners, Foster Youth and low-income students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After reviewing the 2023-24 CAASPP data for English learners, Foster Youth and low-income students which continues to indicate disparities between these groups in comparison to the scores for all students, educational partners indicated that there continues to be a need for college and career advising for English learners, Foster Youth and low-income students. **Scope:** Schoolwide		
2.2	**Action:** Adaptive Standards Aligned Supplemental Curriculum **Need:** CA School Dashboard ELA data (2023) for English learners indicates that EL Students are -32.9 distance from standard in comparison to all students who are +33 distance from standard. CA School Dashboard Math data (2023) for English learners indicates that EL Students are -61.9 distance from standard in comparison to all students who are -5.3 distance from standard. Based on LCAP survey results, 86% of the respondents agreed that students benefited from intervention supports. Educational Partners' feedback indicated the importance of assessing English learners language acquisition through standards based tools.	Based on the needs of EL students use of formative assessment data will help teachers monitor English learners progress. Standards based adaptive diagnostic tools will help identify misconceptions in regards to learning acquisition. Adaptive diagnostic tools are needed to monitor EL student performance toward proficiency of academic standards while identifying language acquisition learning gaps. This action is being provided on an LEA-wide basis so that learning gaps can be identified in comparison to all students. This is the most effective use of funds for English learner students because research states that diagnostic assessments tools such as iReady promote engagement and access; integrates strategic scaffolds and supports academic language development for English language learners.	CAASPP ELA and Math data CA School Dashboard Interim assessments Diagnostic Assessment

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
	Scope: LEA-wide		
2.8	**Action:** Site-Based Instructional Lead **Need:** Chronic Absenteeism rate (2022-23) for Foster Youth is 36.4% in comparison to all students who are at 14.2%. CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP 2023-24 ELA data did not report a performance level for Foster Youth (as there were fewer than 11 students in the group), though all students are at a +29.3 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. CAASPP 2022-23 ELA data identifies that the low- income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP 2023-24 ELA data identifies that the low- income student group is	Based on the needs of the Foster Youth and low-income student groups, their teachers must have support from an Instructional Lead Teacher to guide their teachers in adjusting the curriculum and monitoring student achievement to ensure students can learn the Essential Standards for higher achievement on CAASPP tests. An Instructional Lead Teacher will work with the teachers of Foster Youth and low-income students guiding them to adjust the curriculum and monitori student achievement as needed to ensure students learn the Essential Standards and make gains on their CAASPP scores despite their high chronic absenteeism rates. As the 2023-24 Foster Youth data does not report a performance level (as there were fewer than 11 students in the group). The 2023-24 low-income student group still has a disparity so there ontinues to be a need for an Instructional Lead Teacher to support teachers of Foster Youth and low-income students. These student groups will have continued Tier I and Tier II support to make academic gains. An Instructional Lead Teacher will work with the teachers of low-income students to guide teachers in adjusting the curriculum and monitoring student achievement as needed to ensure these students can learn the Essential Standards for higher	CAASPP ELA and Math, Metric 1.1

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
	at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard. Educational partners (i.e., teachers, counselors, administrators) indicated that the Foster Youth and low-income student groups, which both have high levels of chronic absenteeism rates due to their instability in housing and family support, need a site-based Instructional Lead Teacher to provide support to teachers. After reviewing 2023-24 CAASPP and chronic absenteeism data, educational partners indicated that there continues to be a need for Instructional Lead Teachers to guide and support teachers of Foster Youth and low-income students as they will assist in adjusting the curriculum and monitoring student achievement. **Scope:** LEA-wide	achievement on CAASPP tests despite their high chronic absenteeism rates. This action is being provided on an LEAwide basis to maximize the overall impact of all students who can benefit from having an Instructional Leader Teacher provide support to their teachers. This is the most effective use of funds for the Foster Youth and low-income student groups. Based on CCUSD's observations from past years, having an Instructional Lead Teacher to support instruction had positive impact on student mastery of the Essential Standards and CAASPP scores.	
2.9	**Action:** Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students **Need:** DataQuest data for 2022-23 shows that 42.9% of English learner students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students.	Based on the needs of English Learner (EL) and low-income students, alternative learning programs offer vital academic support and remediation. These programs are A-G aligned and support students' college and career preparation goals providing students with credit recovery options for those who have fallen behind in coursework. The need for more rigorous high school academic language acquisition may cause English learners	Course Completion Rates of APEX, Meeting UC/CSU Graduation Requirements, Metric 2.8 Attendance

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
	Furthermore, DataQuest data for 2023-24 shows that 38.2% of English learner students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students. DataQuest data for 2022-23 shows that 62.8% of low-Income students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students. Furthermore, DataQuest data for 2023-24 shows that 57.9% of low-Income students graduate meeting UC/CSU (A-G) requirements, compared to 69.9% of all students. Feedback from Educational Partners indicate that alternative academic programs are needed for students who need extra support. The DELAC Parent Advisory committee noted that students learn and demonstrate their knowledge in different ways. After reviewing 2023-24 Dataquest data, educational partners indicated that there is a need to provide and expand Alternative Pathway Learning programs for English Learners and Low-Income students. **Scope:** Schoolwide	to fall behind in their coursework. Alternative learning programs are needed for English learners to learn at their own pace and receive differentiated opportunities to demonstrate their knowledge through alternative assignments. Alternative learning programs are needed for low-income students due to financial instability. Low-income students may lack reliable transportation or need to work part-time jobs, may cause them to fall behind in their course work and need credit recovery learning program options. As the 2023-24 data for English learners meeting UC/CSU (A-G) requirements decreased as did the data for low-income students, the need for providing and expanding alternative pathway learning programs persists to ensure these subgroups meet UC/CSU minimum entry requirements. This action is being provided on an LEA-wide basis to provide support to all students who may need alternative learning. This is the most effective use of funds for English Learners (EL) and low-income students because based on our observations from past years, alternative learning pathways for credit recovery help students stay on track for graduation and improve opportunities for future college and career success.	
3.1	**Action:** Professional Development	Based on the needs of low-income student groups there is a need to maintain efforts to continue the	Suspension data, Metric 3.10; and Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspension rates (2022-23) show 1.7% of All Students have been suspended one or more days; while 3.0% Socioeconomically Disadvantaged one or more days. CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% of All Students, 35.1% Homeless, 21.0% Socioeconomically Disadvantaged, Educational partners (i.e. parents, counselors, administrators) indicated that low-income student groups need their educators to be culturally inclusive to better understand their needs, to support and engage them. After reviewing the Suspension and Chronic Absenteeism data, educational partners recognized the positive impact this goal had on student learning. The low-income and homeless student groups need culturally inclusive support as they experienced different home settings due to financial instability and/or housing instability. **Scope:** LEA-wide	positive gains teachers and counselors have made regarding culturally inclusive responses and programming to better understand the needs of students to support and engage them in their learning. Therefore, there is continued benefit for low-income student groups if educators (i.e., teachers, counselors, administrators) participate in professional development opportunities based on culturally relevant teaching practices, culturally inclusive curriculum, and implicit bias for educators (i.e., culturally relevant teaching practices or curriculum, Hatching Results). As the 2023-24 Suspension and Chronic Absenteeism rates have both decreased, there is a sustained need to continue with professional development. This action is being provided on an LEA-wide basis as all students benefit from culturally relevant teaching practices, culturally inclusive curriculum and implicit bias training for educators. This is the most effective use of funds for low-income students because research shows that students feel more comfortable and make more gains in academics when they have more culturally relevant teaching practices and culturally inclusive curriculum.	Absenteeism Data, Metric 6.1
3.3	**Action:** MTSS, Restorative Practices & PBIS **Need:**	Based on these needs, Homeless and Foster Youth need support to make positive behavior choices at school. MTSS, PBIS and restorative practices have proven evidence-based research	Suspension rates, Metric 6.2

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
	Suspension data (2022-23) shows that the homeless student group is at 12.2% in comparison to Suspension data showing 1.7% for all students. Furthermore, Suspension data (2023-24) shows that the homeless student group is at 10% in comparison to Suspension data showing 1.1% for all students. Suspension data (2022-23) shows that the Foster Youth student group is at 16.7% in comparison to Suspension data showing 1.7% for all students. Based on feedback from educational partners (i.e., parents, counselors, administrators), the Foster Youth and homeless student groups suffer trauma due to instability of housing and family support which may impact their positive behavior at school attributing to higher suspension rates. After reviewing the Suspension data for Homeless and Foster Youth students, educational partners recognize the positive impact MTSS, Restorative Practices and PBIS have had on suspension rates for the Homeless and Foster Youth subgroups and support continuing the implementation of these programs. **Scope:** LEA-wide	on the positive impact on student decision-making and overall behavior. Therefore, it would benefit Homeless and Foster Youth to have the support of MTSS, PBIS and Restorative Practices at school to support them in positive behavior decisions which will decrease their suspension rates. This action is being provided on an LEAwide basis to maximize positive behavior supports for all students. This is the most effective use of funds for Foster Youth and homeless students because observations from past years indicate that when students receive supports such as MTSS, PBIS and Restorative Practices, students make positive behavior choices resulting in fewer suspensions.	

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
3.6	**Action:** Mental Health Support **Need:** CA School Dashboard Chronic Absenteeism (K-8) 2022-2023 14.2% of All Students, 35.1% Homeless, 21.0% Socioeconomically Disadvantaged, 36.4% Foster Youth, 19.3% English Learners are chronically absent. Furthermore, CA School Dashboard Chronic Absenteeism (K-8) 2023-2024 10.1% of All Students, 45.5% Homeless, 16.8% Socioeconomically Disadvantaged, 13.6% English Learners are chronically absent. Suspension rates (2022-23) show 1.7% of All Students have been suspended one or more days; while 12.2% Homeless Students, 3.0% Socioeconomically Disadvantaged, 16.7% Foster Youth and 1.4% English learners have been suspended one or more days. Furthermore, suspension rates (2023-24) show 1.1% of all students have been suspended one or more days, while 10% Homeless Students, 2.0% Socioeconomically Disadvantaged, and 1.5% English learners have been suspended one or more days. Educational partners' feedback (i.e. parents, counselors, administrators) and data indicates a need for mental health services for these student groups regardless of their family's	Based on the feedback and data, the English Learners, Foster Youth, low-income and homeless student groups who need mental health services will receive access to immediate mental health service regardless of their financial status. Therefore, the benefit for English Learners, Foster Youth, low-income and homeless student groups will be to have an early intervention and access to a referral system for outside mental health resources that are not dependent upon specific insurance. In doing so, they will receive the services they need to assist with mental health needs to support attendance, positive behavior, and well-being. Data indicates a decrease for all groups with the exception of chronic absenteeism for homeless students (increased by 10.4%). Mental health support continues to be a need for these student groups. This action is being provided on an LEA-wide basis to maximize mental health support for all students who may have experienced trauma. This is the most effective use of funds for the English learner, low-income, homeless, and Foster Youth student groups. Research states that students who have the support to address their trauma and or negative experiences attend school and have more positive experiences.	Suspension rates, Metric 6.2; Attendance rates, Metric 6.10; Care Solace usage, Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income or insurance. Some Low- income and homeless students lack access to consistent mental health support due to financial limitations. Foster Youth students continue to experience trauma due to instability of home placement. The parents of English learners may not have access to resources due to the parents not being familiar with how the mental health support system works in the US. There is a need for these student groups to receive access to immediate mental health services regardless of their financial status and or insurance. After reviewing the 2023-24 Chronic Absenteeism and Suspension data, the need for mental health support for these sub-groups continues to be a need. **Scope:** LEA-wide		
4.1	**Action:** Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners **Need:** CA School Dashboard College and Career Indicators (prepared level) data (2022-23) indicated 25% of English learners (EL) were status level "prepared" compared to 62.5% of all students.	Based on the needs of English Learners (EL), the AVID program will be expanded at CCMS and CCHS to support English Learners college and career preparedness opportunities offered in the AVID program and Elementary college and career enrichment activities. The CA School Dashboard College and Career Indicators (prepared level) data (2023-24) indicate that English learners had an increase of 5.8% in their College and Career Prepared Level Indicators. Therefore, the increased access to AVID Secondary Electives and Elementary	CAASPP ELA and Math Increased number of pupils enrolled in AVID by grade level; CA School Dashboard College and Career Indicators, Metric 4.6

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
	Furthermore, CA School Dashboard College and Career Indicators (prepared level) data (2023-24) indicates 30.8% of English learners (EL) were status level "prepared" compared to 62.8% of all students. Educational partner feedback indicated the need for providing personalized pathways and diverse enrichment opportunities for English learners. They noted this goal should provide opportunities for leadership, career, technical, artistic and athletic disciplines. After reviewing the 2023-24 data, there is a continued need to increase access to these courses for English learners. **Scope:** Schoolwide	College and Career engagement opportunities for English learners should be sustained. This action is being provided on a school-wide basis because the AVID College and Career Readiness framework provides researched-based resources that support grade-level content learning in English in elementary and secondary integrated settings. This is the most effective use of funds for English Learners because research-based AVID strategies provide student discussion and collaboration opportunities for English language development.	
5.2	**Action:** Seal of Biliteracy and Pathway to Biliteracy **Need:** English Learners are at a 14.3% (2022-23) of earning the Seal of Biliteracy, whereas students overall are at a 33.3% of earning a Seal of Biliteracy. Furthermore, English Learners are at a 23.5% (2023-24) of earning the Seal of Biliteracy, whereas students overall are at a 30.5% of earning a Seal of Biliteracy.	Based on these needs, English Learners need support and guidance about the Pathway to Biliteracy with the ultimate goal of earning a Seal of Biliteracy at graduation. District staff will meet with students in the classroom and host parent/family meetings to support and encourage English Learners to complete the Pathway to Biliteracy. After reviewing the 2023-24 data, which shows a continued disparity between All Students and English learners in earning the Seal of Biliteracy, educational partners support the continued	The number of English learners who: complete the Pathway to Biliteracy earn the Seal of Biliteracy upon graduation, Metric 5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CCUSD was the first district to implement an immersion program in California starting with Spanish and later including Japanese. Students who matriculate through this program become dual language learners. Based on feedback from educational partners (i.e., parents, teachers, counselors, administrators) due to English language barriers, English Learners need support and guidance to progress within the pathway to Biliteracy and earn a Seal of Biliteracy upon high school graduation. Educational partners continue to support the implementation of this action. **Scope:** Schoolwide	implementation of support for English learners to assist them in earning the Seal of Biliteracy. This action is being provided on an school-wide basis to maximize the importance of the Pathway to Biliteracy and the Seal of Biliteracy for all students. This is the most effective use of funds for English Learners, as based on our observations, those who earn the Seal of Biliteracy are more confident and proud of their accomplishment.	
5.5	**Action:** Community Liaison **Need:** English Learner student groups' reclassification data shows 11.3% (2022-2023) of them were Reclassified. This was a 0.3% decrease from the previous year (2021-2022). On the 2024-2025 CA School Dashboard, students overall performed at +34.3 distance from standard in ELA and 0.1 in mathematics, compared with English Learners at -34.7 in ELA and -55.2 in mathematics, and LTELs at -100.0 in ELA and -166.0 in mathematics.	Based on the needs of English Learners, CCUSD will provide a part-time community liaison at each school site. It would benefit reclassification rates as parents/guardians/families become more involved in the schools. Therefore, it would positively benefit English Learners to have a community liaison to engage with parents/guardians/families of English Learners to increase their participation rate in attending school events, parent conferences and English Learning Advisory Council meetings. This action is being provided as an LEA-wide action as it would benefit all students to have a community liaison at the school sites who actively interact with parents/guardians in hopes of	Reclassification Rates CAASPP ELA Scores

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
	Educational partners (i.e. parents, teachers, counselors, administrators) provided feedback that English Learners need more parent/guardian/family involvement in the school. In doing so, students become more connected to the school which positively impacts their academic progress. **Scope:** LEA-wide	increasing their participation rate in school activities. This is the most effective use of funds for English learners as our observations from past years indicate that as a parent/guardian becomes more involved in the school, the student's achievement rates are positively impacted. Increased academic achievement leads to higher reclassification rates.	
5.6	**Action:** Supplemental English Learner support in Dual Language Immersion Program for English language acquisition **Need:** CAASPP ELA data (2022-23) identifies that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP ELA data (2023-24) identifies that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard. English Learner student groups' reclassification data shows 14% (2022-23) of English Learners were Reclassified. Furthermore, English learner reclassification data shows 15% (2023-24) of them were reclassified.	Based on the needs of English learners in the Dual Language program, CCUSD will provide materials and planning that are necessary and needed to provide English instruction in the Language Immersion Program. CCUSD offers Dual Language programs in Spanish and Japanese. Curricular support and materials differ for dual language Learners and it is difficult to find materials and support in Japanese. The Dual Language Immersion TOSA will provide the support and materials needed for students to make academic growth in English. Therefore, it would positively benefit English Learners to have CCUSD staff provide curricular support and materials for the dual language learners especially as it is difficult to find/provide materials for students in Japanese. After reviewing the 2023-24 data, educational partners agree with providing the additional support to English Learners as there continues to be a disparity in the CAASPP ELA data comparing the scores of All Students to those of English Learners.	CAASPP ELA scores, Metric 1.1; Reclassification Rates, Metric 5.1; Pathway to Biliteracy Participation

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
	Educational partners (i.e., parents, teachers, administrators) indicated that English Learners in the Dual Language program need additional support. Their needs differ as they reach proficiency in two languages. After reviewing the 2023-24 data, educational partners determined the continued need to provide additional support to English learners. On the 2024-2025 CA School Dasshboard, La Ballona, a dual language immersion school, the English learner student group was -49.2 distance from standard in ELA and -65.8 distance from standard in math as compared to 2.6 above standard and in ELA and -21.8 below standard in math for all students. On the 2024-2025 CA School Dasshboard, El Marino, a dual language immersion school, the English learner student group was 0.9 points above standard in ELA and 20.8 points above standard in math as compared to 54.1 points above standard and in ELA and 54.3 above standard in math for all students. **Scope:** Schoolwide	This school-wide action benefits English learners in the Dual Language Program. CCUSD staff supports students and teachers with content, curriculum and guidance. This is the most effective use of funds for English Learners as our observations from past years indicate that the supplemental curricular and materials support provided by CCUSD staff supports for have resulted in increased pathway participation.	
5.7	**Action:** Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM) **Need:**	Based on the needs of English Learners, Foster Youth and low-income students, hands-on learning experiences are needed to positively impact their proficiency of essential standards with a focus on English, math, and science.	Reclassification Rates, Metric 5.1; CAASPP ELA and Math scores, Metric 1.1

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
	CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard. CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard. CAASPP 2022-23 ELA data identified that Foster Youth are at –75.9 distance from standard in comparison to all students who are at +33.5 distance from standard. CAASPP 2022-23 Math data identified that Foster Youth are at -134.1 distance from standard in comparison to all students who are at -5.3 distance from standard. CAASPP 2022-23 ELA data identifies that the low-income student group is at -9.4 distance from standard in comparison to all students who are at +33.5 distance from standard.	CCUSD will provide supplemental hands-on, learning opportunities for TK-5 through a language rich STEAM model that expands opportunities to practice proficiency through engaging, project-based learning aligned with the Next Generation Science Standards (NGSS). Support for planning and STEAM implementation will be provided by CCUSD's Science TOSA and the Culver City Arts and Innovation Lab (CCAIL) Teachers. The 2023-24 data for English Learners, Foster Youth, and low-income students continues to demonstrate a disparity between all students and the LCFF identified students. Therefore, there is a continued need to provide the STEAM program to support them in English, math and Science. This action is being provided on a school wide basis to maximize the impact of hands-on, supplemental learning experiences for all students. This is the most effective use of funds for English Learners, Foster Youth and low-income students because research supports hand-on learning and the impact it has upon student retention of learning and connections across content. These learning opportunities are critical for English Learners, Foster Youth and Homeless students as they may have not had consistent learning situations during their school years.	

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
	Furthermore, CAASPP 2023-24 ELA data identifies that the low-income student group is at -11.2 distance from standard in comparison to all students who are at +29.3 distance from standard. CAASPP 2022-23 Math data identifies that the low-income student group is at -65.7 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP 2023-24 Math data identifies that the low-income student group is at -63.8 distance from standard in comparison to all students who are at -6.5 distance from standard. Educational partners (i.e., parents, teachers, administrators) indicated that English Learners, Foster Youth and low-income students need teachers to provide supplemental, hands-on learning experiences to help master the Essential Standards. English Learners may have language barriers that impact learning. Foster Youth and low-income students may have home instability and possible lack of family support that may impact learning. After reviewing the data, educational partners continue to support the Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM) for Foster Youth, English Learners and low-income students. This goal		

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
	is supported by lab teachers and a CCUSD Arts Coordinator. **Scope:** Schoolwide		
6.3	**Action:** Use of Communication App to reduce chronic absenteeism for English Learners and low income students **Need:** Chronic Absenteeism rate (2022-23) for English learner (EL) student group was 19.3% in comparison to all students who are at 14.2%. Furthermore, Chronic Absenteeism rate (2023-24) for English learner (EL) student group was 13.6% in comparison to all students who are at 10.1%. Chronic Absenteeism rate (2022-23) for low-income student group was 21% in comparison to all students who are at 14.2%. Furthermore, Chronic Absenteeism rate (2023-24) for low-income student group was 16.8% in comparison to all students who are at 10.1%. Educational Partners expressed the need to reduce chronic absenteeism by supporting a safer more welcoming learning environment for all students. 75% of LCAP Survey respondents indicated that programs to	To support English Learners (EL) and low-income students, a communication and monitoring system is needed to inform parents and families about the importance of attendance through phone calls, text and email. This is an convenient mode of communication delivery to learn more information from the school and increase attendance of their students. Low income families working multiple jobs may need a more convenient mode of communication with the school. Additionally, a communication app will engage families by providing information on school and district events, holidays, assessment dates and other important details. A communication platform such as ParentSquare is needed to keep students and parents, guardians and families of English Learners and low income students informed about important details in the school community. The 2023-24 Chronic Absenteeism data displays a lower chronic absenteeism rate for both the English learners and low-income student groups which may be attributed to the implementation of the communication platform used with parents and students.	Attendance Rates and Chronic Absenteeism, Metric 6.1

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
	promote attendance improvement was "important" or "very important." Educational partners noted that communication would support engagement in the school environment. After reviewing the data, Educational Partners continue to support the use of a communication platform to support English Learners and low-income students in regards to their school attendance. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the overall impact of attendance monitoring in lowering chronic absenteeism. This is the most effective use of funds for English Learners (EL) and low income students. Based on our observations from past years, frequent and convenient communication keeps families engaged in the school community.	
6.5	**Action:** Counseling **Need:** Based on the needs of Foster Youth, English Learners (EL), and low-income students, there is an increased need for counseling services. CCUSD will implement uniform procedures across schools to provide wrap-around services. Chronic Absenteeism data (2022-23) showed that the English learner student group is at 19.3%; low-income student group at 21%; homeless student group is at 35.1%; and the Foster Youth student group is at 36.4% while for all students it is at 14.2%. Furthermore, Chronic Absenteeism data (2023-24) showed that English learner student group is at 13.6%; low-income student group	Based on the needs of Foster Youth, English Learners (EL), and low-income students we are providing additional support through counseling to mitigate suspension and attendance issues. This action is being provided on an LEA-wide basis to maximize the overall impact of counseling and wrap-around support for all students who may need counseling including empathy interviews to intervene when attendance rates, chronic absenteeism and suspension rates need attention. Counseling will be preventative at the first sign that students are struggling. The 2023-24 chronic absenteeism data shows a decrease for student groups with the exception of homeless students. 2023-24 Suspension data shows a decrease for student groups with the exception of a.1 increase for English Learners. As the Chronic Absenteeism and Suspension rates for the unduplicated students have continued to increase even with additional counselors, the	Attendance Rates and Chronic Absenteeism, Metric 6.1; and Suspension Rates, Metric 6.2

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
	at 16.8%; homeless student group is at 45.5%; while for all students it is at 10.1%. Suspension data (2022-23) showed that the English learner student group is at 1.4%; low-income student group at 3%, homeless student group is at 12.2%; and the Foster Youth student group is at 16.7% while for all students it is at 1.7%. Furthermore, Suspension data (2023-24) showed that the English learner student group is at 1.5%; low-income student group at 2%, homeless student group is at 10%; while for all students it is at 1.7%. Educational partners agreed that the English learner student group needs additional support from counselors as they may be new to the country, language, and school system. Additionally, their parents are unfamiliar with the US educational system. Foster Youth and low-income students need additional support due to home instability. After reviewing the 2023-24 chronic absenteeism and suspension rates for English Learners, Foster Youth and low-income students, Educational Partners continue to support the additional counselors to support these student groups. **Scope:** LEA-wide	ongoing support of additional counselors is overwhelmingly supported for UPP. This is the most effective use of funds for English Learners (EL), low-income, and Foster Youth because research states providing counseling and wrap-around services will facilitate success in school for students needing help.	

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
6.6	**Action:** Mental Health Counseling **Need:** Chronic Absenteeism data (2022-23) showed that English learner student group is at 19.3%; low-income student group at 21%; homeless student group is at 35.1%; and the Foster Youth student group is at 36.4% while for all students it is at 14.2%. Furthermore, Chronic Absenteeism data (2023-24) showed that English learner student group is at 13.6%; low-income student group at 16.8%; homeless student group is at 45.5%; while for all students it is at 10.1%. Suspension data (2022-23) showed that English Learners student group is at 1.4%; low-income student group at 3%, homeless student group is at 12.2%; and the Foster Youth student group is at 16.7% while for all students it is at 1.7%. Furthermore, Suspension data (2023-24) showed that English Learners student group is at 1.5%; low-income student group at 2%, homeless student group is at 10%; while for all students it is at 1.7%. Educational partners' feedback (i.e. parents, counselors, administrators) and data indicate that there is a need for mental health services for these student groups regardless of their family's income and or insurance. Low-income and Homeless students may lack	Based on the needs of Foster Youth, English Learners (EL), and low-income students, there is an increased need for mental health services and referrals to outside resources for our most vulnerable populations. CCUSD in-house mental health counselors and LCSWs are needed to assist in identifying the unique needs of UPP students. This action is being provided on an LEAwide basis to maximize the overall impact of mental health support for all students who may need mental health services. CCUSD will implement uniformed procedures across the schools to provide services. After reviewing the 2023-24 Chronic Absenteeism and Suspensions rates for UPPs which have primarily shown a decrease in both areas, there is a continued need of providing mental health supports for UPPs students This is the most effective use of funds for English Learners (EL), low-income, and Foster Youth because research states providing counseling and wrap-around services will facilitate success in school for students needing help.	Attendance Rates and Chronic Absenteeism, Metric 6.1; and Suspension Rates, Metric 6.2

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
	access to consistent mental health support due to possible financial limitations. Foster Youth students may continue to experience trauma due to instability of home placement. English Learners parents may lack access to resources. There is a need for these student groups to receive access to immediate mental health services regardless of their financial status or insurance. CCUSD will provide mental health counselors to support care management of ELs, Foster Youth and low-income students in need to align family resources through SFSS. Whereas, two sites will have Family Centers with an Licensed Clinical Social Worker (LCSW) to serve these populations, a third site will have an LCSW to meet the unique needs of the LCFF identfied student groups in a continuation school setting. After reviewing the 2023-24 data, Educational Partners continue to support the placement of mental health and LCSWs in the schools. **Scope:** LEA-wide		

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
5.1	**Action:** Progress Monitoring, Reclassification using Ellevation, Interim ELPAC **Need:** English Learner student groups' Reclassification data shows 14% (22-23) of English Learners were Reclassified which will need to improve next year. Furthermore, English Learner student groups' Reclassification data shows 15% (23-24) of English Learners were Reclassified. CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all students who are at +29.3 distance from standard. CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9	Based on the needs of English learners (2023-24), CCUSD provided a tool that includes forms and monitoring procedures in order to support the needs of English learners and monitor reclassification. Data (24-25) indicates that the English learner reclassification rates increased by 1%. Therefore, the use of Ellevation may be positively impacting the reclassification rates by providing an electronic resource to monitor English learner achievement. Based on the continued needs of English learners (2024-25), CCUSD will continue to provide a tool that includes forms and monitoring procedures to support the needs of English Learners and monitor reclassification. The tool is provided on a web-based dashboard that disaggregates English learners by class, school, and district-wide data to track EL progress. This system provides easy data access for teachers to develop and differentiate lessons designed for English learners.	Reclassification Rates, Metric 5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	distance from standard in comparison to all students who are at -6.5 distance from standard. In 2023-24, the District's English Learner's Parent Advisory Council (DELAC) provided feedback that English Learners need to reclassify in a timely manner and reduce the number of Long-Term English Learners. Based on the needs assessment, English learners have language barriers and need to be monitored closely to support the reclassification process. In 2024-25, the DELAC reviewed the data and continue to support the use of Ellevation to monitor and support English learner students through their reclassification. **Scope:** Limited to Unduplicated Student Group(s)		
5.3	**Action:** ELD Site Chairs and Bilingual Instructional Aides **Need:** CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all	Based on the needs of English Learners, CCUSD employed an ELD Teacher on Special Assignment (24-25) who monitored data trends of English Learners and professional development trends in best serving English Learners. The ELD TOSA met with site ELD chairpersons to share data and provide a train-the-trainer type professional development which they used to train their site teachers. This system provided a district-wide program, easy data access and met the professional development needs of teachers who teach English learners. ELD Site chairs and subject area teachers will be supported with	Reclassification Rates, Metric 5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students who are at +29.3 distance from standard. Educational partners (i.e., parents, teachers, administrators) provided feedback (23-24) that the teachers of English Learners need professional development to increase the English language acquisition skills of English Learners. Focused professional development for English learners differs from non-English Learners. After reviewing the English learner achievement data (23-24), the Educational partners (24-25) continue to support the need for ELD Site Chairs supported by a district ELD Specialist to ensure the program supports are uniformly implemented across the district's schools. **Scope:** Limited to Unduplicated Student Group(s)	bilingual Instructional Assistants who will assist students in their progress towards English proficiency and learning the Essential Standards. Whereas all students moved closer by +4.2 to the distance from standard, there continues to be a disparity for English learners whose distance from standard moved from -32.9 to -43.3 points from standard. Hence, this student group moved 10.4 points further away from the standard. Therefore, there is a continued need to provide the ELD Site Chairs and district support services to align the program and support English learners.	
5.8	**Action:** Tutoring **Need:** CAASPP ELA 2022-23 data identified that EL students are at -32.9 distance from standard in comparison to all students who are at +33.5 distance from standard. Furthermore, CAASPP ELA 2023-24 data identified that EL students are at -43.3 distance from standard in comparison to all	Based on the needs of English learners, additional experiences need to be provided to English learners to speak English so they can practice and increase their language skills. Focused tutoring for English learners, enrichment opportunities and additional programming will be provided to English learners to expose them to additional experiences for language acquisition. Data indicates a continued disparity between the CAASPP ELA and Math scores (2023-24). ELA CAASPP scores indicate that all students continue to score well above standard (+29.3), English	CAASPP ELA and Math, Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students who are at +29.3 distance from standard. CAASPP Math 2022-23 data identified that EL students are at -61.9 distance from standard in comparison to all students who are at -5.3 distance from standard. Furthermore, CAASPP Math 2023-24 data identified that EL students are at -71.9 distance from standard in comparison to all students who are at -6.5 distance from standard. Educational partners (i.e., parents, teachers, counselors, administrators in 2023-24) indicated that EL students needed focused tutoring, enrichment opportunities and additional programming for increased opportunities to work on their language acquisition. In doing so, their English language skills will become stronger which will positively impact academic progress. Educational partners (i.e., parents, teachers, counselors, administrators in 2024-25) indicated that EL students need focused tutoring, enrichment opportunities and additional programming for increased opportunities to work on language acquisition. In doing so, their English language skills will become stronger which will positively impact academic progress. **Scope:**	learners decreased 10.4 points by scoring –43.3 distance from standard. Math CAASPP scores (2023-24) also show the disparity with all students scoring -6.5 distance from standard and English learners moved 10 points further away from standard to -71.9. Data (2023-24) indicates a continued need for targeted English learner tutoring to expose them to additional experiences for language acquisition.	

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

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

N/A

Additional Concentration Grant Funding

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

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	N/A	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	76,714,748	6,068,509	7.910%	0.339%	8.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$90,219,945.00	$5,739,753.00	$591,156.00	$1,912,606.00	$98,463,460.00	$89,168,634.00	$9,294,826.00

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	Teacher Induction	All	No			All Schools	ongoing	$78,164.00	$4,998.00				$83,162.00	$83,162.00	0%
1	1.2	Teacher Induction	All Students with Disabilities	No			All Schools	ongoing	$13,800.00	$0.00				$13,800.00	$13,800.00	0%
1	1.3	Assistive Technology	Students with Disabilities	No			All Schools	ongoing	$107,024.00	$11,700.00		$118,724.00			$118,724.00	0%
1	1.4	Data Management for PLCs	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$0.00	$65,058.00	$65,058.00				$65,058.00	0%
1	1.5	Teacher Residency	All	No			All Schools	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$0.00	$34,188.00	$34,188.00				$34,188.00	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12	ongoing	$0.00	$61,082.00	$61,082.00				$61,082.00	0%
1	1.8	Professional Learning Communities for Continuous Improvement	All	No			All Schools	ongoing	$65,000.00	$0.00	$65,000.00				$65,000.00	0%
1	1.9	Instructional Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$574,346.00	$0.00	$574,346.00				$574,346.00	0%
1	1.10	College and Career Advising	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CCHS, CPHS 9-12	ongoing	$704,458.00	$0.00	$704,458.00				$704,458.00	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	1.11	Recruiting and retaining staff	All	No			All Schools	ongoing	$62,093,684.00	$0.00	$62,093,684.00				$62,093,684.00	0%
1	1.12	Textbook Adoptions and Instructional Materials	All	No			All Schools	ongoing	$0.00	$309,245.00	$47,755.00	$257,315.00	$4,175.00		$309,245.00	0%
1	1.13	Safe and Clean Facilities	All	No				ongoing	$1,119,127.00	$0.00	$1,119,127.00				$1,119,127.00	0%
2	2.1	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	All	No			All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$0.00	$201,284.00	$201,284.00				$201,284.00	0%
2	2.3	Professional Development for teachers on Universal Design for Learning (UDL)	All Students with Disabilities	No			All Schools	ongoing	$0.00	$141,000.00	$59,000.00	$82,000.00			$141,000.00	0%
2	2.4	Inclusive Practices Professional Development	All	No			All Schools	ongoing	$48,000.00	$0.00	$48,000.00				$48,000.00	0%
2	2.5	Multi-Tiered System of Support (MTSS)	All Students with Disabilities	No				ongoing	$338,482.00	$0.00	$215,590.00		$122,892.00		$338,482.00	0%
2	2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	All	No			All Schools	ongoing	$100,000.00	$80,000.00		$80,000.00		$100,000.00	$180,000.00	0%
2	2.7	Additional Opportunities to Learn	All	No			All Schools	ongoing	$0.00	$21,577.00	$21,577.00				$21,577.00	0%
2	2.8	Site-Based Instructional Lead	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$574,346.00	$0.00	$574,346.00				$574,346.00	0%
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Middle and High School Middle and High School	ongoing	$0.00	$55,550.00				$55,550.00	$55,550.00	0%
2	2.10	Implement PBIS Framework	All	No			All Schools	ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	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
2	2.11	Specialized Academic Instruction	All	No				ongoing	$16,812,833.00	$0.00	$16,004,473.00		$49,261.00	$759,099.00	$16,812,833.00	0%
3	3.1	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$25,300.00	$25,300.00				$25,300.00	0%
3	3.2	Counseling	All	No			All Schools	ongoing	$6,498.00	$0.00	$6,498.00				$6,498.00	0%
3	3.3	MTSS, Restorative Practices & PBIS	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$12,000.00	$17,500.00	$17,500.00	$12,000.00			$29,500.00	0%
3	3.4	Continuum of Services (i.e Counseling)	Students with Disabilities	No			All Schools	ongoing	$0.00	$7,781,747.00	$2,031,436.00	$4,874,311.00		$876,000.00	$7,781,747.00	0%
3	3.5	Access	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00			$0.00	0%
3	3.6	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$17,293.00	$17,293.00				$17,293.00	0%
3	3.7	Employee Assistance for Education (EASE)	All	No			All Schools	ongoing	$0.00	$12,496.00	$12,496.00				$12,496.00	0%
3	3.8	Safe and Culturally Inclusive Learning Environments	All	No			All Schools	ongoing	$0.00	$12,995.00				$12,995.00	$12,995.00	0%
3	3.9	Support for Diversity, Equity and Inclusion	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0%
3	3.10	Survey students, parents, employees	All	No			All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	English Learners	Yes	School wide	English Learners	Specific Schools: CCMS and CCHS 6-12	ongoing	$248,207.00	$20,000.00	$268,207.00				$268,207.00	0%
4	4.2	Student Activities	All	No			Specific Schools: CCHS	ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	0%
4	4.3	Inclusion Facilitators	Students with Disabilities	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0%
4	4.4	Career Technical Education	All	No			Specific Schools: CCHS and	ongoing	$1,908,167.00	$17,948.00	$1,512,315.00	$163,180.00	$250,620.00		$1,926,115.00	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
							CCMS									
4	4.5	Innovative Learning through Technology	All	No			All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	0%
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$5,000.00	$109,073.00	$9,600.00	$104,473.00			$114,073.00	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	English Learners	Yes	School wide	English Learners	Specific Schools: El Marino, La Ballona, CCMS, CCHS	ongoing	$153,000.00	$500.00	$153,500.00				$153,500.00	0%
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$50,588.00	$0.00	$50,588.00				$50,588.00	0%
5	5.4	Reclassification and Assessment of SWD	Students with Disabilities	No			All Schools	ongoing	$0.00	$47,755.00	$47,755.00				$47,755.00	0%
5	5.5	Community Liaison	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$250,000.00	$0.00	$250,000.00				$250,000.00	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	English Learners	Yes	School wide	English Learners	Specific Schools: El Marino, La Ballona, and CCMS	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: El Marino, El Rincon, Farragut, La Ballona, Lin Howe	ongoing	$1,015,254.00	$15,000.00	$934,143.00	$43,850.00	$52,261.00		$1,030,254.00	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
5	**5.8**	Tutoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$12,000.00	$0.00				$12,000.00	$12,000.00	0%
6	**6.1**	Communication and monitoring system to reduce chronic absenteeism	All	No			All Schools	ongoing	$0.00	$17,985.00	$17,985.00				$17,985.00	0%
6	**6.2**	Empathy Interviews	All	No			All Schools	ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	0%
6	**6.3**	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$40,302.00	$40,302.00				$40,302.00	0%
6	**6.4**	Communication about Attendance	All	No			All Schools	ongoing	$0.00	$3,900.00		$3,900.00			$3,900.00	0%
6	**6.5**	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,352,784.00	$0.00	$1,240,837.00		$111,947.00		$1,352,784.00	0%
6	**6.6**	Mental Health Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,056,168.00	$0.00	$1,056,168.00				$1,056,168.00	0%
6	**6.7**	Out of School Suspension Data Review	All	No			All Schools	ongoing	$8,000.00	$0.00	$8,000.00				$8,000.00	0%
7	**7.1**	Improve School Climate	Students with Disabilities African-American students	No			All Schools	ongoing	$176,000.00	$0.00	$176,000.00				$176,000.00	0%
7	**7.2**	Extended Learning Time	All	No			All Schools	ongoing	$12,300.00	$0.00	$12,300.00				$12,300.00	0%
7	**7.3**	College and Career Readiness	All	No			All Schools	ongoing	$58,000.00	$0.00	$58,000.00				$58,000.00	0%
7	**7.4**	Amplify Student Voice	All	No			All Schools	ongoing	$0.00	$350.00	$350.00				$350.00	0%
7	**7.5**	Graduation Rates	All	No			All Schools	ongoing	$57,000.00	$0.00	$57,000.00				$57,000.00	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
7	7.6	Decrease Disproportionate Suspensions	All	No			All Schools	ongoing	$84,254.00	$0.00	$84,254.00				$84,254.00	0%
7	7.7	Enhance and Broaden Support Initiatives	All	No			All Schools	ongoing	$24,150.00	$0.00	$24,150.00				$24,150.00	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
76,714,748	6,068,509	7.910%	0.339%	8.249%	$6,328,200.00	0.000%	8.249 %	**Total:**	$6,328,200.00
								LEA-wide Total:	$4,157,704.00
								Limited Total:	$60,188.00
								Schoolwide Total:	$2,110,308.00

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	1.4	Data Management for PLCs	Yes	LEA-wide	English Learners	All Schools	$65,058.00	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Yes	LEA-wide	Foster Youth	All Schools	$34,188.00	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12	$61,082.00	0%
1	1.9	Instructional Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$574,346.00	0%
1	1.10	College and Career Advising	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCHS, CPHS 9-12	$704,458.00	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	LEA-wide	English Learners	All Schools	$201,284.00	0%
2	2.8	Site-Based Instructional Lead	Yes	LEA-wide	Foster Youth Low Income	All Schools	$574,346.00	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 (%)
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Yes	Schoolwide	English Learners Low Income	Specific Schools: Middle and High School Middle and High School		0%
3	3.1	Professional Development	Yes	LEA-wide	Low Income	All Schools	$25,300.00	0%
3	3.3	MTSS, Restorative Practices & PBIS	Yes	LEA-wide	Foster Youth Low Income	All Schools	$17,500.00	0%
3	3.6	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,293.00	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	Schoolwide	English Learners	Specific Schools: CCMS and CCHS 6-12	$268,207.00	0%
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,600.00	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	Schoolwide	English Learners	Specific Schools: El Marino, La Ballona, CCMS, CCHS	$153,500.00	0%
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,588.00	0%
5	5.5	Community Liaison	Yes	LEA-wide	English Learners	All Schools	$250,000.00	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	Schoolwide	English Learners	Specific Schools: El Marino, La Ballona, and CCMS	$50,000.00	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Marino, El Rincon, Farragut, La Ballona, Lin Howe	$934,143.00	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 (%)
5	5.8	Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		0%
6	6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	Yes	LEA-wide	English Learners Low Income	All Schools	$40,302.00	0%
6	6.5	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,240,837.00	0%
6	6.6	Mental Health Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,056,168.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$84,455,262.00	$96,935,363.00

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**	Teacher Induction	No	$101,862.00	$89,763.00
1	**1.2**	Teacher Induction	No	$13,800.00	$13,800.00
1	**1.3**	Assistive Technology	No	$95,899.00	$140,403.00
1	**1.4**	Data Management for PLCs	Yes	$85,000.00	$65,058.00
1	**1.5**	Teacher Residency	No	$50,000.00	$0.00
1	**1.6**	Learning Management Systems (LMS) and online supplemental curriculum	Yes	$31,500.00	$34,188.00
1	**1.7**	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	$236,000.00	$61,082.00
1	**1.8**	Professional Learning Communities for Continuous Improvement	No	$65,000.00	$65,000.00
1	**1.9**	Instructional Practices	Yes	$600,000.00	$574,346
1	**1.10**	College and Career Advising	Yes	$482,000.00	$704,458.00

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	Recruiting and retaining staff	No	$61,830,963.00	$62,093,684.00
1	1.12	Textbook Adoptions and Instructional Materials	No	$825,778.00	$305,369.00
1	1.13	Safe and Clean Facilities	No	$246,000.00	$1,119,127.00
2	2.1	Provide Interim Assessments for Progress Monitoring and Providing Additional Intervention Opportunities (MTSS)	No	$10,000.00	$10,000.00
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	$245,000.00	$201,284.00
2	2.3	Professional Development for teachers on Universal Design for Learning (UDL)	No	$59,000.00	$59,000.00
2	2.4	Inclusive Practices Professional Development	No	$48,000.00	$48,000.00
2	2.5	Multi-Tiered System of Support (MTSS)	No	$160,000.00	180,157
2	2.6	Before and After School and Saturday school intervention and academic booster clubs Multi-tiered System of Support (MTSS): Intervention	No	$100,000.00	$100,000.00
2	2.7	Additional Opportunities to Learn	No	$21,577.00	$21,577.00
2	2.8	Site-Based Instructional Lead	Yes	$532,436.00	$574,346
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Yes	$50,800.00	$55,550.00
2	2.10	Implement PBIS Framework	No	$25,000.00	$25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Specialized Academic Instruction	No	$8,934,307.00	$16,812,833.00
3	3.1	Professional Development	Yes	$30,000.00	$25,300.00
3	3.2	Counseling	No	$6,498.00	$6,498.00
3	3.3	MTSS, Restorative Practices & PBIS	Yes	$29,500.00	$29,500.00
3	3.4	Continuum of Services (i.e Counseling)	No	$3,278,719.00	$7,719,422.00
3	3.5	Access	No	$29,453.00	$0.00
3	3.6	Mental Health Support	Yes	$17,293.00	$17,293.00
3	3.7	Employee Assistance for Education (EASE)	No	$10,800.00	$12,496.00
3	3.8	Safe and Culturally Inclusive Learning Environments	No	$38,000.00	$38,000
3	3.9	Support for Diversity, Equity and Inclusion	No	$50,000.00	$50,000
3	3.10	Survey students, parents, employees	No	$10,000.00	$10,000.00
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	$268,207.00	$268,207.00
4	4.2	Student Activities	No	$35,000.00	$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Inclusion Facilitators	No	$0.00	$0.00
4	4.4	Career Technical Education	No	$2,100,000.00	$1,568,544.00
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	$14,600.00	$0.00
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	$153,500.00	$0.00
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	Yes	$50,588.00	$50,588.00
5	5.4	Reclassification and Assessment of SWD	No	$27,000.00	$47,755.00
5	5.5	Community Liaison	Yes	$250,000.00	$0.00
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	$50,000.00	$50,000.00
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	$826,788.00	1,030,254
5	5.8	Tutoring	Yes	$12,000.00	$12,000.00
6	6.1	Communication and monitoring system to reduce chronic absenteeism	No	$0.00	$0.00
6	6.2	Empathy Interviews	No	$19,000.00	$19,000.00
6	6.3	Use of Communication App to reduce chronic absenteeism for	Yes	$40,302.00	$40,302.00

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)
		English Learners and low income students			
6	**6.4**	Communication about Attendance	No	$173,000.00	$3,900.00
6	**6.5**	Counseling	Yes	$620,000.00	$1,070,657.00
6	**6.6**	Mental Health Counseling	Yes	$1,045,038.00	$1,056,568.00
6	**6.7**	Out of School Suspension Data Review	No	$8,000.00	$8,000.00
7	**7.1**	Improve School Climate	No	$176,000.00	176,000
7	**7.2**	Extended Learning Time	No	$12,300.00	12,300
7	**7.3**	College and Career Readiness	No	$58,000.00	$58,000
7	**7.4**	Amplify Student Voice	No	$350.00	$350.00
7	**7.5**	Graduation Rates	No	$57,000.00	$57,000
7	**7.6**	Decrease Disproportionate Suspensions	No	$84,254.00	$84,254
7	**7.7**	Enhance and Broaden Support Initiatives	No	$24,150.00	$24,150

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)
5836244	$5,601,552.00	$5,585,050.00	$16,502.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Data Management for PLCs	Yes	$85,000.00	$65,058.00	0%	0%
1	1.6	Learning Management Systems (LMS) and online supplemental curriculum	Yes	$31,500.00	$34,188.00	0%	0%
1	1.7	Supplemental curriculum, instruction and progress monitoring for students needing additional support to close the achievement gap	Yes	$236,000.00	$61,081.00	0%	0%
1	1.9	Instructional Practices	Yes	$600,000.00	$574,346.00	0%	0%
1	1.10	College and Career Advising	Yes	$482,000.00	$704,458.00	0%	0%
2	2.2	Adaptive Standards Aligned Supplemental Curriculum	Yes	$205,000.00	$201,284.00	0%	0%
2	2.8	Site-Based Instructional Lead	Yes	$532,436.00	$574,346.00	0%	0%
2	2.9	Provide and Expand Alternative Pathway Learning Programs for English Learners and low-income students	Yes	$50,800.00	$55,550.00	0%	0%
3	3.1	Professional Development	Yes	$20,000.00	$25,300.00	0%	0%
3	3.3	MTSS, Restorative Practices & PBIS	Yes	$17,500.00	$29,500.00	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)
3	3.6	Mental Health Support	Yes	$17,293.00	$17,293.00	0%	0%
4	4.1	Increase Access to AVID Secondary Electives and Elementary College and Career Engagement Opportunities for English Learners	Yes	$268,207.00	$268,207.00	0%	0%
5	5.1	Progress Monitoring, Reclassification using Ellevation, Interim ELPAC	Yes	$9,600.00	$0.00	0%	0%
5	5.2	Seal of Biliteracy and Pathway to Biliteracy	Yes	$153,500.00	$0.00	0%	0%
5	5.3	ELD Site Chairs and Bilingual Instructional Aides	Yes	$50,588.00	$50,588.00	0%	0%
5	5.5	Community Liaison	Yes	$250,000.00	$0.00	0%	0%
5	5.6	Supplemental English Learner support in Dual Language Immersion Program for English language acquisition	Yes	$50,000.00	$50,000.00	0%	0%
5	5.7	Science Technology, Engineering, Arts, and Mathematical Pre-pathway (STEAM)	Yes	$826,788.00	$1,015,254.00	0%	0%
5	5.8	Tutoring	Yes	$10,000.00	$12,000.00	0%	0%
6	6.3	Use of Communication App to reduce chronic absenteeism for English Learners and low income students	Yes	$40,302.00	$40,302.00	0%	0%
6	6.5	Counseling	Yes	$620,000.00	$1,070,657.00	0%	0%
6	6.6	Mental Health Counseling	Yes	$1,045,038.00	$735,638.00	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)
74191350	5836244	0	7.866%	$5,585,050.00	0.000%	7.528%	$251,194.00	0.339%

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 32627(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 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024