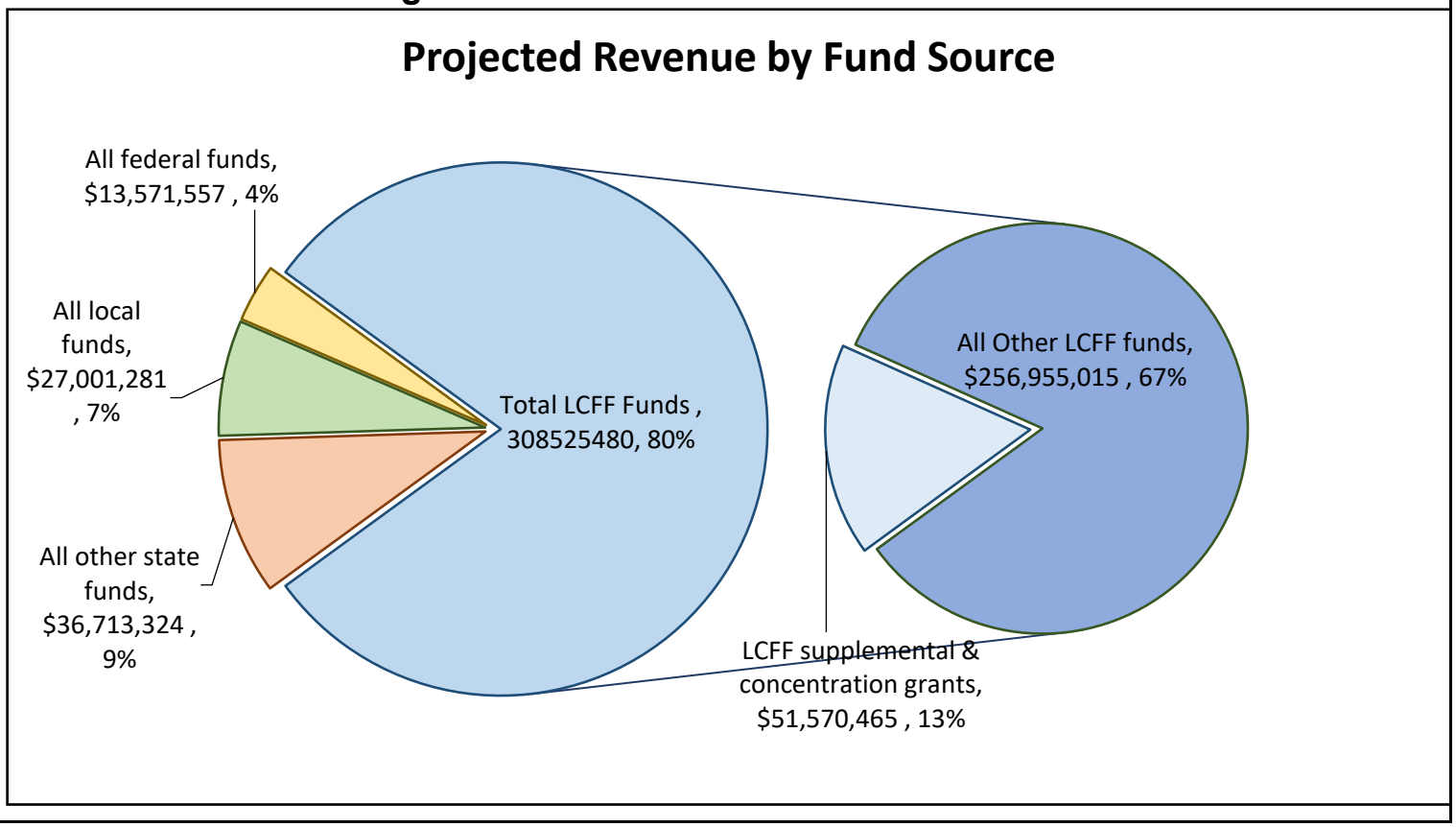
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Side Union High School District
CDS Code: 43694270000000
School Year: 2026/27
LEA contact information: Teresa Marquez 408-347-5170 marquezt@esuhsd.org

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

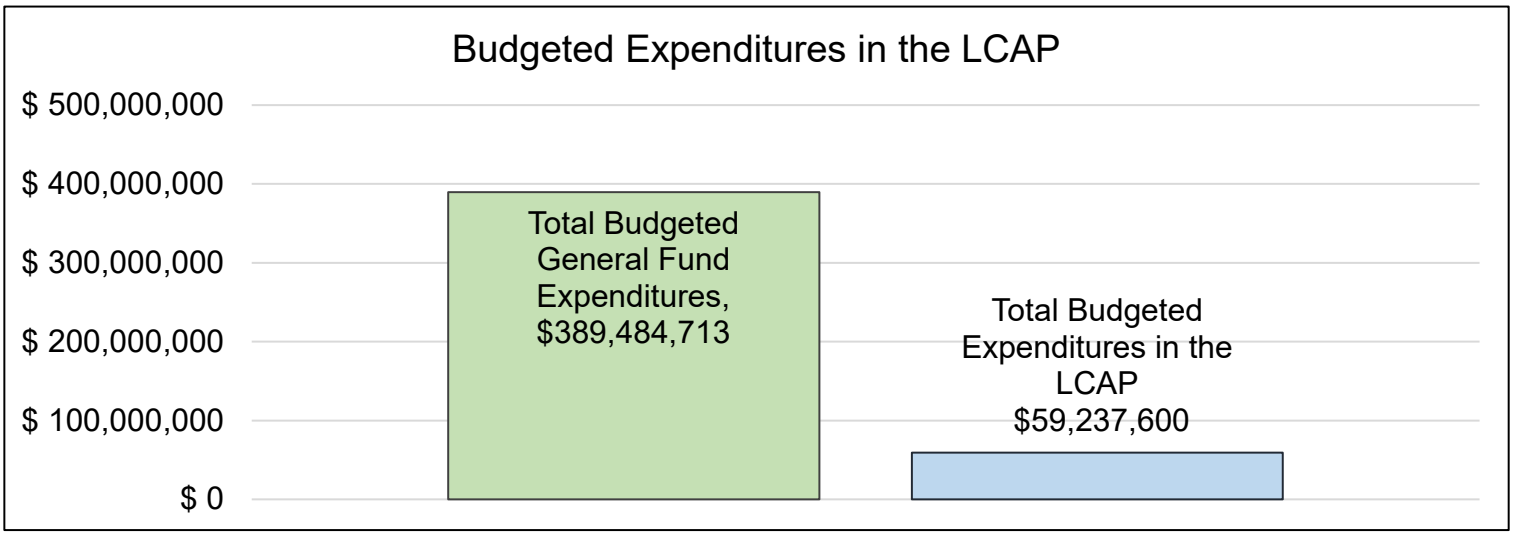


This chart shows the total general purpose revenue East Side Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Side Union High School District is $385,811,642.00, of which $308,525,480.00 is Local Control Funding Formula (LCFF), $36,713,324.00 is other state funds, $27,001,281.00 is local funds, and $13,571,557.00 is federal funds. Of the $308,525,480.00 in LCFF Funds, $51,570,465.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much East Side Union High School District plans to spend for 2026/27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Side Union High School District plans to spend $389,484,713.00 for the 2026/27 school year. Of that amount, $59,237,600.00 is tied to actions/services in the LCAP and $330,247,113.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

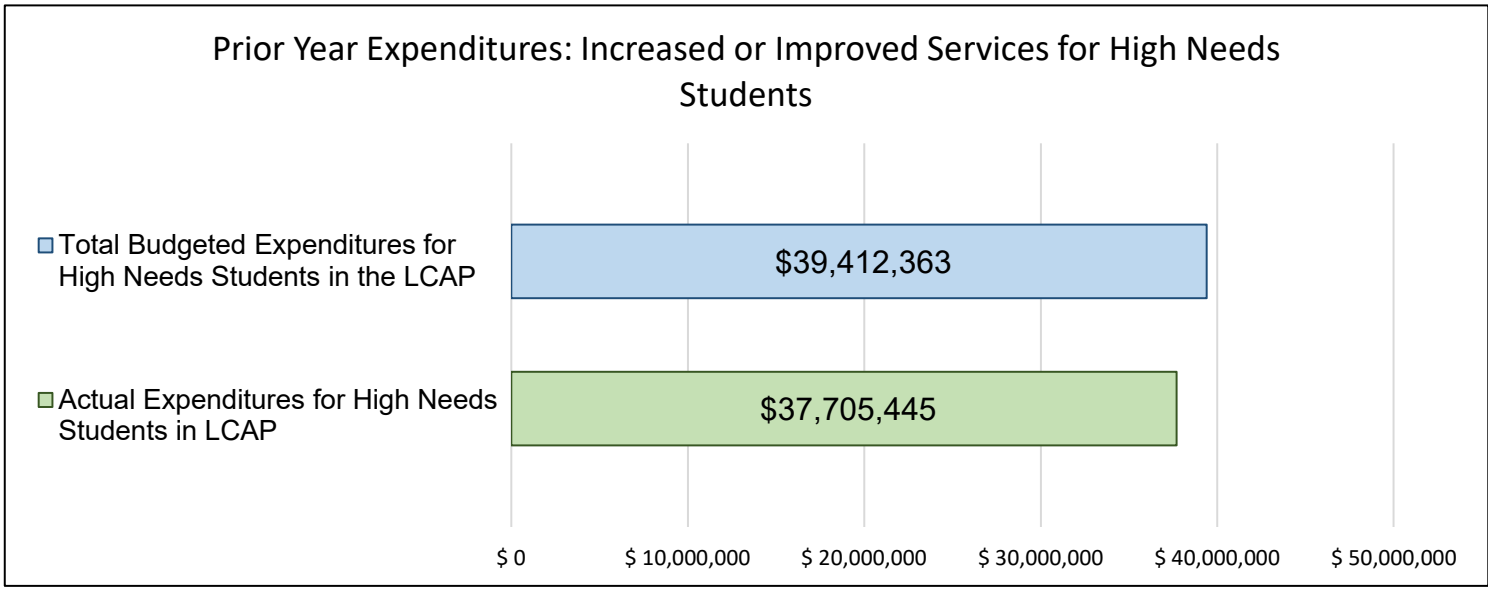
The LCAP was created through the lens of services principally directed toward improved and increased services for Foster Youth, English Learners, and Low-income students. As such, it does not capture all General Fund expenditures. Specifically, the LCAP excludes costs such as teacher, classified, and administrative salaries and benefits that are not directly tied to a listed goal or action, as well as facilities and maintenance expenses. These general fund expenditures, while not outlined in the LCAP, are essential to ensuring that schools are safe, functional, and well-staffed.l They remain a critical foundation in supporting the success of all students, including FY, EL, and low-income students.

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

In 2026/27, East Side Union High School District is projecting it will receive $51,570,465.00 based on the enrollment of foster youth, English learner, and low-income students. East Side Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Side Union High School District plans to spend $55,603,043.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025/26, East Side Union High School District's LCAP budgeted $39,412,363.00 for planned actions to increase or improve services for high needs students. East Side Union High School District actually spent $37,705,445.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $1,706,918.00 had the following impact on East Side Union High School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures for high needs students in 2025-26 was primarily due to staffing vacancies, delays in program implementation, and lower-than-anticipated student participation in select services. While most planned services were delivered, some were adjusted in scale or timing due to these factors. Despite the spending variance, the district maintained a strong commitment to serving English Learners, Foster Youth, Students with Disabilities, and Low-income students. Core supports such as academic interventions, counseling, and family engagement activities remained in place. Moving forward, we are improving systems for early hiring, tracking service delivery, and aligning resources to ensure all high-needs students continue to receive increased and improved services as intended.

Local Control and Accountability Plan (LCAP) for East Side Union High School District

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
East Side Union High School District	Teresa Marquez Associate Superintendent	marquezt@esuhsd.org 408-347-5170

Plan Summary 2026-2027

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.

East Side Union High School District comprises 11 traditional, 1 alternative, and 4 continuation high schools in East San Jose, North San Jose, Alum Rock, South San Jose, and Evergreen neighborhoods. ESUHSD's 19,426 students are 48% Hispanic/Latino, 35.3% Asian, 4.8% White, and 1.7% African American. 68.9% of the district's students come from socio-economically disadvantaged families, 20% are English Language Learners, and we have 0.1% foster youth. It is important to note that within our 20% English Learner population, about 66.9% are Long-term English Language Learners. Additionally, 66% of our student population speaks a language other than English.

Our comprehensive high schools are Andrew Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm. C Overfelt, and Yerba Buena. Our alternative school is Calero and our 4 continuation schools are Foothill, Apollo, Pegasus, and Phoenix. Student enrollment across our 11 comprehensive high schools ranges from as low as 829 at James Lick High School to as high as 2711 at Evergreen Valley High School. All of the eleven comprehensive high schools are designated Title I schools with socioeconomically disadvantaged rates ranging from 93% at Andrew Hill to 43% at Evergreen Valley. This year, four of our schools, Foothill, Pegasus, Phoenix, and Calero, have been identified as schools within our district, to receive the Equity Multiplier Funds. Apollo will be no longer eligible for Equity Multiplier Funds for 2026-27.

Our East Side Union High School District team consists of approximately 1100 certificated staff and 700 classified staff. Included in the certificated staff we have classroom teachers, school counselors, social workers, teachers on special assignments, psychologists, speech language therapists, program specialists, school librarians, advisors, and administrators. Our classified staff includes a wide range of roles within various departments including child nutrition services, transportation, instructional services, school site support staff, and maintenance.

Our East Side community is diverse as evidenced in our demographics. This diversity demands that as an organization equity and inclusion serve as the guiding principles for our work to build equitable communities where:

-**ALL** students are **welcomed** as they are

-**strengths** and areas of **growth for all students are known and supported**

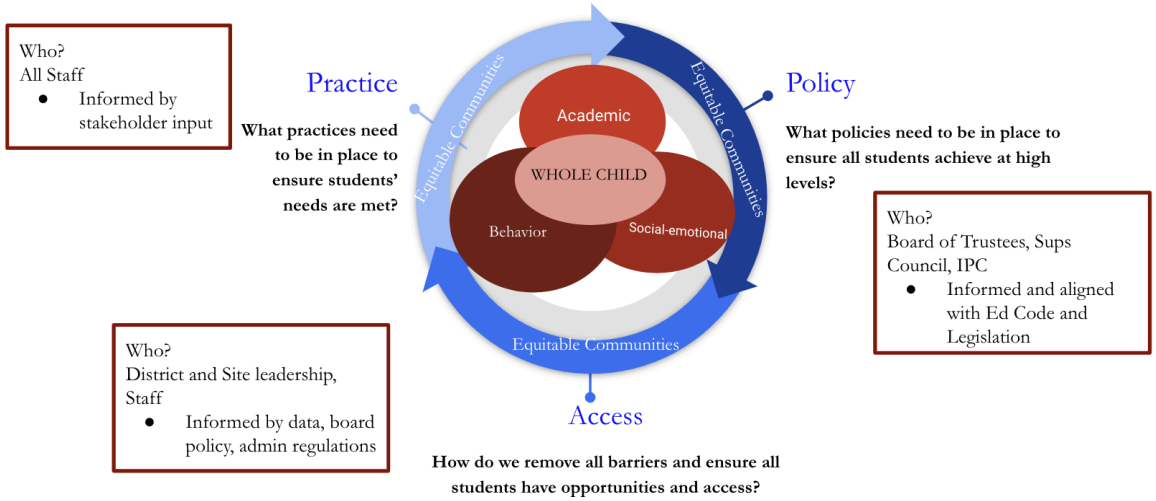
-adults **positively respond** to the social-emotional, wellness, and academic needs of every student

-**ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society.

We hold firm that by building equitable communities, we can fulfill our promise of preparing all students for college and career with the competencies outlined in our Graduate Profile and measured through our Key Performance Indicators. Our Graduate Profile outlines the skills and competencies students need in order to excel academically and socially: Communicators, Critical Thinkers, Collaborators, Creators, Community Members, Powered with a Plan. Our goal is to embed these skills within our learning structures across our district.



As a district, the work to ensure equity is grounded in how we respond as a system; therefore, the goals and actions contained within this plan describe how we will respond as a system in addressing the academic, social-emotional, and wellness needs of all our students. Our system's approach and response is anchored in the areas of policy, access, and practice as described in the graphic below.



So as we work to respond as a system to address the whole child, we know that equity is the ultimate driver to eliminating disparities in student achievement and overall success. And as a district we are committed to, through the LCAP, adhere to our Equity Board Policy where:

-**Every student receives what he or she needs** to thrive socially, emotionally, and academically

-We remove the predictability of success or failure based on social, racial, cultural, or economic factors; eliminating the opportunity and achievement gaps

-We interrupt inequitable practices and biases thus **creating inclusive and just conditions in our schools**

Additionally, our intent is to leverage the LCAP so that we can use it as a roadmap to addressing the disparate outcomes we see across our system. In particular, the outcomes connected to graduation and college and career readiness rates. Historically, as a district, we have lacked a systemwide Tier 1 instructional focus, thus one of our key priorities will be to identify evidence-based instructional strategies and interventions that will become the focus for ongoing professional development. Specifically, we plan to execute our Theory of Action: "If we adopt and implement evidence-based instructional practices to fidelity in all classrooms, then we will see increased student achievement."

Through the LCAP we seek to utilize the allocated resources towards goals and actions that will maximize whole child supports for all students with an intentional focus on our English Learners, Foster Youth, and Low-Income students. Our LCAP, will demonstrate how we respond to the following essential questions:

-What do we believe about our students, staff, and community?

-How do our actions demonstrate what we believe?

It is important to note that as the district developed the 2026–27 LCAP, significant fiscal challenges shaped both the planning process and the prioritization of actions and services. Due to declining enrollment, rising operational costs, and ongoing structural budget pressures, the district was required to implement approximately $16 million in budget reductions. These fiscal realities required the district to carefully evaluate staffing, programs, and expenditures while maintaining a focus on services and supports for unduplicated student groups and students with the greatest needs.

As a result, the 2026–27 LCAP reflects a strategic shift from expansion of services toward sustaining core systems of support and preserving high-impact programs and interventions already in place. The district prioritized maintaining essential services connected to academic intervention, counseling and mental health supports, family engagement, college and career readiness, and Multi-Tiered System of Supports (MTSS), while making targeted adjustments to staffing structures and implementation models in order to remain fiscally sustainable.

Although the district remains committed to continuous improvement and closing equity gaps identified through the California School Dashboard and local data, the fiscal reductions created challenges in increasing or expanding services at the level originally envisioned in prior years. In several areas, the district shifted from growth and expansion efforts to maintaining continuity of services and protecting supports that directly impact Foster Youth, English Learners, Students with Disabilities, Low-Income students, and Homeless Youth.

Despite these fiscal challenges, the district remains committed to using data-driven decision-making, strategic resource allocation, and coordinated systems of support to improve student outcomes and maintain progress toward the goals outlined in the LCAP.

Reflections: Annual Performance

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

A review of our indicators on the 2023 CA Dashboard and a review of our local data demonstrates an overall improvement in the following indicators: English Language Arts and English Learner Progress. Unfortunately, the majority of our key performance indicators demonstrate a decline in achievement as listed in the CA Dashboard. As a district we continue to struggle with high achievement for all students. Our data clearly indicates that we have disproportionate outcomes for various student groups: Homeless Youth, English Learners, Students with Disabilities, Hispanic, African-American, Native-Hawaiian/Pacific Islander, Socioeconomically disadvantaged, and Foster Youth. In particular, a review of our Key Performance Measures shows that our graduation and A-G completion rates are amongst the lowest for our Hispanic and African-American students, and our students designated as Foster Youth, Homeless Youth, and our Students with Disabilities. Additionally, a review of our 2023 CA Dashboard data shows the following schools and student groups with the lowest performance levels on one or more State indicators:

District Level					
Indicator	English Language Arts	Mathematics	Graduation	Suspension	College and Career
Status	Red	Red	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native	Foster Youth Students with Disabilities

At the district level, our Homeless Youth are at the lowest level on the English Language Arts and Graduation indicators. Our English learners and Hispanic/Latino students are at the lowest level on the Mathematics and Graduation indicators and our American Indian/Alaska Native students are designated

at the lowest level for the Suspension indicator. In addition, our Students with Disabilities are at the lowest performance level in Graduation and College and Career.

At the school site level, the following tables show the specific indicators, student groups, and school sites for each of the student groups with the lowest performance levels.

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	English Learner Progress
Status	Red
Student Groups	English Learners
School Sites	Mt. Pleasant Oak Grove

Indicator	Mathematics				
Status	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

Indicator	Suspension						
Status	Red	Red	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African-American	Hispanic/Latino
School Sites	Calero Phoenix	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	Santa Teresa Silver Creek	Santa Teresa Silver Creek Yerba Buena Calero Phoenix

Indicator	Graduation				
Status	Red	Red	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Independence James Lick Wm. C Overfelt Foothill	Andrew Hill	Independence James Lick Wm. C Overfelt Foothill Phoenix	Independence James Lick Wm. C Overfelt	Independence James Lick Foothill Wm. C Overfelt

Indicator	College and Career					
Status	Red	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/ Latino
School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix

When we review the 2024 CA Dashboard indicators, East Side Union High School District has made meaningful progress in certain areas while continuing to face persistent challenges—particularly in closing opportunity gaps for historically underserved student groups including Foster Youth, English Learners, Low-Income students, Students with Disabilities, and Homeless Youth.

Graduation rates remain strong across many sites, and we maintained a College and Career Indicator (CCI) performance of 48.1%. Suspension rates decreased to 2.6%, with most of our student groups falling into the green performance color.

However, significant disparities persist. Dashboard data show that students with disabilities, English Learners, and African American and Latino students continue to underperform in English Language Arts and Mathematics. Chronic absenteeism remains high among Foster Youth, Homeless Youth, and English Learners. Moreover, college and career readiness rates for Foster Youth (0%) and Students with Disabilities (6.6%) fall far below the district average. Additionally, a deeper review of our 2024 CA Dashboard data shows the following student groups with the lowest performance levels on one or more State indicators:

District Level						
Indicator	English Learner Progress	English Language Arts	Mathematics	Graduation	Suspension	College and Career
Status	Red	Red	Red	Red	Red	Red
Student Groups	English Learners Long-term English Learners	English Learners Long-term English Learners Homeless Youth Students with Disabilities African American Hispanic	English Learners Long-term English Learners Homeless Youth Socioeconomically Disadvantaged Students with Disabilities African American Hispanic	Foster Youth Homeless Youth Students with Disabilities	Foster Youth	Foster Youth Students with Disabilities

The 2025 California School Dashboard indicates improvement across several key state indicators for East Side Union High School District when compared to 2024. The district demonstrated growth in graduation outcomes, college and career readiness measures, and student engagement indicators. Chronic absenteeism rates also showed improvement from the prior year.

Academic indicators in English Language Arts and Mathematics reflected areas of both improvement and continued need, with some student groups demonstrating growth while achievement gaps remain present across multiple indicators. The College and Career Indicator (CCI) showed increased readiness rates overall, though disparities continue among student groups including English Learners, Foster Youth, Students with Disabilities, and Low-income students.

The Dashboard data also continues to show variation in performance among student groups and school sites, particularly in the areas of academic achievement, A–G completion, and college and career readiness. Overall, the 2025 Dashboard reflects positive movement in several indicators while also highlighting areas requiring continued focus and improvement. Specifically, as indicated by the CA Dashboard, our Foster Youth, African American, Hispanic, and Long-term English Learner students' performance levels in key indicators are at the lowest and require improvement.

District Level				
Indicator	English Language Arts	Mathematics	Graduation	Suspension
Status	Red	Red	Red	Red
Student Groups	Long-term English Learners African American Hispanic	African American	Foster Youth	Foster Youth

Given the outcomes listed above, it is evident that there is a need to continue to address the academic, socioemotional, behavioral, and wellness needs of our students across our district. Thus, our LCAP will focus on 5 key areas, aligned to the CA Dashboard indicators: 1) College and Career Readiness with a focus on Math and English Language Arts, 2) Graduation, 3) Achievement of our English Learners, 4) Safe, Restorative, and Positive School Climate, and 5) Attendance. We will also address the needs of students at Foothill High School, Pegasus High School, Phoenix High School, and Calero High School as part of four focused goals required based on eligibility for the Equity Multiplier funding. The goals will focus on increasing academic outcomes for students with an emphasis on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic/Latino students. It is important to note that Apollo is no longer eligible for the equity multiplier funds for the 2026-27 school year but the focused goal will remain as part of the LCAP to allow for the goal analysis and continuity of services.

Additionally, the district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $2,153,221, which will be strategically allocated to support actions that address the needs of our highest-need student populations. These priorities were identified through a comprehensive needs assessment, which included a review of student performance data and input from our educational partners. This funding constitutes our carryover and we have not incorporated the new allocation as part of the 2026-27 LCAP.

The following actions have been identified for full funding through LREBG due to their alignment with the grant's intent to accelerate learning recovery and close equity gaps:

Goal 1 – College and Career Readiness: Actions 1.1, 1.3, 1.5, 1.8

Goal 2 – Graduation Rate: Actions 2.3, 2.5, 2.8

Goal 3 – Achievement of English Learners: Actions 3.6, 3.10

Goal 4 – Safe, Restorative, and Positive School Climate: Action 4.3

Each of these actions was selected based on its direct connection to addressing learning loss and promoting equitable access to academic, behavioral, and social-emotional supports. A detailed rationale for the use of LREBG funds is included within the description of each action.

Reflections: Technical Assistance

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

Our district is eligible for technical assistance and has agreed to work with our county office of education, Santa Clara County Office of Education (SCCOE), to provide Differentiated Assistance. As part of this three-year cycle, our district was eligible based on the 2023 CA Dashboard results in the following areas and for the indicated student groups:

English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities
Graduation	Graduation	Graduation	Graduation
Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts

For the 2025-2026 school year, we continued to be eligible for technical assistance and extended our collaboration with the Santa Clara County Office of Education - SCCOE and California Collaborative for Educational Excellence - CCEE. Our district was eligible for continued assistance based on the 2024 CA Dashboard results in the following areas and for the indicated student groups:

Student Group	Homeless Youth	Students with Disabilities	Foster Youth
Dashboard Indicator	Graduation Academics: Math and English Language Arts	Graduation Academics: Math and English Language Arts College and Career	Graduation College and Career Suspension

During the 2024–25 school year, our district partnered with the Santa Clara County Office of Education (SCCOE) to develop an annual aim and implementation plan aligned with the Differentiated Assistance (DA) process. Through this partnership, we were assigned a coach and engaged in regular collaborative sessions to review data metrics, assess progress on action steps, and identify next steps for continuous improvement.

Our aim for 2024–25 centered on improving outcomes for Foster Youth, with a specific focus on reducing the number of suspensions at each grading period. This target group was selected based on disproportionalities identified in suspension data and aligns with our district's broader equity commitments.

For the 2025–26 school year, we continued our collaboration with SCCOE and the California Collaborative for Educational Excellence (CCEE), maintaining our focus on Foster Youth in response to the 2024 California School Dashboard outcomes. The district's commitment to improving outcomes for Foster Youth was embedded throughout our plan, as they remained one of our primary target student groups. Our increased focus on Foster Youth has resulted in shifts in practice to better address the unique needs of Foster Youth students, including enhanced progress monitoring, individualized supports, and increased use of alternatives to suspension.

For the 2026-27 school year, our plan is to continue to work in partnership with SCCOE and CCEE. We will continue to focus on our Foster Youth population to ensure improved outcomes in both academics and suspension.

As part of our continued Differentiated Assistance engagement, the following actions will serve as key levers and focus areas in our technical assistance work:

Goal 1 – College and Career Readiness: Actions 1 and 11
Goal 2 – Graduation Rate: Actions 1 and 2
Goal 4 – Safe, Restorative, and Positive School Climate: Action 2

These actions reflect our strategic commitment to removing barriers, supporting social-emotional needs, and ensuring that Foster Youth have equitable access to academic and behavioral supports that promote long-term success.

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.

The schools within our district that have been identified for comprehensive support and improvement (CSI) are as follows:

-Foothill High School identified for all students for the Graduation indicator

Support for Identified Schools

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

Foothill, identified as eligible for comprehensive support and improvement, is included in our districtwide work of building equitable communities through MTSS. Specifically, our educational services team will work closely with the Foothill leadership team to develop their plan in alignment with the LCAP. We will ensure the school site has the necessary data and resources to make informed decisions as they develop their plans for continuous improvement.

Additionally, as part of the LCAP, there are added supports specifically targeted to support Foothill given it is also eligible for Equity Multiplier funding.

Monitoring and Evaluating Effectiveness

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

Our educational services team consisting of the Director of Student Services, Director of Instruction and Curriculum, Director of Career Services, Director of Special Services, Director of Assessment and Accountability, and the Associate Superintendent of Educational Services will meet with each school site every 6 weeks to review and analyze data, identify needs, and measure progress on goals and actions aimed at improving student outcomes, and specifically the outcomes for student groups with the greatest need. At each session, school sites will have an opportunity to share successes and challenges as well as pose questions and needs that require district level support. We will focus on Tier 1 level universal instruction, social-emotional, and behavioral strategies to ensure all students are receiving the instructional and behavioral support needed and then utilize our 6-week data report (Early Warning System-EWS) containing student level data on grades, attendance, and behavior to identify students needing additional interventions. In addition, our district subject area coordinators will work with the teachers at the three high schools to ensure their recovery programs are aligned to the priority standards for each subject area and contribute to the students' college and career readiness.

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 Advisory Committee October 1, 2025 November 5, 2025 December 17, 2025 February 4, 2026 March 11, 2026 April 15, 2026 May 14, 2026	The district engaged members of the LCAP Advisory Committee through a series of collaborative meetings focused on the development and refinement of the 2026–27 Local Control and Accountability Plan (LCAP). Committee members, including students, parents/guardians, staff, site and district administrators, and bargaining unit leadership, participated in learning sessions designed to deepen understanding of the LCAP process, state priorities, and district goals. Throughout the meetings, participants reviewed and analyzed multiple data sources and metrics, including CA Dashboard indicators, local academic and engagement data, and feedback collected through LCAP forums and stakeholder engagement sessions. Committee members engaged in discussions regarding areas of strength, identified needs, and opportunities for improvement, with a particular focus on outcomes for unduplicated student groups. The committee also reviewed proposed revisions, updates, and additions to the 2026–27 LCAP actions and services, providing input and recommendations that informed the district's development of the final plan.
CSEA - California School Employees Association February 10, 2026	Engaged with the classified bargaining unit as part of one of their regularly scheduled assembly meetings where representatives from each school site were present. Information specific to the LCAP, including a review of metrics and the impact of budget reductions, was presented and participants were provided an opportunity to provide input by addressing the following prompts: • What supports matter most for students right now? • What supports matter most for staff to do this work well? • Where should we focus or rethink our efforts?
Staff February 9, 2026 4:30pm February 23, 2026 4:30pm	Provided staff specific virtual sessions as a means to provide space and time for staff to engage and provide input on the LCAP. Staff were asked to provide input through the following prompts: • What supports matter most for students right now? • What supports matter most for staff to do this work well? • Where should we focus or rethink our efforts?

<table>
<tr>
<td>In person Community Forums at School Sites

March 2, 2026 5:30pm James Lick High School
March 3, 2026 5:30pm Oak Grove High School
March 9, 2026 5:30pm Yerba Buena High School
March 10, 2026 5:30pm Independence High School
March 16, 2026 5:30pm Silver Creek High School</td>
<td>Provided in-person sessions open to parents, students, and staff to engage around the LCAP. The sessions were formatted in the following manner:

The information was presented in a structured, sequential format:

• The presentation opened with core values, equity policy, and a staff/school overview.
• It defined LCAP and immediately introduced the $16 million fiscal challenge.
• A guiding question focused the audience on prioritizing supports given budget realities.
• Extensive data was presented on A-G rates, graduation, attendance, and suspension rates.
• The presentation concluded by asking for prioritization input and outlining the LCAP cycle next steps.

Interpretation services were provided at all sessions in Spanish and Vietnamese.</td>
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<td>Student Equity Councils

<table><tr><th>Date</th><th>School Site</th></tr><tr><td>February 9, 2026</td><td>Evergreen Valley</td></tr><tr><td>February 11, 2026</td><td>James Lick</td></tr><tr><td>February 26, 2026</td><td>Mt. Pleasant</td></tr><tr><td>February 27, 2026</td><td>Piedmont Hills</td></tr><tr><td>March 9, 2026</td><td>Oak Grove</td></tr><tr><td>March 11, 2026</td><td>Santa Teresa</td></tr></table></td>
<td>Engaged with student members of the Student Equity Councils at the following school sites:

Oak Grove
Piedmont Hills
James Lick
Mt. Pleasant
Evergreen Valley
Santa Teresa

Students were provided information about the LCAP, including a review of both district and school specific metrics. Students were then asked to work in small groups to respond to the following prompts:
• What do you see as a strength of your school and/or our district?
• What is a concern you have about your school and/or our district?
• What supports help students do their best in school?
• What do teachers and staff need to better support students?
• What's one thing our district should focus on or change to make things better?</td>
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DAC/DELAC **District Advisory Council/District English Learner Advisory Council** October 22, 2025 January 21, 2026 March 18, 2026 May 13, 2026	Engaged with our DAC/DELAC group through in-person sessions. Participants were able to learn about the LCAP, review metrics, and provide input via the following prompts: ● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed? ● What are the most important ways our schools and district can better support English Learners academically, socially, and emotionally and what specific actions would make the biggest difference for your child and family? Over the course of the March 18th and Mary 13th sessions, DAC/DELAC members were able to review preliminary information specific to the 2026-27 LCAP including: review of input gathered from the various educational partners, review of metrics, and initial focus areas for goals and actions. DAC/DELAC members were able to review the 2026-27 draft LCAP for input, comments, and questions.
Equity Multiplier Schools Community Engagement **Foothill High School** **February 11, 2026 & April 2, 2026** **Pegasus** **April 15, 2026** **Phoenix** **April 13, 2026** **Calero High School** **March 25, 2026 & April 16, 2026**	Community engagement sessions were held at each of the Equity Multiplier schools: Foothill, Pegasus, Phoenix, and Calero where information was provided on their eligibility for the Equity Multiplier Funding and input was obtained from students and staff on how to best utilize the funds to support student positive outcomes. School community reviewed metrics and were asked to respond to the following: ● Based on the metrics, how will we improve those outcomes? ○ What key actions are needed? ○ Services? Programs?
Parents/caregivers and Staff Spring 2026	Parents/Caregivers and staff were sent a survey to provide input. Key questions posed included: ● What form of parental engagement should be improved? ● Which existing services are working well? ● What other services, programs, and evidence-based strategies and interventions should the LCAP support to improve learning outcomes for all students and in particular our Foster Youth, English Learners, Students with Disabilities, and Low-Income students? Surveys were available for parents/ caregivers in English, Spanish, and Vietnamese.

Students, Parents, Staff Fall 2025 and Spring 2026	Students, parents, and staff were provided an opportunity to provide input via our Panorama Survey. This survey collects information related to school climate and student social-emotional learning. The survey is administered two times a year, once in the Fall and once in the Spring. For the school climate survey, the key areas of focus that we use to inform the development of the LCAP are: ● Climate of Support for Academic Learning ● School Safety and Climate ● Knowledge and fairness of discipline ● Sense of Belonging For the SEL student survey, the intent is to gather information about students' own perceptions of their social-emotional skills. The following key areas of focus are used to inform the development of the LCAP: ● Supportive Relationships ● Self-efficacy including self-efficacy in specific subject areas: Math, ELA, Science, Social Studies
SELPA Consultation April 23, 2026	Consultation with Director, South East SELPA, Santa Clara County through provision of resources related to SWDs on April 23, 2026. The resources provided included compliance monitoring and high leverage strategies aligned to specific targeted areas.

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

Our process to gather information and seek feedback from educational partners regarding the LCAP was comprehensive and thorough. During the months of February and March we held multiple forums with our various educational partners in the three main languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the requirements of the LCAP process, share current progress on goals and expenditures, and share our most up to date key performance measures as well as allow for our partners to provide input and pose questions. In addition, ESUHSD surveyed our educational partners (parents, teachers and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on how to address the needs of our students and 2) gather input and feedback on their level of satisfaction with our current efforts.

We also met with our DAC/DELAC advisory committee, LCAP advisory committee, and administrators from each of our school sites to gather feedback and input.

The feedback gathered from our educational partners is summarized below:

Theme	Key Priorities Identified Across Stakeholder Input
Academic Success	• Graduation readiness • Credit completion • Academic intervention and tutoring
Equity and Targeted Support	• Supports for English Learners (ELs) • Supports for Students with Disabilities (SWDs) • Supports for Foster Youth • Supports for Homeless Youth • Prioritization of students with the highest needs
Mental Health and Re-Engagement	• Mental health and wellness systems • Restorative and re-engagement practices • Trusted adult relationships • Student belonging and connection
Clarity, Consistency, and Coordination	• Clear systems and expectations • Coordinated communication • Predictable supports and pathways for students and families

Additionally, the table below captures the top priorities identified via our survey by each of the groups (Student, Parents/Guardians, and Staff). Given our fiscal challenges the key question focused on prioritization of services.

Top Priorities Identified by Parents	Top Priorities Identified by Staff:	Top Priorities Identified by Students:
• Tutoring and academic intervention supports – 72.8% • Graduation plan support and counseling – 56.4% • Credit recovery opportunities – 45.6% • Mental health support for students – 36.4% • Teacher and staff training – 24.6% • Supports for English Learners – 21%	• Supports for ELs, SWDs, and Foster Youth – 55.9% • Clear, consistent schoolwide behavior expectations – 45.7% • Targeted tutoring focused on student needs – 44.1% • Family outreach using shared communication – 39.4% • Credit recovery opportunities – 38.6% • Restorative and re-engagement practices – 31.5% • Teacher and staff training – 31.5%	• Graduation plan support and check-ins – 62.6% • Credit recovery opportunities – 54.2% • Tutoring and academic support – 48.1% • Mental health support for students – 37.4% • Supports for English Learners – 29.4% • Teacher and staff training – 24.8%

Given the input and feedback collected, all aspects of our LCAP have been influenced by input provided by our educational partners. The goals and actions listed throughout the plan were created as a result of current metrics, research, and input collected from our various educational partners. In particular, the actions in Goals 1 College and Career Readiness, Goal 2 Graduation Rate, and Goal 4 Safe, Restorative, and Positive School Climate related to professional development, academic support and interventions, safety and positive school climate, and social-emotional and mental health wellbeing were directly influenced by the feedback gathered through both the forums and the survey. The actions related to the improvement of English Language Learners in goal 3 were created as a result of the feedback provided by the various educational partners, particularly, the members of the DAC/DELAC advisory committee and the LCAP advisory committee. Additionally, the actions listed to specifically address the needs of our Students with Disabilities were created with input from our local SELPA through the resources they provided to ensure alignment with our Compliance Improvement Monitoring (CIM) and CCEIS plans.

In regards to Goals 6, 7, 8, 9, and 10 Student Achievement at Foothill, Apollo, Calero, Pegasus, and Phoenix, the actions have been informed by each school community and are directly aligned to their SPSA goals and have been adjusted and expanded to specifically address the student groups identified in the lowest performing level (Red) as per the 2025 CA Dashboard Indicators.

Goal 1: College and Career Readiness

Goal #	Description	Type of Goal
1	**Improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through a Multi-Tiered System of Support (MTSS).** As a district, we are committed to implementing MTSS as our comprehensive framework to eliminate disproportionality and achieve high outcomes for all students. MTSS embraces a whole child approach and focuses on: • Instruction, Behavior, and Wellness (Whole Child): Addressing all aspects of student development to ensure academic, behavioral, and social success. • Differentiated Student-Centered Learning: Tailoring instruction to meet the diverse needs and learning styles of each student. • Individualized Student Needs: Providing targeted support and interventions based on specific student requirements. • Alignment of Systems: Ensuring that all district systems work cohesively to support every student's academic, behavioral, and social-emotional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

This goal is important as our data clearly indicates that we continue to struggle with gaps in our college and career readiness indicators, specifically A-G course completion for student groups including our Foster Youth, Students with Disabilities, and English Learners. Additionally, our educational partners' input noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses with students specifically noting a need for teachers to address the needs of diverse learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College and Career Readiness Status and Change as measured by the CA Dashboard SED = Socioeconomically Disadvantaged	2023 Outcomes All students = 48.4% • English Learners = 14.9% • Foster Youth = 9.5% • Students with Disabilities = 5.3% • Socioeconomically Disadvantaged = 35.6%	2024 Outcomes All students = 48.1% • English Learners = 17.1% • Foster Youth = 0% • Students with Disabilities = 6.6% • SED = 34.8%	2025 Outcomes All students = 53.5% • English Learners = 23.4% • Foster Youth = 8.7% • Students with Disabilities = 10.5% • SED = 44.6%	We will meet status and change criteria for college and career readiness to be in the high and very high level on the 2024 CA Dashboard. Identified target listing percentage of students deemed "prepared" by CCI criteria: All Students = 65% • English Learners = 65% • Foster Youth = 65% • Students with Disabilities = 65% • SED = 65%	2026-27 Update All students = 5.1% • English Learners = 8.5% • Foster Youth = -0.8% • Students with Disabilities = 5.2% • SED = 9.0%

1.2	UC/CSU A-G Course Completion by Race/Ethnicity	2023 Outcomes All students = 54.4% • African-American = 31.9% • Hispanic/Latino = 30.4% • Asian = 77%	2024 Outcomes All students = 51.8% • African-American = 31% • Hispanic/Latino = 28.3% • Asian = 75.9%	2025 Outcomes All students = 51.5% • African-American = 37.1% • Hispanic/Latino = 27.3% • Asian = 76.6%	All students = 65% • African-American = 65% • Hispanic/Latino = 65% • Asian = 80%	2026-27 Update All students = -2.9% • African-American = 5.2% • Hispanic/Latino = -3.1% • Asian = -0.4%
1.3	UC/CSU A-G Course Completion by Program SED = Socioeconomically Disadvantaged	2023 Outcomes All students = 54.4% • English Learners = 26.3% • Foster Youth = 21.4% • Socioeconomically Disadvantaged = 43.2% • Students with Disabilities = 8.3% • Homeless Youth = 19%	2024 Outcomes All students = 51.8% • English Learners = 25.7% • Foster Youth = 0% • Socioeconomically Disadvantaged = 39.7% • Students with Disabilities = 9.2% • Homeless Youth = 16.7%	2025 Outcomes All students = 51.5% • English Learners = 48.5% • Foster Youth = 9.1% • SED = 42.0% • Students with Disabilities = 6.8% • Homeless Youth = 12.7%	All students = 65% • English Learners = 65% • Foster Youth = 65% • SED= 65% • Students with Disabilities = 65% • Homeless Youth = 65%	2026-27 Update All students = -2.9% • English Learners = 22.2% • Foster Youth = -12.3% • Socioeconomically Disadvantaged = -1.2% • Students with Disabilities =-1.5% • Homeless Youth = -6.3%

1.4	Students with continuous enrollment A-G Course Completion Rate by Race/Ethnicity	2023 Outcomes All students with continuous enrollment = 61.7% • African American = 35.9% • Hispanic/Latino = 36.3% • Asian = 78.8%	2024 Outcomes All students with continuous enrollment = 58.9% • African American = 36% • Hispanic/Latino = 33.8% • Asian = 77.2%	2025 Outcomes All students with continuous enrollment = 64.6% • African American = 43.8% • Hispanic/Latino = 38.4% • Asian = 83.5%	All students with continuous enrollment = 75% • African American = 75% • Hispanic/Latino = 75% • Asian = 85%	2026-27 Update All students with continuous enrollment = 2.9% • African American = 7.9% • Hispanic/Latino = 2.1% • Asian = 4.7%
1.5	Students with continuous enrollment A-G Course Completion Rate by Program SED = Socioeconomically Disadvantaged	2023 Outcomes All students with continuous enrollment = 61.7% • English Learners = 14.7% • Socioeconomically Disadvantaged = 51.3% • Students with Disabilities =5% • Homeless Youth = 33.3%	2024 Outcomes All students with continuous enrollment = 58.9% • English Learners = 14.6% • Socioeconomically Disadvantaged = 46.4% • Students with Disabilities =0% • Homeless Youth = 27.7%	2025 Outcomes All students with continuous enrollment = 64.6% • English Learners = 36.2% • SED = 56.7% • Students with Disabilities = 16.2% • Homeless Youth = 42.6%	All students with continuous enrollment = 75% • English Learners = 75% • SED = 75% • Students with Disabilities =75% • Homeless Youth = 75%	2026-27 Update All students with continuous enrollment = 2.9% • English Learners = 21.5% • Socioeconomically Disadvantaged = 5.4% • Students with Disabilities =11.2% • Homeless Youth = 9.3%

1.6	Students with interrupted enrollment A-G Course Completion Rate by Race/Ethnicity	2023 Outcomes All students with interrupted enrollment = 24.6% • African American = 24.2% • Hispanic/Latino = 15.2% • Asian = 41.7%	2024 Outcomes All students with interrupted enrollment = 17.9% • African American = 15.6% • Hispanic/Latino = 10.3% • Asian = 35%	2025 Outcomes All students with interrupted enrollment = 35.8% • African American = 33.3% • Hispanic/Latino = 19.0% • Asian = 65.1%	All students with interrupted enrollment = 55% • African American = 55% • Hispanic/Latino = 55% • Asian = 55%	2026-27 Update All students with interrupted enrollment = 11.2% • African American = 9.1% • Hispanic/Latino = 3.8% • Asian = 23.4%
1.7	Students with interrupted enrollment A-G Course Completion Rate by Program SED = Socioeconomically Disadvantaged	2023 Outcomes All students with interrupted enrollment = 24.6% • English Learners = 10.4% • Socioeconomically Disadvantaged = 20.1% • Students with Disabilities =5.2% • Homeless Youth = 10.3%	2024 Outcomes All students with interrupted enrollment = 17.9% • English Learners = 5.5% • Socioeconomically Disadvantaged = 13.7% • Students with Disabilities =1.2% • Homeless Youth = 4%	2025 Outcomes All students with interrupted enrollment = 35.8% • English Learners = 16.7% • SED = 28.6% • Students with Disabilities =5.5% • Homeless Youth = 11.6%	All students with interrupted enrollment = 55% • English Learners = 55% • SED = 55% • Students with Disabilities =55% • Homeless Youth = 55%	2026-27 Update All students with interrupted enrollment = 11.2% • English Learners = 6.3% • Socioeconomically Disadvantaged = 8.5% • Students with Disabilities = 0.3% • Homeless Youth = 1.3%

1.8	On track rate for A-G Course Completion by grade level and race/ethnicity	2023 Outcomes 9th grade = 49% • Asian = 77% • White = 59% • Hispanic/Latino = 22% • African American = 30% 10th grade = 31% • Asian = 51% • White = 37% • Hispanic/Latino = 12% • African American = 16% 11th grade = 27% • Asian = 46% • White = 29% • Hispanic/Latino = 9% • African American = 18%	2024 Outcomes 9th grade = 51% • Asian = 75% • White = 63% • Hispanic/Latino = 28% • African American = 28% 10th grade = 29% • Asian = 46% • White = 31% • Hispanic/Latino = 11% • African American = 16% 11th grade = 24% • Asian = 41% • White = 26% • Hispanic/Latino = 8% • African American = 9%	2025 Outcomes 9th grade = 49% • Asian = 74% • White = 56% • Hispanic/Latino = 27% • African American = 28% 10th grade = 37% • Asian = 59% • White = 43% • Hispanic/Latino = 16% • African American = 13% 11th grade = 27% • Asian = 44% • White = 23% • Hispanic/Latino = 9% • African American = 11%	9th grade = 70% • Asian = 85% • White = 70% • Hispanic/Latino = 70% • African American = 70% 10th grade = 70% • Asian = 70% • White = 70% • Hispanic/Latino = 70% • African American = 70% 11th grade = 70% • Asian = 70% • White = 70% • Hispanic/Latino =70% • African American = 70%	2026-27 Update 9th grade = 0% • Asian = -3% • White = -3% • Hispanic/Latino = 5% • African American = -2% 10th grade = 6% • Asian = 8 • White = 6% • Hispanic/Latino = 4% • African American = -3% 11th grade = 0% • Asian = -2% • White = -6% • Hispanic/Latino = 0% • African American = -7%

1.9	On track rate for A-G Course Completion by grade level and Program SED = Socioeconomically Disadvantaged	2023 Outcomes 9th grade = 49% • English Learners = 13% • Socioeconomically Disadvantaged = 34% • Students with Disabilities = 7% 10th grade = 31% • English Learners = 5% • Socioeconomically Disadvantaged = 20% • Students with Disabilities = 2% 11th grade = 27% • English Learners = 4% • Socioeconomically Disadvantaged = 16% • Students with Disabilities = 1%	2024 Outcomes 9th grade = 51% • English Learners = 14% • Socioeconomically Disadvantaged = 34% • Students with Disabilities = 9% 10th grade = 29% • English Learners = 6% • Socioeconomically Disadvantaged = 20% • Students with Disabilities = 2% 11th grade = 24% • English Learners = 3% • Socioeconomically Disadvantaged = 16% • Students with Disabilities = 2%	2025 Outcomes 9th grade = 49% • English Learners = 20% • SED = 36% • Students with Disabilities =11% 10th grade = 37% • English Learners = 6% • SED = 25% • Students with Disabilities = 2% 11th grade = 27% • English Learners = 4% • SED = 20% • Students with Disabilities = 2%	9th grade = 70% • English Learners = 70% • SED = 70% • Students with Disabilities = 70% 10th grade = 70% • English Learners = 70% • SED= 70% • Students with Disabilities = 70% 11th grade = 70% • English Learners = 70% • SED= 70% • Students with Disabilities = 70%	2026-27 Update 9th grade = 0% • English Learners = 7% • Socioeconomically Disadvantaged = 2% • Students with Disabilities = 4% 10th grade = 6% • English Learners = 1% • Socioeconomically Disadvantaged = 5% • Students with Disabilities = 0% 11th grade = 0% • English Learners = 0% • Socioeconomically Disadvantaged = 4% • Students with Disabilities = 1%

1.10	CAASPP Math, ELA, and Science scores >=3 (Meeting and Exceeding Standard) EAP Qualification SED = Socioeconomically Disadvantaged EL= English Learner SWD = Student with Disabilities	From the 2023 SBAC administration ELA • All 11th graders = 62% • African American = 52% • Hispanic = 43% • SED = 49% • EL = 12% • SWD = 17% Math • All 11th graders = 35% • African American = 17% • Hispanic = 11% • SED = 21% • EL = 5% • SWD = 3% Science • All students = 37.57% • African American = 17.21% • Hispanic = 16.33% • SED = 24.89% • EL = 2.32% • SWD = 5.12%	From the 2024 SBAC administration ELA • All 11th graders = 60% • African American = 35% • Hispanic = 39% • SED = 50% • EL = 10% • SWD = 14% Math • All 11th graders = 36% • African American = 13% • Hispanic = 11% • SED = 23% • EL = 4% • SWD = 4% Science • All students = 39.26% • African American = 16.42% • Hispanic = 17.08% • SED = 28.51% • EL = 2.36% • SWD = 7.82%	From the 2025 SBAC administration ELA • All 11th graders = 60% • African American = 44% • Hispanic = 37% • SED = 51% • EL = 11% • SWD = 14% Math • All 11th graders = 36% • African American = 11% • Hispanic = 10% • SED = 25% • EL = 5% • SWD = 5% Science • All students = 40.0% • African American = 21% • Hispanic = 14.% • SED = 29.42% • EL = 1.72%	ELA • All 11th graders = 75% • African American = 75% • Hispanic = 75% • SED = 75% • EL = 75% • SWD = 75% Math • All 11th graders = 65% • African American = 65% • Hispanic = 65% • SED = 65% • EL = 65% • SWD = 65% Science • All students = 65% • African American = 65% • Hispanic = 65% • SED = 65% • EL = 65% • SWD = 65%	2026-27 Update ELA • All 11th graders = -2% • African American = -8% • Hispanic = -6% • SED = 2% • EL = -1% • SWD = -3% Math • All 11th graders = 1% • African American = -6% • Hispanic = -1% • SED = 4% • EL = 0% • SWD = 2% Science • All students = 2.43% • African American = 3.79% • Hispanic = -2.33% • SED = 4.53% • EL = -0.60% • SWD = 1.53%

				SWD = 6.65%		

1.11	College readiness exams: -Advanced Placement Scores: Percent of students AP exam scores of 3 or higher or IB exam scores of 4 or higher -SAT exam: Percent of students meeting or exceeding benchmark scores SED = Socioeconomically Disadvantaged	From 2023 AP administration All students = 57% • Asian = 68.4% • Hispanic/Latino = 37% • African American = 22.4% • English Learners = 24.4% • Socioeconomically Disadvantaged = 41.4% • Students with Disabilities = 15.7% From 2023 SAT administration 2556 11th graders took the exam Evidenced Based Reading and Writing (EBRW) • 74.6% of students that took the SAT met or exceeded the EBRW benchmark Math Benchmark • 61.0% of students that took the SAT met or exceeded the Math benchmark	From 2024 AP administration All students = 51.5% • Asian = 61.6% • Hispanic/Latino = 32.6% • African American = 27.8% • English Learners = 22.5% • Socioeconomically Disadvantaged = 39.6% • Students with Disabilities = 25.6% From 2024 SAT administration 1949 11th graders took the exam Evidenced Based Reading and Writing (EBRW) • 84.7% of students that took the SAT met or exceeded the EBRW benchmark Math Benchmark	From 2025 AP administration All students = 76.85% • Asian = 83.26% • Hispanic/Latino = 54.84% • African American = 55.68% • English Learners = 44.3% • SED= 66.1% • Students with Disabilities = 48.8% From 2025 SAT administration 1832 11th graders took the exam Evidenced Based Reading and Writing (EBRW) • 82% of students that took the SAT met or exceeded the EBRW benchmark Math Benchmark	All students = 70% • Asian = 75% • Hispanic/Latino = 70% • African American = 70% • English Learners = 70% • Socioeconomically Disadvantaged = 70% • Students with Disabilities = 70% For SAT: The number of 11th graders taking the SAT will increase by 10% Evidenced Based Reading and Writing (EBRW) • 85% of students that took the SAT will meet or exceed the EBRW benchmark Math Benchmark	2026-27 Update All students = 19.9% • Asian = 14.9% • Hispanic/Latino = 17.8% • African American = 33.3% • English Learners = 19.9% • Socioeconomically Disadvantaged = 24.7% • Students with Disabilities = 33.1% For SAT: -724 11th graders took the exam Evidenced Based Reading and Writing (EBRW) • 7.4% of students that took the SAT met or exceeded the EBRW benchmark Math Benchmark • 4.0% of students that took the SAT met or exceeded the Math benchmark

			• 69.9% of students that took the SAT met or exceeded the Math benchmark	• 65% of students that took the SAT met or exceeded the Math benchmark	• 71% of students that took the SAT will meet or exceed the Math benchmark	
1.12	Career Technical Education (CTE) Pathway Completion	For the 2023-24 school year Total students enrolled in CTE pathways = 4,292 For the 2022-23 school year* Students successfully completing the CTE pathway = 484 *Year has been corrected	For the 2024-2025 school year Total students enrolled in CTE pathways = 4,424 For the 2023-2024 school year Students successfully completing the CTE pathway = 534	For the 2025-2026 school year Total students enrolled in CTE pathways = 3983 For the 2024-2025 school year Students successfully completing the CTE pathway = 1123	Total students enrolled in CTE pathways = 4500 Students successfully completing the CTE pathway = 1125	2026-27 Update Total students enrolled in CTE pathways = -309 Students successfully completing the CTE pathway = 639
1.13	Silicon Valley Career Technical Education (SVCTE) enrollment	For the 2023-2024 school year Total Enrollment = 636	For the 2024-2025 school year Total Enrollment = 645	2025-26 Update Total Enrollment = 724	Total Enrollment = 650	2026-27 Update Total Enrollment = 88

1.14	% of pupils who have successfully completed both types of courses (UC/CSU and CTE) SED = Socioeconomically Disadvantaged	2023 Outcomes All Students = 10% • African American = 4.3% • Asian = 14.6% • Hispanic = 6.1% • English Learners = 3.2% • Socioeconomically Disadvantaged = 8.4% • Students with Disabilities = 0.8%	2024 Outcomes All Students = 9.6% • African American = 4% • Asian = 14.9% • Hispanic = 5.6% • English Learners = 4.4% • Socioeconomically Disadvantaged = 7.3% • Students with Disabilities = 1.7%	2025 Outcomes All Students = 10.7% • African American = 4.8% • Asian = 16.1% • Hispanic = 6.3% • English Learners = 4.2% • Socioeconomically Disadvantaged = 8.5% • Students with Disabilities = 2.0%	All Students = 20% • African American =20% • Asian = 20% • Hispanic = 20% • English Learners = 20% • SED= 20% • Students with Disabilities = 20%	2026-27 Update All students = 0.7% • African American = 0.5% • Asian = -1.5% • Hispanic = 0.2% • English Learners = 1.0% • Socioeconomically Disadvantaged = 0.1% • Students with Disabilities = 1.2%
1.15	Access to Broad Course of Study for Students with Disabilities	For the 2022-2023 school year Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time =39.4%	For the 2023-2024 school year Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time =36.1%	For the 2024-2025 school year Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time =36.3%	Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time =65%	2026-27 Update Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time =-3.1%

1.16	Teachers Fully Credentialed and Appropriately Assigned as reported of the CA Dashboard	This was a new metric sourced from the California Dashboard, replacing our previous measure. From the 2024 CA Dashboard: 87.7% FTE Fully Credentialed Teachers - Above the State	N/A	From the 2025 CA Dashboard: 81% FTE Fully Credentialed Teachers - Below the State	90% FTE Fully Credentialed Teachers - Above the State	2026-27 Update -6.7% change in the FTE of Fully Credentialed teachers from 2024 to 2025
1.17	Instructional Materials-Every student having access to standards-aligned materials as measured by Williams Audit	For the 2023-24 school year 0/0.0% Students without access	For the 2024-25 school year 0/0.0% Students without access	For the 2025-26 school year 0/0.0% Students without access	0/0.0% Students without access	2026-27 Update 0/0.0% Students without access

1.18	School Facilities in Good Repair as measured by the FIT report	For the 2022-23 school year 178 Instances where Facilities did not meet the "Good Repair" standard • 3 schools had an overall rating of fair conditions • 11 schools had an overall rating of good repair • 2 school had an overall rating of exemplary	For the 2023-24 school year 120 Instances where Facilities did not meet the "Good Repair" standard • 0 schools had an overall rating of fair conditions • 12 schools had an overall rating of good repair • 4 school had an overall rating of exemplary	For the 2024-25 school year 150 Instances where Facilities did not meet the "Good Repair" standard • 0 schools had an overall rating of fair conditions • 16 schools had an overall rating of good repair • 0 school had an overall rating of exemplary	0 Instances where Facilities did not meet the "Good Repair" standard • 0 schools had an overall rating of fair conditions • All of our schools will be in the "good repair" or "exemplary" rating	2026-27 Update -28 Instances where Facilities did not meet the "Good Repair" standard • -3 schools had an overall rating of fair conditions • +5 schools had an overall rating of good repair • -2 school had an overall rating of exemplary
1.19	Teacher participation in PD The year round tracking part of this metric has been retired	Summer 2023 PD participation Number of teachers = 1092 We will be looking to collect year round participation numbers. 2024-25 will be our baseline year	Summer 2024 PD participation Number of teachers = 1272 We have not been able to accurately track year round participation. We have no updated numbers for 2024-25.	Summer 2025 PD participation Number of teachers = 763 We have not been able to accurately track year round participation. We have no updated numbers for 2025-26.	At least 80% of teachers will participate in one or more PD sessions	2026-27 Update For Summer PD participation = -329

1.20	Implementation level of evidence-based instructional practices and interventions Metric has been retired	We have never measured the level of implementation so this will be a new metric for us. 2024-25 will be our baseline year	We were still unable to develop a process for measuring level of implementation.	We were still unable to develop a process for measuring level of implementation.	At least 50% of our teachers will be implementing evidence-based instructional practices and interventions	2026-27 Update No difference will be noted given we were unable to collect data for this metric.

Goal Analysis for 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.

Overall, the district successfully implemented the majority of actions under Goal 1, with a strong focus on building systemwide capacity to support Multi-Tiered System of Support (MTSS), improving instructional quality, expanding academic interventions, and increasing college and career readiness opportunities. Implementation reflected a coherent emphasis on equity, particularly for English Learners, Foster Youth, Students with Disabilities, and Low-income students, consistent with the needs identified in both CA Dashboard and local data.

For our Goal 1 analysis, we have grouped the actions into the following four areas:

Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

Area 2: Targeted Academic Support and Intervention: Actions: 1.5, 1.9, 1.18

Area 3: College and Career Readiness: Actions: 1.10, 1.11, 1.12, 1.13, 1.14, 1.17

Area 4: Family and Student Engagement: Actions: 1.15, 1.16

Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

The district made significant progress in implementing MTSS and strengthening instructional quality, with a focus on building systemwide structures, professional learning, and data-informed practices. We continued our focus on Vocabulary Instruction, Instructional Rounds, and Interventions for English Learners as the key instructional initiatives for the district. Similar to last year, every school successfully completed two full cycles of instructional rounds, contributing to a shift in school culture around teacher to teacher classroom visits and creating an opportunity for teachers to identify areas of strengths and areas for improvement specific to instruction.

Efforts to improve inclusive practices for Students with Disabilities, including a focus on placement in the Least Restrictive Environment (LRE), were also implemented, alongside subject-specific professional development in Math, ELA, and Science to address gaps identified in CAASPP data.

The reduction in MTSS Teachers on Special Assignment (TOSAs) from 13.0 FTE to 6.0 FTE, resulted in a greater reliance on district-level coordination and support to assist remaining sites. Additionally, external partnerships supporting MTSS implementation, including research consultants, were discontinued during the year. Despite this change, the district continued implementation efforts using internally developed tools, resources, and professional learning structures. The district also added clerical support to assist with the coordination and management of expanded professional development systems and related implementation efforts.

Despite these adjustments, the district experienced several implementation successes. The district continued to strengthen and establish a more coherent MTSS framework across schools, while increasing educator capacity through targeted professional development aligned to instructional quality, inclusive practices, and student support systems. Data systems and progress monitoring structures were also strengthened to better support decision-making and identification of student needs. In addition, the district expanded its focus on inclusive practices and Tier 1 instructional improvement to support more equitable access to instruction for all students.

At the same time, the district experienced challenges that impacted the consistency and depth of implementation. Reduced staffing contributed to variability in implementation across school sites, particularly in the development and delivery of Tier 2 and Tier 3 interventions. The district also identified a continued need for stronger monitoring of instructional fidelity and more consistent classroom-level implementation of MTSS-aligned practices across sites.

Area 2: Targeted Academic Support and Intervention: Actions: 1.5, 1.9, 1.18

The district implemented expanded learning opportunities, targeted supports for Students with Disabilities, and additional staffing for alternative education settings to address the needs of students performing at the lowest levels. These efforts included before- and after-school academic support, increased collaboration time for teachers, and targeted interventions in continuation and independent study programs.

Support for Students with Disabilities was embedded through case managers, district staff, and expanded collaboration structures. To strengthen support for teachers serving Students with Disabilities, the district added 24.8 FTE resource periods to provide dedicated time for collaboration, planning, and coordination of instructional support.

Despite these changes, the district experienced several successes in implementation. Access to academic interventions increased for students identified as lowest performing, and additional collaboration time and resource allocation strengthened teacher capacity to support Students with Disabilities within the general education setting. The district also expanded support structures within alternative education settings, including credit recovery opportunities and targeted academic assistance designed to support student persistence and graduation.

At the same time, the district experienced implementation challenges. Participation and implementation of expanded learning opportunities varied across school sites, resulting in inconsistent access and impact for students. The reduction in specialized staffing also decreased the intensity of coaching and support available for inclusion practices and instructional implementation. Additionally, the district identified a continued need to strengthen alignment between interventions, progress monitoring systems, and measurable student outcomes to ensure greater effectiveness and consistency across sites.

Area 3: College and Career Readiness: Actions: 1.10, 1.11, 1.12, 1.13, 1.14, 1.17

The district implemented a comprehensive set of strategies to improve college and career readiness, including improvement of CTE pathways, AVID programs, college advising tools (CCGI), financial aid support, AP/SAT access, and mentoring partnerships. These efforts were designed to increase access to postsecondary pathways and support student preparedness, particularly for unduplicated student groups.

Substantive differences in implementation included the re-designation of several actions as contributing actions in order to more explicitly target services and supports for unduplicated student groups. In addition, implementation of several college and career readiness initiatives relied heavily on partnerships with community-based organizations and external programs, resulting in some variability in the scope and consistency of services across school sites.

Despite these differences, the district experienced several implementation successes. Student access to college and career readiness opportunities increased through expanded supports connected to AVID, Career Technical Education (CTE), mentoring, advising, and postsecondary planning. The district also expanded college awareness activities and financial aid engagement opportunities for students and families, including FAFSA and Dream Act support. Mentoring and advising structures were strengthened, particularly at targeted school sites, and continued efforts were made to increase student access to AVID and CTE pathway opportunities across the district.

At the same time, the district experienced challenges related to implementation and coherence across programs. College and career readiness efforts were implemented through multiple initiatives and partnerships, which at times resulted in fragmented implementation and limited systemwide alignment. The district also identified a continued need to strengthen alignment between programs and measurable student outcomes, particularly in the areas of A–G completion and the College and Career Indicator (CCI). Additionally, persistent disparities in college and career readiness outcomes for unduplicated student groups remained an area of ongoing concern and focus.

Area 4: Family and Student Engagement: Actions: 1.15, 1.16

The district implemented strategies to improve family communication and engagement, including expanded outreach efforts, and translation and interpretation services. Student engagement was further supported through field trips, conferences, and enrichment opportunities designed to increase exposure, belonging, and self-efficacy.

Substantive differences in implementation included the re-designation of actions as contributing actions in order to prioritize engagement and outreach efforts for unduplicated student groups. The district also increased its emphasis on targeted outreach and accessibility by expanding extended-hour communication efforts, translation services, and multilingual supports to improve access to information and participation opportunities for families.

The district experienced several successes in this area. Infrastructure for family communication and outreach was strengthened through expanded coordination and support systems. Students also experienced increased access to enrichment opportunities and real-world learning experiences, including field trips, conferences, and activities designed to support engagement and belonging. In addition, opportunities for family participation in school-related activities, advisory groups, and decision-making processes were expanded across the district.

At the same time, the district identified several ongoing challenges. Survey feedback and participation trends indicate a continued need to improve family perceptions regarding communication, responsiveness, and engagement. While outreach efforts expanded, these efforts have not yet fully translated into increased student belonging, connectedness, and overall engagement outcomes across all student groups. The district also experienced variability in family participation across school sites and among different student populations, highlighting the need for more consistent and targeted engagement strategies moving forward.

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.

The following actions under Goal 1 reflect material differences between budgeted and estimated actual expenditures due to a variety of implementation factors. Some actions experienced significant underspending primarily due to staffing shortages, changes in program delivery, or lower-than-anticipated participation

rates. In contrast, other actions exceeded budget projections due to increased student engagement, staffing costs, and program demand. These variances provide important insight into how actual service delivery and site-level needs evolved over the course of the year and highlight key areas for strategic adjustment in future planning cycles.

Action 1.1 – MTSS Team Support (52% under budget): The variance is primarily due to lower than expected availability of staff for extra duty and participation in conferences. Additionally, staff meet less frequently with the student equity councils resulting in less need for supplies.

Action 1.2 - MTSS TOSA (22% over budget): The difference is primarily due to adjustments in salaries for the staff who actually took on these positions. The budget was based on an estimated cost for salary and benefits.

Action 1.3 - Math, ELA, Science PD (100% under budget): The professional development planned as part of this action was funded with other funding sources that were set to expire, specifically, the Educator Effectiveness Grant funds. This resulted in no expenditures for this action.

Action 1.4 – Math PD at James Lick (99% under budget): This planned professional development did not occur during the year due to shifts in site-level priorities, delays in communication, and scheduling conflicts.

Action 1.5 – Expanded ELA/Math Learning Sessions (95% under budget): Student participation rates and staffing availability were lower than anticipated, leading to fewer sessions and reduced costs.

Action 1.8 – Placement of SWDs in LRE (72% under budget): Funds were allocated for specific instructional supports that were not implemented due to changes in program delivery and use of other funding sources.

Action 1.12 – College Awareness/Financial Aid (42% over budget): Higher-than-expected student participation in college readiness events increased actual expenditures beyond the original allocation as well as increased costs for materials and supplies. In addition, there was an increase to contact services for parent workshops.

Action 1.14 - Mentoring and academic support for students (12% under budget): The budgeted amounts were based on estimated contract services. Once the scope of work was finalized, the contracts were slightly lower than planned.

Action 1.15 - Parent/Family Engagement (45% under budget): The original budgeted amount was based on funding for a 1.0 FTE position and was then changed to only fund a 0.5 FTE position.

Action 1.16 - Field trips and after school activities (43% under budget): Student participation was lower than expected and some field trips were canceled as a result of limited staff availability for supervision.

Action 1.17 – AVID Course Enrollment (29% under budget): Difference with this action was due to staffing expenses that were calculated on an average cost and actual staff assigned to AVID courses were less senior staff, less program costs, including materials and supplies.

Action 1.18 – Alternative Learning Options Support (46% over budget): Actual expenditures exceeded the budgeted amount due to a greater than anticipated need for academic, behavioral, and social-emotional supports for students. Increased student need required additional staffing support, expanded credit recovery opportunities, and enhanced intervention services to support student engagement, persistence, and graduation outcomes.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

Area 2: Targeted Academic Support and Intervention: Actions 1.5, 1.9, 1.18

Area 3: College and Career Readiness: Actions 1.10, 1.11, 1.12, 1.13, 1.14, 1.17

Area 4: Family and Student Engagement: Actions 1.15, 1.16

Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

The district has continued to make meaningful progress in establishing the foundational systems for MTSS, particularly through professional development, data systems, and the development of Tier 1 instructional expectations. Investments in three core instructional initiatives: vocabulary instruction, instructional rounds, and support for English Learners, plus the development of data reporting tools (including early warning indicators) have strengthened staff capacity to identify and respond to student needs.

The continued work of MTSS TOSAs, even with a reduced allocation, along with centralized coordination, has supported greater coherence in MTSS structures across sites, particularly in aligning academic, behavioral, and social-emotional supports. Additionally, efforts to improve inclusive practices for Students with Disabilities, including a focus on Least Restrictive Environment (LRE), have increased awareness and initial shifts in placement and instructional practices. However, we continue to see only 36.3% of SWDs enrolled in general education courses for 80% or more of their time.

While implementation structures have improved, impact on student outcomes has been uneven and not yet at the desired level, particularly for unduplicated student groups. Persistent gaps remain in A–G completion, CAASPP performance, and College and Career Indicator outcomes for English Learners, Students with Disabilities, Foster Youth, and Low-income students. Although we saw an increase with our A-G completion rate for our English Learners from 25.7% to 48.5%, this is still lower than the district rate.

The reduction of MTSS TOSAs and elimination of Inclusion Specialist TOSAs created variability in implementation across sites, resulting in inconsistent depth of MTSS practices and uneven Tier 2/Tier 3 development. Additionally, while professional development continues to be offered, evidence of consistent classroom-level implementation (Tier 1 instruction, including vocabulary instruction) remains inconsistent, indicating a need for stronger monitoring of instructional fidelity.

This area shows strong implementation progress but moderate effectiveness in outcomes to date, indicating the need to shift from building systems to ensuring consistent, high-quality implementation and accountability for impact.

Area 2: Targeted Academic Support and Intervention: Actions 1.5, 1.9, 1.18

The district demonstrated a moderate level of effectiveness in implementing targeted academic support and intervention actions designed to improve outcomes for students performing at the lowest levels. Expanded learning sessions, resource supports, and targeted interventions increased student access to academic assistance, particularly for students identified at lower performance levels on the 2025 California School Dashboard indicators in English Language Arts and

Mathematics. Additional staffing supports, including resource periods and supports within alternative education settings, were implemented to address low graduation rates and low College and Career Indicator (CCI) outcomes in continuation schools and independent study programs.

The actions were partially effective in improving access to interventions and strengthening support systems for students. For Students with Disabilities, increased collaboration time and targeted supports strengthened staff capacity to implement accommodations and modifications within instructional settings. These efforts supported the district's continued focus on improving outcomes related to CAASPP performance in ELA and Mathematics, Chronic Absenteeism, graduation rates, and the College and Career Indicator (CCI).

However, the effectiveness of these actions in producing measurable improvements in student outcomes remained limited. The 2025 California School Dashboard continued to show lower performance levels in ELA and Mathematics for multiple unduplicated student groups, including English Learners and Students with Disabilities. Local data also reflected limited movement in A–G completion rates for unduplicated student groups, including Students with Disabilities at 6.8%, Foster Youth at 9.1%, and English Learners at 48.5%, compared to the districtwide rate of 51.5%. Additionally, alternative education settings continued to experience low graduation and CCI outcomes, particularly for low-income students.

Variation in participation rates and inconsistencies in implementation across school sites further limited the overall effectiveness of these actions. While access to supports and interventions increased, these actions have not yet resulted in accelerated improvement in CAASPP performance, graduation outcomes, chronic absenteeism, or A–G completion rates. Overall, the district found these actions to be moderately effective in expanding access and strengthening support systems, but less effective in generating significant measurable improvement in student outcome data to date. These results indicate a continued need for stronger alignment between interventions, implementation practices, progress monitoring systems, and measurable student outcomes.

Area 3: College and Career Readiness: Actions 1.10, 1.11, 1.12, 1.13, 1.14, 1.17

The district demonstrated a moderate level of effectiveness in expanding access to college and career readiness opportunities through Career Technical Education (CTE) pathway supports, AVID courses, mentoring programs, financial aid workshops, and increased access to AP and SAT testing opportunities. Partnerships with programs such as CAL-SOAP, DCAC, and Puente, along with increased utilization of the California College Guidance Initiative (CCGI), supported student awareness, postsecondary planning, and engagement in college and career readiness activities, particularly for first-generation college students and low-income students.

The district experienced success in increasing student participation and access to postsecondary readiness opportunities; however, the effectiveness of these actions in improving measurable student outcomes remained limited. Although, the CCI indicator on the CA Dashboard showed improvement with a slight growth from 48.1% prepared to 53.5% prepared, persistent disparities continued among Foster Youth, Students with Disabilities, and English Learners in the areas of CCI, A–G completion, and successful completion of AP/IB coursework.

In addition, implementation across sites varied and was often fragmented across multiple programs and initiatives, limiting the district's ability to scale impact consistently systemwide. Overall, this area reflected increased access and engagement in college and career readiness opportunities with a moderate level of effectiveness; however, measurable improvement in outcomes such as A–G completion, CCI performance, and postsecondary readiness remained limited. This indicates a continued need to strengthen alignment between programs, counseling systems, implementation practices, and measurable student outcomes.

Area 4: Family and Student Engagement: Actions 1.15, 1.16

The district demonstrated an emerging to moderate level of effectiveness in implementing family and student engagement actions focused on improving communication, connectedness, and student engagement. The district expanded family outreach and engagement strategies through increased translation services, extended outreach efforts, and additional coordination support to improve accessibility and communication with families, particularly for unduplicated student groups. Student engagement opportunities, including field trips, conferences, enrichment activities, and leadership experiences, were also expanded to support school climate, student connectedness, and social-emotional learning outcomes.

School climate and engagement survey data reflected both areas of growth and continued areas of need. Survey results demonstrated positive gains in overall sense of belonging, with 91% of students and 81% of families reporting a positive sense of belonging and connection to their school community. These results suggest that expanded engagement opportunities, outreach efforts, and student support structures have contributed positively to school connectedness and climate.

At the same time, survey data identified ongoing areas for improvement related to family-school communication and cultural responsiveness. Family-school communication was identified as an area of growth, with an overall favorable rating of 67%, indicating a continued need to strengthen communication systems, consistency, and accessibility for families. Additionally, Cultural Awareness and Action emerged as a consistent area of need across all stakeholder groups, signaling the importance of continued districtwide conversations, professional learning, and curriculum development related to race, culture, and inclusion. Staff reported a 40% favorable rating in this area, while families reported 61% and students reported 77%. These data points indicate that while progress has been made in fostering belonging and engagement, additional efforts are needed to strengthen culturally responsive practices, communication, and inclusive school environments across the district.

The 2025 California School Dashboard also continued to reflect ongoing challenges related to student engagement indicators, including Chronic Absenteeism rates for targeted student groups. These data points indicate that while outreach, communication, and engagement opportunities increased, the actions have not yet resulted in significant measurable improvement in student belonging, connectedness, self-efficacy, or overall engagement outcomes.

Overall, the district found these actions to be moderately effective in expanding outreach systems and engagement opportunities, but less effective in producing significant measurable improvements in student climate and engagement data to date. These outcomes indicate a continued need to strengthen authentic family engagement practices, student voice opportunities, relationship-centered supports, and coordinated engagement strategies across school sites.

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

The following actions have been amended for the 2026-27 school year: Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 1.17, 1.18

Due to ongoing fiscal challenges and staffing reductions, **Action 1.2** has been amended to reflect the elimination of site-based MTSS Teachers on Special Assignment (TOSAs) and the district MTSS Coordinator position. Based on reflection, implementation data, and input from educational partners, the district will continue to prioritize Multi-Tiered System of Supports (MTSS) through existing district and site leadership positions, integrated support structures, and embedded instructional and intervention practices across schools. The district remains committed to maintaining a focus on academic, behavioral, and socioemotional supports for students through collaboration among administrators, counselors, teachers, case managers, and other support staff using existing systems and structures. In addition, the title of the action has been revised to more accurately reflect the updated scope of work and the shift toward embedded MTSS implementation practices rather than dedicated staffing positions.

Action 1.3 has been changed to reflect the elimination of contract services.

Action 1.4 will not be continued for the 2026-27 school year. Professional development for Math teachers at James Lick High School will be embedded as part of action 1.3.

For **Action 1.5** it now includes a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for this action item can be found within the action description.

For Action 1.6 - Based on reflection from prior implementation, an additional 0.5 FTE Data Assurance and Accountability Specialist to support the development, validation, analysis, and monitoring of student data reports and accountability metrics has been added.

Action 1.7 has been amended to include an additional paid professional development day at the end of the school year to provide staff with expanded opportunities for reflection, collaboration, planning, and professional learning aligned to district priorities and student needs. In addition, clerical support has been increased from 0.3 FTE to 0.5 FTE to address the extensive coordination, attendance tracking, recordkeeping, and time sheet processing required to support the district's expanded professional development activities and implementation efforts.

Action 1.8 has been changed to reflect the elimination of contract services.

For **Actions 1.9, 1.10 and 1.13** they will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for each action item.

Action 1.9 has been amended for the 2026–27 school year to better align with the district's fiscal realities and the allowable use of the additional 15% Concentration Grant Add-On funding. While staffing increases beyond current levels were not feasible due to ongoing budget constraints and declining enrollment, the action was revised to emphasize the retention of critical direct service positions that support Students with Disabilities at school sites with high concentrations of unduplicated pupils. The revised action now more explicitly identifies the retention and coordination of 23.8 FTE Resource Periods, 9.8 FTE School Psychologists, 7.0 FTE Speech Therapists, and contracted specialized services necessary to maintain inclusive instructional practices, direct student services, behavioral and mental health supports, speech and language services, and coordinated intervention systems aligned to student IEPs.

Action 1.10 - Based on reflection from prior implementation, the district will fund student enrollment costs associated with participation in SVCTE programs. In addition, contract services will be removed to focus on internal capacity.

For **Action 1.12**, additional extra-duty compensation and funding for supplies, materials, and outreach resources will be added to support equitable access to and participation in college and career readiness opportunities, particularly for unduplicated student groups, including English Learners, Foster Youth, Low-Income students, Homeless Youth, and Students with Disabilities. These additional resources will support the coordination and implementation of college workshops, career exploration activities, financial aid events, mentoring opportunities, and other student supports designed to improve college and career readiness outcomes.

Due to fiscal constraints and the need to prioritize direct student services, **Action 1.14** has been amended. The district will no longer provide direct cash contributions to CAL-SOAP and DCAC. Instead, the district will support implementation of these efforts through extra-duty compensation for staff coordinating mentoring and support activities, as well as funding for supplies, materials, and resources necessary to sustain student programming and engagement opportunities at identified school sites.

Due to ongoing fiscal challenges and staffing reductions, **Action 1.15** has been amended. The district will no longer fund the 1.0 FTE Coordinator of Family Engagement position. Instead, family engagement coordination and outreach efforts will be supported through existing district and site staff including Community Resource Specialists, counselors, administrators, and classified staff receiving extra-duty compensation to support engagement activities beyond the regular workday.

For Action 1.17, contracted services will no longer be funded due to fiscal constraints. Instead, funding will be redirected to support travel and conference attendance, as well as materials and supplies necessary to sustain and strengthen AVID implementation across school sites. These resources will support staff participation in AVID professional learning opportunities, collaboration, and access to instructional materials and strategies designed to improve college and career readiness outcomes for students, particularly unduplicated student groups.

Action 1.18 has been amended to include additional expenses associated with student enrollment in alternative education settings for students requiring specialized placement and support services. The action will also include funding for instructional materials, supplies, and resources necessary to support academic intervention, engagement, and college and career readiness efforts for students enrolled in alternative learning programs.

The following metrics have been adjusted for 2026-27: 1.19, 1.20

For **Metrics 1.19 and 1.20**, we have continued to struggle to find a consistent, systematic process for collecting and tracking the data. We were unable to use google forms to track PD participation and there was insufficient data from instructional rounds to assess implementation level. As a result the year round tracking part of metric 1.19 has been retired and metric 1.20 has been retired in its entirety.

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	Research, collaboration, professional development, and support for MTSS teams	Our data on the CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI: **Indicator** | **College and Career** **Status** | Red | Red | Red | Red | Red | Red **Student Groups** | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/ Latino **School Sites** | Apollo, Calero, Foothill, Pegasus, Phoenix | Wm. C Overfelt, Foothill | Foothill | Apollo, Calero, Foothill, Pegasus, Phoenix | Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena | Apollo, Calero, Foothill, Pegasus, Phoenix Furthermore, upon reviewing our local data, it is evident that the student groups mentioned require additional tiered interventions as each of the student groups have A-G completion rates far below the district average. In the case of our Students with Disabilities (SWD), Foster Youth, and Homeless Youth, the A-G completion rates are the lowest at 8.3% for our SWDs, 19% for our Homeless Youth, and 21.4% for our Foster Youth. Therefore, it becomes imperative to continue our work with the implementation of MTSS, as this framework is evidence-based. Research, professional development, and support will be provided for Tier 1 teams as they continue to develop common assurances for academic and behavior instruction and support. Guidance and support provided for MTSS TOSAs as they work with the Student Equity Councils (SEC) to recruit, train, and guide students in developing advocacy skills and elevating student voice. In addition, collaboration time and support will be provided to school site teams in developing Tier 2 and Tier 3 interventions to support our student groups performing at the lowest level as indicated in the table above. • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Travel and conference for teams to learn more about MTSS • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions We will partner with research consultants and advocacy organizations who will provide: • Assistance with planning and messaging	$25,000 Personnel Costs: Salary and Benefits $10,000 Supplies and Materials Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		• Development of research-based toolkits for implementation of projects and initiatives • Support with workshops for our Student Equity Councils • Support with meeting requirements of agreement with Office for Civil Rights Contract services with Hanover Research and Californians for Justice. This action item has been amended for the 2025-26 school year. We will no longer utilize contract services with Hanover Research and Californians for Justice. However, we will continue the work of MTSS implementation as described above and incorporate the toolkits that were already developed as part of our partnership with Hanover Research. Specifically, we will continue with the following: • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Travel and conference for teams to learn more about MTSS • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions • Supplemental resources to support MTSS implementation including reference books and supplies • Supplies for Student Equity Council sessions This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. The LREBG is intended to accelerate learning recovery for students most impacted by the pandemic. In East Side Union HSD, data from the California Dashboard and local A–G completion rates underscore the urgent need for systemic academic and behavioral interventions, particularly for historically underserved student groups: • Students with Disabilities (SWD): A–G completion rate of 8.3% • Foster Youth: A–G completion rate of 21.4% • Homeless Youth: A–G completion rate of 19% • Foster Youth: Lowest performance level on the College and Career Indicator (CCI) These outcomes signal a critical need to strengthen Tier 1 instruction and establish more effective Tier 2 and Tier 3 interventions to prevent course failure and support graduation.		

		By investing in MTSS, the district is committing to an evidence-based, equity-focused framework that: ● Aligns academic, behavioral, and social-emotional supports ● Promotes early identification and timely intervention ● Ensures that students furthest from opportunity are equipped to access core instruction and meet graduation and postsecondary goals LREBG funds are appropriately used to build staff capacity, fund high-quality professional development, and scale best practices to support students in recovering from learning loss, particularly those with persistent barriers to success.		

1.2	Coordination of MTSS at school sites Title amended for 2026-27	Our data indicates a need to address the College and Career readiness level, as measured by the CA Dashboard, of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-income students. In particular, a review of the data shows Foster Youth performing at the lowest performance level districtwide, and English Learner, Students with Disabilities, Homeless Youth, and Low-income students performing at the lowest performance level on the CCI at the following school sites: **Indicator** | **College and Career** **Status** | Red | Red | Red | Red **Student Groups** | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities **School Sites** | Wm. C Overfelt | Foothill | Apollo, Calero, Foothill, Pegasus, Phoenix | Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena Additionally, our local completion rate shows our Foster Youth with a 21.4% completion rate, our Students with Disabilities with a 8.3% completion rate, and our English Learners with a 26.3% completion rate across the district, which is well below the overall district rate of 54.4%. Hence we recognize the importance of providing academic, behavioral, and socioemotional instruction and interventions at all of our school sites through MTSS. The Teacher on Special Assignment for MTSS Implementation will assist in all matters pertaining to the development and implementation of a consistent Multi-Tiered System of Supports (MTSS) by working directly with site administration, certificated, and classified staff in alignment with the district's vision and goals. • Provide 13.0 FTE TOSAs to support the implementation of MTSS at each of the school sites This action item will provide an MTSS TOSA for each of our comprehensive high schools, our one alternative site, and one for our four continuation sites. Additionally, the work of implementing MTSS Tier 1 instructional strategies and interventions will focus on ensuring our target populations, Foster Youth, English Learners, Students with Disabilities, and Low-income students are receiving the classroom interventions needed. This action item has been amended for the 2025-26 school year.	$25,000 Personnel Costs: Salary and Benefits $10,000 Materials and Supplies	[Yes] Foster Youth English Learners Low-Income Districtwide All Schools

		The number of FTE TOSAs has been reduced from 13.0 FTE to 6.0 FTE. The school sites that will be supported by an MTSS TOSA are as follows: Evergreen Valley, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, and Santa Teresa. The school sites without an MTSS TOSA will be supported by district staff to ensure students are provided with the academic, behavioral, and socioemotional instruction and interventions through MTSS. Specifically, district support will be delivered by our MTSS Coordinator housed at the district office: • Provide 6.0 FTE MTSS Teachers on Special Assignment • Provide 1.0 FTE MTSS Coordinator This action item has been amended for the 2026-27 school year. Due to ongoing fiscal challenges and staffing reductions, the district will no longer provide site-based MTSS Teachers on Special Assignment (TOSAs) nor the MTSS Coordinator as originally identified. Instead, MTSS implementation and support will be integrated into existing district and site leadership roles, with additional support provided through extra-duty work and targeted collaboration opportunities. District staff will continue to support school sites in strengthening academic, behavioral, and socioemotional interventions for our most at need student populations, aligned to the Multi-Tiered System of Supports (MTSS) framework. Support for school sites will include coordination of MTSS systems, facilitation of professional learning, assistance with intervention planning, and guidance related to the use of Early Warning System (EWS) data to identify and respond to student needs. This adjustment reflects the district's commitment to maintaining core MTSS practices and supports for students while realigning staffing structures to address broader fiscal constraints. • Provide extra duty compensation • Provide funding for materials and supplies to support Tier 2 and Tier 3 interventions		

1.3	Professional Development for Mathematics, Science, and English Language Arts teachers	Provide professional development for Mathematics, Science, and English Language Arts teachers on evidence-based instructional strategies to improve student performance levels as measured by the ELA, Science, and Math State Assessments. In particular, teachers will learn how to improve interventions for students performing at the lowest level as indicated by the CA Dashboard academic indicators.	$10,000 Personnel Costs: Salary and Benefits $5000 Supplies and Materials Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. PLeasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	Mathematics				
Status	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:

- African American = 17.21%
- Hispanic = 16.33%
- Socioeconomically Disadvantaged = 24.89%
- English Learners = 2.32%
- Students with Disabilities = 5.12%

		This data, as well as the input collected from our educational partners asking for subject specific support for students, indicates to our district that we need to support our students by ensuring fidelity to evidence-based Tier 1 instruction and interventions across all classrooms. • Provide time, extra time compensation, and resources for teachers to collaborate and attend learning sessions • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions • Contract with Silicon Valley Math Initiative (SVMI) to work with math teachers and administrators This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. The Learning Recovery Emergency Block Grant is specifically intended to accelerate learning and address the lack of academic progress, with a focus on students who have experienced disproportionate learning loss. Current student performance data indicates urgent academic needs, particularly in Science, where only 37.57% of students met or exceeded standards, with significantly lower outcomes for African American (17.21%), Hispanic (16.33%), Socioeconomically Disadvantaged (24.89%), English Learners (2.32%), and Students with Disabilities (5.12%). Similar gaps exist in ELA and Math. This action directly supports learning recovery by: • Strengthening Tier 1 instruction with evidence-based strategies • Providing targeted professional development aligned to identified student achievement gaps • Supporting collaborative planning and intervention design for teachers to address student needs • Enabling teachers to attend PD without disrupting instruction through a designated substitute pool • Partnering with Silicon Valley Math Initiative (SVMI) to provide high-quality, standards-aligned math PD and coaching		

		Additionally, input from educational partners has emphasized the need for subject-specific support, confirming the relevance of this action. Using LREBG funds ensures that instructional improvement is sustainable, targeted, and responsive to student outcome data—thereby fulfilling the intent of the grant to recover lost learning and promote academic equity. This action item has been amended for the 2026-27 school year. The action item will continue as planned with the exception of the partnership with Silicon Valley Math Initiative (SVMI). Math support and coaching will be done as part of the role of the Math Subject Area Coordinator.		

1.4	Professional Development for Math teachers at James Lick	James Lick High School has been identified as CSI - Low Performing based on the CA Dashboard metrics. One of the areas of high concern is the performance level of students in Math as indicated by the schoolwide lowest level based on the State Assessment where 13.3% of students met or exceeded standard. To support this, math teachers at James Lick will work with the Math Subject Area Coordinator to identify evidence-based instructional strategies and interventions to implement across all Math 1, 2, 3 courses and conduct instructional rounds. • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions • Provide materials, equipment, and resources This action item has been amended for the 2025-26 school year. James Lick High School is no longer identified as a CSI-eligible school. However, the 2024 California School Dashboard Math Indicator continues to show that English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students are performing significantly below standard. As such, the need for targeted professional development remains a critical priority. Although CSI funds will no longer be allocated to the school, this action will be sustained with a shift in funding to the A–G Completion Improvement Grant, ensuring continued support for staff in implementing effective instructional strategies to address persistent student achievement gaps. This action item has been amended for the 2026-27 school year. Professional development for Math Teachers at James Lick High School will be embedded as part of Action 1.3.	$0 This action will no longer be funded as part of the 2026-27 update.	[No] All Students Schoolwide Target School: James Lick

1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	Provide before and after school learning sessions for student groups identified as lowest performing as measured by the CA Dashboard in Math and English Language Arts. **Indicator: English Language Arts** **Status:** Red (All Students; Socioeconomically Disadvantaged) · Red (English Learners) · Red (Students with Disabilities) · Red (Hispanic/Latino) **School Sites:** James Lick · Independence, Silver Creek, Wm C Overfelt, Yerba Buena · Andrew Hill, Mt. PLeasant, Piedmont Hills, Wm C Overfelt, Yerba Buena · Andrew Hill, James Lick, Silver Creek, Yerba Buena **Indicator: Mathematics** **Status:** Red (All Students) · Red (English Learners) · Red (Socioeconomically Disadvantaged) · Red (Students with Disabilities) · Red (Hispanic/Latino) **School Sites:** James Lick, Mt. Pleasant, Wm. C Overfelt · Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena · Andrew Hill, Independence, James Lick, Mt. Pleasant, Wm. C Overfelt · Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena · Andrew Hill, Independence, James Lick, Silver Creek, Yerba Buena • Provide time, extra time compensation, and resources for teachers to plan and implement learning sessions for students This action has been updated for the 2026-27 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.	$50,000 Personnel Costs: Salary and Benefits $10,000 Materials and Supplies Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		This action is an appropriate use of Learning Recovery Emergency Block Grant (LREBG) funds because it is specifically designed to accelerate academic recovery and address learning gaps that continue to impact students who were disproportionately affected by pandemic-related disruptions to learning. Analysis of California School Dashboard data and local assessment data indicates that English Learners, Students with Disabilities, Foster Youth, and Low-Income students continue to perform at lower levels in English Language Arts and Mathematics and remain disproportionately represented among students not meeting academic standards or graduation benchmarks. Providing before and after school learning sessions creates additional instructional time and targeted intervention opportunities beyond the regular school day for students identified as lowest performing in ELA and Mathematics. These sessions are designed to provide focused academic support, small-group instruction, reteaching of essential standards, and opportunities for skill reinforcement aligned to Tier 2 and Tier 3 intervention needs. The additional instructional time also supports students who require more intensive intervention in order to close learning gaps and improve academic confidence and course performance. The use of LREBG funds to provide teacher planning time, extra-duty compensation, and instructional resources ensures that staff have the capacity to design and implement high-quality intervention sessions that are responsive to student academic needs. These supports allow teachers to collaborate around instructional strategies, analyze student data, and tailor intervention sessions to students identified through Early Warning System (EWS) data, local assessments, and California School Dashboard indicators. This action aligns directly with the intent of LREBG funds by addressing unfinished learning, strengthening targeted intervention systems, and providing additional academic support opportunities for student groups most impacted by learning loss. It represents a strategic use of one-time funds to improve student achievement outcomes, increase academic recovery, and support progress toward graduation and college and career readiness goals. • Provide time, extra time compensation, and resources for teachers to plan and implement learning sessions for students		

1.6	Data reporting for monitoring and analysis of metrics	Our ability to collect, organize, and analyze data to make informed decisions is key to improving student outcomes. In particular, being able to disaggregate the data to focus on English Learners, Foster Youth, and Low-income students is of utmost importance given these groups' performance level, as measured by the CA Dashboard metrics, is at the lowest level, as indicated in the following table: **CA Dashboard Data for Target Student Populations: District level** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **Student Groups** / Homeless Youth English Learners / English Learners Socioeconomically Disadvantaged / English Learners Homeless Youth / Foster Youth Therefore, we will develop data reports including early warning system reports for use by school site and district staff to monitor individual student progress of our Foster Youth, English Learners, Homeless Youth, and Low-income students as measured by the CA Dashboard indicators. Additionally, our data indicates that our Foster Youth, English Learners, and Low-Income students have amongst the lowest A-G course completion and fall further behind from being on-track after each grade level. The reports created will specifically inform counselors, case managers, administrators, and teachers of the areas where interventions are needed. • Provide a .5 FTE Programmer Analyst to create and develop data reports and support with the analysis In addition to the staff we will add data warehouse tools to allow for the completion of the data reports. These reports will allow for alignment with data from our feeder schools to better support our incoming 9th graders identified as Foster Youth, English Learners, and Low-income students as they make the transition from middle school to high school. This action item has been amended for the 2026-27 school year. For the 2026-27 school year, we will continue with the action as planned and further strengthen this work by providing 0.5 FTE Programmer Analyst and an additional 0.5 FTE Data Assurance and Accountability Specialist to support the development, validation, analysis, and monitoring of student data reports and accountability metrics. These positions will help ensure accurate reporting, improved data integrity, and enhanced capacity to analyze student outcome trends across unduplicated student groups.	$170,077 Personnel Costs: Salary and Benefits $50,000 Contract Services	[Yes] Foster Youth English Learners Low-Income Districtwide All Schools

		In addition to staffing support, the district will continue to enhance data warehouse tools and reporting systems to improve access to timely and actionable student information. These efforts will also support alignment of data from feeder middle schools to strengthen transition planning and early intervention efforts for incoming ninth-grade students identified as Foster Youth, English Learners, Homeless Youth, and Low-Income students. • Provide a .5 FTE Programmer Analyst and .5 FTE Data Assurance and Accountability Specialist to create and develop data reports and support with the analysis • Data warehouse contract services		

1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	Review of both the CA Dashboard data and our local data measuring college and career readiness shows our three target populations, English Learners, Foster Youth, Students with Disabilities, and Low-Income students with disproportionate outcomes when compared to our overall district level of performance. In particular, our Foster Youth and Students with Disabilities have amongst the lowest A-G completion rate with Foster Youth at 21.4% and Students with Disabilities at 8.3%. In addition, the College and Career indicator and the Math and English metrics on the CA Dashboard shows English Learners, Homeless Youth, Students with Disabilities, and Low-income students at the lowest performance level as shown below: **Indicator: College and Career** **Status:** Red **Student Groups:** English Learners; Homeless; Socioeconomically Disadvantaged; Students with Disabilities **School Sites:** Wm. C Overfelt; Foothill; Apollo, Calero, Foothill, Pegasus, Phoenix; Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena **Indicator: English Language Arts** **Status:** Red **Student Groups:** Socioeconomically Disadvantaged; English Learners; Students with Disabilities **School Sites:** James Lick; Independence, Silver Creek, Wm C Overfelt, Yerba Buena; Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena **Indicator: Mathematics** **Status:** Red **Student Groups:** English Learners; Socioeconomically Disadvantaged; Students with Disabilities **School Sites:** Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena; Andrew Hill, Independence, James Lick, Mt. Pleasant, Wm. C Overfelt; Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena The analysis of the data, coupled with the input gathered from our students indicating a need to increase and improve access to instruction that meets the needs of diverse learners, points to the following system response:	$2,313,672 Personnel Costs: Salary and Benefits $50,000 Contract Services The total funding for this action is allocated as part of the overall concentration grant.	[Yes] Foster Youth English Learners Low-Income Districtwide All Schools

		• Provide professional development focused on the CA Standards for the Teaching Profession and the CA Professional Standards for Educational Leaders, which include components specific to Universal Design for Learning and Culturally Responsive Teaching, as a means to move toward an evidence-based instructional framework at the Tier 1 level. As part of a Tier 1 instructional framework we will elevate the Graduate Profile as a tool for embedding skill development across all subject areas to improve the following college and career readiness skills: Communicators, Critical Thinkers, Collaborators, Creators.
		  ○ Contract with PD providers to facilitate learning sessions
		  ○ Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions
		  ○ Add teacher equity project with SJSU
		  ○ Fund 1 additional PD day at the start of the school year
		  ○ Secure a sub pool for classroom coverage to allow teachers to attend PD sessions
		  ○ Organize existing administrative meetings to include work on the CA Standards for Educational Leaders
		  ○ Provide coaching for Principals
		This action item has been amended for the 2025-26 school year.
		Given the extensive record keeping required for this action item, we have identified a need for clerical support. In addition to the actions listed above we will provide the following:
		• 0.3 FTE clerical support to process time sheets and track PD attendance
		
		This action item has been further revised to be designated as a contributing action for the 2025–26 school year.
		
		To address persistent outcome disparities among English Learners, Foster Youth, Students with Disabilities, Homeless Youth, and Low-Income students, the district will implement a comprehensive professional development plan focused on improving Tier 1 instruction. This action is designated as contributing because it is principally directed toward improving outcomes for unduplicated students and is expected to help close identified performance gaps.		

		Analysis of both CA Dashboard and local data highlights disproportionate performance in College and Career Readiness, A–G completion, and Math and ELA academic indicators among our target student groups. For example, Foster Youth and Students with Disabilities have A–G completion rates of 21.4% and 8.3%, respectively—well below the district average. Additionally, the Dashboard shows English Learners, Homeless Youth, SWDs, and Low-Income students at the lowest performance level in multiple indicators. To respond systemically, the district will provide professional development centered on the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Educational Leaders (CPSELs). These standards emphasize evidence-based strategies such as Universal Design for Learning (UDL) and Culturally Responsive Teaching, which are essential to meeting the diverse needs of our unduplicated students. As part of this effort, the district will: ● Contract with expert PD providers to facilitate learning sessions ● Provide time, extra duty compensation, and resources for teachers to plan and participate in PD ● Fund one additional paid PD day at the start of the school year ● Partner with San José State University for a Teacher Equity Project ● Organize administrative meetings around the CPSELs ● Provide leadership coaching for principals ● Secure a sub pool to support teacher release time ● Elevate the Graduate Profile as a unifying framework to develop key college and career readiness skills: *Communicators, Critical Thinkers, Collaborators, Creators* To support the administrative needs associated with tracking attendance and time sheets for this expanded professional development program, the district will also fund 0.3 FTE clerical support. This action aligns with LCAP priorities by investing in professional capacity to deliver equitable, rigorous, and culturally responsive instruction that advances outcomes for unduplicated pupils across all school sites. This action item has been amended for the 2026-27 school year.		

		We will continue to provide professional development centered on the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Educational Leaders (CPSELs). These standards emphasize evidence-based strategies such as Universal Design for Learning (UDL) and Culturally Responsive Teaching, which are essential to meeting the diverse needs of our unduplicated students. As part of this effort, the district will: ● Provide time, extra duty compensation, and resources for teachers to plan and participate in PD ● Fund one additional paid PD day at the start of the school year and one at the end of the school year ● Organize administrative meetings around the CPSELs ● Provide leadership coaching for principals ● Secure a sub pool to support teacher release time ● Elevate the Graduate Profile as a unifying framework to develop key college and career readiness skills: *Communicators, Critical Thinkers, Collaborators, Creators* To support the administrative and operational needs associated with the expanded professional development program, the district will increase clerical support from 0.3 FTE to 0.5 FTE to assist with tracking professional development attendance, processing time sheets, and coordinating program logistics. This action aligns with LCAP priorities by investing in professional capacity to deliver equitable, rigorous, and culturally responsive instruction that advances outcomes for unduplicated pupils across all school sites.		

1.8	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators: **CA Dashboard Data for Students with Disabilities** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **School Sites** / District Level, Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Independence, James Lick, Wm C Overfelt / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena Additionally, our baseline data shows only 39.4% of our students enrolled in general ed courses for 80% or more of their instructional time. This necessitates we work with staff across the district to ensure all Students with Disabilities are placed in their LRE as per their IEP. Placement data charts will be created to provide school site scheduling teams with information about each student's coursework, test scores, and general ed placement. Professional development will be provided to all teachers focused on understanding disabilities and providing accommodations and modifications in the general ed classroom. • Contract with PD providers to facilitate learning sessions • Provide time, extra time compensation, and resources for teachers, counselors, case managers, special services related services staff, and administrators to collaborate and attend sessions • Secure a sub pool for classroom coverage to allow staff to attend PD sessions This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.	$5000 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		Students with Disabilities (SWDs) are among the lowest-performing student groups across the district, as reflected in the California School Dashboard metrics, including ELA, Math, and College/Career Readiness indicators. Additionally, baseline data shows that only 39.4% of SWDs are currently placed in general education courses for at least 80% of the school day—well below state targets and best practice guidelines. We continue to recognize that the pandemic intensified barriers to equitable inclusion and academic access for SWDs. To address these learning gaps and support learning recovery, the district is using LREBG funds to strengthen the infrastructure needed for inclusive practices and data-informed placement decisions. This action: • Promotes equity in access to grade-level, standards-based instruction for SWDs • Equips staff with the knowledge and skills to implement IEPs with fidelity in general education settings • Ensures that placement decisions are guided by student data, not by staffing limitations or scheduling challenges • Expands the district's capacity to fulfill its legal and moral responsibility to educate SWDs in the LRE, which is associated with stronger academic and social outcomes By investing in professional development, collaborative planning time, and data systems, this action directly aligns with LREBG's purpose to accelerate academic recovery and address the disproportionate impact of learning loss on high-need student groups. It is a strategic use of these funds to create sustainable improvements in inclusive practices. This action item has been amended for the 2026-27 school year. For this action item, the district will continue to provide extra-duty compensation, collaboration time, and resources for teachers, counselors, case managers, related services staff, and administrators to participate in professional learning and collaborative planning sessions focused on supporting Students with Disabilities. The district will also continue to secure substitute coverage to allow staff to attend professional development and collaboration sessions during the instructional day.		

		These efforts are intended to strengthen inclusive practices and ensure that Students with Disabilities are appropriately supported and placed in their Least Restrictive Environment (LRE) as determined by their Individualized Education Programs (IEPs). Placement data charts and related reporting tools will continue to be developed and utilized to support school site scheduling teams in reviewing student coursework, assessment data, and general education placement opportunities. In addition, professional development will continue to be provided to general education and special education staff on understanding disabilities, implementing accommodations and modifications, and strengthening inclusive instructional practices within the general education classroom. Due to fiscal considerations, the district will no longer utilize contracted professional development services for this work. Instead, professional learning and support will be facilitated through in-house expertise, including district staff, teachers, case managers, related services personnel, and site-based leaders. By investing in professional development, collaborative planning time, and data systems, this action directly aligns with LREBG's purpose to accelerate academic recovery and address the disproportionate impact of learning loss on high-need student groups. It is a strategic use of these funds to create sustainable improvements in inclusive practices.		

<table>
<tr>
<td>1.9</td>
<td>Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment</td>
<td>
Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators:
<table>
<tr><th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr>
<tr><td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>School Sites</td><td>District Level
Andrew Hill
Mt. Pleasant
Piedmont Hills
Wm C Overfelt
Yerba Buena</td><td>District Level
Andrew Hill
Independence
James Lick
Mt. Pleasant
Piedmont Hills
Wm C Overfelt
Yerba Buena</td><td>District Level
Independence
James Lick
Wm C Overfelt</td><td>District Level
Andrew Hill
Independence
James Lick
Mt. Pleasant
Oak grove
Piedmont Hills
Santa Teresa
Silver Creek
Wm C Overfelt
Yerba Buena</td></tr>
</table>
To improve these outcomes, professional development and ongoing support will be provided to all teachers, focused on understanding disabilities and providing accommodations and modifications in the general ed classroom, to ensure the needs of Students with Disabilities are met.

11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialist) to provide support to general education teachers at each of the comprehensive high schools

This action item has been amended for the 2025-26 school year.

For the 2025-26 school year, the 11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialists) have been eliminated. The work will be embedded as part of the work of district staff with support from the Special Education Case Managers at each of the school sites.

Provide 24.8 FTE Resource periods to support teachers in meeting the needs of SWDs

This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.
</td>
<td>$7,809,294
Personnel Costs: Salary and Benefits
$968,000
Contract services
The total funding for this action is allocated as part of the overall concentration grant and the 15% add-on concentration grant.</td>
<td>[Yes]
Foster Youth
English Learners
Low-Income
Districtwide
All Schools</td>
</tr>
</table>

		Students with Disabilities consistently demonstrate some of the lowest academic performance levels on the California School Dashboard across multiple indicators, including ELA, Mathematics, and Chronic Absenteeism. These gaps continue to be connected to the learning disruptions caused by the COVID-19 pandemic, which disproportionately impacted SWDs' access to high-quality instruction and services. To address this, the district will use LREBG funds to invest in the capacity-building of general education teachers, ensuring that they are equipped to deliver inclusive, differentiated instruction that meets the diverse learning needs of SWDs within the least restrictive environment. The case managers and district staff will provide: ● Professional development focused on understanding disability-related needs ● Strategies for implementing accommodations and modifications ● Ongoing coaching and consultation with site teams The addition of 24.8 FTE resource periods further ensures that case managers have the protected time needed to collaborate with general education teachers, co-develop instructional supports, and monitor IEP implementation with fidelity. This action is consistent with the allowable use of LREBG funds to accelerate learning and address learning gaps. It targets a high-priority student group and directly supports improved outcomes by strengthening Tier 1 and Tier 2 instruction and services through enhanced educator support and strategic staffing. This action item has been revised to be designated as a contributing action for the 2026-27 school year. It also includes programmatic amendments for the 2026-27 school year.		

		To address the persistent disparities in academic achievement, engagement, and access to services experienced by Students with Disabilities (SWDs), the district will continue to invest in retaining and strengthening inclusive instructional practices and coordinated support systems within the least restrictive environment (LRE). Students with Disabilities continue to demonstrate some of the lowest performance levels across multiple California School Dashboard indicators, including English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, and the College and Career Indicator (CCI). Many Students with Disabilities are also identified as Low-Income students, English Learners, Foster Youth, or students experiencing multiple overlapping needs requiring coordinated academic, behavioral, communication, and mental health supports. Due to ongoing fiscal pressures related to declining enrollment, rising operational costs, and budget reductions, the district is strategically utilizing available funding sources, including the additional 15% Concentration Grant Add-On funding, to retain critical direct service staff and maintain essential student supports that otherwise would be at risk of reduction. This action is specifically designed to preserve and strengthen direct services for students at school sites serving high concentrations of unduplicated pupils. The district will continue to support inclusive instructional practices through professional development, collaboration opportunities, coaching, and consultation for general education teachers focused on understanding disability-related learning needs, implementing accommodations and modifications, strengthening differentiated Tier 1 and Tier 2 instructional practices, and improving implementation of Individualized Education Program (IEP) supports. Case managers and district staff will continue to provide ongoing consultation and support to school site teams to strengthen inclusive practices and coordinated intervention systems. The funding of **23.8 FTE Resource Periods** ensures that case managers have protected collaboration time to work directly with general education teachers to co-develop instructional supports, review student progress, coordinate interventions, monitor implementation of accommodations and modifications, and strengthen access to instruction within inclusive classroom settings.		

		This action also includes the retention of **9.8 FTE School Psychologists** and **7.0 FTE Speech Therapists** to maintain the district's capacity to provide direct academic, behavioral, mental health, communication, and related services supports for Students with Disabilities. These specialized staff members provide direct student services including assessments, counseling supports, behavioral interventions, speech and language services, consultation with instructional staff, crisis response, and coordination of services aligned to student IEPs. In addition, the district will continue to provide contracted specialized services as needed to maintain continuity of required student services and address staffing shortages impacting service delivery. This action aligns with the intent of increased and improved services under LCFF because it is specifically designed to address the unique academic and support needs of Students with Disabilities, a student group that continues to experience significant inequities in academic achievement and educational outcomes. By strategically retaining specialized support staff, strengthening educator capacity, expanding collaboration structures, and maintaining coordinated intervention systems during a period of fiscal constraint, the district seeks to improve access, participation, engagement, and academic outcomes for Students with Disabilities across all school sites. The district will provide: • 23.8 FTE Resource Periods • 9.8 FTE School Psychologists • 7.0 FTE Speech Therapists • Contract services for additional specialized services		

1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	Access to opportunities that prepare students to be college and career ready is important to improving student outcomes. In particular, improving the College and Career readiness indicator as well as the number of students who take both A-G and CTE courses. Outcomes for 2023 show an overall CCI rate of 48.4% and only 10% of students enrolled in both A-G and CTE courses. To support college and career readiness, school counselors and CTE sector leads will provide guidance to ensure students who are enrolled in our CTE pathways stay on course to complete the CTE pathway course sequence and to be CTE pathway completers. School counselors and site administration will also work closely with staff at SVCTE to provide guidance to ensure students enrolled in an SVCTE course are successfully completing the course and earning certifications where available. • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions This action item has been amended for the 2026-27 school year. This action is now designated as contributing because it is principally directed toward improving college and career readiness outcomes for unduplicated student groups, including English Learners, Foster Youth, and Low-Income students, who continue to demonstrate lower outcomes on the College and Career Indicator (CCI) and lower participation in rigorous college and career pathway opportunities. District data indicate that the overall College and Career Indicator (CCI) rate is 53.5%, while only 10.7% of students complete both A–G coursework and a CTE pathway, demonstrating a continued need to strengthen access to and completion of college and career readiness experiences for historically underserved student groups. To address these disparities, school counselors and Career Technical Education (CTE) sector leads will provide targeted guidance and progress monitoring to ensure students enrolled in district CTE pathways remain on track to complete pathway sequences and become CTE completers. In addition, school counselors and site administrators will work closely with staff at Silicon Valley Career Technical Education (SVCTE) to support student enrollment, monitor academic progress, and increase successful course completion and industry certification attainment where available.	$7,000,000 Tuition Cost The total funding for this action is allocated as part of the overall concentration grant.	[Yes] Foster Youth English Learners Low-Income Districtwide All Schools

		As part of this action, the district will fund student enrollment costs associated with participation in SVCTE programs to expand access to high-quality career technical education opportunities for unduplicated students who may otherwise experience access barriers. Expanding access to SVCTE coursework and industry-aligned pathways supports students in developing college and career readiness skills, completing CTE pathways, and increasing eligibility for College and Career Indicator readiness measures. This action aligns with the intent of increased and improved services under LCFF because it is specifically designed to improve access, participation, and successful completion of college and career readiness opportunities for student groups that continue to experience disproportionate academic and postsecondary outcome gaps.		

<table>
<tr>
<td>1.11</td>
<td>California College Guidance Initiative as a college and career planning tool</td>
<td>
Our CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI:
<table>
<tr><th>Indicator</th><th colspan="6">College and Career</th></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>Hispanic/ Latino</td></tr>
<tr><td>School Sites</td><td>Apollo
Calero
Foothill
Pegasus
Phoenix</td><td>Wm. C Overfelt
Foothill</td><td>Foothill</td><td>Apollo
Calero
Foothill
Pegasus
Phoenix</td><td>Andrew Hill
Independence
James Lick
Mt. Pleasant
Oak grove
Piedmont Hills
Santa Teresa
Silver Creek
Wm C Overfelt
Yerba Buena</td><td>Apollo
Calero
Foothill
Pegasus
Phoenix</td></tr>
</table>
As a way to improve these outcomes, school counselors will utilize the California Department of Education (CDE) CCGI tool to develop and assess essential competencies with their students in their caseload with a target focus on Foster Youth, English Learner, Homeless Youth, and Low-Income students to ensure students are prepared for college and career. They will also work with parents/guardians to provide access to and support in planning and monitoring their student's progress using CCGI.

Emphasis for utilization of the tool will be placed for our Foster Youth, English Learner, Homeless Youth, and Low-Income students as our data shows a need to increase the college and career readiness of these student groups. Our CA Dashboard College and Career indicator shows our Foster Youth and Students with Disabilities are at the lowest performance level with Foster Youth at 9.5% prepared and Students with Disabilities at 5.3% prepared.
</td>
<td>No cost item</td>
<td>[No]
All Students
Districtwide
All Schools</td>
</tr>
</table>

<table>
<tr>
<td>1.12</td>
<td>College Awareness and Financial Aid Support for target student populations</td>
<td>
Our target populations are performing at the lowest level on key CA Dashboard indicators that provide information on how our system is preparing students to be college and career ready. The table below shows our English Learners, Foster Youth, Homeless Youth, and Low-income students with low performance in English Language Arts, Mathematics, Graduation, and College and Career.
<table>
<tr><th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr>
<tr><td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>Homeless Youth
English Learners</td><td>English Learners
Socioeconomically Disadvantaged</td><td>English Learners
Homeless Youth</td><td>Foster Youth</td></tr>
</table>
We need to inform our students and their families about the impact of these metrics on college readiness and ensure they know college is attainable. To support our target student populations we will provide opportunities for Foster Youth, Low-Income students, Homeless Youth, and English Learners to learn more about college and university admissions requirements, cost, and steps to take to apply for admission and financial aid. Opportunities will include:

college information workshops and events
parent workshops in partnership with the Parent Institute for Quality Education (PIQE)
outreach provided by community partners

This action item has been amended for the 2026-27 school year.

This action item will continue as planned with the addition of extra-duty compensation for counselors to coordinate and facilitate college awareness workshops, financial aid events, and postsecondary planning activities for students and families. The action will also include funding for materials, supplies, and outreach resources necessary to support equitable access and participation in college and career readiness opportunities, particularly for unduplicated student groups.
</td>
<td>$5,000
Personnel Costs: Salary and Benefits

$90,000
Contract Services

$5,000
Materials and Supplies</td>
<td>[Yes]
Foster Youth
Low-Income
English Learners
Districtwide
All Schools</td>
</tr>
</table>

1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP)exam access	Our local data indicates a need to increase the number of students achieving at high levels on college preparation and entry exams such as IB, SAT, and AP. Our baseline shows 57% of our students achieving a score of 3 or higher on an IB or AP exam with English Learners at 24.4%, Socioeconomically Disadvantaged at 41.4% and Students with Disabilities at 15.7%. To support access to college entrance and placement in college level coursework, we will fund AP exams at a lower cost for Socioeconomically Disadvantaged students and SAT will be funded for all juniors and our targeted student populations: low-income students, English Language Learners, Students with Disabilities, Homeless Youth, and Foster youth. This action item has been revised to be designated as a contributing action for the 2026-27 school year This action is designated as contributing because it is principally directed toward increasing college readiness and postsecondary access for unduplicated student groups, including English Learners, Low-Income students, Foster Youth, Homeless Youth, and Students with Disabilities, who continue to demonstrate disproportionately lower outcomes on college readiness indicators. Local data indicate a significant need to increase the number of students achieving qualifying scores on Advanced Placement (AP), International Baccalaureate (IB), and college entrance assessments. Current data show that 76.85% of students districtwide achieved a score of 3 or higher on an AP or IB exam, compared to only 44.3% of English Learners, 66.1% of Socioeconomically Disadvantaged students, and 48.8% of Students with Disabilities. To address these disparities and remove financial barriers that may limit access to advanced coursework and college entrance opportunities, the district will fund AP exam fees at a reduced cost for Socioeconomically Disadvantaged students and provide SAT testing for all juniors, with targeted outreach and support for Low-Income students, English Learners, Students with Disabilities, Foster Youth, and Homeless Youth. By expanding access to AP, IB, and SAT participation opportunities, this action is intended to increase college readiness, support access to college-level coursework, improve College and Career Indicator (CCI) outcomes, and expand postsecondary opportunities for historically underserved student groups. This action aligns with the intent of increased and improved services under LCFF because it is specifically designed to address inequities in college readiness outcomes and improve access to rigorous academic opportunities for unduplicated pupils.	$215,813 Contract services	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

1.14	Mentoring and academic support for students	Our Low-income students at 43.2% and English Learners at 26.3% have A-G completion rates lower than the district rate of 54.4%. Additionally, these two student groups have performance levels at the lowest level as measured by the CA Dashboard at the target schools: **Indicator** | **English Language Arts** | | **Status** | Red | Red | **Student Groups** | Socioeconomically Disadvantaged | English Learners | **School Sites** | James Lick | Independence Wm C Overfelt Yerba Buena **Indicator** | **Mathematics** | | **Status** | Red | Red | **Student Groups** | English Learners | Socioeconomically Disadvantaged | **School Sites** | Andrew Hill Independence Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt **Indicator** | **College and Career** | | **Status** | Red | | **Student Groups** | English Learners | | **School Sites** | Wm. C Overfelt | **School Site** | **A-G Completion Rate: All Students** | **A-G Completion Rate: English Learners** | **A-G Completion Rate: Socioeconomically Disadvantaged** | | **Andrew Hill** | 42.1% | 21.3% | 39.8% | | **Independence** | 61.3% | 28.3% | 53.8% | | **James Lick** | 47.9% | 23.1% | 44.5% | | **Mt. Pleasant** | 36.7% | 13.1% | 33.2% | | **Oak Grove** | 43.6% | 26.7% | 37.6% | | **Wm C Overfelt** | 41.8% | 22.7% | 43.3% | | **Yerba Buena** | 56.8% | 28.2% | 54% | Provide mentoring and academic support, in partnership with community-based and non-profit organizations, for target student groups at seven of our high schools with socioeconomically disadvantaged (SED) students and English Language Learners performing at lower levels. Identified schools are Andrew Hill, Independence, Mt. Pleasant, James Lick, Oak Grove, Yerba Buena, and Wm. C Overfelt. Partnerships included: CAL SOAP, DCAC, Puente **CAL SOAP**: "The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college."	$15,000 Contract Services $15,000 Materials and Supplies $5000 Personnel costs: Salary and Benefits	[Yes] Foster Youth English Learners Low-Income Specific Schools: Andrew Hill Independence James Lick Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena

		DCAC: "Supporting and serving students on their path to post-secondary education is not a competition. DCAC partners and collaborates with school sites, districts and community-based organizations. DCAC College Adviser Fellows provide intensive and on-going college advising and college preparation support, and may include: Intensive academic advising and college planning, Financial aid and scholarship application assistance, Transcript evaluations, College application assistance, College campus visits" **Puente:** "Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components." This action item has been amended for the 2026-27 school year. For the 2026–27 school year, the district will continue to provide mentoring, academic support, and college and career readiness services in partnership with community-based and nonprofit organizations for targeted student groups at seven high schools where Socioeconomically Disadvantaged students and English Learners continue to demonstrate lower performance levels on California School Dashboard indicators. The identified school sites include Andrew Hill, Independence, Mt. Pleasant, James Lick, Oak Grove, Yerba Buena, and Wm. C. Overfelt High Schools. These supports will continue to focus on increasing student engagement, academic persistence, graduation readiness, and postsecondary planning opportunities for unduplicated student groups through mentoring, workshops, case management, and targeted student support services. Due to fiscal constraints and the need to prioritize direct student services, the district will no longer provide direct cash contributions to CAL-SOAP and DCAC. Instead, the district will support implementation of these efforts through extra-duty compensation for staff coordinating mentoring and support activities, as well as funding for supplies, materials, and resources necessary to sustain student programming and engagement opportunities at identified school sites.		

1.15	Communication and engagement with parents/guardians	Our survey data and the input collected from our educational partners points to a need to improve communication and engagement with our families. Survey results show 65% of our families responded favorably on the topic of school communication. Specifically, 63% of our families responded favorably to the question "How much do you feel the school values your opinion?" Given the data, we will plan to improve our communication and engagement process with parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students to ensure they are informed and are active participants in the decision-making process related to their students educational program. • Provide extra duty compensation for classified staff to conduct additional outreach after regular school hours In addition to the extra duty compensation, we will add mailing and translation services to ensure families receive the needed information in a manner that is accessible. We will also provide a 1.0 FTE Coordinator of Family Engagement to support our families with accessing information and improve opportunities for engagement in decision-making committees with a focus on outreach to our parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students. This action item has been amended to now be a contributing action for the 2025-26 school year. To improve student outcomes and address equity gaps, the district will implement targeted strategies to increase communication and engagement with the families of Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students. These efforts are designed to ensure that families are informed, connected, and empowered to actively participate in their child's educational program and key school decisions. Survey results and stakeholder input indicate a need for growth in this area. Only 65% of families responded favorably to overall school communication, and just 63% agreed that their school values their opinion. These findings underscore the need for more inclusive, accessible, and responsive family engagement strategies. To address this need, the district will implement the following actions: • Provide extra duty compensation for classified staff to conduct extended-hour outreach, including phone calls and one-on-one communication with hard-to-reach families. • Fund translation, interpretation, and mailing services to ensure all communications are linguistically and culturally accessible.	$25,000 Personnel Costs: Salary and Benefits $10,000 Materials and Supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• Fund a 1.0 FTE Coordinator of Family Engagement to lead district wide family engagement efforts with a specific focus on increasing representation and participation of unduplicated pupil families (Foster Youth, ELs, Homeless, SWDs, Low-Income) in school committees, planning processes, and student support activities. This action is now designated as contributing because it is principally directed toward improving the engagement of families of unduplicated students, which is a critical factor in improving academic outcomes, increasing attendance, and reducing barriers to learning for these student groups. Through improved communication and meaningful engagement, families can more effectively advocate for and support their children's success in school. This action item has been amended for the 2026-27 school year. We will continue targeted outreach and engagement efforts focused on increasing participation of families of unduplicated pupils, including Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students, in school committees, planning processes, and student support activities. Due to ongoing fiscal challenges and staffing reductions, the district will no longer fund the 1.0 FTE Coordinator of Family Engagement position. Instead, family engagement coordination and outreach efforts will be supported through existing district and site staff including Community Resource Specialists, counselors, administrators, and classified staff receiving extra-duty compensation to support engagement activities beyond the regular workday. This action continues to be designated as contributing because it is principally directed toward improving the engagement of families of unduplicated students, which is a critical factor in improving academic outcomes, increasing attendance, and reducing barriers to learning for these student groups. Through improved communication and meaningful engagement, families can more effectively advocate for and support their children's success in school.		

1.16	Field Trips and After School Activities for students The action title has been amended for the 2025-26 school year.	The input collected as part of the student forums clearly indicated a need for experiences outside of the classroom. Students are interested in visiting colleges, museums, and attending conferences to enhance their skills. Additionally, when we review our school climate/SEL survey results we see the following outcomes: 53% of students feel a sense of belonging • 54% of ELs who responded feel a sense of belonging • 50% of SWDs who responded feel a sense of belonging 38% of students believe they can succeed in achieving academic outcomes • 29% of ELs believe they can succeed in achieving academic outcomes • 28% of SWDs believe they can succeed in achieving academic outcomes We will provide outside the classroom experiences for our student target populations: Foster Youth, Low-Income, Students with Disabilities, and English Learners. Field trips will include outings to colleges, conferences, and school to school sessions as part of the student equity council learning sessions. • transportation • registration fees for conferences • substitute coverage for teachers supporting students • extra duty compensation for staff • student gear and supplies As part of this, we will measure students' sense of belonging and self-efficacy via our school climate and SEL survey to determine the impact and effectiveness of this action item. This action item has been amended for the 2025-26 school year. For the 2025-26 school year, we will add outside the classroom experiences to include the following activities: • Student Equity Council Sessions • Expansion of CTE related activities such as robotics, health careers exploration, and industry partner mentorships	$80,000 Materials, Fees, Transportation and Supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

1.17	Targeted college and career readiness for students through AVID course enrollment	Our data shows that only 48.4% of our students are college and career ready as measured by the CCI metric on the CA Dashboard. Additionally, when we review our A-G completion rates, we find that amongst the lowest performing are our Foster Youth at 19%, Students with Disabilities (SWD) at 8.3%, and our English Learners at 26.3%. To address this we plan to offer AVID courses across our high schools to ensure students have access to instruction and tools to explicitly prepare them for college and career. As part of the recruitment process for AVID, the target populations are 1st generation college students, low-income students, Foster youth, SWDs, and long-term English Learners. "AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms." ● Provide 0.2 FTE release for a teacher on special assignment to coordinate the program at each participating site ● Provide funding to attend the AVID professional development institutes ● Fund the AVID partner registration fees This action item has been amended to now be a contributing action for the 2025-26 school year. To address persistent inequities in college and career readiness among unduplicated student groups, the district will expand the implementation of AVID (Advancement Via Individual Determination) courses across participating high schools. This action is designated as contributing because it is principally directed toward improving outcomes for Foster Youth, English Learners, Students with Disabilities, and Low-Income students—student groups that data show are disproportionately underprepared for postsecondary success. Current data from the CA Dashboard College and Career Indicator (CCI) shows only 48.4% of all students are college and career ready. When disaggregated, the data reveals significantly lower levels of readiness for: ● Foster Youth: 19% A–G completion ● Students with Disabilities: 8.3% A–G completion ● English Learners: 26.3% A–G completion	$202,469 Personnel Costs: Salary and Benefits $25,000 Travel and conference $10,000 Supplies and materials	[Yes] Foster Youth Low-Income English Learners Target Schools: Independence Piedmont Hills Silver Creek Overfelt Yerba Buena

		The AVID program directly supports student preparation for college by building academic skills, fostering student agency, and developing key habits for success. AVID also promotes a schoolwide culture of high expectations and supports the development of college-going mindsets. As part of this action, the district will: ● Provide 0.2 FTE release time for a Teacher on Special Assignment (TOSA) at each participating site to coordinate AVID implementation and provide coaching and support ● Fund staff attendance at AVID Summer Institutes and other professional learning opportunities to ensure fidelity of implementation ● Pay AVID partner registration and program fees to maintain program access and materials Recruitment for AVID enrollment will intentionally focus on unduplicated students, including first-generation college students, low-income youth, Foster Youth, Long-Term English Learners, and Students with Disabilities, with the goal of closing gaps in A–G completion and overall college and career readiness. This action supports the LCAP goal of improving postsecondary readiness and provides a structured, research-based intervention aligned to the needs of student groups currently performing at the lowest levels.		

1.18	Support for our alternative learning options	Our alternative learning options including Independent Studies (ISP) and our small continuation schools: Apollo, Pegasus, and Phoenix have demonstrated a need to improve outcomes for students and in particular, students identified as Foster Youth, Low-income, and English Learners. Upon reviewing metrics on the CA Dashboard indicator we see the following results for these schools: • Graduation at the lowest performance level for students at Phoenix designated as low-income. • College and Career readiness at the lowest performance level for students designated as low-income at Apollo, Pegasus, and Phoenix. Thus, additional support is needed to ensure the needs of our students are met. Specifically, the graduation and college and career indicators for our Foster Youth, English Learners, and Low-Income students. • 0.4 FTE for teachers to provide additional academic support • 0.2 FTE for added duty for teacher to provide professional development • Provide extra duty compensation for teachers to participate in professional development and to offer extended learning opportunities for students needing to recover credits This action item has been amended for the 2026-27 school year. Our alternative learning options, including Independent Studies (ISP) and the district's small continuation schools—Apollo, Pegasus, and Phoenix—continue to demonstrate a need for additional support to improve student outcomes, particularly for Foster Youth, Low-Income students, and English Learners. Review of California School Dashboard indicators shows that graduation outcomes remain at the lowest performance level for Low-Income students at Phoenix High School, while College and Career Indicator (CCI) outcomes remain at the lowest performance level for Low-Income students at Apollo, Pegasus, and Phoenix. These data indicate a continued need for targeted interventions and expanded supports to improve graduation readiness, academic progress, and college and career preparedness for students enrolled in alternative education settings. To address these disparities, the district will continue to provide additional academic intervention and support services designed to meet the unique needs of students enrolled in alternative learning settings. Supports will include:	$96,000 Personnel Costs: Salary and Benefits $60,000 Tuition cost $5000 Materials and Supplies	[Yes] Foster Youth Low-Income English Learners Target Schools: Apollo Pegasus Phoenix ISP

		• 0.4 FTE for teachers to provide additional academic intervention and credit recovery support for students • 0.2 FTE for teacher added-duty support to coordinate and provide professional development aligned to alternative education and intervention practices • Extra-duty compensation for teachers to provide extended learning opportunities and targeted academic support for students needing to recover credits and remain on track toward graduation • Funding for tuition costs associated with placement and services for students enrolled in the Community Day School program • Funding for instructional materials, supplies, and resources to support intervention, engagement, and college and career readiness efforts within alternative education settings These supports are intended to strengthen academic recovery, improve graduation outcomes, increase student engagement, and expand access to college and career readiness opportunities for Foster Youth, English Learners, and Low-Income students enrolled in alternative learning programs.		

Goal 2: Graduation Rate

Goal #	Description	Type of Goal
2	**Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.** In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile.	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile.

This goal is included in our plan as one of our main priorities is to ensure students graduate with a diploma. Our data shows that not all students are graduating at the same high rates. In particular, our Foster Youth, English Learners, African American, and Hispanic students graduate at disproportionate rates when compared to other groups. Additionally, the input gathered from our educational partners noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses. Input also noted the need to expand social-emotional and mental health services provided to all students so that students are able to feel connected to school and thus succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate Status and Change as measured by the CA Dashboard SED= Socioeconomically Disadvantaged	2023 CA Dashboard Indicators: All students = 86.9% • Foster Youth = 69.6% • Homeless Youth = 65.5% • Students with Disabilities =63.9% • English Learners = 71.1% • Socioeconomically Disadvantaged= 81.4% • Hispanic/Latino = 78.6%	2024 CA Dashboard Indicators: All students = 87.6% • Foster Youth = 44.4% • Homeless Youth = 64.4% • Students with Disabilities =65.6% • English Learners = 75.1% • Socioeconomically Disadvantaged= 83.1% • Hispanic/Latino = 81.7%	2024 CA Dashboard Indicators: All students = 89.1% • Foster Youth = 66.7% • Homeless Youth = 74.7% • Students with Disabilities =71.7% • English Learners = 79.2% • SED= 86.7% • Hispanic/Latino = 83.9%	All students = 95% • Foster Youth = 95% • Homeless Youth = 95% • Students with Disabilities = 95% • English Learners = 95% • SED= 95% • Hispanic/Latino = 95%	2026-27 Update All students = 2.2% • Foster Youth = -2.9% • Homeless Youth = 9.2% • Students with Disabilities =7.8% • English Learners = 8.1% • SED= 5.3% • Hispanic/Latino = 5.3%

2.2	Graduation rate by Race/Ethnicity	2023 Outcomes All students = 87% • Asian = 95.2% • African American = 80.5% • Hispanic/Latino = 78.6%	2024 Outcomes All students = 87.7% • Asian = 94.6% • African American = 84.3% • Hispanic/Latino = 81.2%	2025 Outcomes All students = 89.1% • Asian = 95.2% • African American = 82.1% • Hispanic/Latino = 83.9%	All students = 95% • Asian = 98% • African American =95% • Hispanic/Latino =95%	2026-27 Update All students = 2.1% • Asian = 0.0% • African American = 1.6% • Hispanic/Latino = 5.3%
2.3	Graduation rate by Program SED= Socioeconomically Disadvantaged	2023 Outcomes All students = 87% • English Learners = 70.9% • Socioeconomically Disadvantaged = 81.4% • Students with Disabilities = 64.9% • Foster Youth = 60.9% • Homeless Youth = 64.9%	2024 Outcomes All students = 87.7% • English Learners = 74.2% • Socioeconomically Disadvantaged = 82.9% • Students with Disabilities = 66.3% • Foster Youth = 44.4% • Homeless Youth = 61.2%	2025 Outcomes All students = 89.1% • English Learners = 79.2% • SED = 86.7% • Students with Disabilities = 71.7% • Foster Youth = 66.7% • Homeless Youth = 74.7%	All students = 95% • English Learners = 95% • SED = 95% • Students with Disabilities = 95% • Foster Youth = 95% • Homeless Youth = 95%	2026-27 Update All students = 2.1% • English Learners = 8.3% • SED= 5.3% • Students with Disabilities = 6.8% • Foster Youth = 5.8% • Homeless Youth = 9.8%

2.4	Local graduation rate for students with continuous enrollment by Race/Ethnicity	2023 Outcomes All students with continuous enrollment = 96.3% • African American = 92.9% • Hispanic/Latino = 93.6% • Asian = 98.1%	2024 Outcomes All students with continuous enrollment = 97.2% • African American = 92% • Hispanic/Latino = 95.2% • Asian = 99%	2025 Outcomes All students with continuous enrollment = 97.1% • African American = 86.5% • Hispanic/Latino = 94.7% • Asian = 98.9%	All students with continuous enrollment = 100% • African American = 100% • Hispanic/Latino = 100% • Asian = 100%	2026-27 Update All students with continuous enrollment = 0.8% • African American = -6.4% • Hispanic/ Latino = 1.1% • Asian = 0.8%
2.5	Local graduation rate for students with continuous enrollment by Program SED = Socioeconomically Disadvantaged	2023 Outcomes All students with continuous enrollment = 96.3% • English Learners = 91.4% • Socioeconomically Disadvantaged = 93.8% • Students with Disabilities = 53.6%* • Homeless Youth = 85.7% *baseline has been corrected	2024 Outcomes All students with continuous enrollment = 97.2% • English Learners = 90.4% • Socioeconomically Disadvantaged = 95.8% • Students with Disabilities = 58.6% • Homeless Youth = 91.5%	2025 Outcomes All students with continuous enrollment = 97.1% • English Learners = 94.2% • SED = 95.6% • Students with Disabilities = 87.4% • Homeless Youth = 93.1%	All students with continuous enrollment = 100% • English Learners = 100% • SED = 100% • Students with Disabilities = 100% • Homeless Youth = 100%	2026-27 Update All students with continuous enrollment = 0.8% • English Learners = 2.8% • SED = 1.8% • Students with Disabilities = 33.8% • Homeless Youth = 7.4%

2.6	Local graduation rate for students with interrupted enrollment by Race/Ethnicity	2023 Outcomes All students with interrupted enrollment = 71% • African American = 80.5% • Hispanic/Latino =63.2% • Asian = 84.7%* *baseline has been corrected	2024 Outcomes All students with interrupted enrollment = 73.6% • African American = 82.2% • Hispanic/Latino =68.2% • Asian = 83.8%	2025 Outcomes All students with interrupted enrollment = 81.0% • African American = 80.0% • Hispanic/Latino =76.6% • Asian = 89.8%	All students with interrupted enrollment = 90% • African American = 90% • Hispanic/Latino =90% • Asian = 90%	2026-27 Update All students with interrupted enrollment = 10.0% • African American = -0.5% • Hispanic/ Latino = 13.4% • Asian = 5.1%
2.7	Local graduation rate for students with interrupted enrollment by Program SED = Socioeconomically Disadvantaged	2023 Outcomes All students with interrupted enrollment = 71% • English Learners = 60.6% • Socioeconomically Disadvantaged = 67.2% • Students with Disabilities = 58.2% • Foster Youth = 58.3% • Homeless Youth = 60.2%	2024 Outcomes All students with interrupted enrollment = 73.6% • English Learners = 58.6% • Socioeconomically Disadvantaged = 69.8% • Students with Disabilities = 47.7% • Foster Youth = too small to represent for this year • Homeless Youth = 50.7%	2025 Outcomes All students with interrupted enrollment = 81.0% • English Learners = 70.2% • SED = 79.5% • Students with Disabilities = 61.3% • Foster Youth = 68.4% • Homeless Youth = 68.2%	All students with interrupted enrollment = 90% • English Learners = 90% • SED=90% • Students with Disabilities = 90% • Foster Youth = 90% • Homeless Youth = 90%	2026-27 Update All students with interrupted enrollment = 10.0% • English Learners = 9.6% • SED = 12.3% • Students with Disabilities = 3.1% • Foster Youth = 10.1% • Homeless Youth = 8.0%

2.8	On track graduation rate by grade level and race/ethnicity	For the 2022-23 school year 9th grade = 64% • Asian = 87% • Hispanic/Latino = 42% • African American = 49% 10th grade = 60% • Asian = 85% • Hispanic/Latino = 37% • African American = 39% 11th grade = 53% • Asian = 76% • Hispanic/Latino = 31% • African American = 42%	For the 2023-24 school year 9th grade = 66% • Asian = 87% • Hispanic/Latino = 46% • African American = 50% 10th grade = 58% • Asian = 83% • Hispanic/Latino = 35% • African American = 38% 11th grade = 56% • Asian = 81% • Hispanic/Latino = 34% • African American = 38%	For the 2024-25 school year 9th grade = 66% • Asian = 89% • Hispanic/ Latino = 49% • African American = 45% 10th grade = 60% • Asian = 85% • Hispanic/ Latino = 39% • African American = 40% 11th grade = 55% • Asian = 80% • Hispanic/ Latino = 33% • African American = 37%	9th grade = 90% • Asian = 90% • Hispanic/ Latino = 90% • African American = 90% 10th grade = 90% • Asian = 90% • Hispanic/ Latino = 90% • African American = 90% 11th grade = 90% • Asian = 90% • Hispanic/Latino = 90% • African American = 90%	2026-27 Update 9th grade = 2% • Asian = 2% • Hispanic/ Latino = 7% • African American = -4% 10th grade = 0% • Asian = 0% • Hispanic/ Latino = 2% • African American = 1% 11th grade = 2% • Asian = 4% • Hispanic/ Latino = 2% • African American = -5%

2.9	On track graduation rate by grade level and program SED= Socioeconomically Disadvantaged	For the 2022-23 school year 9th grade = 64% • English Learners = 38% • Socioeconomically Disadvantaged = 50% • Students with Disabilities = 42% 10th grade = 60% • English Learners = 31% • Socioeconomically Disadvantaged = 45% • Students with Disabilities = 33% 11th grade = 53% • English Learners = 25% • Socioeconomically Disadvantaged = 39% • Students with Disabilities = 26%	For the 2023-24 school year 9th grade = 66% • English Learners = 37% • Socioeconomically Disadvantaged = 52% • Students with Disabilities = 45% 10th grade = 58% • English Learners = 30% • Socioeconomically Disadvantaged = 44% • Students with Disabilities = 34% 11th grade = 56% • English Learners = 27% • Socioeconomically Disadvantaged = 44% • Students with Disabilities = 30%	For the 2024-25 school year 9th grade = 66% • English Learners = 40% • SED = 58% • Students with Disabilities = 42% 10th grade = 60% • English Learners = 30% • SED = 52% • Students with Disabilities = 34% 11th grade = 55% • English Learners = 27% • SED = 48% • Students with Disabilities = 28%	9th grade = 90% • English Learners = 90% • SED= 90% • Students with Disabilities = 90% 10th grade = 90% • English Learners = 90% • SED = 90% • Students with Disabilities = 90% 11th grade = 90% • English Learners = 90% • SED = 90% • Students with Disabilities = 90%	2026-27 Update 9th grade = 2% • English Learners = 2% • SED = 8% • Students with Disabilities = 0% 10th grade = 0% • English Learners = -1% • SED = 7% • Students with Disabilities = 1% 11th grade = 2% • English Learners = 2% • SED = 9% • Students with Disabilities = 2%

2.10	Marking Period grade reports - Early Warning System (EWS)	Marking Period 5 EWS from Spring 2024 Total number of students at the highest risk level = 7680 English Learners = 2292 Socioeconomically disadvantaged =4728 Hispanic/Latino = 5430 Students with Disabilities = 1317	Marking Period 5 EWS from Spring 2025 Total number of students at the highest risk level = 7122 English Learners = 2100 Socioeconomically disadvantaged =4957 Hispanic/Latino = 4724 Students with Disabilities = 1228	Marking Period 5 EWS from Spring 2025 Total number of students at the highest risk level = 7418 English Learners = 2091 Socioeconomically disadvantaged =5876 Hispanic/Latino = 4989 Students with Disabilities = 1207	Total number of students at the highest risk level = 5376 English Learners = 1607 Socioeconomically disadvantaged =3309 Hispanic/Latino = 3801 Students with Disabilities = 922	2026-27 Update Total number of students at the highest risk level = -262 English Learners = -201 Socioeconomically disadvantaged =1148 Hispanic/Latino = -441 Students with Disabilities = -110
2.11	Students with a current 4-year plan Metric has been retired	This is a new metric and our baseline will be collected in 2024-25.	We were unable to accurately collect this metric during the 2024-25 school year.	We were unable to accurately collect this metric during the 2025-26 school year.	100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have current 4 year plans	2026-27 Update There is no difference to report as we were unable to report this metric.
2.12	Students with at least 2 one-to-one sessions with a school counselor each school year Metric has been retired	This is a new metric and our baseline will be collected in 2024-25	We were unable to accurately collect this metric during the 2024-25 school year.	We were unable to accurately collect this metric during the 2025-26 school year.	100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have met one-to-one with their counselor at least 2 times each year	2026-27 Update There is no difference to report as we were unable to report this metric.

2.13	Dropout rates by race/ethnicity	2023 Outcomes District = 5.8% • African-American = 11.2% • Hispanic/Latino = 9.9% • Asian = 1.8% • White = 3.1%	2024 Outcomes District = 4.6% • African-American = 8.1% • Hispanic/Latino = 7.4% • Asian = 1.5% • White = 4.8%	2025 Outcomes District = 5.2% • African-American = 7.5% • Hispanic/ Latino = 8.1% • Asian = 1.7% • White = 6.7%	District = 3% • African-American = 3% • Hispanic/ Latino = 3% • Asian = 3% • White = 3%	2026-27 Update District = -0.6% • African-American = -3.7% • Hispanic/ Latino = -1.8% • Asian = -0.1% • White = 3.6%
2.14	Dropout rates by program	2023 Outcomes District = 5.8% • Foster Youth = 21.7% • English Learners = 12.6% • Students with Disabilities = 11.1%	2024 Outcomes District = 4.6% • Foster Youth = 27.8% • English Learners = 8.4% • Students with Disabilities = 8%	2025 Outcomes District = 5.2% • Foster Youth = 8.7% • English Learners = 10.1% • Students with Disabilities = 10.7%	District = 3% • Foster Youth = 3% • English Learners = 3% • Students with Disabilities = 3%	2026-27 Update District = -0.6% • Foster Youth = -13.0% • English Learners = -2.5% • Students with Disabilities = -0.4%

2.15	Efforts to build relationships and partnerships for student outcomes	For the 2023-24 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. • Rating = 3 Initial Implementation Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. • Rating = 3 Initial Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. • Rating = 3 Initial Implementation Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. • Rating = 3 Initial Implementation	For the 2025-26 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. • Rating = 3 Initial Implementation Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. • Rating = 3 Initial Implementation	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. • Rating = 4 Full Implementation Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. • Rating = 4 Full Implementation	2026-27 Update Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. • Rating = No change Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. • Rating = No change

2.16	Implementation of Academic Content Standards	For the 2023-24 school year Local Indicator Self-Reflection Tool Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 4 Full Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELA - 4 Full Implementation • ELD - 4 Full Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 4 Full Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELA - 4 Full Implementation • ELD - 4 Full Implementation	For the 2025-26 school year Local Indicator Self-Reflection Tool Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 3 Initial Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELA - 4 Full Implementation • ELD - 4 Full Implementation	Local Indicator Self-Reflection Tool Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELA - 5 Full Implementation & Sustainability • ELD - 5 Full Implementation & Sustainability • Math - 4 Full Implementation • NGSS Science - 5 Full Implementation & Sustainability • History-Social Science - 5 Full Implementation & Sustainability Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELA - 5 Full Implementation & Sustainability	2026-27 Update Local Indicator Self-Reflection Tool Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELA - No Change • ELD - decreased by 1 level • Math - No Change • NGSS Science - No Change • History-Social Science- No Change Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.

		• Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 4 Initial Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation	• Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 4 Initial Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation	• Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELA - 4 Full Implementation • ELD - 4 Initial Implementation • Math - 3 Initial Implementation • NGSS Science - 4 Full Implementation • History-Social Science - 4 Full Implementation	• ELD - 5 Full Implementation & Sustainability • Math - 4 Full Implementation • NGSS Science - 5 Full Implementation & Sustainability • History-Social Science - 5 Full Implementation & Sustainability Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELA - 5 Full Implementation & Sustainability • ELD - 5 Full Implementation & Sustainability • Math - 4 Full Implementation • NGSS Science - 5 Full Implementation & Sustainability	• ELA - No Change • ELD - No Change • Math No Change • NGSS Science - No Change • History-Social Science - No Change Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELA - No Change • ELD - No Change • Math - No Change • NGSS Science - No Change • History-Social Science - No Change

					• History-Social Science - 5 Full Implementation & Sustainability	
2.17	Survey results for Climate of Support for Academic Learning (percent favorable) Given the significant changes to the student portion of the survey, the student results will be listed as a new metric: Metric 2.26.	From Fall 2023 Panorama Survey Results Is there a climate of support for academic learning? ~~Students = 69%~~ Parents/Guardians = 90% Staff = 89%	From Fall 2024 Panorama Survey Results Is there a climate of support for academic learning? ~~Students = 72%~~ Parents/Guardians = 91% Staff = 90%	From Fall 2025 Panorama Survey Results Is there a climate of support for academic learning? ~~Students = 96%~~ Parents/Guardians = 94% Staff = 92% • The student surveys were revised and answer ranking was augmented	Is there a climate of support for academic learning? ~~Students = 95%~~ Parents/Guardians = 95% Staff = 95%	2026-27 Update Is there a climate of support for academic learning? ~~Students = 27%~~ Parents/Guardians = 4% Staff = 3%

2.18	Survey Results for Self-Efficacy (percent favorable) Given the significant changes to the student portion of the survey, the student results will be listed as a new metric: Metric 2.26. This metric in its current status has been retired.	From Fall 2023 Panorama SEL student survey results Overall Self-Efficacy = 38% Self-Efficacy about Math = 45% Self-Efficacy about ELA = 56% Self-Efficacy about Science = 50% Self-Efficacy about Social Studies = 55%	From Fall 2024 Panorama SEL student survey results Overall Self-Efficacy = 41% Self-Efficacy about Math = 45% Self-Efficacy about ELA = 55% Self-Efficacy about Science = 50% Self-Efficacy about Social Studies = 55%	From Fall 2025 Panorama SEL student survey results Overall Self-Efficacy = no longer reported Self-Efficacy about Math = 82% Self-Efficacy about ELA = 91% Self-Efficacy about Science = 90% Self-Efficacy about Social Studies = 91% • The student surveys were revised and answer ranking was augmented	Overall Self-Efficacy = 60% Self-Efficacy about Math = 50% Self-Efficacy about ELA = 65% Self-Efficacy about Science = 60% Self-Efficacy about Social Studies = 65%	2026-27 Update Overall Self-Efficacy = Self-Efficacy about Math = 37% Self-Efficacy about ELA = 35% Self-Efficacy about Science = 40% Self-Efficacy about Social Studies = 36%
2.19	Teachers Fully Credentialed and Appropriately Assigned as measured the CA State Dashboard	This was a new metric sourced from the California Dashboard, replacing our previous measure. From the 2024 CA Dashboard: 87.7% FTE Fully Credentialed Teachers - Above the State	N/A	From the 2025 CA Dashboard: 81.0% FTE Fully Credentialed Teachers - Below the State	90% FTE Fully Credentialed Teachers - Above the State	2026-27 Update -6.7% change in the FTE of Fully Credentialed teachers from 2024 to 2025

2.20	Teachers participating in PD The year round tracking part of this metric has been retired.	Summer 2023 PD participation Number of teachers = 1092 - 72% We will be looking to collect year round participation numbers. 2024-25 will be our baseline year	Summer 2024 PD participation Number of teachers = 1272 We have not been able to accurately track year round participation. We have no updated numbers for 2024-25.	Summer 2025 PD participation Number of teachers = 763 We have not been able to accurately track year round participation. We have no updated numbers for 2025-26.	At least 85% of teachers will participate in one or more PD sessions	2026-27 Update For Summer PD participation = -329
2.21	Implementation level of evidence-based instructional practices and interventions This metric has been retired.	We have never measured the level of implementation so this will be a new metric for us. 2024-25 will be our baseline year	We were still unable to develop a process for measuring level of implementation.	We were still unable to develop a process for measuring level of implementation.	At least 50% of our teachers will be implementing evidence-based instructional practices and interventions	2026-27 Update No difference will be noted given we were unable to collect data for this metric.
2.22	Parent/Guardian participation rates at school and district events This metric has been retired.	We have not consistently collected participation rates for our parent/guardian events. This will be a new metric. 2024-25 will be our baseline year	We have been unable to collect this data in a consistent manner for reporting purposes.	We have been unable to collect this data in a consistent manner for reporting purposes.	At least 75% of parents/guardians will participate in school and district events.	2026-27 Update No difference will be noted given we were unable to collect data for this metric.

2.23	Utilization of credit recovery online platform	From 2022-2023 Cyber High Online Platform # of courses completed during the 22-23 school year: 3250 courses # of courses completed during Summer 2023: 2916 courses *we will move to a different online platform starting Fall 2024	From 2023-2024 Cyber High Online Platform # of courses completed during the 23-24 school year: 7156 courses # of courses completed during Summer 2024: 3635 courses *we have moved to a different online platform and will report completed courses for the 2024-25 school year as part of the 2026-27 update	From 2024-2025 Edgenuity Online Platform # of courses completed during the 24-25 school year: 4714 courses # of courses completed during Summer 2025: 3618 courses	# of courses completed during the school year: number of courses will match student need as measured by credit deficiency # of courses completed during Summer: number of courses will match student need as measured by credit deficiency	2026-27 Update # of courses completed during the 24-25 school year: increase of 1464 courses # of courses completed during Summer 2025: increase of 702 courses
2.24	Utilization of online tutoring services	From 2023-24 school year 13,803 total activities • 9347 live help sessions • 1841 review center submissions	From 2024-25 school year (as of 5/21/25) 10,451 total activities • 6525 live help sessions • 1589 review center submissions	From 2025-26 school year (as of 5/4/2026) 9,808 total activities • 3,976 live help sessions • 706 review center submissions	Increase use of the online tutoring platform 15,000 total activities • 10,000 live help sessions • 2500 review center submissions	2026-27 Update -3995 total activities • -5371 live help sessions • -1135 review center submissions
2.25	Summer school enrollment EL= English Learner SED = Socioeconomically Disadvantaged	From 2023 Summer School Total enrollment = 2769 EL enrollment = 818 SED enrollment = 1506	From 2024 Summer School Total enrollment = 2969 EL enrollment = 932 SED enrollment = 2748	From 2025 Summer School Total enrollment = 2815 EL enrollment = 879 SED enrollment = 1471	Total enrollment = 3000 EL enrollment = 900 SED enrollment = 1600	2026-27 Update Total enrollment = 46 EL enrollment = 61 SED enrollment = -35

2.26 New Metric	Survey results for Climate of Support for Academic Learning (percent favorable) Survey Results for Self-Efficacy (percent favorable)	From Fall 2025 Panorama Survey Results Is there a climate of support for academic learning? Students = 96% From Fall 2025 Panorama SEL student survey results Self-Efficacy about Math = 82% Self-Efficacy about ELA = 91% Self-Efficacy about Science = 90% Self-Efficacy about Social Studies = 91%	New metric added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	New metric added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	Is there a climate of support for academic learning? Students = 100% Self-Efficacy about Math = 95% Self-Efficacy about ELA = 95% Self-Efficacy about Science = 95% Self-Efficacy about Social Studies = 95%	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update.

Goal Analysis for 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.

For the 2025–26 school year, East Side Union High School District implemented most planned actions under Goal 2 with varied levels of fidelity across four key areas: Academic Recovery and Credit Accrual, Counseling and Tiered Support, Instructional Capacity and Professional Growth, and Family Engagement and

Whole Child Support. These efforts were designed to accelerate learning recovery, expand access to targeted interventions, and improve outcomes for historically underserved student groups, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities. Overall, implementation generally aligned with the district's planned actions; however, differences in staffing capacity, participation rates, scheduling constraints, and site-level implementation impacted the consistency and depth of implementation across schools.

For our Goal 2 analysis, we have grouped the actions into the following four areas:

Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11

Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12, 2.13

Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10

Area 4: Family Engagement and Whole Child Support: Actions 2.9

Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11

East Side Union High School District implemented 4 of the 5 actions in this area with a strong focus on mitigating learning loss and increasing credit accrual opportunities for students identified as at-risk based on California School Dashboard indicators and local Early Warning System (EWS) data. Implementation included Edgenuity online credit recovery, Summer School and Summer Bridge programs, intersession learning recovery mini-sessions, and 24/7 on-demand online tutoring. These actions prioritized Foster Youth, English Learners, Students with Disabilities, and Low-Income students.

A substantive difference in implementation was the district's struggle to fully implement the planned high-dosage tutoring model under Action 2.5 due to staffing shortages and limited staff availability for extended learning opportunities. Nonetheless, we will continue to offer tutoring support for our students through improved recruitment and retention efforts.

Additional implementation challenges included inconsistent student participation in online tutoring, as well as scheduling conflicts and work or family obligations that limited participation in extended learning opportunities for some students.

Despite these challenges, the district experienced several implementation successes. Summer School and Summer Bridge programs demonstrated strong student attendance, particularly among incoming ninth graders and students identified for early intervention. Schools also increased coordination between counselors, administrators, and intervention staff to better target students needing credit recovery and academic support. A major success was the increased use of Edgenuity across all school sites which expanded available course offerings to include additional science and world language courses.

Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12. 2.13

East Side Union High School District implemented the planned actions under Area 2 with a focus on strengthening counseling services, tiered interventions, case management systems, and school-based supports for students identified through California School Dashboard indicators and the district's Early Warning System (EWS). These actions prioritized Foster Youth, English Learners, Students with Disabilities, Homeless Youth, and Low-Income students through coordinated academic monitoring, intervention planning, and expanded access to instructional resources and support systems.

Action 2.1 was implemented through 35.4 FTE counselors who provided academic advising, graduation monitoring, four-year planning, and socioemotional supports. To maintain service levels despite staffing reductions related to declining enrollment and fiscal constraints, the district supplemented counseling services with 11.0 FTE Counseling Technicians to support the counseling department. Action 2.2 included continued support from a 1.0 FTE School Counseling SAC to strengthen districtwide alignment of counseling practices, graduation monitoring, A–G planning, and targeted interventions for students identified through EWS data.

Action 2.13 was implemented through 11.0 FTE Support Services Technicians who supported students and staff through the management of libraries, testing centers, computer labs, instructional materials, and technology resources. These supports helped improve student access to instructional tools, assessments, and organized learning environments that support academic engagement and success.

Although Action 2.12 was implemented to fidelity, the reduction of Associate Principals of Tiered Student Supports (APTS) from 11.0 FTE to 5.0 FTE for the 2025-26 school year, made it difficult to carry out systemwide interventions for our most vulnerable students.

Key successes included stronger collaboration among counselors, administrators, MTSS teams, and intervention staff, resulting in increased monitoring and support for students surfaced through the Early Warning System. Schools also reported improved coordination of graduation monitoring, intervention planning, and access to instructional resources and technology.

Challenges included staffing reductions, variability in implementation across sites, and balancing high caseloads and intervention demands. Sites without dedicated APTS support required increased district-level coordination to sustain intervention systems and MTSS implementation. Despite these challenges, the district maintained its focus on strengthening coordinated systems of support and improving access to academic and social-emotional interventions for students most at risk.

Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10

East Side Union High School District implemented the planned actions under Area 3 with a focus on strengthening Tier 1 instruction, building staff capacity, and improving academic outcomes for historically underserved student groups, including English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students. These actions centered on instructional alignment, professional development, and support for early-career teachers.

Action 2.3 was implemented through collaborative work led by Subject Area Coordinators (SACs) to unpack priority standards across subject areas and develop common instructional assurances, curriculum maps, essential vocabulary, and common assessments. Teachers were provided additional collaboration time, extra-duty compensation, and resources to support this work, while substitute coverage was utilized to increase participation in planning and collaboration sessions.

Action 2.4 was implemented through districtwide professional development focused on trauma-informed practices, culturally responsive pedagogy, classroom-based interventions, and strategies to support students' academic, social-emotional, and behavioral needs. Professional learning was facilitated through partnerships with community organizations, district staff, Social Workers, TOSAs, and SACs. The district also provided two additional professional development days at the start of the school year to strengthen staff capacity around equity-centered instruction and support practices.

For Action 2.10, as part of the 2025-26 update, the district eliminated district-funded instructional coaching positions and discontinued the contracted induction partnership with the Santa Cruz/Silicon Valley New Teacher Project. In place of the previous model, the district utilized LREBG funds to fully support Year 2 induction through CSU Fresno's CalTeach program and provide additional compensation for mentor and support staff assisting early-career teachers.

Key successes included increased collaboration and alignment around instructional practices and expanded professional learning opportunities, Schools reported greater consistency in instructional planning and increased focus on inclusive instructional strategies and intervention practices. The additional professional development days also supported stronger onboarding, collaboration, and districtwide alignment.

Challenges included limited staff participation in some collaboration and professional learning opportunities, variability in implementation across sites, and the reduced intensity of coaching support for new teachers following the elimination of instructional coach positions. Some teachers also expressed a need for more differentiated support and clearer guidance in translating priority standards and professional learning into classroom practice.

Overall, the district substantially implemented the planned actions within Area 3 even as we had to make adjustments in response to fiscal realities and staffing changes. Despite these challenges, the district maintained a strong focus on improving instructional quality, strengthening staff capacity, and supporting equitable learning environments for students most at risk of falling behind.

Area 4: Family Engagement and Whole Child Support: Actions 2.9

East Side Union High School District implemented Action 2.9 with a continued focus on strengthening family engagement, communication systems, and access to school and community resources for Low-Income students, English Learners, Foster Youth, and their families. The district provided 11.0 FTE Parent and Community Involvement Specialists (PCIS), ensuring that each comprehensive high school maintained dedicated family engagement support. In addition, one PCIS position was assigned to the district office through a partnership with Santa Clara County Behavioral Health to expand districtwide support services. The district also maintained 2.0 FTE Community Resource Specialists to support families through referrals, coordination of services, and access to community resources. Extra-duty compensation was also provided to support outreach and family engagement activities beyond the regular workday.

A substantive difference in implementation occurred due to fiscal considerations and staffing realignment. School sites that previously had two PCIS positions were reduced to one position for the 2025-26 school year, with supplemental support provided by district-level staff to maintain continuity of services and outreach efforts. Despite this adjustment, the district maintained the core responsibilities of family engagement staff, including multilingual communication, family outreach, workshop coordination, and support with accessing school systems and community-based services.

Key successes included increased outreach and communication with historically underserved families, expanded multilingual support, and stronger family access to school information and resources. Community Resource Specialists further strengthened connections between schools and outside agencies to support whole-child needs.

Challenges included maintaining consistent levels of outreach and engagement across sites with reduced staffing capacity and varying family participation rates. Schools also identified the need for stronger systems to monitor the long-term impact of family engagement efforts and to continue strengthening culturally responsive and relationship-centered communication practices.

Overall, the district substantially implemented the planned actions within Area 4 while making staffing adjustments in response to fiscal realities. Despite these challenges, the district maintained a strong focus on supporting family engagement, improving communication systems, and increasing access to resources and supports for historically underserved students and families.

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.

The following material differences between budgeted and estimated actual expenditures for Goal 2 reflect a combination of modified staffing salaries, shifts in implementation, and adjustments based on actual service demand. While some actions came in under budget due to lower participation or logistical challenges, others exceeded projections due to increased engagement or expanded scope of work aligned to instructional priorities.

Action 2.3 - Unpacking of Priority Standards (174% over budget): We offered more after hours sessions than originally planned and the work of selecting new textbooks aligned to priority standards in Math, Science, and ELD required additional work sessions for teachers. The cost for substitutes increased beyond what we originally planned.

Action 2.5 – High-Dosage Tutoring (24% under budget): Implementation challenges and lower student attendance in tutoring sessions contributed to the spending shortfall.

Action 2.8 – Intersession Mini-Sessions (60% under budget): Although we increased the number of sessions offered from last year, we still experienced lower than expected staff availability to provide the learning sessions.

Action 2.13 - Support Services Technicians (42% under budget): There was a shift of funding for the staffing allocated to this action which resulted in lower expenditures. The original budgeted amount accounted for funding of the full position and this was shifted to funding only 60% of each of the positions.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11

Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12, 2.13

Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10

Area 4: Family Engagement and Whole Child Support: Actions 2.9

Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11

The district demonstrated a moderate level of effectiveness in implementing Actions 2.5, 2.6, 2.7, 2.8, and 2.11 to support academic recovery, credit accrual, and graduation readiness for Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities. These actions focused on expanding access to credit recovery, summer learning opportunities, intervention supports, and tutoring services for students identified through Early Warning System (EWS) data and California School Dashboard indicators as being at risk of not graduating.

Actions 2.5 and 2.6 were effective in expanding access to online credit recovery and summer learning opportunities through Edgenuity, Summer School, and Summer Bridge programs. The district prioritized enrollment and outreach for unduplicated student groups and coordinated monitoring through counselors and site administrators. Summer School and Summer Bridge programs experienced strong participation, particularly among incoming ninth-grade students and students identified for intervention and credit recovery. The transition to the Edgenuity platform also expanded course access for students needing to recover

credits in science and world language courses. These actions contributed to improved access to graduation recovery supports and increased opportunities for students to remain on track toward graduation and A–G completion.

The district's focus on targeted intervention was necessary given local and state data trends. Local data showed that 53.8% of English Learners and 49.6% of Students with Disabilities were identified as at risk of not meeting graduation requirements. The 2025 California School Dashboard also continued to reflect significant disparities in graduation, College and Career Indicator (CCI), English Language Arts, and Mathematics outcomes for these same student groups. Foster Youth continued to demonstrate the lowest graduation outcomes districtwide, while English Learners and Students with Disabilities remained at lower performance levels in academic indicators. Local A–G completion data also reflected ongoing disparities, including 6.8% for Students with Disabilities, 9.1% for Foster Youth, and 42% for Low-Income students, compared to the districtwide rate of 51.5%.

Action 2.8 was partially effective in providing additional intervention opportunities through intersession mini-sessions designed to support academic recovery and rebuild academic confidence. These sessions provided focused small-group instruction, immediate credit recovery opportunities, and additional intervention time for students not responding adequately to Tier 1 instruction.

Action 2.11 was minimally effective in increasing access to academic support through 24/7 online tutoring. Although the district expanded access to tutoring services and worked to increase awareness and account activation among unduplicated student groups through counselors, administrators, and community involvement staff, usage was low. The few students who regularly engaged with tutoring supports reported increased academic confidence and improved course performance. However, inconsistent student participation and varying levels of engagement limited the overall measurable impact of the action.

Despite increased access to intervention opportunities, the impact on measurable student outcomes remained mixed. The district continued to experience persistent performance gaps among unduplicated student groups in graduation rates, CCI, CAASPP performance, and A–G completion. In addition, inconsistent participation in tutoring, intersession, and online intervention opportunities limited the overall effectiveness of these actions for some students.

Overall, these actions were moderately effective in expanding access to credit recovery, tutoring, and intervention opportunities for students most at risk of falling behind. The actions strengthened systems of support and increased opportunities for academic recovery; however, the 2025 California School Dashboard and local data indicate that significant outcome gaps remain, highlighting the continued need for stronger engagement strategies, consistent implementation, and ongoing monitoring of intervention effectiveness.

Based on the effectiveness data and continued student need, the district will continue to implement many of these actions in 2026–27 with targeted adjustments designed to improve participation, increase intervention effectiveness, strengthen monitoring systems, and better align supports to students identified through Early Warning System and California School Dashboard data.

Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12, 2.13

The district demonstrated a moderate level of effectiveness in implementing Actions 2.1, 2.2, 2.12, and 2.13 to support academic progress, graduation readiness, and coordinated interventions for students identified through California School Dashboard indicators and the district's Early Warning System (EWS). These actions focused primarily on improving support systems for Foster Youth, English Learners, Students with Disabilities, Low-Income students, and Homeless Youth.

Actions 2.1 and 2.2 were effective in strengthening counseling systems, academic monitoring, and intervention planning across school sites. School counselors, Counseling Technicians, and the School Counseling SAC increased the district's capacity to support four-year planning, graduation monitoring, A–G tracking, and targeted interventions for students identified through Early Warning System (EWS) data. These efforts contributed to improved coordination of supports and increased monitoring of students at risk of not graduating. The 2025 California School Dashboard reflected improvement in overall graduation outcomes;

however, significant disparities persisted among unduplicated student groups. Foster Youth continued to demonstrate the lowest graduation outcomes, while English Learners and Students with Disabilities remained below district averages in graduation, College and Career Indicator (CCI), and academic performance measures. Local data also reflected continued disparities in A–G completion rates, including 6.8% for Students with Disabilities, 9.1% for Foster Youth, and 42% for Low-Income students, compared to the districtwide rate of 51.5%. At the same time, local data showed significant improvement in A–G completion rates for English Learners, increasing from 25.7% to 48.5%, indicating positive progress in access to and completion of college preparatory coursework for this student group.

Action 2.12 was partially effective in maintaining coordination of tiered interventions and MTSS-aligned supports despite a substantive reduction in staffing from 11.0 FTE Associate Principals of Tiered Student Supports (APTS) to 5.0 FTE. While the district maintained support at high-need sites and provided additional district-level assistance to schools without dedicated APTS positions, variability in implementation and intervention coordination across sites remained a challenge. Schools with dedicated APTS support demonstrated stronger alignment of EWS interventions, attendance monitoring, and behavioral supports, while schools without these positions required additional district coordination to sustain systems of support.

Action 2.13 was effective in maintaining operational systems that support academic access and engagement. Support Services Technicians contributed to organized and resource-rich learning environments by supporting testing implementation, instructional materials distribution, technology access, and media center operations. These supports helped reduce barriers to learning and supported access to instructional tools and assessments for students across all school sites. While the direct impact of this action on measurable academic outcomes is difficult to isolate, the position contributed to the conditions necessary for effective instruction, assessment implementation, and student engagement.

Overall, these actions were moderately effective in strengthening coordinated systems of support, improving access to interventions, and increasing monitoring of at-risk students. However, the 2025 California School Dashboard and local data indicate that significant outcome gaps remain for unduplicated student groups in graduation, College and Career Indicator (CCI), English Language Arts, Mathematics, and A–G completion. These results indicate a continued need to strengthen consistency of implementation across sites, deepen intervention practices, and improve alignment between tiered supports, counseling systems, and measurable student outcomes.

Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10

The district demonstrated a moderate level of effectiveness in implementing Actions 2.3, 2.4, and 2.10 to strengthen Tier 1 instruction, professional capacity, and support systems designed to improve student outcomes for historically underserved student groups. These actions focused on instructional alignment, evidence-based teaching practices, and professional learning intended to address persistent disparities identified through California School Dashboard indicators and local data.

Action 2.3 was moderately effective in strengthening collaboration among teachers and increasing consistency around Tier 1 instructional practices. Subject Area Coordinators (SACs) led teams of teachers in unpacking priority standards, identifying essential skills and academic vocabulary, and developing common instructional assurances, curriculum maps, and improving instructional materials across subject areas. Teachers were provided collaboration time, extra-duty compensation, resources, and substitute coverage to support participation in learning and collaboration sessions. These efforts contributed to improved alignment of curriculum and instructional practices across schools and increased focus on standards-based instruction and intervention planning.

Action 2.4 was effective in expanding professional development opportunities focused on trauma-informed practices, culturally responsive pedagogy, classroom-based interventions, and whole-child supports. Professional learning was facilitated through community-based organizations, district staff, Social Workers, TOSAs, and Subject Area Coordinators. The district also funded additional professional development days and substitute coverage to support staff participation and collaboration.

These actions addressed ongoing concerns reflected in district and state data. The 2025 California School Dashboard continued to demonstrate persistent performance gaps in graduation rates, suspension rates, English Language Arts, and Mathematics for English Learners, Students with Disabilities, Foster Youth, and Low-Income students.

Action 2.10 was partially effective in maintaining induction and support systems for early-career teachers following the elimination of district Instructional Coaches and the discontinuation of the SC/SVNTP induction partnership. The district partnered with CSU Fresno's CalTeach program to fully fund Year 2 induction for eligible teachers and provided extra-duty compensation for staff supporting the induction process. This allowed the district to continue supporting teacher credential completion and retention; however, the elimination of instructional coaching reduced the intensity of site-based instructional support available for new teachers.

Overall, these actions were moderately effective in strengthening instructional alignment, expanding professional learning opportunities, and supporting teacher development across the district. The district experienced success in increasing collaboration, standards alignment, and professional learning participation; however, California School Dashboard and local data indicate that significant academic and engagement gaps remain for unduplicated student groups. These outcomes demonstrate the continued need for consistent implementation of evidence-based Tier 1 practices, ongoing professional development, and targeted supports to improve student achievement and school connectedness.

Area 4: Family Engagement and Whole Child Support: Actions 2.9

The district demonstrated an emerging to moderate level of effectiveness in implementing Action 2.9 to strengthen family engagement, communication, and access to school and community resources for Low-Income students, Foster Youth, English Learners, and their families. Parent and Community Involvement Specialists (PCIS), Community Resource Specialists, and site staff provided outreach, multilingual communication, workshop coordination, resource referrals, and individualized support designed to increase family participation and improve access to educational supports and services.

These efforts contributed to increased communication and engagement opportunities for families across the district, particularly for historically underserved student groups. PCIS staff and Community Resource Specialists supported families with navigating school systems, accessing community-based resources, participating in school events and workshops, and increasing use of the Student Information System (SIS) parent portal. Extra-duty compensation also supported extended outreach efforts beyond the regular workday to increase communication and engagement with families who may otherwise experience barriers to participation.

The district's student and family climate survey results reflected both areas of progress and continued areas of need. Survey data showed positive results in overall sense of belonging, with 95% of students and 93% of families reporting a positive sense of belonging and connection to their school community. At the same time, family-school communication remained an area for growth, with only 68% of families reporting favorable perceptions regarding communication. Cultural Awareness and Action also emerged as an area needing continued attention, with favorable ratings of 39% from staff, 61% from families, and 75% from students.

The 2025 California School Dashboard and local data also continued to reflect challenges related to Chronic Absenteeism and engagement indicators for unduplicated student groups, reinforcing the importance of strong family partnerships and outreach systems. While family engagement opportunities and outreach efforts expanded, participation levels and engagement outcomes varied across school sites and student groups. In addition, the district continued to experience challenges in consistently collecting and monitoring participation data across engagement activities, limiting the ability to fully measure the impact and effectiveness of family outreach and engagement efforts districtwide.

Overall, Action 2.9 was moderately effective in maintaining and expanding outreach, communication, and family support systems despite staffing adjustments and fiscal constraints. The action strengthened access to resources and increased engagement opportunities for families; however, survey and Dashboard data indicate

a continued need to deepen authentic family engagement practices, improve communication systems, and strengthen culturally responsive outreach efforts to further improve student connectedness, attendance, and educational outcomes for unduplicated student groups.

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

The following actions have been amended for the 2026-2027 school year: Actions 2.1, 2.3, 2.4, 2.5, 2.9, 2.10, 2.11, 2.12, 2.13

For **Action 2.1** the overall number of counselor FTEs has been slightly reduced due to declining enrollment. The district remains committed to maintaining academic and social-emotional support services for students performing at the lowest levels on the CA Dashboard.

Actions 2.2 and 2.5 now include a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for each of these action items can be found within the action description.

Due to fiscal constraints, **Action 2.4** will no longer include the two additional PD days for staff at the start of the school year. Reflections on prior practice show the need for access to conferences and training as well as coordination of PD sessions offered throughout the school year. Thus we have added the cost of 0.2 FTE of the Director of Instruction who oversees PD across the district and funding for conferences.

Action 2.5 has been amended based on reflection of prior implementation practices and ongoing fiscal considerations. Contracted tutoring services will no longer be utilized, and instead, tutoring and intervention supports will be provided through existing district and site staff. This adjustment reflects the district's effort to maintain targeted academic support and intervention opportunities for students while leveraging internal capacity and ensuring fiscal sustainability. The core focus of the action, providing academic intervention and support for students identified as most at risk through Early Warning System data and California School Dashboard indicators, will remain in place.

Action 2.9 has been amended based on reflection of prior implementation practices, family engagement needs, and ongoing fiscal challenges. Due to staffing reductions and budget constraints, the district will eliminate the Parent and Community Involvement Specialist (PCIS) positions previously assigned to school sites. To continue supporting outreach and engagement efforts for unduplicated student groups, the district will instead add four Community Resource Technicians to provide direct support related to family communication, outreach, resource coordination, and connection to school and community services.

In addition, funding for supplies, materials, translation resources, and outreach tools has been added to support family engagement activities and improve access to information and services for Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students and their families. This adjustment reflects the district's effort to sustain core family engagement and support services through a revised staffing model while remaining responsive to fiscal realities and identified student and family needs.

Action 2.10 is now designated as contributing because it is principally directed toward improving instructional quality and academic outcomes for unduplicated student groups. In addition, the district will no longer partner with CSU Fresno's CalTeach program for induction services. Instead, the district will partner with the Santa Clara County Office of Education (SCCOE) to provide induction support and services for teachers completing their induction requirements.

Due to ongoing fiscal challenges and budget reductions, the district will no longer fund **Action 2.11** for the 2026–27 school year. In addition, implementation data showed that overall student usage of the online tutoring platform remained very low relative to the cost of the program, limiting the overall effectiveness and impact of the investment.

Action 2.12 has been amended as a result of ongoing budgetary constraints and staffing reductions. The remaining 5.0 FTE Associate Principals of Tiered Student Supports (APTS) positions will be eliminated for the 2026–27 school year. However, to maintain continuity of the district's work related to intervention

coordination, Early Warning System (EWS) monitoring, and student support systems, the Coordinator of Student Supports position will be increased from 0.35 FTE to 0.5 FTE. In addition, the district will now fund 0.5 FTE of the Director of Assessment and Accountability and 0.5 FTE of the Department Secretary for the Assessment and Accountability Department to strengthen districtwide coordination of student data systems, accountability reporting, intervention monitoring, and support processes. The title of the action has also been revised to more accurately reflect the updated scope of the work following the elimination of the APTS positions.

For **Action 2.13**, funding for Support Services Technician positions will shift from 11.0 FTE funded through this action to 6.6 FTE. While this action will now account for funding associated with 6.6 FTE, the services and supports provided by Support Services Technicians will continue as described through a combination of funding sources, including technology bond funds, to maintain student access to instructional materials, technology, assessment support, and learning resources across school sites.

The following metrics have been adjusted: 2.11, 2.12, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22 We will add a new metric: Metric 2.26

For **Metrics 2.11 and 2.12,** we continued to struggle with accurately collecting baseline data due to inconsistencies in documentation practices across school sites and limitations in the current data tracking systems. For the 2026-27 school year, we will explore practices and determine the best way to capture data. As a result these metrics will be retired.

Metrics 2.17 and 2.18 reflect a change in how survey data is measured. The questions on the student survey were changed and the response ranking was changed to include neutral responses as part of the favorable ranking. Given this significant change, the student portion of the metrics will be retired and the new student survey responses will become a new metric: Metric 2.26.

For **Metrics 2.20, 2.21 and 2.22**, we have continued to struggle to find a consistent, systematic process for collecting and tracking the data. As a result, the year round tracking part of metric 2.20 has been retired and metrics 2.21 and 2.22 have been retired in their entirety.

Metric 2.26 is a new metric for 2026-27 to accurately capture the student survey results given the significant change to the survey.

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	Academic and social-emotional counseling provided by school counselors	School counselors will provide academic and social-emotional support to students whose performance level is at the lowest level as indicated by the CA Dashboard Graduation, Math, ELA, and College and Career indicators. **District Level** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **Student Groups** / Homeless Youth / English Learners Socioeconomically Disadvantaged Hispanic / English Learners Homeless Youth Students with Disabilities Hispanic/Latino / Foster Youth Students with Disabilities Our data clearly indicates a need to focus counseling efforts on these specific student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, Students with Disabilities at 64.9%, English Learners at 70.9%, and Low-income students at 81.4%. Also, the input collected by our parents/guardians and students indicate a need to increase and improve access to school counselors. School counselors will work with students and their parents/guardians in developing 4-year plans and monitoring progress on required coursework. School counselors will also provide tiered support and interventions for students identified through our 6 week data report or early warning system. Additionally, counselors will establish target groups within their caseloads made up of the specific student group that has been identified within the lowest performance level at their respective school sites to ensure these students are provided the assistance and resources needed by scheduling at least 2 individualized sessions. • Provide 35.6 FTE Counselors to provide these services This action item has been amended for the 2025-26 school year. We will continue to implement the action as originally outlined; however, the number of counselors has been reduced to reflect overall staffing adjustments due to declining enrollment. Despite this reduction, the core services will remain in place and will be delivered by the site-based counseling teams.	$8,013,566 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		To ensure continuity of support, particularly for our unduplicated student groups, we will supplement the reduced counselor FTEs by allocating 11.0 FTE Counseling Technicians. These staff members will assist counseling teams with academic monitoring and case management tasks to help maintain service levels. As amended, this action will include: • 35.4 FTE Counselors to provide direct support for academic advising, postsecondary planning, and socioemotional needs • 11.0 FTE Counseling Technicians to support implementation and extend the reach of the counseling program across all sites This action item has been amended for the 2026-27 school year. We will continue to implement the action as amended for 2025-26; however, the number of counselors has been reduced to reflect overall staffing adjustments due to declining enrollment. Despite this reduction, the core services will remain in place and will be delivered by the site-based counseling teams, including the counseling technicians. As amended, this action will include: • 34.3 FTE Counselors to provide direct support for academic advising, postsecondary planning, and socioemotional needs • Continue with 11.0 FTE Counseling Technicians to support implementation and extend the reach of the counseling program across all sites		

2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	Our data clearly indicates a need to focus counseling efforts on our target student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, English Learners at 70.9%, and Low-income students at 81.4%. Additionally, these same student groups are at the lowest performance levels on key CA Dashboard indicators including Graduation, Math, and English Language Arts (ELA). It is important to note that the Math and ELA indicators are key to demonstrating progress toward graduation.	$261,794 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

CA Dashboard Data for Target Student Populations: District level

Indicator	English Language Arts	Mathematics	Graduation
Status	Red	Red	Red
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth

Indicator	Graduation		
Status	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged
School Sites	Independence James Lick Wm. C Overfelt Foothill	Andrew Hill	Independence James Lick Wm. C Overfelt Foothill Phoenix

Indicator	English Language Arts	
Status	Red	Red
Student Groups	Socioeconomically Disadvantaged	English Learners
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena

Indicator	Mathematics	
Status	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt

		As a means to support the school counselors across the district in developing common assurances for how they will work with students and their parents/guardians in developing 4-year plans and monitoring progress toward graduation and A-G coursework as well as how to provide tiered support and interventions for students identified through our 6 week data report or early warning system, we will provide a counseling lead. Additionally, the counseling lead will work with counselors to establish target groups within their caseloads of Foster Youth, English Learners, Homeless Youth, and low-income students to ensure these students are provided the assistance and resources needed. • 1.0 FTE School Counseling SAC		

2.3	Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	Implementing evidence-based Tier 1 instruction and interventions to fidelity are essential to the success of our students. Implementing priority standards with the skills and vocabulary connected to those standards will support our work to improve and increase student outcomes as measured by our various data points, including marking period grades, CA Dashboard metrics, and local indicators. Our data clearly shows there are students not performing at high levels as demonstrated in the tables below. **Indicator: English Language Arts** **Status:** Red / Red / Red / Red **Student Groups:** All Students, Socioeconomically Disadvantaged / English Learners / Students with Disabilities / Hispanic/Latino **School Sites:** James Lick / Independence, Silver Creek, Wm C Overfelt, Yerba Buena / Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / Andrew Hill, James Lick, Silver Creek, Yerba Buena **Indicator: Mathematics** **Status:** Red / Red / Red / Red **Student Groups:** English Learners / Socioeconomically Disadvantaged / Students with Disabilities / Hispanic/Latino **School Sites:** Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena / Andrew Hill, Independence, James Lick, Mt. Pleasant, Wm. C Overfelt / Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena / Andrew Hill, Independence, James Lick, Silver Creek, Yerba Buena Thus, our system response is to implement priority standards with the skills and vocabulary connected to those standards with fidelity across all subject areas. • Provide extra time for teams of teachers led by the district's subject area coordinators to develop instructional Tier 1 common assurances that will include unpacking of the established priority standards for each course in every subject area to include skills and essential vocabulary with the intent of creating common curriculum maps based on these standards. This work will further lead to benchmark assessment and end of semester common summative assessments which will assess the teaching and learning in the classroom and inform interventions needed by students. • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions	$70,000 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		• Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions This action item has been amended for the 2026-27 school year. Implementing evidence-based Tier 1 instruction and interventions with fidelity is essential to improving student outcomes and accelerating learning recovery for students impacted by unfinished learning. Implementing priority standards, along with the skills and academic vocabulary connected to those standards, will support the district's efforts to improve outcomes as measured by marking period grades, California School Dashboard indicators, and local assessment data. District data continue to show that multiple student groups, including English Learners, Students with Disabilities, Foster Youth, and Low-Income students, are not yet performing at desired levels in English Language Arts and Mathematics. To address these needs, the district will continue implementing priority standards with fidelity across all subject areas through collaborative planning and instructional alignment processes. Teams of teachers, led by district Subject Area Coordinators, will continue developing Tier 1 instructional common assurances through the unpacking of priority standards, identification of essential skills and vocabulary, development of common curriculum maps, and creation of benchmark and end-of-semester common assessments designed to inform intervention and instructional planning. This action will now be funded through Learning Recovery Emergency Block Grant (LREBG) funds as it directly supports the acceleration of academic recovery and addresses learning gaps that persist as a result of disruptions to instruction and learning. LREBG funds will support collaboration time, extra-duty compensation, substitute coverage, and instructional resources necessary for teachers to participate in planning, professional learning, and instructional improvement efforts focused on strengthening Tier 1 instruction and targeted intervention systems. By investing in instructional alignment, teacher collaboration, and evidence-based instructional practices, this action supports the district's efforts to improve academic achievement outcomes and reduce performance gaps for student groups disproportionately impacted by learning loss and lower academic outcomes.		

2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	Our data indicates that outcomes in key areas are amongst the lowest for specific student groups when measured for our district as a whole and by school site as demonstrated by the tables below: **District Level** **Indicator**: English Language Arts; Mathematics; Graduation; Suspension **Status**: Red; Red; Red; Red **Student Groups**: Homeless Youth; English Learners Socioeconomically Disadvantaged Hispanic; English Learners Homeless Youth Students with Disabilities Hispanic/Latino; American Indian or Alaska Native **Indicator**: Graduation **Status**: Red; Red; Red; Red; Red **Student Groups**: English Learners; Homeless; Socioeconomically Disadvantaged; Students with Disabilities; Hispanic/Latino **School Sites**: Independence James Lick Wm. C Overfelt Foothill; Andrew Hill; Independence James Lick Wm. C Overfelt Foothill Phoenix; Independence James Lick Wm. C Overfelt; Independence James Lick Foothill Wm. C Overfelt Additionally, when reviewing our survey data there is a clear indication that students do not feel connected to at least one adult at school with only 33% of students indicating that they have a sense of belonging. Furthermore, our survey data also demonstrates a lack of self-efficacy on the part of students with only 38% of students responding favorably to believing they are able to succeed. Success for our students, as measured by graduation rates, is dependent on ensuring students are provided with the physical, emotional, social and academic support to make appropriate yearly progress towards high school graduation.	$110,432 Personnel Costs: Salary and Benefits $15,000 Travel and conference	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		Thus, professional Development to support staff in responding positively to the academic, social-emotional and behavioral needs of our students with a focus on instruction and interventions in the classroom will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers, Teachers on Special Assignment, and Subject Area Coordinators, staff will participate in learning sessions focused on meeting the needs of our students whose performance levels are at the lowest level. • Contract with PD providers to facilitate learning sessions • Planning time and compensation for in-house providers • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Fund 2 additional PD days at the start of the school year • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions during school hours This action item has been amended to now be a contributing action for the 2025-26 school year. This action is designated as contributing because it is principally directed toward addressing the disproportionately low outcomes of unduplicated student groups—Foster Youth, English Learners, Students with Disabilities, and Low-Income students—as identified through both state and local data sources. Districtwide and site-level analysis of the California School Dashboard indicators highlights persistent performance gaps across key metrics, including graduation rates, suspension rates, and academic achievement, for these student groups. Additionally, results from our district's student surveys indicate that: • Only 33% of students report a strong sense of belonging at school • Just 38% of students believe they are capable of succeeding (self-efficacy) These indicators reflect a critical need to strengthen Tier 1 classroom instruction and support through professional development that equips staff with effective strategies for responding to students' academic, social-emotional, and behavioral needs—especially for those most at risk of falling behind.		

		To address these disparities and support whole-child success, the district will implement the following: • Partner with community-based organizations and expert providers to facilitate professional development sessions focused on trauma-informed practices, culturally responsive pedagogy, and classroom-based interventions • Leverage in-house facilitators, including Social Workers, Teachers on Special Assignment (TOSAs), and Subject Area Coordinators to lead targeted trainings • Provide planning time, extra-duty compensation, and resources to support staff collaboration and implementation of learned practices • Fund two additional professional development days at the start of the school year to deepen staff capacity in equity-centered instruction and support • Secure a substitute teacher pool to ensure classroom coverage during professional learning This action is designed to improve academic achievement, school climate, and engagement for our most underserved students, thereby addressing identified inequities and supporting progress toward the district's LCAP goals. This action item has been amended for the 2026-27 school year. Districtwide and site-level analysis of the California School Dashboard indicators highlights persistent performance gaps across key metrics, including graduation rates, suspension rates, and academic achievement, for these student groups. These indicators reflect a continued need to strengthen Tier 1 classroom instruction and staff capacity to effectively respond to students' academic, social-emotional, and behavioral needs, particularly for students most at risk of falling behind. To address these disparities and support whole-child success, the district will implement the following: • Leverage in-house facilitators, including Social Workers, Subject Area Coordinators, and district leaders, to lead targeted trainings and support implementation of effective instructional practices • Provide planning time, extra-duty compensation, and resources to support staff collaboration and implementation of learned practices • Secure substitute teacher coverage to support staff participation in professional learning opportunities		

		• Fund travel and conference opportunities to support staff access to professional learning aligned to district priorities and student needs • Provide 0.2 FTE Director of Instruction support to oversee districtwide professional development planning, coordination, implementation, and alignment to LCAP priorities and instructional initiatives Due to ongoing fiscal reductions and the need to prioritize core instructional and student support services, the district will no longer fund the two additional professional development days originally included in this action. Instead, the district will continue to support professional learning through embedded collaboration opportunities, targeted trainings, conferences, and ongoing districtwide instructional support structures. This action is designed to improve academic achievement, school climate, and engagement for the district's most underserved students by strengthening staff capacity to implement equitable, inclusive, and evidence-based instructional and intervention practices aligned to the district's LCAP goals.		

2.5	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	Provide high-dosage tutoring for students identified as needing additional support and intervention. In particular, we will prioritize tutoring services for English Learners, Foster Youth, and Students with Disabilities as our local data indicates these three student groups have the highest failure rate as measured by grades and credits earned. Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as "at-risk" of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level. English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena Furthermore, as a district we are eligible for differentiated assistance for academics for our English Learners and Students with Disabilities, thus requiring a focus on Math and ELA for these student groups. • Provide extra duty compensation for staff to provide high-dosage tutoring services • Provide high-dosage tutoring via contracted services This action has been updated for the 2026-27 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. It also includes programmatic amendments for the 2026-27 school year. California School Dashboard indicators show English Learners and Students with Disabilities performing at the lowest performance levels in English Language Arts and Mathematics across multiple school sites throughout the district. The district also remains eligible for Differentiated Assistance due to academic outcomes for Foster Youth, further reinforcing the need for targeted academic intervention and support.	$50,000 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		To address these disparities, the district will provide high-dosage tutoring and targeted academic intervention focused on English Language Arts and Mathematics for students identified through Early Warning System data, local assessments, grades, and California School Dashboard indicators. Tutoring services will prioritize English Learners, Foster Youth, and Students with Disabilities who are performing below standard or who are at risk of not meeting graduation requirements. This action will now be funded through Learning Recovery Emergency Block Grant (LREBG) funds because it directly supports academic recovery and addresses unfinished learning and achievement gaps that were intensified by disruptions to instruction and learning. High-dosage tutoring provides students with additional instructional time, targeted intervention, small-group support, and individualized academic assistance designed to accelerate learning recovery and improve course completion, academic confidence, and graduation readiness. Due to fiscal considerations and the district's effort to build internal capacity, contracted tutoring services will no longer be utilized. Instead, tutoring and intervention services will be provided through existing district and site staff utilizing extra-duty compensation to support before-school, after-school, and extended learning opportunities for students requiring additional academic support. By leveraging LREBG funds to support targeted high-dosage tutoring through district staff, this action aligns with the intent of the grant to accelerate academic recovery, strengthen intervention systems, and improve outcomes for student groups disproportionately impacted by learning loss and persistent achievement gaps.		

2.6	Edgenuity online Credit Recovery	Our data clearly indicates the student group with the lowest graduation rate is our Foster Youth. Additionally, the data for students on track for graduation at the end of each grade level is the lowest for our English Learners, Low-Income students, and our Students with Disabilities. 9th grade = 64% • English Learners = 38% • Socioeconomically Disadvantaged = 50% • Students with Disabilities = 42% 10th grade = 60% • English Learners = 31% • Socioeconomically Disadvantaged = 45% • Students with Disabilities = 33% 11th grade = 53% • English Learners = 25% • Socioeconomically Disadvantaged = 39% • Students with Disabilities = 26% To ensure our students make progress toward graduation we will provide Edgenuity credit recovery programs for students to recover credits lost in previous semesters. Counselors and administrators will work to ensure Edgenuity licenses are targeted for Foster Youth, English Learners, Low-income students, and Students with Disabilities. This action item has been amended to now be a contributing action for the 2025-26 school year. This action is designated as contributing because it is principally directed toward improving graduation outcomes for Foster Youth, English Learners, Low-Income students, and Students with Disabilities, all of whom have been identified through both local early warning indicators and state performance data as disproportionately not on track to graduate. Districtwide data reveal significant graduation gaps: • Foster Youth have the lowest overall graduation rate • On-track status by grade level shows persistent disparities:	$700,000 Contract Services $10,000 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		○ 9th Grade: English Learners (38%), Socioeconomically Disadvantaged (50%), Students with Disabilities (42%) ○ 10th Grade: English Learners (31%), Socioeconomically Disadvantaged (45%), Students with Disabilities (33%) ○ 11th Grade: English Learners (25%), Socioeconomically Disadvantaged (39%), Students with Disabilities (26%) These trends indicate a critical need for accessible, flexible, and effective credit recovery opportunities to help students regain lost credits and remain on track for graduation. To address these disparities, the district will: • Provide access to Edgenuity online credit recovery courses for students who need to recover credits in core academic subjects • Prioritize enrollment and targeted outreach for Foster Youth, English Learners, Low-Income students, and Students with Disabilities • Coordinate implementation through counselors and site administrators, who will monitor student progress and ensure equitable access • Track usage and outcomes by student group to assess impact and guide continuous improvement • Provide extra duty compensation for staff to work with target groups: Foster Youth, English Learners, Low-Income students to ensure access and completion of online courses By expanding access to credit recovery through Edgenuity and targeting supports to our most at-risk student groups, this action directly aligns with LCAP goals to increase graduation rates and close equity gaps in academic achievement.		

<table>
<tr>
<td>2.7</td>
<td>Summer School Program</td>
<td>
Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as “at-risk” of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level.

English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena

English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena

Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena

Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena

Furthermore, as a district we are eligible for differentiated assistance for academics and graduation for the groups listed below:
<table>
<tr><th>English Learners</th><th>Hispanic/ Latino</th><th>Homeless Youth</th><th>Students with Disabilities</th></tr>
<tr><td>Graduation</td><td>Graduation</td><td>Graduation</td><td>Graduation</td></tr>
<tr><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td></tr>
</table>
To improve student outcomes in graduation and academics, we will provide Summer Bridge and Summer School opportunities for the listed student groups, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students.

This action item has been amended to now be a contributing action for the 2025-26 school year.
</td>
<td>
$589,683

Personnel Costs: Salary and Benefits

$20,020

Materials and Supplies

The total funding for this action is allocated as part of the overall concentration grant.
</td>
<td>
[Yes]

Foster Youth

Low-Income

English Learners

Districtwide

All Schools
</td>
</tr>
</table>

		This action is designated as contributing because it is principally directed toward Foster Youth, English Learners, Low-Income Students, Homeless Youth, and Students with Disabilities, all of whom are consistently underperforming in graduation and academic achievement as measured by both local and state indicators.
		
		Analysis of district data shows the following:
		
		• At-risk of not graduating (as indicated by grade reports and early warning systems):
		  ○ Foster Youth: 71.2%
		  ○ English Learners: 60.9%
		  ○ Students with Disabilities: 58.4%
		
		• CA Dashboard Academic Performance Indicators:
		  ○ English Learners and Students with Disabilities are at the lowest performance level in ELA and Math at multiple high schools across the district.
		
		• The district is identified for Differentiated Assistance based on poor outcomes in academics and graduation for these same student groups.
		
		To address these disparities and accelerate learning recovery, the district will implement a comprehensive summer learning program, including:
		
		• Summer School for credit recovery and grade improvement aligned to A-G eligibility
		• Summer Bridge Programs for incoming 9th grade students identified as needing support in transitioning to high school
		• Targeted outreach and enrollment for Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities, based on academic performance, credit deficiency, and early warning data
		• High-dosage instruction and intervention in core academic subjects such as English Language Arts and Mathematics
		• Ongoing monitoring of attendance and academic progress to evaluate program effectiveness		

		This action directly supports LCAP goals related to increasing graduation rates, improving academic performance, and reducing equity gaps for the district's most underserved students. It aligns with the intent of LCAP contributing actions by addressing the specific needs of unduplicated pupils through a targeted and data-driven approach.		

2.8	Intersession learning recovery mini-sessions	The input from our educational partners calls for greater access to learning recovery for students struggling with coursework. Our marking period reports (EWS) shows 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners surfaced as "at-risk" of not meeting graduation requirements. Additionally, our SEL survey results indicate a need to build on students' own belief in their abilities to succeed: • Overall Self-Efficacy = 38% • Self-Efficacy about Math = 45% • Self-Efficacy about ELA = 56% • Self-Efficacy about Science = 50% • Self-Efficacy about Social Studies = 55% To improve the student outcomes listed above, we plan to offer learning recovery mini-sessions during school breaks and Saturdays to students in need of recovering and improving grades as well as students in need of addressing learning gaps. Sessions will be provided to all students with priority given to Foster Youth, English Learners, Students with Disabilities, and low-income students. • Allot extra duty compensation for teachers and other staff for planning, facilitating sessions, and providing interventions This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. This action is directly aligned with the purpose of LREBG funds, which are intended to accelerate academic recovery and close learning gaps that have widened due to learning loss experienced as a result of the pandemic—particularly for students most disproportionately affected. Data from our Early Warning System (EWS) shows that: • 58.4% of Students with Disabilities • 71.2% of Foster Youth • 60.9% of English Learner	$218,063 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		are currently at risk of not meeting graduation requirements due to poor academic performance. Additionally, student voice data from our SEL survey highlights concerning levels of low academic self-efficacy, including: • Overall Self-Efficacy: 38% • Math: 45% • ELA: 56% • Science: 50% • Social Studies: 55% These results signal a critical need to intervene outside the regular instructional day to rebuild academic confidence, close instructional gaps, and recover essential coursework to keep students on track for graduation and college/career readiness. Intersession mini-sessions allow for: • Focused, small-group learning targeted to individual needs • Immediate credit recovery opportunities • Academic reinforcement in core content areas • Increased time for intervention for students who may not respond adequately to Tier 1 instruction Using LREBG funds for this purpose ensures that we are addressing both academic recovery and social-emotional barriers to learning, while targeting services to student groups with the highest need. These sessions represent a strategic, flexible use of one-time funds to provide timely, intensive support beyond the school day.		

<table>
<tr>
<td>2.9</td>
<td>Family Engagement and Communication</td>
<td>
The input collected from our educational partners indicates a need to improve our family engagement efforts as follows:

Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input
Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements
Increase and improve access to teacher feedback on student progress and assignments

Additionally, when reviewing our CA Dashboard indicators, we can see the need to improve our partnership with our families, as parents/guardians are key to improving student outcomes.
<table>
<tr><th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr>
<tr><td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>Homeless Youth
English Learners</td><td>English Learners
Socioeconomically Disadvantaged</td><td>English Learners
Homeless Youth</td><td>Foster Youth</td></tr>
</table>
<table>
<tr><th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr>
<tr><td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>School Sites</td><td>District Level
Andrew Hill
Mt. Pleasant
Piedmont Hills
Wm C Overfelt
Yerba Buena</td><td>District Level
Andrew Hill
Independence
James Lick
Mt. Pleasant
Piedmont Hills
Wm C Overfelt
Yerba Buena</td><td>District Level
Independence
James Lick
Wm C Overfelt</td><td>District Level
Andrew Hill
Independence
James Lick
Mt. Pleasant
Oak grove
Piedmont Hills
Santa Teresa
Silver Creek
Wm C Overfelt
Yerba Buena</td></tr>
</table>
</td>
<td>$719,140
Personnel Costs: Salary and Benefits

$50,000
Materials and Supplies</td>
<td>[Yes]
Foster Youth
Low-Income
English Learners
Districtwide
All Schools</td>
</tr>
</table>

		Parent and Community Involvement Specialists (PCIS) at each school site will support the school sites' efforts to maintain parents informed of their children's academic progress, and attendance as well as any school events and resources available to them and their families. In particular, they will target outreach efforts and support to Low-Income students, Foster Youth, Students with Disabilities, and English Learners and their families. Their efforts will include, but are not limited to: • ensuring all parents/guardians activate their accounts in the district's student information system so they can access their students' grades, assignments and attendance. • informing families of school and district informational meetings • facilitating conversations between non-English speaking parents and school staff, including teachers. • referring families to school and community based resources that support the students' and families' needs. • facilitate and organize workshops in English, Spanish and Vietnamese around topics of interest to parents/guardians of Low-income student, English Learners, and Foster Youth ❑ Provide 14.2 FTE Parent and Community Involvement Specialists ❑ Provide 1.0 FTE Community Resource Specialist to address the needs of our Low-Income students, Foster Youth, and English Learners and their families at the district level. This action item has been amended for the 2025-26 school year. ❑ Provide 11.0 FTE Parent and Community Involvement Specialists (PCIS): ❑ For the 2025–26 school year, each comprehensive high school will continue to be supported by one Parent and Community Involvement Specialist. In addition, one PCIS will be assigned to the district office, funded through a partnership with Santa Clara County Behavioral Health. School sites that previously had two PCIS positions will now be served by one, with supplemental support provided by district-level staff to ensure continuity of services. The core responsibilities of the PCIS, including outreach to families of unduplicated pupils, coordination of engagement activities, and facilitation of access to school and community resources, will continue as described in the original action. This adjustment reflects both a commitment to maintaining essential family engagement services and the need to realign staffing in light of broader fiscal considerations.		

		❑ Provide 2.0 FTE Community Resource Specialist to address the needs of our Low-Income students, Foster Youth, and English Learners and their families at the district level. ❑ Provide extra duty compensation for staff to support family engagement and communication This action item has been amended for the 2026-27 school year. Due to ongoing fiscal challenges and staffing reductions, the district will no longer fund Parent and Community Involvement Specialist (PCIS) positions for the 2026–27 school year. The district will add 4.0 FTE Community Resource Technicians to the existing 2.0 FTE Community Resource Technicians to support community outreach, communication, resource coordination, and engagement efforts for Foster Youth, English Learners, Low-Income students, Students with Disabilities, and their families. These positions will work in collaboration with site and district staff to support family access to school and community resources, improve communication, and strengthen connections between home, community, and school. In addition, extra-duty compensation will continue to be provided for staff supporting extended-hour family outreach, engagement activities, workshops, and communication efforts. Funding for supplies, materials, translation services, outreach resources, and family engagement activities has also been added to support implementation of engagement efforts and improve access to information and services for historically underserved families. These adjustments reflect the district's effort to maintain core family and community engagement and support services through a revised staffing structure while responding to fiscal realities and continuing to prioritize outreach and support for unduplicated student groups.		

2.10	Coaching and induction support for teachers with preliminary and intern credentials	Providing effective Tier 1 instruction and interventions to fidelity is key to improving student outcomes. A review of our local data and the CA Dashboard indicators shows there are student groups performing at lower levels.	$15,000 Personnel Costs: Salary and Benefits $112,500 Contract Services	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

District Level					
Indicator	English Language Arts	Mathematics	Graduation	Suspension	College and Career
Status	Red	Red	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native	Foster Youth Students with Disabilities

Through a partnership with the Santa Cruz/Silicon Valley New Teacher Project, the district will provide highly trained instructional coaches to support teachers in clearing their teaching credentials to ensure teachers are highly qualified and appropriately credentialed to provide instruction and intervention to students with a focus on English Learners, Foster Youth, Students with Disabilities, and Low-income students. This induction program ensures every student will have a quality teacher with access to best practices within and beyond the classroom as outlined in the California Standards for the Teaching Profession. The SC/SVNTP core values of equity, responsiveness, positive presupposition, reflective dialogue and inquiry stance support the district's commitment to building equitable communities and providing welcoming, supportive environments and instruction that prepares students for college and career. Our data and input from our educational partners indicate that our English Learners, Foster Youth, Students with Disabilities, and Low-income students need highly qualified teachers who will advocate for them so that the students remain on-track for graduation after each grade level.

- Provide 5.5 FTE Instructional Coaches to work with new teachers

This action item has been amended for the 2025-26 school year.

For the 2025-26 school year, we will no longer have Instructional Coaches and will no longer contract with the SC/SVNTP as the induction provider. Teachers needing to complete their second year of induction will be connected with an induction program where they will enroll as Year 2 Inductees fully funded by the district.

- Partner with CSU Fresno (CalTeach program) for Year 2 Induction
- Provide extra duty compensation for staff to support program

		This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. Improving the quality and consistency of Tier 1 instruction is critical to accelerating learning recovery and addressing performance gaps. Our analysis of local data and California School Dashboard indicators shows that several student groups—particularly English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students—are performing significantly below standard in core academic areas. Teachers in their early career stages, particularly those with preliminary or intern credentials, often require targeted coaching and support to implement evidence-based instructional practices, manage classrooms effectively, and provide appropriate academic interventions. By using LREBG funds to: ● Fully fund Year 2 induction through CSU Fresno's CalTeach program ● Provide extra duty compensation to mentor and support staff …the district ensures that: ● Early-career teachers are well-supported and retained ● New teachers are prepared to deliver rigorous, inclusive instruction ● Students receive higher-quality daily instruction, particularly in classrooms that historically serve the most vulnerable learners This action is directly aligned with the intent of the LREBG to build staff capacity and mitigate learning loss by investing in systems that improve the quality of instruction districtwide. It is a high-leverage, sustainable use of one-time funds to improve both teacher effectiveness and student outcomes in the long term. This action item has been amended to now be a contributing action for the 2026-27 school year.		

		This action is now designated as contributing because it is principally directed toward improving instructional quality and academic outcomes for unduplicated student groups, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities, who continue to demonstrate disproportionately lower outcomes on California School Dashboard indicators in English Language Arts, Mathematics, Graduation Rate, and College and Career Indicator (CCI). Supporting and retaining effective teachers—particularly those serving high-need student populations—is critical to improving access to rigorous, inclusive, and evidence-based instruction for these student groups. For the 2026–27 school year, the district will continue to provide induction support for eligible teachers; however, this action will no longer be funded through Learning Recovery Emergency Block Grant (LREBG) funds. In addition, the district will no longer partner with CSU Fresno's CalTeach program for induction services. Instead, the district will partner with the Santa Clara County Office of Education (SCCOE) to provide induction support and services for teachers completing their induction requirements. Although the district no longer funds Instructional Coach positions, the induction program will continue to provide mentoring, professional support, and guidance for participating teachers to strengthen instructional practices, classroom management, and support for diverse learners. The district will also continue to provide extra-duty compensation for staff supporting the coordination and implementation of induction-related activities and supports. This action aligns with the intent of increased and improved services under LCFF because it is designed to strengthen teacher effectiveness and instructional capacity in classrooms serving unduplicated student groups, thereby improving access to high-quality instruction and supporting improved academic outcomes for historically underserved students.		

2.11	On-demand online tutoring	Provide one-to-one homework help and tutoring online and in real time to all students to support their course passage, their progress towards high school graduation and their attainment of the A-G university admission requirements. The service will be available 24 hours a day and seven days a week so that students can receive help around their home and/or work schedule. Our data and educational partner input point to a need to provide tutoring services for students struggling to meet proficiency and/or mastery in content areas that further impacts the credits earned toward graduation as well as performance levels as measured by the State assessments in Math, Science and English Language Arts (ELA).	$0 Item will no longer be funded as part of the 2026-27 plan.	[No] All Students Districtwide All Schools

District Level			
Indicator	English Language Arts	Mathematics	Graduation
Status	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino

Indicator	**English Language Arts**			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	Mathematics			
Status	Red	Red	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:

- African American = 17.21%
- Hispanic = 16.33%
- Socioeconomically Disadvantaged = 24.89%
- English Learners = 2.32%
- Students with Disabilities = 5.12%

To ensure our most-at-need students are accessing this resource, counselors, administrators, and parent and community involvement specialists will work with our target student populations to ensure they have active accounts and are able to utilize the services as needed.

This action item has been amended to now be a contributing action for the 2025-26 school year.

This action is designated as a contributing action because it is principally directed toward, and effective in, meeting the needs of our unduplicated student populations—specifically, English Learners, Foster Youth, and Low-Income students—who continue to experience disproportionate academic outcomes.

Analysis of State assessment data, particularly in Science, highlights significant performance gaps for these student groups. For example, only 2.32% of English Learners and 5.12% of Students with Disabilities met or exceeded the standard, compared to the overall district rate of 37.57%. Similar disparities are evident among African American, Hispanic, and Socioeconomically Disadvantaged students. These academic challenges contribute directly to credit deficiencies and limit access to A–G college-preparatory pathways.

		In response, the district will provide 24/7, on-demand online tutoring to all students, with targeted efforts to ensure that unduplicated pupils are aware of and able to access this resource. Counselors, administrators, and community involvement specialists will play a key role in monitoring usage, activating accounts, and supporting engagement with the platform—particularly for students who struggle to attend traditional tutoring sessions due to home or work obligations. By removing barriers to academic support and providing personalized, real-time assistance aligned to core content areas, this action is designed to increase course passage rates, support A–G completion, and improve performance on state assessments, particularly for our most historically underserved student populations. Therefore, this action meets the criteria for contributing to increased and improved services under LCFF. This action item has been amended for the 2026-27 school year. The action was designed to provide 24/7, on-demand online tutoring to all students, with targeted efforts to ensure that unduplicated pupils were aware of and able to access the resource. Counselors, administrators, and family engagement staff supported implementation by monitoring usage, assisting with account activation, and encouraging participation among students who faced barriers to attending traditional tutoring opportunities. The intent of the action was to remove barriers to academic support, increase course passage rates, support A–G completion, and improve performance on state assessments for historically underserved student groups. However, due to ongoing fiscal challenges and budget reductions, the district will no longer fund this action for the 2026–27 school year. In addition, implementation data showed that overall student usage of the online tutoring platform remained very low relative to the cost of the program, limiting the overall effectiveness and impact of the investment. While the district recognizes the value of expanded tutoring access and academic intervention supports, limited fiscal resources and low utilization rates required the district to prioritize other direct instructional and intervention services aligned to districtwide academic recovery and support efforts.		

2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) Action Title has been amended for the 2026-27 school year.	A review of our data shows our English Learners, Low-income students, and Foster Youth performing at lower levels on key metrics including College and Career, Graduation, Math, and English Language Arts as indicated on the CA Dashboard. **CA Dashboard Data for Target Student Populations: District level** **Indicator** | English Language Arts | Mathematics | Graduation | College and Career **Status** | Red | Red | Red | Red **Student Groups** | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth **CA Dashboard Data for Students with Disabilities** **Indicator** | English Language Arts | Mathematics | Graduation | College and Career **Status** | Red | Red | Red | Red **School Sites** | District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Independence James Lick Wm C Overfelt | District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena In addition, our marking period grade reports show 71.2% of Foster Youth, 60.9% of English Learners, and 58.4% of Students with Disabilities (SWD) are surfaced as "at-risk" of not meeting graduation requirements. Also, when we review our "on-track" data showing progress toward graduation, at the end of the 9th grade, only 38% of our English Learners, 42% of our SWDs and 50% of our Socioeconomically Disadvantaged remain on track for graduation. Coordination of services and implementation of academic, attendance, and behavioral tiered interventions and supports for our targeted student populations with a focus on students surfaced by the 6-week data report (Early Warning System - EWS): Foster Youth, English Learners, Low-Income, and Homeless Youth. Our data clearly indicates that our target student populations are not achieving at the same rate as other student groups and the input from our educational partners call for additional resources and support to address academic recovery, mental health, and behavior interventions with a focus on students surfaced by the 6-week data report (Early Warning System - EWS). To address this, we will provide staffing as follows: • 11.0 FTE Associate Principals of Tiered Student Supports	$337,951 Personnel Costs: Salary and Benefits The expenditure for this item will be funded by the overall concentration grant.	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• 0.35 FTE of Coordinator of Student Supports to provide supports to all school sites in the implementation of interventions for students requiring services as part of Student Study Teams (SST) The added Associate Principal of Student Tiered Supports will focus on the following: • Use of our 6-week data report or warning system data to identify students needing interventions and working with staff to establish a plan for each student. ○ Emphasis will be placed on the identification of students needing additional support and interventions • Addressing the students who are not attending classes by identifying interventions and engaging with parents The addition of this action item is an opportunity to address our work as a system to improve student outcomes: • Coordination of the work of the added positions, serving the targeted student groups, within the LCAP • Intentional use of the 6-week data report (early warning system - EWS) • Collaboration with Multi-Tiered System of Supports (MTSS) team in development of interventions and support for students with highest needs • Addressing the academic, social-emotional, and behavior needs of students by aligning the work of the Associate Principal of Attendance/Behavior (APA) and the work of the Associate Principal of Educational Development (APED) • Prioritization of teaching strategies and practices as defined by the California Standards for the Teaching Profession • Focus on Instructional Leadership by Principals This action item has been amended for the 2025-26 school year. Due to ongoing fiscal challenges that necessitate adjustments in staffing allocations across the district, the number of Associate Principals of Tiered Student Supports (APTS) will be reduced from 11.0 FTE to 5.0 FTE. The five school sites that will retain an APTS position are: Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, and Yerba Buena.		

		Despite the reduction in staffing, the coordination of tiered interventions and supports—particularly those driven by the Early Warning System (EWS)—will remain a district priority. At school sites that no longer have a dedicated APTS, district leadership will provide direct support to ensure continuity in identifying and addressing the needs of students surfaced by the 6-week data reports. This includes ongoing collaboration with site-based teams and MTSS leads to sustain the focus on academic, attendance, and behavioral interventions for Foster Youth, English Learners, Students with Disabilities, Low-Income, and Homeless Youth. The district remains committed to using data-driven strategies to close equity gaps and to ensuring that all students—especially those most at risk—receive timely and appropriate supports aligned with our LCAP goals. • Provide 5.0 FTE Associate Principals of Tiered Student Supports- APTS (this represents a reduction from 11.0 FTE to 5.0 FTE) ○ School Sites with an APTS: Andrew Hill, Independence, Silver Creek, Wm. C Overfelt, Yerba Buena This action item has been amended for the 2026-27 school year. Due to ongoing fiscal challenges and staffing reductions, the district will eliminate the remaining Associate Principals of Tiered Student Supports (APTS) positions for the 2026–27 school year. Despite the elimination of these site-based administrative positions, the coordination of tiered interventions and support, particularly those informed by the Early Warning System (EWS) and California School Dashboard indicator, will remain a district priority. To support continued implementation of data-driven intervention systems and student support coordination, the district will add 0.5 FTE Director of Assessment and Accountability and 0.5 FTE Department Secretary for Assessment and Accountability to strengthen districtwide coordination of student data systems, accountability reporting, intervention monitoring, and assessment-related processes. In addition, the district will increase the Coordinator of Student Supports position from 0.35 FTE to 0.5 FTE to provide expanded oversight and coordination of intervention systems, student support structures, and MTSS-aligned practices across school sites.		

		District leadership and support staff will continue collaborating with site-based teams to identify and respond to academic, attendance, and behavioral concerns surfaced through six-week progress reports, EWS data, and local and state indicators. This work will continue to prioritize Foster Youth, English Learners, Students with Disabilities, Low-Income students, and Homeless Youth who continue to demonstrate disproportionately lower outcomes across multiple California School Dashboard indicators. In addition, extra-duty compensation will be provided to support staff participating in intervention coordination, data review processes, student monitoring, and targeted support activities beyond the regular workday. These adjustments reflect the district's commitment to maintaining coordinated systems of support and data-informed intervention practices while restructuring staffing models to respond to ongoing fiscal realities and preserve core services for students most at risk.		

2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	This is a new action for the 2025-26 school year. Our data indicates that for the 2023-24 school year our students struggled to stay on track with credits for graduation as indicated below: All 9th graders = 66% • English Learners = 37% • Socioeconomically Disadvantaged = 52% • Students with Disabilities = 45% All 10th graders = 58% • English Learners = 30% • Socioeconomically Disadvantaged = 44% • Students with Disabilities = 34% All 11th graders = 56% • English Learners = 27% • Socioeconomically Disadvantaged = 44% • Students with Disabilities = 30% To support students in making consistent academic progress toward high school graduation, the district will fund 11.0 FTE Support Services Technicians at each comprehensive high school. These staff members play a critical role in maintaining a welcoming and supportive learning environment by providing direct support to students and staff in instructional areas such as the library, media center, bookroom, testing center, and computer lab. By ensuring students have access to current instructional materials, functioning technology, and organized testing environments, the Support Services Technician helps remove barriers to learning and academic engagement—especially for unduplicated student groups such as Foster Youth, English Learners, Students with Disabilities, and Low-Income students. The Support Services Technician supports student success through the following functions:	$825,754 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• Preparing, distributing, and maintaining instructional materials, ensuring timely access to curriculum resources • Supporting implementation of state, local, and district assessments with fidelity • Assisting students in accessing digital learning tools, supporting strategic skill development aligned with the Graduate Profile • Maintaining media and technology equipment critical to instruction • Collaborating with teachers and staff to prepare resources that support differentiated instruction • Helping orient students in the use of instructional technology and resources • Supporting accurate record-keeping and data integrity related to student testing, materials use, and library access This position helps establish the conditions for learning by creating organized, resource-rich environments that support both academic instruction and social-emotional stability. • Provide 11.0 FTE Support Services Technicians This action item has been amended for the 2026-27 school year. For the 2026–27 school year, funding for these positions will shift from 11.0 FTE funded through this action to 6.6 FTE, with the remaining portion of the staffing costs supported through technology bond funding. This adjustment reflects the district's effort to strategically align funding sources while maintaining essential student support services and access to instructional technology and resources across school sites. All other aspects of this action item will continue as described above.		

Goal 3: Achievement of English Language Learners

Goal #	Description	Type of Goal
3	**Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.** We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The input collected from our educational partners specifically noted the need to improve the academic performance of our English Learners, specifically that of our long-term ELs. Our data clearly indicates that our English Learners continue to perform at lower levels than their peers. Specifically, EL's graduation and A-G completion rates are below the district average and are among the lowest when compared with other student groups.

Measuring and Reporting Results

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

3.1	English Language Learner Status and Change as measured by the CA Dashboard	2023 CA Dashboard Indicators: ELL Progress: • Status = 37.3% making progress • ELA = 12% at or above standard • MATH = 5% at or above standard • Graduation Rate = 71.1% • Suspension = 5.5% • College and Career Readiness = 14.9%	2024 CA Dashboard Indicators: ELL Progress: • Status = 25.8% making progress • ELA = 9.6% at or above standard • MATH = 4.2% at or above standard • Graduation Rate = 75.1% • Suspension = 4.6% • College and Career Readiness = 17.1% LTEL Progress: • Status = 26.2% making progress • ELA = 11.7% at or above standard • MATH = 1.5% at or above standard • Graduation Rate = 78.9% • Suspension = 5.3%	2025 CA Dashboard Indicators: ELL Progress: • Status = 32.6% making progress • ELA = 10.4% at or above standard • MATH = 11.0% at or above standard • Graduation Rate = 79.2% • Suspension = 3.4% • College and Career Readiness = 23.4% LTEL Progress: • Status = 34.4% making progress • ELA = 5.6% at or above standard • MATH = 3.4% at or above standard • Graduation Rate = 83.2% • Suspension = 4.0%	ELL Progress: • Status = 65% making progress • ELA = 75% at or above standard • MATH = 65% at or above standard • Graduation Rate = 95% • Suspension = 2% • College and Career Readiness = 65% LTEL Progress: • Status = 65% making progress • ELA = 75% at or above standard • MATH = 65% at or above standard • Graduation Rate = 95% • Suspension = 2%	2026-27 Update ELL Progress: • Status = -4.7% making progress • ELA = -1.6% at or above standard • MATH = 6.0% at or above standard • Graduation Rate = 8.1% • Suspension = -2.1% • College and Career Readiness = 8.5% LTEL Progress: • Status = 8.2% making progress • ELA =-6.1% at or above standard • MATH = 1.9% at or above standard • Graduation Rate = 4.3% • Suspension = -1.3%

			• College and Career Readiness = 17%	• College and Career Readiness = 24.5%	• College and Career Readiness = 65%	• College and Career Readiness = 7.5%
3.2	UC/CSU A-G Completion rate	2023 Outcomes All English Learners = 26.3% • Short-term (STEL)=20% • Long-term (LTEL)=11.6%	2024 Outcomes All English Learners = 25.7% • Short-term (STEL)=16.8% • Long-term (LTEL)=11.9%	2025 Outcomes All English Learners = 19.3% • Short-term (STEL)=16.4% • Long-term (LTEL)=20.6%	All English Learners = 65% • Short-term (STEL)=65% • Long-term (LTEL)=65%	2026-27 Update All English Learners = -7.0% • Short-term (STEL)=-3.6% • Long-term (LTEL)=9.0%
3.3	Graduation rate	2023 Outcomes All English Learners = 70.9% • Short-term (STEL)= 61.1% • Long-term (LTEL)= 70.3%	2024 Outcomes All English Learners = 74.2% • Short-term (STEL)= 62.4% • Long-term (LTEL)= 76.2%	2025 Outcomes All English Learners = 79.2% • Short-term (STEL)= 71.3% • Long-term (LTEL)= =83.2%	All English Learners = 95% • Short-term (STEL)= 95% • Long-term (LTEL)= 95%	2026-27 Update All English Learners = 8.3% • Short-term (STEL)= 10.2% • Long-term (LTEL)= 12.9%
3.4	English Language Learners attaining English proficiency as measured by ELPAC overall score of 4	For 2022-23 school year 15.9% of EL students who took the ELPAC had an overall score of 4. STEL = 8.2%* LTEL = 18.8%* *baseline has been corrected	For 2023-24 school year 10.1% of EL students who took the ELPAC had an overall score of 4. STEL = 4.5% LTEL = 13.5%	For 2024-25 school year 9.8% of EL students who took the ELPAC had an overall score of 4. STEL = 7.8% LTEL = 11.6%	20% of EL students who took the ELPAC had an overall score of 4. STEL =15% LTEL =20%	2026-27 Update -6.2% of EL students who took the ELPAC had an overall score of 4. STEL = -0.4% LTEL = -7.2%

3.5	English Learner Reclassification rate	For 2022-23, 7.4% of ELLs were reclassified	For 2023-24, 7.8% of ELLs were reclassified	For 2024-25, 6.7% of ELLs were reclassified	20% of ELs will be reclassified	2026-27 Update -0.7% of ELLs were reclassified
3.6	Access to a broad course of study	For the 2023-24 school year Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 999 • Math = 32.1% • ELA = 43.9% • Science = 27.1% Enrollment in at least one AP/IB course: • 10.7% English Learners* *baseline has been corrected	For the 2024-25 school year Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 1023 • Math = 35.6% • ELA = 42.8% • Science = 28.2% Enrollment in at least one AP/IB course: • 10.7% English Learners	For the 2025-26 school year Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 1031 • Math = 28.5% • ELA = 38.5% • Science = 29.3% Enrollment in at least one AP/IB course: • 16.4% English Learners	Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 1100 • Math = 42% • ELA = 54% • Science = 37% Enrollment in at least one AP/IB course: • 20% English Learners* *target outcome has been adjusted	2026-27 Update Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 32 • Math = -3.6% • ELA = -5.4% • Science = 2.2% Enrollment in at least one AP/IB course: • 5.7% change with English Learners
3.7	Core course (ELA, Math, Science) pass rate as measured by grades of A,B, C	For 2023, 1st Semester ELA Pass Rate 53.2% Math Pass Rate 42.9% Science Pass Rate 53.2%	For 2024, 1st Semester ELA Pass Rate 58% Math Pass Rate 45% Science Pass Rate 57.3%	For 2025, 1st Semester ELA Pass Rate 55.8% Math Pass Rate 43.8% Science Pass Rate 55.2%	ELA Pass Rate 63% Math Pass Rate 53% Science Pass Rate 63%	2026-27 Update ELA Pass Rate 2.6% Math Pass Rate 0.9% Science Pass Rate 2.0%

3.8	Implementation of ELD Academic Content Standards	For the 2023-24 school year Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELD - 4 Full Implementation Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELD - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELD - 4 Full Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELD - 4 Full Implementation Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELD - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.	For the 2025-26 school year Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELD - 4 Full Implementation Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELD - 3 Initial Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.	Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELD - 5 Full Implementation and Sustainability Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELD - 5 Full Implementation and Sustainability	2026-27 Update Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. • ELD - No change Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. • ELD - decrease by 1 level

			• ELD - 4 Full Implementation	• ELD - 4 Full Implementation	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELD - 5 Full Implementation and Sustainability	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. • ELD - No change
3.9	Properly Credentialed Teachers in ELD courses	From 2023-24 school year 100% of teachers assigned to teach ELD courses are properly credentialed	From 2024-25 school year 100% of teachers assigned to teach ELD courses are properly credentialed	From 2025-26 school year 100% of teachers assigned to teach ELD courses are properly credentialed	100% of teachers assigned to teach ELD courses are properly credentialed	2026-27 Update 0% change as it pertains to teachers assigned to teach ELD courses who are properly credentialed

3.10	Efforts to seek parental input in decision-making	For the 2023-24 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. • Rating = 3 Initial Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Rating = 3 Initial Implementation Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. • Rating = 3 Initial Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. • Rating = 4 Full Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Rating = 4 Full Implementation Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	For the 2025-26 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. • Rating = 4 Full Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Rating = 4 Full Implementation Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. • Rating = 4 Full Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Rating = 4 Full Implementation	2025-26 / 2026-27 Update Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. • Rating = improved by 1 level Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Rating = improved by 1 level

			• Rating = 3 Initial Implementation	• Rating = 3 Initial Implementation	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. • Rating = 4 Full Implementation	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. • Rating = No change

3.11	Survey Results for Self-Efficacy and School Connectedness (percent favorable) Given the significant changes to the student portion of the survey, the student results will be listed as a new metric: Metric 3.12. This metric in its current status has been retired.	From Fall 2023 Survey Administration School Connectedness 53% of students feel a sense of belonging • 54% of ELs who responded feel a sense of belonging Self-efficacy 38% of students believe they can succeed in achieving academic outcomes • 29% of ELs believe they can succeed in achieving academic outcomes	From Fall 2024 Survey Administration School Connectedness 55% of students feel a sense of belonging • 56% of ELs who responded feel a sense of belonging Self-efficacy 41% of students believe they can succeed in achieving academic outcomes • 31% of ELs believe they can succeed in achieving academic outcomes	From Fall 2025 Survey Administration School Connectedness 95% of students feel a sense of belonging • 90% of ELs who responded feel a sense of belonging Self-efficacy 96% of students believe they can succeed in achieving academic outcomes • 95% of ELs believe they can succeed in achieving academic outcomes *Survey questions and rankings were adjusted in the fall of 2025	School Connectedness 65% of students feel a sense of belonging • 65% of ELs who responded feel a sense of belonging Self-efficacy 60% of students believe they can succeed in achieving academic outcomes • 60% of ELs believe they can succeed in achieving academic outcomes	2026-27 Update School Connectedness increase of 42% of students feeling a sense of belonging • increase of 36% of ELs who responded feeling a sense of belonging Self-efficacy Increase of 58% of students believing they can succeed in achieving academic outcomes • 66% increase of ELs believing they can succeed in achieving academic outcomes

3.12 New metric	Survey Results for Self-Efficacy and School Connectedness (percent favorable)	From Fall 2025 Survey Administration School Connectedness 95% of students feel a sense of belonging • 90% of ELs who responded feel a sense of belonging Self-efficacy 96% of students believe they can succeed in achieving academic outcomes • 95% of ELs believe they can succeed in achieving academic outcomes *Survey questions and rankings were adjusted in the fall of 2025	New metric added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	New metric added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	School Connectedness 100% of students feel a sense of belonging • 95% of ELs who responded feel a sense of belonging Self-efficacy 100% of students believe they can succeed in achieving academic outcomes • 100% of ELs believe they can succeed in achieving academic outcomes	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update

Goal Analysis for 2025-26

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

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

The implementation of Goal 3 focused on improving instructional quality and outcomes for English Learners (ELs) through a comprehensive set of actions aligned to the California English Learner Roadmap. Based on reflection and review of both CA Dashboard indicators and local data, the district prioritized system coherence, professional development, extended learning opportunities, and family engagement to address the persistent needs of ELs, particularly Long-Term English Learners (LTELs) and other underserved student groups. Across all four implementation areas, most actions were carried out as planned, with adjustments made in response to on-the-ground challenges, site-level feedback, and opportunities to deepen impact. The following sections detail the implementation progress, key successes, and challenges experienced across each area.

Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10

Area 2: Supplemental Academic Support: Action 3.6

Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)

Area 4: Family Engagement and Language Access: Actions 3.7, 3.8

Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10

The district implemented multiple actions during the 2025–26 school year to strengthen instructional quality and improve outcomes for English Learners, with a particular focus on Long-Term English Learners (LTELs), reclassification efforts, academic language development, and targeted instructional supports. Overall implementation was moderate, with several successful systems and supports established; however, implementation challenges related to staffing, fiscal constraints, scheduling, and varying levels of site capacity impacted consistency across schools.

Action 3.1 experienced significant implementation challenges during the 2025–26 school year due to the English Language Learner (ELL) Teacher on Special Assignment (TOSA) position remaining vacant for the entirety of the year. As a result, the district was unable to fully implement the planned professional development, coaching, monitoring, and instructional support intended to strengthen English Language Development (ELD), academic language instruction, and support for Long-Term English Learners. While district and site staff provided limited support and coordination related to English Learner services and ELD implementation, the absence of the dedicated TOSA position limited the district's ability to provide consistent coaching, alignment of instructional practices, and targeted support for teachers serving English Learners across school sites.

Action 3.3 supported professional development and collaboration opportunities for teachers focused on strengthening instruction for English Learners, particularly in English Language Arts and Mathematics. Staff were provided collaboration time, extra-duty compensation, substitute coverage, and resources to support participation in work sessions and professional learning opportunities. The district also partnered with WestEd QTEL to provide targeted professional development for Mathematics and Science teachers focused on academic language development and instructional strategies for English Learners. Travel and conference opportunities further supported staff learning and implementation of instructional practices aligned to the English Learner Roadmap and district instructional priorities. Implementation challenges for Action 3.3 included scheduling limitations and reduced participation in release-time collaboration opportunities.

Action 3.4 was implemented through the continuation of designated ELD courses and smaller class sizes intended to provide more intensive language instruction and targeted support for newcomer English Learners. The district maintained 32.8 FTE to support smaller ELD class sizes and added clerical support to assist with scheduling and program coordination. These efforts supported implementation of the English Learner Roadmap and strengthened the district's focus on accelerating English proficiency, reclassification, and college and career readiness for English Learners. However, scheduling challenges, staffing constraints, and variability in course implementation across school sites impacted consistency in delivery of designated ELD supports.

Action 3.9 was implemented through continued use of the Ellevation platform to support ELPAC and ELPI analysis, English Learner progress monitoring, reclassification processes, parent communication, instructional planning, and professional development. The platform improved access to English Learner data and supported monitoring of reclassification eligibility, instructional supports, and compliance-related processes. Teachers and administrators also utilized Ellevation professional development modules and instructional resources to strengthen classroom support for English Learners.

Action 3.10 supported English Learners through the use of bilingual paraeducators who provided direct academic and language support to students within ELD and content-area classrooms. These supports increased access to daily academic assistance, language scaffolds, and individualized support for Short-Term English Learners and students requiring additional language development support.

Overall, the district experienced several successes in strengthening instructional supports, expanding access to English Learner data systems, maintaining designated ELD programming, and increasing professional learning opportunities focused on academic language development and culturally responsive instructional practices. However, implementation continued to be impacted by staffing shortages, fiscal constraints, scheduling complexities, and inconsistent implementation across sites. The district also continued to experience challenges related to accelerating English Learner reclassification rates and improving English Learner outcomes in English Language Arts, Mathematics, Graduation Rate, and College and Career Indicator metrics as reflected on the 2025 California School Dashboard.

Area 2: Supplemental Academic Support: Action 3.6

During the 2025–26 school year, many of the intended services and supports for English Learners were provided through embedded district and site structures, existing staff, and integrated intervention systems. The district continued to provide targeted academic support for English Learners through after-school support opportunities, intervention periods, designated ELD instruction, counseling supports, bilingual staff, and expanded learning opportunities facilitated by teachers, counselors, paraeducators, and site support staff.

In addition, multilingual supports and interventions for Short-Term English Learners (STELs) and Long-Term English Learners (LTELs) were incorporated into existing instructional and intervention programs across school sites, including tutoring, intervention classes, summer programming, and academic monitoring processes connected to the Early Warning System (EWS). As a result, many of the intended services were implemented through existing staffing structures and integrated supports rather than through separate expenditures tied specifically to this action.

Although there were no expenditures accounted as part of this action item, the district continued to prioritize support for English Learners in response to local and state data indicating persistent academic and graduation gaps, including EWS data showing that 54.3% of English Learners were identified as at risk of not progressing toward graduation.

Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)

For 2025-26, similar to the previous school year, implementation of Actions 3.2, 3.3 (partial), and 3.9 (partial) was largely consistent with the planned activities outlined in the LCAP. The district delivered targeted professional development (PD) aligned to the California English Learner Roadmap (ELR) and focused on enhancing staff understanding of the four core principles, particularly at school sites where English Learners are performing at the lowest levels based on CA Dashboard indicators.

In support of Action 3.3, multiple PD sessions were delivered for teachers of English Learners at Mt. Pleasant and Wm. C Overfelt, where progress metrics were of great concern. Math and Science teachers from across the district were also included in PD that emphasized scaffolding, differentiation, and academic language development. Support was bolstered by contracted services such as WestEd QTEL, and educators were provided extra duty pay, sub coverage, and access to relevant conferences.

Through Action 3.9, the Ellevation platform was successfully implemented to systematize EL progress monitoring, reclassification, and instructional planning. Teachers were trained on the platform's data tools and PD modules, contributing to greater alignment between instructional practices and English Learner needs.

Challenges included staff capacity and scheduling conflicts, which sometimes limited participation in PD offerings. Nonetheless, a key success was the increased system coherence as noted by improved access to actionable EL data, and site administrators noted more consistent implementation of reclassification protocols and instructional adjustments informed by Ellevation analytics.

Area 4: Family Engagement and Language Access: Actions 3.7, 3.8

Implementation of Actions 3.7 and 3.8 during the 2025–26 school year generally aligned with the planned activities, with continued prioritization of language access, family communication, and engagement supports for families of English Learners. In response to ongoing input from educational partners, the district continued to prioritize translation and interpretation services for families whose primary language is not English, particularly Spanish- and Vietnamese-speaking families. Interpretation services were provided at districtwide meetings, workshops, and events, and translated materials continued to be distributed in multiple languages to support equitable access to information and services.

To strengthen communication with families, bilingual stipends continued to be provided to classified staff to support outreach and communication in families' primary languages. This increased the district's capacity to provide linguistically responsive communication and support, particularly at school sites with high populations of English Learners.

Family engagement efforts continued through collaboration with site and district staff to provide workshops, outreach activities, and informational sessions focused on supporting student learning, graduation requirements, college and career readiness, and language development at home. In addition, extra-duty compensation was provided to support family outreach efforts, including parent communication, translation support, child care, and coordination of English Learner Advisory Committee (ELAC) meetings and engagement activities.

A significant success during the 2025–26 school year was the district's Family Engagement Conference, which experienced increased participation and positive feedback from students, families, staff, and community partners. The conference featured an improved and more intentional format designed to increase accessibility, engagement, and relevance for families across the district, particularly for English Learners, Foster Youth, Low-Income families, and other historically underserved student groups.

The expanded event included a broader range of workshops, student support resources, college and career readiness sessions, wellness and mental health supports, community partner presentations, and hands-on learning opportunities for both students and families. Additional translation and interpretation services, multilingual materials, and expanded outreach efforts increased access and participation for families whose primary language is not English.

The conference also strengthened partnerships between schools, district departments, community organizations, and families by creating opportunities for families to connect directly with staff and service providers in a welcoming and supportive environment. The success of the event reflected the district's continued commitment to improving family engagement, strengthening communication systems, and increasing equitable access to information, resources, and support services for all families.

Challenges included inconsistent participation in family engagement activities across schools, difficulties with tracking participation data, and limited capacity for in-person workshop attendance due to family work schedules and transportation barriers. However, successes included strengthened systems for translation and communication, continued integration of family feedback into program planning, and expanded access to multilingual outreach and support services for English Learner families.

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.

The material differences between budgeted and estimated actual expenditures for several actions under Goal 3 primarily reflect adjustments related to staffing vacancy, the use of existing internal resources, and shifts in how services were delivered. In some cases, costs were lower than anticipated due to efficiencies in utilizing current personnel or shift in funding. In other instances, increased demand resulted in expenditures exceeding original projections. The following actions illustrate these variances in implementation and associated costs:

Action 3.1 - EL TOSA (100% under budget): There were no expenses for this action as we had a vacancy for the entire school year.

Action 3.2 - EL Roadmap PD (41% under budget): This item was under budget primarily due to lower-than-anticipated utilization of extra-duty time, substitute coverage, and staff release time for collaboration and professional learning sessions. Competing site priorities, scheduling constraints, and limited staff availability reduced the number of collaboration sessions and release opportunities that were ultimately implemented during the school year. In addition, some professional learning and collaboration activities were integrated into existing meeting structures and contractual time, resulting in lower expenditures than originally projected while still allowing the district to continue key instructional alignment and collaboration efforts.

Action 3.3 - PD for Teachers (74% under budget): This action was under budget primarily due to significantly lower-than-anticipated utilization of professional development activities, substitute coverage, travel and conference participation, and contracted professional development services during the school year. Scheduling challenges, competing site priorities, and limited staff availability reduced participation in release-time collaboration and professional learning opportunities. In addition, the district shifted the contracted professional development services to a different funding source. Travel and conference expenditures were also lower than projected due to reduced participation in external conferences and professional learning events. While expenditures were substantially below budgeted amounts, the district continued to provide professional learning and collaboration opportunities through existing district staff, site-based supports, and integrated meeting structures.

Action 3.6 – Supplemental Academic Support (100% under budget): These supports were provided through existing resources and staffing thus no expenses reported.

Action 3.8 – Family Engagement (95% over budget): This action was over budget primarily due to the expansion of districtwide family engagement efforts, including the increased scope and participation associated with the Family Engagement Conference and related outreach activities. Higher-than-anticipated costs were incurred for event coordination, materials, translation and interpretation services, outreach, supplies, facility needs, and extra-duty compensation for staff supporting planning and implementation of engagement activities.

Action 3.9 – EL Program Monitoring (100% under budget): Platform and services were shifted to a different funding source.

Action 3.10 - Bilingual Paraeducators (12% under budget): The difference is primarily due to staffing costs being initially budgeted based on projected step and column placements; actual expenditures were adjusted once specific staff were identified.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10

Area 2: Supplemental Academic Support: Action 3.6

Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)

Area 4: Family Engagement and Language Access: Actions 3.7, 3.8

Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10

Similar to the previous school year, the specific actions implemented under Goal 3, Area 1 have shown early but limited effectiveness in improving outcomes for English Learners. While the district successfully increased professional development, coaching, and instructional supports, CA Dashboard data continues to show that ELs, and particularly LTELs, remain at the lowest performance level in multiple areas:

-Only 6.7% of ELs were reclassified during the 2024-25 school year

-Just 11.62% of LTELs met or exceeded standards on the CAASPP ELA, and 3.96% in Math.

-ELs remain in the lower performance bands for Graduation, ELA, and Math at multiple high schools.

The use of Ellevation and progress monitoring tools (Action 3.9) has helped streamline the reclassification process and support instructional planning. Bilingual paraeducators (Action 3.10) and reduced class sizes (Action 3.4) have been especially valuable for student engagement and targeted support. However, the academic gains of ELs remain slow to materialize in aggregate outcome data.

In summary, the actions have strengthened systems of support for ELs, enhanced staff awareness, and improved instructional conditions, but the full impact on student achievement and reclassification has not yet been realized. Continued focus on intensive support for LTELs, expansion of Tier 1 scaffolding practices, and deeper use of progress monitoring tools will be essential to improve long-term outcomes.

Area 2: Supplemental Academic Support: Action 3.6

Action 3.6 demonstrated a moderate level of effectiveness in increasing access to targeted academic intervention and support opportunities for English Learners, particularly Short-Term English Learners (STELs) and Long-Term English Learners (LTELs). Through after-school supports, summer programming, intervention opportunities, and multilingual assistance embedded within existing district and site structures, the district continued to prioritize academic recovery, English language development, and graduation readiness for English Learners identified through Early Warning System (EWS) data and California School Dashboard indicators.

The district's EWS data continued to show significant need, with 54.3% of English Learners identified as at risk of not progressing toward graduation. In addition, the 2025 California School Dashboard reflected that English Learners continued to perform at the lowest performance level districtwide in Mathematics and Graduation Rate, and at the lowest performance level in English Language Arts at various sites across the district. These outcomes reinforced the need for continued targeted intervention and language development support for English Learners across the district.

While many of the intended supports were provided through embedded intervention systems, multilingual staff, designated ELD instruction, counseling supports, and expanded learning opportunities, implementation of separate after-school, Saturday, and expanded multilingual intervention programming was more limited than originally planned. Staffing limitations, fiscal constraints, scheduling challenges, and limited student participation in extended learning opportunities impacted the overall intensity and consistency of implementation across school sites.

Despite these challenges, the district experienced some positive outcomes related to English Learner progress and college readiness. Local data showed significant improvement in A–G completion rates for English Learners, increasing from 25.7% to 48.5%, reflecting increased access to coursework completion supports and academic monitoring systems. However, English Learners continued to experience significant achievement gaps in English Language Arts, Mathematics, and graduation outcomes compared to districtwide averages.

Overall, Action 3.6 was moderately effective in maintaining and expanding access to intervention and support opportunities for English Learners through integrated district and site systems; however, measurable academic outcomes indicate a continued need to strengthen the intensity, consistency, and participation rates of targeted intervention supports designed specifically for STELs and LTELs.

Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)

Actions 3.2, 3.3, and 3.9 demonstrated a moderate level of effectiveness in supporting instructional quality, professional learning, and monitoring systems for English Learners. These actions focused on strengthening instructional practices, expanding teacher capacity to support English Learners, and improving access to data systems and tools designed to support English Learner progress, language acquisition, and reclassification efforts.

Action 3.2 was moderately effective in supporting implementation of instructional strategies and interventions designed to improve outcomes for English Learners, particularly Long-Term English Learners (LTELs). Professional learning and collaboration opportunities supported teacher understanding of academic language instruction, English Language Development (ELD) standards, and instructional scaffolds intended to increase English Learner access to grade-level content. However, staffing challenges and variability in implementation across school sites limited consistency in the level of support provided throughout the year.

Action 3.3 supported teacher collaboration and professional development focused on improving instructional practices in English Language Arts and Mathematics for English Learners. Collaboration time, extra-duty compensation, substitute coverage, and instructional resources were provided to support teacher participation in work sessions and learning opportunities. The district also partnered with WestEd QTEL to provide targeted professional development for Mathematics and Science teachers focused on academic language development and strategies for supporting English Learners in rigorous content instruction.

These efforts addressed ongoing academic disparities reflected in the 2025 California School Dashboard, which showed English Learners performing at lower performance levels districtwide in Mathematics, Science, and Graduation Rate across many of our school sites. While professional development and instructional collaboration increased staff capacity and alignment around instructional practices, measurable improvements in English Learner academic performance remained limited and inconsistent across school sites. Staffing availability, scheduling challenges, and reduced participation in release-time collaboration opportunities also impacted implementation.

Action 3.9 was effective in strengthening district systems for English Learner monitoring, reclassification support, communication, and data analysis through continued implementation of the Ellevation platform. Ellevation supported ELPAC and ELPI analysis, English Learner progress monitoring, reclassification processes, parent communication, and access to instructional resources aligned to English Learner needs. The platform improved access to student data and streamlined monitoring and documentation processes related to English Learner services and reclassification eligibility. Teachers and administrators also utilized professional development modules and instructional resources available through the platform to strengthen classroom support for English Learners.

Overall, Actions 3.2, 3.3, and 3.9 were moderately effective in improving instructional systems, professional learning opportunities, and English Learner monitoring processes. The district experienced success in expanding access to instructional resources, increasing collaboration around academic language development, and strengthening data systems to support English Learners. However, California School Dashboard and local data continue to demonstrate

persistent achievement gaps for English Learners in English Language Arts, Mathematics, Graduation Rate, and College and Career readiness outcomes, indicating the continued need for intensified instructional supports, targeted interventions, and consistent implementation across school sites.

Area 4: Family Engagement and Language Access: Actions 3.7, 3.8

Actions 3.7 and 3.8 demonstrated a moderate level of effectiveness in strengthening family engagement, communication, and access to information and support services for families of English Learners. These actions focused on improving language access, increasing family participation in school processes and engagement activities, and strengthening partnerships between schools and families to support student success.

The district continued to prioritize translation and interpretation services for families whose primary language is not English, particularly Spanish- and Vietnamese-speaking families. Interpretation services were provided at districtwide meetings, workshops, conferences, and school events, and translated materials were distributed in multiple languages to improve equitable access to information and services. Bilingual stipends for classified staff also increased the district's capacity to provide communication and outreach to families in their primary languages.

Family engagement efforts included workshops and informational sessions focused on graduation requirements, college and career readiness, academic supports, English Learner services, and strategies families could use to support learning at home. Extra-duty compensation supported staff outreach efforts, including phone calls, translation support, and facilitation of English Learner Advisory Committee (ELAC) meetings and engagement activities. A significant success during the 2025–26 school year was the district's expanded Family Engagement Conference, which increased participation and access to workshops, community resources, and student support services for families across the district.

These efforts contributed to improved systems for communication and outreach and supported stronger engagement opportunities for families of English Learners. District climate and engagement survey data reflected positive results related to family connectedness and belonging, with 93% of families reporting a positive sense of belonging within the school community. However, family-school communication remained an area for continued growth, with only 68% of families reporting favorable perceptions regarding communication.

Implementation challenges included staffing reductions, inconsistent participation across school sites, difficulties tracking participation data, and barriers to in-person attendance related to family work schedules and transportation.

Overall, Actions 3.7 and 3.8 were moderately effective in expanding multilingual communication systems, increasing family outreach opportunities, and strengthening engagement efforts for English Learner families. However, survey data and participation trends indicate the continued need to strengthen authentic family engagement, improve consistency of implementation across school sites, and deepen outreach efforts to increase participation and partnership with families of English Learners.

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

The following actions have been amended for the 2026-27 school year: Actions 3.4, 3.6, 3.7, 3.8, and 3.9

For **Action 3.4** - Based on reflections from prior practice and analysis of reclassification data, this action has been amended for the 2026-27 school year to strengthen support for English Learners. With only 6.7% of EL students reclassified and 9.8% scoring a 4 on the ELPAC, the need for more targeted language instruction is evident. As a result, the district will continue offering smaller class sizes for the designated ELD courses. However, as a result of declining enrollment, the FTE will be reduced from 32.8 to 30.4. The maintenance of smaller class sizes will provide more intensive, individualized language support and accelerate English proficiency and reclassification outcomes. The action continues to include 0.5 FTE clerical support.

For **Action 3.6**, implementation has been amended as a result of ongoing fiscal reductions and the need to prioritize limited resources toward sustaining core instructional and intervention services. The district will no longer utilize contracted service providers to deliver targeted intervention and multilingual academic support programs originally planned under this action.

Based on reflection of prior implementation practices, educational partner feedback, and analysis of family communication and accessibility needs across the district, **Action 3.7** has been amended for the 2026-27 school year. Reflection on prior practice demonstrated an increasing need for expanded translation and interpretation services beyond the district's primary supported languages to ensure equitable access to information, meetings, events, and student support processes for all families, including families requiring American Sign Language (ASL) interpretation and less commonly requested languages.

As a result, the district will increase the use of contracted translation and interpretation services through DTS and Language Line solutions to provide broader multilingual support and improve responsiveness to family communication needs. These services will support interpretation at meetings, conferences, workshops, Individualized Education Program (IEP) meetings, student support meetings, and district events, as well as translation of written communication and outreach materials into multiple languages.

For **Action 3.8**, changes were made to the planned action for the 2026–27 school year based on reflection of prior implementation practices, educational partner feedback, participation data, and ongoing fiscal constraints. Due to budget reductions and staffing adjustments, the district will eliminate the Parent and Community Involvement Specialist (PCIS) positions previously supporting school-site family engagement efforts. In response to this change, family and community outreach, communication, and engagement responsibilities will shift to existing district and site staff, including Community Resource Technicians, counselors, administrators, bilingual staff, and classified staff supported through extra-duty compensation.

In addition, based on the success and strong participation experienced during the 2025–26 Family Engagement Conference, the district will formally incorporate and expand the conference as part of the ongoing implementation of this action. Reflection on prior practice demonstrated that the conference significantly increased access to workshops, multilingual resources, college and career readiness information, wellness supports, and community-based services for families, particularly families of English Learners and other unduplicated student groups. As a result, the district will continue to prioritize districtwide family engagement events and outreach opportunities that increase accessibility, strengthen school-family partnerships, and improve communication and engagement with historically underserved families.

Action 3.9 will now include the addition of three Assessment Clerks to strengthen districtwide support for English Learner assessment, monitoring, and accountability systems. These positions will support the coordination and administration of English Learner assessment processes, including ELPAC testing logistics, data entry, progress monitoring, documentation, and reporting requirements related to English Learner services and accountability measures.

The following metrics have been adjusted: Metric 3.11 We will add a new metric: Metric 3.12

Metric 3.11 reflects a change in how survey data is measured. The questions on the student survey were changed and the response ranking was changed to include neutral responses as part of the favorable ranking. Given this significant change, this metric will be retired and the new student survey responses will become a new metric: Metric 3.12.

Metric 3.12 is a new metric for 2026-27 to accurately capture the student survey results given the significant change to the survey.

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	EL teacher coaching and support provided by an EL Teacher on Special Assignment	Our English Learners represent 19.5% of our student population and are a student group with performance levels amongst the lowest as measured by both our local data and the indicators on the CA Dashboard. Specifically, our English Learners are at the lowest performance levels in the following areas and at the listed schools: **CA Dashboard Data for English Learners** **Indicator** | English Language Arts | Mathematics | Graduation | College and Career **Status** | Red | Red | Red | Red **School Sites** | District Level Independence Silver Creek Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | District Level Independence James Lick Wm. C Overfelt Foothill | Wm. C Overfelt Foothill Additionally, it is important to note that 67% of our English Learners (EL) are Long-term ELs (LTELs) with performance levels indicating need for interventions and support. • Only 14.23% of LTELs scored at or above standard on the CAASPP ELA assessment • Only 2.27% of LTELs scored at or above standard on the CAASPP Math assessment To address the needs of our ELs with a focus on our Long-term ELs, we will provide a Teacher on Special Assignment for English Language Learner (ELL) Instruction who will work with teachers of ELL students to implement effective Tier 1 instruction, and evidence-based interventions that can support ELs in attaining English Language proficiency toward re-designation status, and in meeting the same state academic standards that all students are expected to meet. The work to align courses and instructional materials in ELD will also be part of the work of the TOSA. • 1.0 FTE TOSA-English Language Learner Instruction to support school sites in the implementation of services for English Language Learners with a focus on LTELs, including professional development for teachers in the area of academic language instruction and the monitoring of supports for English Language Learners.	$218,000 Personnel Costs: Salary and Benefits Funded using Title III for 2026-27	[N] English Learners Districtwide All Schools

<table>
<tr>
<td>3.2</td>
<td>Professional Development focused on understanding the EL Roadmap</td>
<td>Given the outcomes listed as part of action 3.1, and the need to address the lowest performance level of our English Learners at two of our school sites as indicated by the EL Progress metric on the CA Dashboard, it is imperative to provide professional development for staff specific to the CA EL Roadmap with a focus on the four principles: Assets-Oriented and Needs-Responsive, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulation within and across Systems.
<table>
<tr><th>Indicator</th><th>English Learner Progress</th></tr>
<tr><td>Status</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>English Learners</td></tr>
<tr><td>School Sites</td><td>Mt. Pleasant
Oak Grove</td></tr>
</table>

Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions
Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions

</td>
<td>$10,000
Personnel Costs: Salary and Benefits
$5000
Materials and Supplies</td>
<td>[Yes]
English Learners
Limited
All Schools</td>
</tr>
</table>

<table>
<tr>
<td>3.3</td>
<td>Professional development for teachers on effective evidence-based instructional strategies and practices</td>
<td>
Provide ongoing professional development for teachers on effective, evidence-based instructional strategies and practices for English Learners with a focus on Long-term English Learners, including differentiation, scaffolding, and academic language development.

The data as measured by the CA Dashboard shows our English Learners performing at the lowest level at two of our comprehensive high schools. We will provide PD for teachers of English Learners with additional support and coaching provided to teachers at Mt. Pleasant and Oak Grove.

<table>
<tr><th>Indicator</th><th>English Learner Progress</th></tr>
<tr><td>Status</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>English Learners</td></tr>
<tr><td>School Sites</td><td>Mt. Pleasant
Oak Grove</td></tr>
</table>

Additionally, the data on the CA Dashboard shows English Learners performing at the lowest level district wide in Math and Graduation. English Learners are also performing at the lowest level in English Language Arts (ELA) at four of our high schools: Independence, Silver Creek, Wm C Overfelt, and Yerba Buena.

This will require us to provide professional development for Math and English teachers across all schools.

• Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions
• Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions
• Contract services for professional development including targeted work with Math teachers facilitated by West Ed QTEL
• Travel and conference for PD sessions
</td>
<td>$250,000

Contract Services

$50,000

Travel and Conference

$15,000

Personnel Costs: Salary and Benefits</td>
<td>[Yes]

English Learners

Limited

All Schools</td>
</tr>
</table>

3.4	Maintain smaller class size for designated ELD courses	Our reclassification data shows we only reclassified 7.4% of our English Learners and only 15.9% of our ELs had an overall score of 4 on the ELPAC. This indicates a need to accelerate the reclassification of English Language Learners by providing a smaller class environment in their designated ELD courses. By maintaining a smaller number of students in the designated ELD classroom, the ELL students will receive more intensive academic language support, targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas. In alignment with the ELL Roadmap, create designated ELD courses at each grade level for our LTEL students enrolled in English 1 or higher to accelerate their English proficiency, support their re-designation, and ensure they are college and career ready upon graduation from high school. • Total of 11.0 FTE to maintain smaller class size • 0.5 clerical support This action item has been amended for the 2025-26 school year. To continue with the actions as listed above, we will increase the number of teachers providing instruction to our English Learner students: • Provide 32.8 FTE to maintain smaller class size • Provide 0.5 clerical support This action item has been amended for the 2026-27 school year. To continue implementing the actions described above while accounting for declining enrollment, staffing allocations for smaller class sizes for designated English Language Development (ELD) instruction will be adjusted for the 2026–27 school year as follows: • Provide 30.4 FTE to maintain smaller class sizes and targeted instructional support for English Learner students • Continue to provide 0.5 FTE clerical support to assist with scheduling, program coordination, student monitoring, and operational support for English Learner services	$3,610,524 Personnel Costs: Salary and Benefits	[Yes] English Learners Limited All Schools

		These adjustments reflect the district's effort to strategically align staffing with enrollment trends while maintaining access to smaller class sizes for designated ELD courses, targeted language development support, and intervention services designed to accelerate English proficiency, reclassification, and academic success for English Learners.		

3.5	Summer School Program	Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as "at-risk" of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level. English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena Furthermore, as a district we are eligible for differentiated assistance for academics and graduation for the groups listed below: **English Learners**: Graduation; Academics: Math and English Language Arts **Hispanic/ Latino**: Graduation; Academics: Math and English Language Arts **Homeless Youth**: Graduation; Academics: Math and English Language Arts **Students with Disabilities**: Graduation; Academics: Math and English Language Arts To improve student outcomes in graduation and academics, we will provide Summer Bridge and Summer School opportunities for the listed student groups, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students. This action item has been amended for the 2025-26 school year. This action item is no longer included under this goal, as its objectives are fully addressed through the comprehensive summer school program detailed in Goal 2, Action 7, which serves our target student populations, including English Learners.	$0 This action item has been amended to be included as part of Goal 2 Action 7.	[N] English Learners Districtwide All Schools

3.6	Supplemental Academic Support	Our English Learners are at the lowest performance levels in the following areas and at the listed schools: **CA Dashboard Data for English Learners** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **School Sites** / District Level, Independence, Silver Creek, Wm C Overfelt, Yerba Buena / District Level, Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena / District Level, Independence, James Lick, Wm. C Overfelt, Foothill / Wm. C Overfelt, Foothill In addition, a review of our marking period report (EWS) shows that 60.8% of our English Learners were surfaced as "at-risk" of not progressing toward graduation. This requires us to offer supplemental academic support, such as after-school tutoring, summer programs, and Saturday school, specifically tailored to address the needs of our STELs and our LTELs. • Provide time, extra time compensation, and resources for staff to plan and implement academic supports distinguished for STELs and LTELs • Provide in-person high dosage tutoring by Multilingual providers who can support students both in the primary language and in attaining English proficiency This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. Our data shows that English Learners continue to perform at the lowest levels across multiple academic indicators, particularly in ELA and core content areas. According to our marking period Early Warning System (EWS) data, 60.8% of English Learners are at risk of not progressing toward graduation, a significant concern that affects both short- and long-term academic outcomes.	$15,000 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[N] English Learners Districtwide All Schools

		In addition to this performance data, input from stakeholders—including educators, counselors, and families—underscores the need for targeted, intensive academic supports for both STELs and LTELs who face persistent challenges in acquiring academic English and accessing grade-level content. By offering differentiated support structures (after-school, summer, Saturday school), and by deploying multilingual providers, the district will: ● Provide immediate intervention opportunities tailored to ELs' linguistic and academic needs ● Address learning loss in both English proficiency and content knowledge ● Accelerate progress toward graduation and college/career readiness This action directly aligns with the intent of the Learning Recovery Emergency Block Grant to: ● Address learning gaps that continue to manifest in low performance as a result of the pandemic ● Prioritize supports for historically underserved and disproportionately impacted students ● Invest in evidence-based practices, such as high-dosage tutoring and primary language support It represents a strategic, student-centered use of LREBG funds to close achievement gaps, increase course passage, and strengthen long-term academic outcomes for one of the district's most vulnerable student groups. This action item has been amended for the 2026-27 school year. The district will continue implementing the planned supports and intervention structures for English Learners, including targeted academic assistance, expanded learning opportunities, and multilingual support services for Short-Term English Learners (STELs) and Long-Term English Learners (LTELs). However, due to ongoing fiscal constraints and budget reductions, the district will no longer allocate funding for contracted service providers under this action.		

		Instead, services and supports will continue to be provided through existing district and site staff, embedded intervention systems, designated ELD programs, bilingual staff, counseling supports, and integrated expanded learning opportunities. This adjustment reflects the district's effort to maintain targeted support for English Learners while leveraging internal capacity and aligning available fiscal resources to sustain core instructional and intervention services. • Provide time, extra time compensation, and resources for staff to plan and implement academic supports distinguished for STELs and LTELs		

3.7	Translation and Interpretation Services	We have an obligation to provide meaningful access to student information and resources for our parents/guardians of our English Learners who have language needs other than English. The input collected from our educational partners clearly indicates that families need primary language support to access resources and information so they can further support their students. Support the primary language needs of our non-English speaking parents/guardians of English Learners by: • recognizing the language skills of bilingual certificated personnel by providing them a bilingual stipend to ensure they communicate with parents and families in their primary language • providing interpretation services in Spanish and Vietnamese at all district meetings and events • provide written translations in Spanish and Vietnamese of all district brochures, flyers, letters and notices This action item has been amended for the 2026-27 school year. The action item will continue as described above with expanded translation and interpretation services beyond the district's primary supported languages to ensure equitable access to information, meetings, events, and student support processes for all families, including families requiring American Sign Language (ASL) interpretation and less commonly requested languages. We will increase the use of contracted translation and interpretation services through DTS and Language Line solutions to provide broader multilingual support and improve responsiveness to family communication needs. These services will support interpretation at meetings, conferences, workshops, Individualized Education Program (IEP) meetings, student support meetings, and district events, as well as translation of written communication and outreach materials into multiple languages.	$220,000 Contract Services $5000 Materials, postage, and Supplies	[Yes] English Learners Limited All Schools

3.8	Family Engagement	The input collected from our educational partners indicates a need to improve our family engagement efforts as follows: • Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input • Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements • Increase and improve access to teacher feedback on student progress and assignments We will develop and implement parent and family engagement programs, including workshops on how to support their children's learning and language development at home. • Work with Parent and Community Involvement Specialists (PCIS) to plan and implement workshops for our parents/guardians • Contract services to provide workshops Gather and incorporate feedback from EL students, parents, and educators to refine and improve programs and services. • Improve the functioning of the English Learner Advisory Councils (ELAC) at each of our high schools to ensure compliance as well as authentic input and feedback from our families of students designated as English learners ○ Provide extra duty compensation for staff to support with phone calling, child care, and support for families to participate This action item has been amended for the 2025-26 school year. For the 2025–26 school year, we will no longer contract with external providers to deliver parent workshops under this action item. Instead, all workshops will be designed and facilitated by district staff. To support this transition, extra duty compensation will be provided to staff for planning, coordination, and implementation of parent engagement workshops. This action item has been amended for the 2026-27 school year.	$30,000 Personnel Costs: Salary and Benefits $15,000 Supplies and Materials	[Yes] English Learners Limited All Schools

		The district will continue to prioritize districtwide family engagement events, multilingual outreach efforts, and family learning opportunities designed to increase accessibility, strengthen school-family partnerships, improve communication, and deepen engagement with historically underserved families. However, due to ongoing fiscal constraints and staffing reductions, the district will eliminate the Parent and Community Involvement Specialist (PCIS) partnership model previously utilized to support family engagement efforts. Family and community outreach, communication, and engagement responsibilities will shift to existing district and site staff, including Community Resource Technicians, counselors, administrators, bilingual staff, and classified staff supported through extra-duty compensation. In addition, based on the success and strong participation experienced during the 2025–26 Family Engagement Conference, the district will formally incorporate and expand the conference as part of the ongoing implementation of this action.		

3.9	English Learner program management, progress monitoring, and teacher support	Our metrics clearly indicate a need to focus on improving outcomes for our English Learners. In particular, the CA Dashboard indicators show that our English Learners have performed at the lowest level in the following indicators and at the following school sites: • At the District level, lowest performance for English Learners on the Math and Graduation indicators • English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena • English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena • English Learners lowest performance level in English Learner Progress at Mt. Pleasant and Oak Grove To address this, we will provide an online platform, Ellevation, to support the progress goals for our English Learners through: • ELPAC/ELPI score analysis that brings together ELPAC, SBAC, benchmark data to create targeted groupings, plan instructional support and track growth over time. • EL/RFEP progress monitoring through data access, teacher feedback collection, automated form distributions • simplifying the reclassification process: identification of eligible students, digital collection of teacher input, document parent consultations to arrive at reclassification decisions. • translated CDE aligned parent letters in over 40 languages • FPM support via easy access to key data and necessary documentation for FPM reviews • Bank of over 100 research backed activities that support English acquisition • 30 EL PD modules available to all teachers • Close to 800 subject area units aligned to the Common Core Standards This action item has been amended for the 2026-27 school year. The action will continue as described above with the addition of three Assessment Clerks to strengthen districtwide support for English Learner assessment, monitoring, and accountability systems. These positions will support the coordination and administration of English Learner assessment processes, including ELPAC testing logistics, data entry, progress monitoring, documentation, and reporting requirements related to English Learner services and accountability measures.	$150,000 Contract Services $349,324 Personnel costs: Salary and Benefits	[Yes] English Learners Limited All Schools

		The Assessment Clerks will also assist school sites with maintaining accurate records, monitoring reclassification processes, supporting compliance with state and federal requirements, and ensuring timely access to assessment and progress data used to inform instructional planning and interventions for English Learners. The addition of these positions as part of this action item is intended to strengthen the district's capacity to effectively monitor English Learner progress, improve data accuracy and efficiency, and support school sites in implementing consistent systems and supports for English Learners across the district.		

3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	With a reclassification rate of 7.4% and 15.9% of EL students scoring at an overall level of 4 on the ELPAC, it is important to ensure we have the appropriate support for our EL students as they work to attain English Language proficiency and accelerate to reclassification. Bilingual Para-Educators will be assigned to designated and integrated ELD classrooms across our schools to provide individual or small group instructional support to English Language Learner students to enhance their learning and ensure the transference of skills from their home language to English. • Provide 16.5 FTE Bilingual Para-Educators This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. Although the pandemic is considered to be over, we continue to see how it disproportionately disrupted the academic progress of English Learners, particularly those in the early stages of language acquisition. In East Side Union High School District, the reclassification rate remains low at 7.4%, and only 15.9% of EL students are scoring at an overall level of 4 on the ELPAC—indicating readiness to reclassify. These metrics demonstrate that a significant portion of our English Learners, especially STELs, are not making expected progress toward English proficiency, which impacts their access to core academic instruction and progress toward graduation. Providing primary language support through bilingual paraeducators is a research-based strategy that: • Accelerates English language acquisition by leveraging students' existing linguistic knowledge • Supports students in accessing grade-level content while still developing English proficiency • Promotes inclusive practices and reduces overreliance on English-only instructional models that can widen opportunity gaps This action aligns directly with the goals of the Learning Recovery Emergency Block Grant, which include: • Addressing learning loss among high-need student groups	$1,630,005 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[N] English Learners Districtwide All Schools

		• Supporting academic acceleration and language development • Funding staffing and supports that facilitate equitable access to instruction By investing in bilingual paraeducators, the district ensures that Short-Term English Learners receive immediate, daily academic support, helping them build the skills and confidence needed to thrive in both ELD and content-area classrooms. This represents a strategic, equity-centered use of one-time funds to improve long-term academic outcomes and reclassification rates.		

Goal 4 Safe, Restorative, and Positive School Climate

Goal #	Description	Type of Goal
4	**Establish and sustain safe, healthy school climates through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions.** Through the implementation of MTSS, we will focus on building school cultures where schoolwide expected behaviors are developed, explicitly taught, and acknowledged when expectations are met. We will continue to develop our Uniform Behaviors Response (UBR) matrix to ensure consistency in discipline practices, support positive student-staff relationships and ensure equitable practices when responding to student behavior. We will also work to develop social emotional skills so that both students and adults positively respond to social, mental or environmental stressors.	Broad Goal

State Priorities addressed by this goal.

Priority 3 Parental Involvement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

As a district we continue to see disproportionality in our behavior data. Our Hispanic, African American, English Learners, Foster Youth, Low-income, and Students with Disabilities are suspended at higher rates than other students. Additionally, our survey data indicates that students do not feel connected to an adult at their school and there is still room for improvement when it comes to students feeling connected to their school sites. The input gathered from our educational partners also pointed to a need to focus on restorative approaches to student behavior and a need to continue building relationships with all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate Status and Change as measured by the CA Dashboard SED = Socioeconomically Disadvantaged	2023 CA Dashboard Indicators All Students = 3.7% • Foster Youth = 13.3% • English Learners = 5.5% • SED = 5.3% • Homeless Youth = 7.5% • Students with Disabilities = 7.7% • African American = 7.8% • Hispanic = 6.1%	2024 CA Dashboard Indicators All Students = 2.6% • Foster Youth = 15.4% • English Learners = 4.6% • SED = 3.7% • Homeless Youth = 5.3% • Students with Disabilities = 5.4% • African American = 5.8% • Hispanic = 4.5%	2025 CA Dashboard Indicators All Students = 2.2% • Foster Youth = 20.3% • English Learners = 3.4% • SED = 3.0% • Homeless Youth = 4.4% • Students with Disabilities = 4.9% • African American = 6.3% • Hispanic = 3.7%	All Students = 2% • Foster Youth = 2% • English Learners = 2% • SED = 2% • Homeless Youth = 2% • Students with Disabilities = 2% • African American = 2% • Hispanic = 2%	2026-27 Update All Students = -1.5% • Foster Youth = 7% • English Learners = -2.1% • SED = -2.3% • Homeless Youth = -3.1% • Students with Disabilities = -2.8% • African American = -1.5% • Hispanic = -2.4%

4.2	Office Behavior Referrals SWD = Students with Disabilities SED = Socioeconomically Disadvantaged EL = English Learner	For the 2022–23 full school year 30.1% of behavior referrals are in the defiance category • Hispanic/Latino students make up 84.4% of defiance referrals • African-American students make up 2.7% of defiance referrals • Asian students make up 4.9% of defiance referrals • SWD make up 32.5% of all defiance referrals • ELs make up 34% of defiance referrals • SED students make up 73.1% of defiance referrals • Homeless youth make up 12.4% of defiance referrals	For the 2023-24 full school year 49.2% of behavior referrals are in the defiance category • Hispanic/Latino students make up 85% of defiance referrals • African-American students make up 2% of defiance referrals • Asian students make up 7% of defiance referrals • SWD make up 20.9% of all defiance referrals • ELs make up 42.1% of defiance referrals • SED students make up 74.9% of defiance referrals	For the 2024-25 full school year 32.7% of behavior referrals are in the defiance category • Hispanic/Latino students make up 81% of defiance referrals • African-American students make up 4.5% of defiance referrals • Asian students make up 8.2% of defiance referrals • SWD make up 32.1% of all defiance referrals • ELs make up 37.9% of defiance referrals • SED students make up 77.4% of defiance referrals	20% of behavior referrals are in the defiance category • Hispanic/Latino students make up 47% of defiance referrals • African-American students make up 2% of defiance referrals • Asian students make up 3% of defiance referrals • SWD make up 22.5% of all defiance referrals • ELs make up 24% of defiance referrals • SED students make up 63.1% of defiance referrals	2026-27 Update 2.6% of behavior referrals are in the defiance category • 3.4% decrease Hispanic/Latino students make up of defiance referrals • 1.8% increase African-American students make up of defiance referrals • 3.3% increase Asian students make up of defiance referrals • 0.4% decrease SWD make up of all defiance referrals • 3.9 increase ELs make up of defiance referrals • 4.3% increase SED students make up of defiance referrals • 3.5% decrease Homeless youth make up of defiance referrals

			• Homeless youth make up 14.3% of defiance referrals	• Homeless youth make up 8.9% of defiance referrals	• Homeless youth make up 2.4% of defiance referrals	
4.3	Overall Suspensions	For the 2022-23 full school year Total Suspensions 1387 Unduplicated count of students suspended 889 Suspension Rate 4% Percent of students suspended with one suspension 67.9% Percent of students with multiple suspensions 32.1%	For the 2023-24 full school year Total Suspensions 902 Unduplicated count of students suspended 621 Suspension Rate 2.9% Percent of students suspended with one suspension 73.6% Percent of students with multiple suspensions 26.4%	For the 2024-25 full school year Total Suspensions 697 Unduplicated count of students suspended 508 Suspension Rate 2.5% Percent of students suspended with one suspension 56.2% Percent of students with multiple suspensions 43.8%	Total Suspensions 1248 Unduplicated count of students suspended 800 Suspension Rate 2% Percent of students suspended with one suspension 57% Percent of students with multiple suspensions 22%	2026-27 Update Total Suspensions -690 Unduplicated count of students suspended -381 Suspension Rate -1.5% Percent of students suspended with one suspension -11.7% Percent of students with multiple suspensions 11.7%

4.4	Suspensions by race/ethnicity	For the 2022-23 full school year Total Suspensions 1387 • African-American 51 • Hispanic/Latino 1107 • Asian 99 Unduplicated count of students suspended 889 • African-American 34 • Hispanic/Latino 691 • Asian 77 Suspension rate 4% • African-American 8.4% • Hispanic/Latino 6.6% • Asian 1%	For the 2023-24 full school year Total Suspensions 902 • African-American 44 • Hispanic/Latino 750 • Asian 52 Unduplicated count of students suspended 621 • African-American 26 • Hispanic/Latino 513 • Asian 41 Suspension rate 2.9% • African-American 6.3% • Hispanic/Latino 4.9% • Asian 0.5%	For the 2024-25 full school year Total Suspensions 697 • African-American 41 • Hispanic/Latino 551 • Asian 52 Unduplicated count of students suspended 514 • African-American 25 • Hispanic/Latino 408 • Asian 41 Suspension rate 2.5% • African-American 6.9% • Hispanic/Latino 4.0% • Asian 0.6%	Total Suspensions 1248 • African-American 25 • Hispanic/Latino 586 • Asian 89 Unduplicated count of students suspended 800 • African-American 16 • Hispanic/Latino 376 • Asian 67 Suspension rate 2% • African-American 2% • Hispanic/Latino 2% • Asian 1%	2026-27 Update Total Suspensions -690 • African-American -10 • Hispanic/Latino -556 • Asian -47 Unduplicated count of students suspended -375 • African-American -9 • Hispanic/Latino -283 • Asian -36 Suspension rate -1.5% • African-American -1.5% • Hispanic/Latino -2.6% • Asian -0.4%

4.5	Suspensions by program SED = Socioeconomically Disadvantaged	For the 2022-23 full school year Total Suspensions 1387 • English Language Learners 462 • Foster Youth 23 • SED 995 • Students with Disabilities 437 Unduplicated count of students suspended 889 • English Language Learners 285 • Foster Youth 9 • SED 626 • Students with Disabilities 247 Suspension rate 4% • English Language Learners 6.2% • Foster Youth 14.8% • SED 5.7%	For the 2023-24 full school year Total Suspensions 902 • English Language Learners 354 • Foster Youth 13 • SED 678 • Students with Disabilities 274 Unduplicated count of students suspended 621 • English Language Learners 238 • Foster Youth 11 • SED 467 • Students with Disabilities 174 Suspension rate 2.9% • English Language Learners 5% • Foster Youth 17% • SED 4%	For the 2024-25 full school year Total Suspensions 697 • English Language Learners 212 • Foster Youth 17 • SED 528 • Students with Disabilities 239 Unduplicated count of students suspended 514 • English Language Learners 173 • Foster Youth 10 • SED 406 • Students with Disabilities 165 Suspension rate 2.5% • English Language Learners 3.4% • Foster Youth 20.3% • SED 3%	Total Suspensions 1248 • English Language Learners 243 • Foster Youth 5 • SED 624 • Students with Disabilities 149 Unduplicated count of students suspended 800 • English Language Learners 156 • Foster Youth 2 • SED 400 • Students with Disabilities 96 Suspension rate 2% • English Language Learners 2% • Foster Youth 2% • SED 2%	2026-27 Update Total Suspensions -690 • English Language Learners -250 • Foster Youth -6 • SED -467 • Students with Disabilities -198 Unduplicated count of students suspended -375 • English Language Learners -112 • Foster Youth 1 • SED -220 • Students with Disabilities -82 Suspension rate -1.5% • English Language Learners -2.8% • Foster Youth 5.5% • SED -2.7%

4.6	Expulsions	For the 2022-23 full school year Number of expulsions = 21 • Expulsion rate = 0.1%	For the 2023-24 full school year Number of expulsions = 13 • Expulsion rate = 0.1%	For the 2024-25 full school year Number of expulsions = 9 • Expulsion rate = 0.01%	Number of expulsions = 11 • Expulsion rate = 0.05%	2026-27 Update Number of expulsions = -12 • Expulsion rate = -0.09% change

4.7	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships Given the significant changes to the student portion of the survey, the student results will be listed as a new metric: Metric 4.10. This metric in its current status has been retired.	Fall 2023 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 53% • 9th grade 56% • 10th grade 51% • 11th grade 52% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 59% • 9th grade 61% • 10th grade 59% • 11th grade 58% Safety (students responding favorably to feeling safe at school) • All students 81% • 9th grade 82% • 10th grade 80% • 11th grade 80%	Fall 2024 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 55% • 9th grade 59% • 10th grade 52% • 11th grade 55% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 63% • 9th grade 67% • 10th grade 61% • 11th grade 62% Safety (students responding favorably to feeling safe at school)	Fall 2025 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 95% • 9th grade 96% • 10th grade 95% • 11th grade 95% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 95% • 9th grade 95% • 10th grade 94% • 11th grade 94% Safety (students responding favorably to feeling safe at school) • All students 92% • 9th grade 93%	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65% Safety (students responding favorably to feeling safe at school) • All students 90% • 9th grade 90% • 10th grade 90% • 11th grade 90%	2026-27 Update School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 42% • 9th grade40% • 10th grade 44% • 11th grade 43% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 36% • 9th grade 34% • 10th grade 35% • 11th grade 36% Safety (students responding favorably to feeling safe at school) • All students 11% • 9th grade 11% • 10th grade 12% • 11th grade 12%

		Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 24% • 9th grade 20% • 10th grade 22% • 11th grade 25%	• All students 82% • 9th grade 82% • 10th grade 81% • 11th grade 81% Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 50% • 9th grade 53% • 10th grade 46% • 11th grade 49% Please note the phrasing of the question was changed from 2023 to 2024.	• 10th grade 92% • 11th grade 92% Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 73% • 9th grade 69% • 10th grade 71% • 11th grade 73% Please note the survey questions and rankings were revised in the fall of 2025	Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65%	Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 49% • 9th grade 49% • 10th grade 49% • 11th grade 48%

4.8	Efforts to build relationships	For the 2023-24 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation	For the 205-26 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 5 Full Implementation and Sustainability Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 5 Full Implementation and Sustainability Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 5 Full Implementation and Sustainability Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 4 Full Implementation	2026-27 Update Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = No change Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = No change Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = No change Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = No change

4.9	Care Team referrals	From 2022-23 full school year Care Team referrals = 4825 referrals	From 2023-24 full school year Care Team referrals = 4205 referrals	From 2024-25 full school year Care Team referrals = 5149 referrals	Care Team referrals will be reduced by 10% as an indication that students are succeeding at the Tier 1 Level Care Team referrals = 4342 referrals	2026-27 Update Care Team referrals = 324 more referrals

4.10 New metric	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships	Fall 2025 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 95% • 9th grade 96% • 10th grade 95% • 11th grade 95% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 95% • 9th grade 95% • 10th grade 94% • 11th grade 94% Safety (students responding favorably to feeling safe at school) • All students 92% • 9th grade 93% • 10th grade 92% • 11th grade 92%	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 100% • 9th grade 100% • 10th grade 100% • 11th grade 100% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 100% • 9th grade 100% • 10th grade 100% • 11th grade 100% Safety (students responding favorably to feeling safe at school) • All students 95%	Difference from baseline will be reported as part of the 2027-28 update

		Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 73% • 9th grade 69% • 10th grade 71% • 11th grade 73%			• 9th grade 95% • 10th grade 95% • 11th grade 95% Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 80% • 9th grade 80% • 10th grade 80% • 11th grade 80%	

Goal Analysis for 2025-26

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

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

The implementation of Goal 4 focused on strengthening school climate, mental health, wellness, behavior supports, and family engagement through a coordinated Multi-Tiered System of Supports (MTSS) framework. Actions across this goal were grounded in data from the California School Dashboard, Panorama student surveys, and behavioral and attendance trends, with a focus on serving the needs of English Learners, Foster Youth, Low-Income students, and other high-priority groups. Reflections on prior practice informed both the expansion and refinement of programs and staffing to support mental health, behavior intervention, restorative practices, and family partnerships. While most actions were implemented as planned, a few were adjusted due to staffing limitations or fiscal constraints. Across all areas, the district experienced notable successes in building more comprehensive wellness supports and strengthening culturally responsive and trauma-informed practices. The following sections provide a summary of implementation, key outcomes, and challenges experienced during the year.

Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5

Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4

Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7

Area 4: Family and Community Engagement: Actions 4.4, 4.5

Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5

Overall, implementation of Actions 4.1, 4.2, and 4.5 during the 2025–26 school year generally aligned with the planned actions and reflected the district's continued commitment to strengthening mental health, wellness, and tiered support systems for students, particularly Foster Youth, English Learners, Low-Income students, Students with Disabilities, and students experiencing trauma, housing instability, or behavioral challenges. The district expanded access to school-based mental health services, coordinated student support systems through the MTSS framework, and strengthened partnerships with community-based organizations to provide wraparound and healing-centered supports for students and families.

Action 4.1 was implemented through the allocation of 27.0 FTE School Social Workers across the district's high schools, including Foothill and Calero, to provide direct social-emotional, behavioral, and mental health supports to students. School Social Workers supported crisis response, case management, suicide risk assessments, counseling services, attendance interventions, restorative practices, and referrals to community-based services. The district also continued implementation of a 1.0 FTE Subject Area Coordinator to support districtwide coordination of mental health and wellness efforts aligned to the MTSS framework. A substantive difference in implementation included shifting funding for the 3.5 FTE Clerk Typists from this goal to the Wellness Grant to maximize available funding sources while maintaining clerical support for wellness services.

Action 4.2 was implemented through the continued coordination of tiered student supports, behavioral interventions, attendance supports, and restorative systems. The Student Services Coordinator supported implementation and monitoring of intervention systems aligned to MTSS, including the Uniform Behavioral Responses (UBR), attendance interventions, and supports for students identified through discipline, attendance, and Early Warning System data. These efforts prioritized student groups with disproportionately high suspension rates and behavioral outcomes, including Foster Youth, English Learners, Students with Disabilities, and Low-Income students.

Action 4.5 was implemented through partnerships with community-based agencies that provided counseling, educational liaison services, mentoring, small-group interventions, wellness supports, and culturally responsive programming for Foster Youth, Homeless Youth, justice-involved youth, and students impacted by trauma and environmental stressors. These partnerships expanded access to wraparound services and strengthened coordination between schools, families, and community organizations.

The district experienced several successes through implementation of these actions, including expanded access to school-based mental health and counseling services, stronger coordination of intervention systems across sites, increased availability of social-emotional supports, and stronger partnerships with community agencies. The district also experienced positive outcomes related to school climate and belonging, with student climate survey results showing improved student sense of belonging and connection to school. In addition, implementation of restorative practices, wellness supports, and coordinated intervention systems increased awareness of alternatives to exclusionary discipline and strengthened supports for students experiencing behavioral and social-emotional challenges.

Challenges included increasing mental health needs among students, staffing capacity limitations, high caseloads for support staff, variability in implementation across school sites, and ongoing disproportionality in suspension and behavioral outcomes for unduplicated student groups. Fiscal constraints also required the district to strategically realign funding sources and staffing structures while attempting to maintain core wellness and intervention services. In addition, the intensity of student social-emotional and behavioral needs following the pandemic continued to place significant demands on school-based support systems and community partnerships.

Despite these challenges, overall implementation of Actions 4.1, 4.2, and 4.5 strengthened the district's mental health, wellness, and intervention systems and increased access to coordinated supports for students with the greatest needs. Continued refinement of systems, staffing structures, and targeted interventions will be necessary to further improve attendance, school connectedness, behavior outcomes, and overall student well-being across the district.

Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4

Overall, implementation of Actions 4.3 and 4.4 during the 2025–26 school year generally aligned with the planned actions and reflected the district's continued focus on reducing disproportionality in discipline outcomes, strengthening restorative practices, and improving school climate and student connectedness. The district implemented professional development, behavioral support systems, restorative practices, and intervention structures designed to reduce exclusionary discipline and strengthen inclusive school environments for historically underserved student groups.

Action 4.3 focused on building staff capacity around restorative practices, trauma-informed approaches, emotional regulation strategies, and relationship-centered classroom practices. Staff participated in professional learning opportunities designed to strengthen Tier 1 and Tier 2 behavioral supports and increase the use of restorative and supportive interventions in place of exclusionary discipline practices.

Action 4.4 supported districtwide implementation of the Uniform Behavioral Responses (UBR), restorative circles, mediation, social-emotional learning activities, reentry supports, and schoolwide behavioral expectations. Partnerships with community-based organizations also expanded access to wellness supports and culturally affirming interventions for students requiring additional social-emotional support.

Implementation of these actions was particularly important given district discipline and climate data. Foster Youth continued to demonstrate the highest suspension rates at 20.3%, followed by Students with Disabilities at 4.9%, English Learners at 3.4%, and Low-Income students at 3.0%, compared to the districtwide suspension rate of 2.2%.

The district experienced successes including increased use of restorative practices, improved consistency in behavioral response systems through the UBR framework, expanded access to social-emotional supports, and stronger staff awareness of equitable discipline practices. However, challenges remained related to staffing capacity, variability in implementation across school sites, staff availability impacting professional development participation, and continued disproportionality in suspension and referral outcomes for unduplicated student groups.

Overall, Actions 4.3 and 4.4 strengthened district systems related to restorative practices, positive behavior supports, and equitable discipline approaches while continuing to build staff capacity to support students through inclusive and relationship-centered practices.

Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7

Overall, implementation of Actions 4.6 and 4.7 during the 2025–26 school year generally aligned with the planned actions and supported the district's efforts to strengthen school climate, student connectedness, and safe and supportive learning environments. The district continued to utilize Panorama surveys and the SHAPE behavior tracking system to collect, analyze, and monitor climate, behavioral, and social-emotional data to inform decision-making and targeted supports for student groups experiencing disproportionate outcomes.

Action 4.6 strengthened the district's ability to monitor school climate, suspension trends, and student social-emotional well-being through the use of disaggregated data by race/ethnicity, gender, and program designation. These systems supported identification of student groups requiring additional outreach and intervention, particularly English Learners, Foster Youth, Low-Income students, and Students with Disabilities. Panorama survey results reflected positive growth in belonging and connectedness, with 95% of students and 93% of families reporting a positive sense of belonging. However, survey data also highlighted continued areas of need related to communication, self-efficacy, and disproportionality in behavioral outcomes.

Action 4.7 supported safe and welcoming school environments through the continued implementation of Advisors and Campus Monitors. Advisors worked directly with students to build relationships, monitor progress, and connect students to academic, behavioral, and social-emotional supports, particularly for English Learners, Foster Youth, Low-Income students, and Students with Disabilities. Campus Monitors contributed to campus safety, student supervision, conflict de-escalation, and positive school culture efforts across school sites.

The district experienced successes including strengthened systems for monitoring school climate and behavioral data, increased visibility of support staff on campuses, and expanded relationship-building and intervention supports for students. Challenges included staffing capacity limitations, variability in implementation across school sites, and continued disproportionality in discipline and engagement outcomes for some student groups.

Overall, Actions 4.6 and 4.7 strengthened districtwide efforts to create safe, supportive, and relationship-centered school environments while improving the district's ability to use climate and behavioral data to inform interventions and supports for students with the greatest needs.

Area 4: Family and Community Engagement: Actions 4.4, 4.5

Overall, implementation of Actions 4.4 and 4.5 during the 2025–26 school year generally aligned with the planned actions and reflected the district's continued focus on strengthening family engagement, restorative practices, and community partnerships to support student well-being and connectedness. The district expanded outreach efforts, restorative education opportunities, and partnerships with community-based organizations to better support English Learners, Foster Youth, Low-Income students, Students with Disabilities, and Homeless Youth.

Action 4.4 supported family engagement through increased communication and outreach related to restorative practices, student discipline rights, the Uniform Behavioral Responses (UBR), and social-emotional supports. Schools provided workshops, outreach activities, and family education opportunities designed to strengthen understanding of behavioral expectations, restorative interventions, and available student support systems.

Action 4.5 expanded partnerships with community-based agencies to provide counseling, mentoring, case management, wellness supports, educational liaison services, and healing-centered interventions for students and families. These partnerships strengthened coordination between schools and community organizations and increased access to culturally responsive and trauma-informed services for students experiencing barriers related to attendance, behavior, engagement, and mental health.

A significant success during the 2025–26 school year was the district's Family Engagement Conference, which increased participation and access to multilingual workshops, wellness resources, college and career readiness information, and community-based services for families across the district. Family survey results also reflected positive perceptions related to belonging and connectedness, with 93% of families reporting a positive sense of belonging within the school community.

Challenges included staffing limitations, variability in participation across school sites, difficulty tracking participation data, and continued need to strengthen family-school communication, which remained at 68% favorable on survey results. Despite these challenges, the district maintained family engagement and community partnership efforts through existing staff, multilingual outreach systems, extra-duty support, and collaboration with community-based organizations.

Overall, Actions 4.4 and 4.5 strengthened family engagement systems, expanded access to wraparound supports, and improved coordination between schools, families, and community organizations while continuing to prioritize support for historically underserved student groups.

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.

The expenditures under Goal 4 reflect a mix of under- and over-spending across several actions aimed at promoting a safe and positive school climate. While many initiatives were implemented as planned, several factors—including internal delivery of services, staffing challenges, and shifts in project scope—contributed to notable variances between budgeted and actual expenditures. The following explanations outline key differences and provide context for the material changes observed during the implementation of the listed actions:

Action 4.2 - Coordination of Student Services (54% under budget): The cost of the Student Services Coordinator was split funded which resulted in less than what was originally budgeted.

Action 4.3 – Restorative Practices PD (23% under budget): Sessions were conducted through existing Student Services structures and staffed internally, resulting in less reported expenditures than budgeted. For the 2026-27 school year, we will continue to strengthen our processes for tracking extra duty specifically tied to this action item.

Action 4.4 – Positive Climate Interventions (22% under budget): Reduced scope of activities, limited staff participation, and scheduling conflicts contributed to lower expenditures.

Action 4.5 - Collaborating with CBOs (14% over budget): Expansion of services resulted in increased expenditures than originally budgeted.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5

Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4

Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7

Area 4: Family and Community Engagement: Actions 4.4, 4.5

Area 1: Mental Health, Wellness, and Tiered Supports: Actions: 4.1, 4.2, 4.5

Actions 4.1, 4.2, and 4.5 demonstrated a moderate to strong level of effectiveness in expanding mental health, wellness, behavioral, and tiered support systems for students, particularly unduplicated student groups who continue to experience disproportionately higher rates of suspension, chronic absenteeism, and academic challenges. These actions focused on strengthening school-based mental health supports, improving coordination of student services, and increasing access to social-emotional and behavioral interventions through district staff and community-based partnerships.

Action 4.1 was effective in increasing student access to school-based mental health and wellness supports through the allocation of 27.0 FTE School Social Workers across the district's high schools, including Foothill and Calero. School Social Workers provided direct mental health counseling, crisis response, case management, attendance interventions, suicide risk assessments, restorative practices, and connections to community-based resources and supports. These services were particularly important for Foster Youth, Low-Income students, English Learners, Students with Disabilities, and students experiencing trauma, mental health concerns, or barriers to school engagement.

The 1.0 FTE Subject Area Coordinator supported districtwide coordination of wellness and mental health services through the MTSS framework, helping align intervention systems, wellness supports, and school-based practices across sites. Implementation of wellness supports contributed to expanded access to social-emotional and mental health services districtwide and strengthened coordination between school sites, district departments, and community partners.

Action 4.2 was moderately effective in strengthening coordination of tiered student supports, behavioral interventions, attendance supports, and restorative practices for unduplicated student groups. The Student Services Coordinator supported implementation, monitoring, and refinement of student support systems aligned to MTSS, including interventions related to suspension reduction, attendance improvement, behavioral supports, and transition services. These efforts were particularly important given district data showing disproportionately higher suspension rates among Foster Youth (20.3%), Students with Disabilities (4.9%), English Learners (3.4%), and Low-Income students (3.0%) compared to the districtwide suspension rate of 2.2%. In addition, English Learners accounted for 212 suspensions and Low-Income students accounted for 528 suspensions districtwide, reinforcing the need for targeted intervention and support systems.

The district continued implementation of restorative and supportive approaches to student behavior through coordination of Uniform Behavioral Responses (UBR), student support services, attendance interventions, and case management supports. While suspension disparities for unduplicated student groups continued to persist, implementation of coordinated intervention systems, restorative practices, and social-emotional supports contributed to increased consistency in behavioral response systems and expanded access to interventions intended to reduce exclusionary discipline practices.

Action 4.5 was effective in expanding access to wraparound supports, case management, counseling, and healing-centered services through partnerships with community-based agencies. Community partners provided educational liaison services, trauma-informed counseling, small-group interventions, wellness workshops, and student engagement supports focused on Foster Youth, Homeless Youth, justice-involved youth, and students impacted by trauma and environmental stressors. These services strengthened school-community partnerships and increased access to culturally responsive and trauma-informed supports designed to improve student belonging, attendance, engagement, and overall well-being.

The district experienced several successes across these actions, including increased access to mental health and counseling services, expanded coordination of wellness and intervention systems, stronger partnerships with community agencies, and increased availability of social-emotional supports for students with the greatest needs. Student climate survey results also reflected positive growth in overall student sense of belonging, with 95% of students reporting a positive sense of belonging and connection to their school community.

Despite these successes, challenges remained in reducing disproportionality in suspension rates, chronic absenteeism, and behavioral outcomes for unduplicated student groups. Increased mental health needs, staffing limitations, inconsistent implementation across school sites, and high caseloads for support staff impacted the intensity and consistency of services. Overall, these actions were moderately to highly effective in expanding access to mental health, wellness, and tiered intervention supports; however, continued refinement of systems, coordination, and targeted interventions will be necessary to further improve attendance, behavior, engagement, and academic outcomes for the district's highest-need student groups.

Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions: 4.3, 4.4

Actions 4.3 and 4.4 demonstrated a moderate level of effectiveness in strengthening restorative practices, improving consistency in behavioral supports, and expanding districtwide efforts to reduce disproportionality in discipline outcomes for historically underserved student groups. These actions focused on building staff capacity around restorative and culturally responsive practices, strengthening Tier 1 and Tier 2 behavioral supports, and implementing systems intended to reduce exclusionary discipline practices and improve school connectedness.

Action 4.3 supported districtwide professional development and implementation efforts focused on restorative practices, relationship-centered approaches, emotional regulation strategies, and Positive Behavioral Interventions and Supports (PBIS). Staff participated in trainings and collaboration opportunities designed

to strengthen understanding of trauma-informed practices, restorative responses to behavior, and equitable intervention strategies for students experiencing barriers related to trauma, instability, disengagement, and social-emotional needs. These efforts aligned with the district's broader MTSS framework and focus on reducing exclusionary discipline practices.

Action 4.4 expanded implementation of districtwide behavior support systems and restorative practices through professional development related to Education Code, Uniform Behavioral Responses (UBR), restorative interventions, and equitable discipline practices. Staff were provided training opportunities, substitute coverage, planning time, and extra-duty compensation to support participation in professional learning and implementation activities. Schools also implemented schoolwide expectations lessons, restorative circles, mediation practices, social-emotional learning activities, and reentry supports for students returning from suspension, expulsion, or juvenile justice involvement.

The district experienced several successes through these actions, including expanded implementation of restorative practices, increased consistency in behavioral response systems through the UBR framework, increased access to social-emotional supports, and stronger staff awareness of equitable discipline practices. Some school sites demonstrated reductions in exclusionary responses and increased use of alternatives to suspension, including restorative conferences, mediation, and counseling supports.

Despite these successes, challenges remained in reducing disproportionality in suspension and referral outcomes across all student groups and school sites. Variability in implementation fidelity, staffing capacity, competing site priorities, and continued increases in student mental health and behavioral needs impacted consistency of implementation. In addition, while restorative systems and supports expanded, measurable reductions in discipline disparities for Foster Youth, Students with Disabilities, English Learners, and Hispanic/Latino students remained limited districtwide.

Overall, Actions 4.3 and 4.4 were moderately effective in expanding restorative practices, strengthening positive behavior systems, and increasing staff capacity to support students through equitable and relationship-centered approaches. Continued refinement of implementation practices, staff training, and targeted interventions will be necessary to further reduce discipline disproportionality, strengthen student connectedness, and improve school climate outcomes for the district's highest-need student groups.

Area 3: Safe and Supportive School Environments: Actions: 4.6, 4.7

Actions 4.6 and 4.7 demonstrated a moderate level of effectiveness in strengthening systems for monitoring school climate, supporting positive school culture, and increasing student access to safe and supportive learning environments. These actions focused on improving the district's ability to collect and analyze climate and behavioral data, strengthen relationships with students, and increase the availability of campus-based supports designed to improve school connectedness, safety, and engagement for historically underserved student groups.

Action 4.6 was effective in strengthening the district's use of qualitative and behavioral data to inform decision-making related to school climate, social-emotional learning, student support systems, and disciplinary practices. The district continued implementation of Panorama surveys to gather feedback from students, families, and staff regarding school climate, connectedness, belonging, and social-emotional wellness. Survey data were disaggregated by race/ethnicity, gender, and student program designation to identify trends and areas requiring targeted outreach and intervention, particularly for English Learners, Foster Youth, Low-Income students, and Students with Disabilities.

The district also continued implementation of the SHAPE behavior tracking system to monitor referrals, behavioral incidents, and suspension data across school sites. The use of disaggregated data supported ongoing monitoring of disproportionality related to discipline practices and behavioral outcomes and informed districtwide discussions regarding restorative practices, student support systems, and intervention planning. These systems strengthened the district's ability to identify trends, monitor progress, and target supports for student groups experiencing disproportionate outcomes.

Implementation of these systems also contributed to increased awareness of school climate and behavioral trends across school sites. Panorama survey results reflected positive growth in student sense of belonging, with 95% of students reporting a positive sense of belonging and connection to school. Family responses also reflected positive perceptions related to belonging, with 93% of families reporting favorable results in this area. However, survey results continued to indicate areas needing improvement, including family-school communication.

Action 4.7 supported the creation of welcoming and supportive school environments through the continued implementation of Advisor and Campus Monitor positions across school sites. Advisors worked directly with students to build relationships, provide mentorship, monitor student progress, and connect students to academic, behavioral, and social-emotional supports. These efforts particularly focused on English Learners, Low-Income students, Foster Youth, and Students with Disabilities who continued to demonstrate disproportionate outcomes related to attendance, behavior, and academic performance.

Campus Monitors contributed to creating safe, visible, and supportive campus environments by welcoming students, monitoring campus safety, helping de-escalate student conflicts, and connecting students to available supports and resources. These positions also strengthened adult visibility and relationship-building efforts across campuses and supported implementation of restorative and relationship-centered approaches to student behavior and engagement.

The district experienced several successes through these actions, including improved systems for collecting and analyzing climate and behavioral data, increased visibility of student support staff on campuses, stronger relationship-building efforts with students, and improved access to interventions and supports for students identified through climate, attendance, and behavioral data. Advisors and Campus Monitors also contributed to increased student engagement and helped strengthen schoolwide efforts focused on creating positive and inclusive campus cultures.

Despite these successes, challenges remained in reducing disproportionality in discipline outcomes and improving school connectedness for all student groups. Staffing limitations, high student needs, variability in implementation across school sites, and increasing mental health and behavioral concerns continued to impact consistency and intensity of supports. In addition, while school climate survey data reflected positive growth in belonging, disparities in behavioral outcomes and engagement indicators persisted for Foster Youth, Students with Disabilities, English Learners, and Low-Income students.

Overall, Actions 4.6 and 4.7 were moderately effective in strengthening data-informed decision-making, increasing campus-based student supports, and improving systems designed to create safe and supportive school environments. Continued refinement of behavioral support systems, relationship-building practices, and targeted interventions will be necessary to further improve school climate, student connectedness, and equitable outcomes across all school sites and student groups.

Area 4: Family and Community Engagement: Actions: 4.4, 4.5

Actions 4.4 and 4.5 demonstrated a moderate to strong level of effectiveness in strengthening family engagement, community partnerships, and support systems designed to improve student connectedness, well-being, and access to resources for historically underserved student groups. These actions focused on increasing family outreach, expanding restorative and wellness supports, and strengthening partnerships with community-based organizations to better support English Learners, Foster Youth, Low-Income students, Students with Disabilities, and Homeless Youth.

Action 4.4 supported family and community engagement through expanded outreach, restorative education efforts, and increased communication with families related to student behavior, discipline policies, and available supports. The district provided family education and outreach opportunities connected to the Uniform Behavioral Responses (UBR), restorative practices, student discipline rights, and social-emotional supports. Families were also engaged through workshops, outreach efforts, and school-based communication intended to strengthen understanding of school expectations and available student support systems.

These efforts were particularly important given district discipline data showing that English Learners, Low-Income students, and Students with Disabilities continued to account for a disproportionate number of suspensions and behavioral referrals. Through increased family engagement and communication, the district sought to strengthen partnerships with families and improve consistency in behavioral support systems and restorative approaches across school sites.

Action 4.5 was effective in expanding partnerships with community-based organizations and agencies to provide wraparound supports, counseling services, mentoring, case management, and culturally responsive interventions for students and families. Community agencies supported Foster Youth, Homeless Youth, justice-involved youth, and students impacted by trauma through healing-centered engagement, wellness supports, educational liaison services, counseling groups, and family support services. These partnerships increased access to resources and interventions that addressed barriers to attendance, engagement, behavior, and academic success.

The district experienced several successes through these actions, including expanded access to community-based mental health and wellness supports, increased collaboration with outside agencies, improved family outreach and engagement opportunities, and stronger connections between schools and community organizations. A significant success during the 2025–26 school year was the district's Family Engagement Conference, which increased participation and access to multilingual workshops, wellness resources, college and career readiness information, and community-based services for families across the district, particularly families of English Learners and other unduplicated student groups.

Family engagement survey and climate data also reflected positive growth in family connectedness and belonging, with 93% of families reporting a positive sense of belonging within the school community. However, family-school communication remained an area for continued growth, with only 68% of families reporting favorable perceptions regarding communication. Participation levels in workshops and engagement activities also varied across school sites and student groups, and the district continued to experience challenges with consistently tracking participation data and measuring long-term impact of engagement efforts.

Implementation challenges included staffing variations, increased mental health and social-emotional needs among students and families, inconsistent participation across school sites, and fiscal constraints impacting staffing and outreach capacity. Despite these challenges, the district continued to expand community partnerships and maintain family engagement efforts through existing staff, extra-duty support, multilingual outreach systems, and collaboration with community-based agencies.

Overall, Actions 4.4 and 4.5 were moderately to highly effective in strengthening family and community engagement systems, increasing access to wellness and wraparound supports, and improving coordination between schools, families, and community organizations. Continued efforts will be needed to deepen authentic family engagement, improve communication systems, increase participation across all student groups, and strengthen measurement of engagement outcomes and impact.

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

The following actions have been amended for the 2026-27 school year: Actions 4.1, 4.2, 4.4, 4.5, 4.7, and 4.9. We have also added a new action item - Action 4.11.

For **Action 4.1**, changes were made to the planned action for the 2026–27 school year based on reflection of prior implementation practices, increasing student mental health needs, staffing capacity challenges, and ongoing fiscal constraints. While implementation data and educational partner feedback demonstrated the continued importance of school-based mental health and wellness services, the district also identified the need to strategically align staffing and funding to sustain core services within available resources. As a result, the number of School Social Workers funded through this action was reduced from 27.0 FTE to 21.6 FTE, and the Wellness Clerk positions previously supporting wellness services were eliminated.

Action 4.2 has been amended to reduce the funding allocation for the Student Services Coordinator position from 1.0 FTE to 0.5 FTE due to split funding across multiple programs and funding sources. This adjustment allows the district to continue supporting core coordination of MTSS-aligned intervention systems while strategically aligning fiscal resources.

For **Action 4.4**, changes were made to the planned action for the 2026–27 school year based on reflection of prior implementation practices, ongoing discipline and school climate data, staffing capacity, and fiscal constraints. The district amended this action to add 0.5 FTE of the Director of Student Services to support oversight, coordination, monitoring, and refinement of districtwide discipline reform efforts, restorative practices, attendance supports, and student intervention systems aligned to the MTSS framework. In addition, Tobacco-Use Prevention Education (TUPE) and wellness-related activities will continue through coordination provided by existing district and site staff supported through stipend and extra-duty compensation. Materials and supplies were also added to support prevention education, student engagement activities, restorative programming, and school climate initiatives. Due to fiscal reductions, the district will no longer utilize contracted services for yoga and art therapy programming previously included under this action.

For **Action 4.5**, changes were made to the planned action for the 2026–27 school year based on reflection of prior implementation practices, effectiveness of community partnerships, and ongoing fiscal constraints. Review of implementation data and student support needs demonstrated the continued importance of providing wellness, counseling, and wraparound supports for Foster Youth, Homeless Youth, justice-involved youth, and students impacted by trauma and environmental stressors. However, fiscal reductions required the district to reevaluate the sustainability of contracted community agency services. The district amended this action to eliminate most contracted community agency partnerships previously funded through this action. The district will continue its partnership with Planned Parenthood to support implementation of Comprehensive Sexual Health Education and California Healthy Youth Act (CHYA) requirements through student education, workshops, and staff support services.

Changes to **Action 4.7** were made for the 2026–27 school year based on reflection of prior implementation practices, school climate and behavioral data, student supervision needs, and fiscal constraints impacting staffing allocations. The district amended this action to maintain the 23.0 FTE Campus Monitors while adjusting Advisor staffing from 12.0 FTE to 19.2 FTE to strengthen direct student support and relationship-building efforts across school sites. In addition, the district added 3.0 FTE Student Services Specialists to expand campus-based student support, supervision, intervention, attendance follow-up, mentoring, conflict resolution, and coordination of student services aligned to the Multi-Tiered System of Supports (MTSS) framework.

For **Action 4.9**, changes were made to the planned action for the 2026–27 school year based on reflection of prior implementation practices, student transition data, Early Warning System (EWS) indicators, and ongoing fiscal constraints. The district amended this action to reinstate funding in a revised structure through implementation of the 180 Degree Program. Rather than returning funding to the previously eliminated 11.0 FTE 9th Grade Transition teachers, the district will provide 4.0 FTE across school sites to support targeted academic, behavioral, attendance, and social-emotional interventions for identified students.

Action 4.11 is a new action for 2026-27.

This is a new action added for the 2026–27 school year based on reflection of prior implementation practices, student climate survey results, California School Dashboard indicators, and educational partner feedback regarding the importance of student engagement, connectedness, and participation in school activities. The district added this action to provide 6.6 FTE Activities Directors to coordinate student engagement activities, leadership opportunities, assemblies, clubs, recognition programs, and school climate initiatives designed to increase belonging, participation, and student voice across school sites. In addition, 5.5 FTE Finance Clerks were added to support the fiscal and operational management of student activities, athletics, clubs, and engagement programs to ensure equitable access and consistent implementation across schools.

The following metrics have been amended: Metric 4.7 We have added a new metric: Metric 4.10

Metric 4.7 reflects a change in how survey data is measured. The questions on the student survey were changed and the response ranking was changed to include neutral responses as part of the favorable ranking. Given this significant change, this metric will be retired and the new student survey responses will become a new metric: Metric 4.10.

Metric 4.10 is a new metric for 2026-27 to accurately capture the student survey results given the significant change to the survey.

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	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators. **CA Dashboard Data for Target Student Populations: District level** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **Student Groups** / Homeless Youth, English Learners / English Learners, Socioeconomically Disadvantaged / English Learners, Homeless Youth / Foster Youth **CA Dashboard Data for Students with Disabilities** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **School Sites** / District Level, Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Independence, James Lick, Wm C Overfelt / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena Additionally, when we focus on the suspension indicator, we see our English Learners, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students at the lowest level at 6 of our high schools: **Indicator** / **Suspension** **Status** / Red / Red / Red / Red **Student Groups** / English Learners / Homeless / Socioeconomically Disadvantaged / Students with Disabilities **School Sites** / Piedmont Hills, Santa Teresa, Yerba Buena / Yerba Buena / Santa Teresa, Phoenix / Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek Furthermore, we have seen an increase in care team referrals with our baseline of 4825 referrals in 2022-23.	$4,310,936 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		School social workers provide mental health & wellness support to all students with a focus on students most-at-need including English Learners, low-income students, and foster youth. School social workers will provide mental health screenings, provide psychoeducation, social emotional and wellness groups, individualized therapy, counseling and case management for our low-income and foster youth relevant to the screening outcomes. School social workers will provide a full continuum of support using a tiered system of support. • Provide 26.0 FTE school social workers at our 13 high schools, including Foothill and Calero, to provide these services • 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health & wellness across school sites using the MTSS framework. For improvement in the provision of services at our wellness centers, we will add 3.5 FTE support staff to serve as wellness center liaisons to: • ensure students, in particular, our most-at-need students including English Learners, Foster Youth, and Low-income students, are able to access services throughout the day • track student attendance and participation • monitor calming space while social workers are working with students ○ Provide funding for 3.5 clerk typists to ensure improvement of services at all of our wellness centers This action item has been amended for the 2025-26 school year. For the 2025–26 school year, we will add one additional School Social Worker to this action item, shifting the staffing from Goal 4, Action 8 in 2024–25. A total of 27.0 FTE School Social Workers will be allocated across our 13 high schools, including Foothill and Calero, to provide direct social-emotional and mental health support to students. In addition, funding for the 3.5 FTE Clerk Typists previously supported through this goal will be shifted to the Wellness Grant to ensure continued clerical support for wellness services while optimizing use of available resources. • Provide 27.0 FTE school social workers at our 13 high schools, including Foothill and Calero, to provide these services • 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health & wellness across school sites using the MTSS framework. This action item has been amended for the 2026-27 school year.		

		For the 2026–27 school year, this action has been amended as a result of ongoing fiscal reductions and staffing adjustments. The number of School Social Workers funded through this action will be reduced from 27.0 FTE to 21.6 FTE, and the Wellness Clerk positions previously supporting wellness and mental health services will be eliminated. Despite these reductions, the district will continue to prioritize mental health, wellness, and social-emotional supports for students, particularly English Learners, Low-Income students, Foster Youth, Students with Disabilities, and students experiencing significant social-emotional or behavioral needs. School Social Workers will continue to provide a continuum of tiered supports, including mental health screenings, psychoeducation, social-emotional and wellness groups, individualized counseling and therapy, crisis intervention, case management, attendance supports, and referrals to community-based resources and services. Services will continue to be aligned within the district's Multi-Tiered System of Supports (MTSS) framework to ensure students with the greatest needs receive targeted interventions and coordinated support. The district will also continue to provide 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health and wellness services across school sites. These adjustments reflect the district's effort to strategically align available resources while maintaining core mental health and wellness services for students most impacted by academic, behavioral, and social-emotional barriers to success.		

4.2	Coordination of Student Services, Supports, and Interventions	When reviewing the suspension rates, our students who are Foster Youth (14.3%) Low-income (5.7%), Students with Disabilities (8.9%), and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%. Additionally, our English Learners and Low-income students account for the largest number of suspensions: -Overall total suspensions = 1387 • English Learners = 462 suspensions • Low-income = 995 suspensions This action item is specifically focused on meeting the programmatic needs, including coordination of transition services for our Foster Youth, English Learners, SWDs, and Low-income students as the data indicates that they are suspended at higher rates when compared with other student groups. Actions will include the effective coordination, delivery, evaluation and refinement of student services throughout the district to ensure that all programs are in alignment with our commitment to build equitable communities within the framework of MTSS. Social emotional and mental health services for our Foster Youth, English Learners, SWDs, Low-income, and Homeless students will be provided. The Coordinator will also coordinate, monitor and evaluate uniform responses to students behaviors as well as interventions and supports in the area of attendance. • 1.0 FTE Student Services Coordinator This action item has been amended for the 2026-27 school year. For the 2026–27 school year, this action has been amended to reflect a reduction in funding allocation for the Student Services Coordinator position due to split funding across multiple programs and funding sources. As a result, this action will now fund 0.5 FTE of the Student Services Coordinator position rather than the full 1.0 FTE previously supported through this action. Despite this funding adjustment, the district will continue to prioritize coordination of student services, transition supports, attendance interventions, and behavioral supports for Foster Youth, English Learners, Students with Disabilities, Low-Income students, and Homeless Youth, who continue to experience disproportionately higher suspension rates and barriers to school success.	$113,239 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		The Student Services Coordinator will continue to support the coordination, delivery, monitoring, evaluation, and refinement of student services aligned to the district's commitment to building equitable communities within the Multi-Tiered System of Supports (MTSS) framework. Responsibilities will continue to include coordination of social-emotional and mental health supports, monitoring implementation of Uniform Behavioral Responses (UBR), supporting attendance interventions, and ensuring alignment of districtwide student support systems and practices. This adjustment reflects the district's effort to strategically align fiscal resources while maintaining core coordination and support systems for students with the greatest academic, behavioral, and social-emotional needs.		

4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	Based on the CA Dashboard Suspension indicator, the table below shows the sites where specific student groups have amongst the highest suspension rates thus landing them on the lowest performance level: **Indicator** | **Suspension** **Status** | Red | Red | Red | Red | Red | Red | Red **Student Groups** | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African-American | Hispanic/ Latino **School Sites** | Calero Phoenix | Piedmont Hills Santa Teresa Yerba Buena | Yerba Buena | Santa Teresa Phoenix | Oak Grove Piedmont Hills Santa Teresa Silver Creek | Santa Teresa Silver Creek | Santa Teresa Silver Creek Yerba Buena Calero Phoenix At the district level, our American Indian or Alaska Native students are at the lowest performance level on the CA Dashboard suspension indicator. When reviewing the suspension rates, our students who are Foster Youth (14.3%) and Students with Disabilities (8.9%) have amongst the highest suspension rates when compared to other student groups. Additionally, when reviewing our school climate survey data only 53% of our students reported feeling connected to school. Thus, professional Development to support staff in responding positively to the social-emotional and behavioral needs of our students will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers and Teachers on Special Assignment, staff will participate in learning sessions focused on meeting the needs of our Foster Youth, English Learners, Students with Disabilities, Low-income students, African-American and Hispanic students, and Homeless Youth. • Contract with PD providers to facilitate learning sessions • Planning time and compensation for in-house providers • Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions • Secure a sub pool for classroom coverage to allow teachers to attend PD sessions This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.	$25,000 Contract Services $30,153 Personnel Costs: Salary and Benefits Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2026-27	[No] All Students Districtwide All Schools

		We continue to see inequities in school climate and behavioral outcomes, particularly for historically underserved student groups. Suspension data from the California School Dashboard and local records highlight alarming disparities: ● Foster Youth: 14.3% suspension rate ● Students with Disabilities: 8.9% ● American Indian or Alaska Native students: Lowest performance level statewide ● Only 53% of students report feeling connected to school, according to our climate survey These figures reflect both systemic disproportionality in disciplinary practices and a pressing need to rebuild positive, inclusive learning environments where all students feel safe, valued, and supported. To address these challenges and promote learning recovery, this action will: ● Build staff capacity to implement restorative and relational practices in lieu of exclusionary discipline ● Strengthen Tier 1 and Tier 2 supports for behavior and emotional regulation ● Create a foundation for positive behavior intervention and supports (PBIS) ● Ensure all staff are equipped to support high-need student groups including Foster Youth, English Learners, Students with Disabilities, African-American and Hispanic students, and Homeless Youth This use of LREBG funds is aligned with the grant's purpose to: ● Mitigate the social-emotional impact of learning loss and barriers to educational access ● Support inclusive and responsive learning environments ● Equip staff to better serve students whose learning has been disrupted by trauma, instability, or lack of belonging By proactively investing in districtwide professional development and implementation support, the district is creating sustainable conditions for equity, improved school connectedness, and reductions in disciplinary disproportionality—key levers for academic recovery and student success.		

4.4	Positive school climate initiatives, support and interventions	A review of our local data shows 30.1% of behavior referrals are in the defiance category with Hispanic/Latino students making up 84.4% of defiance referrals.
		
		Additionally, our English Learners, Low-income students, and Students with Disabilities account for the largest number of suspensions:
		
		-Total suspensions = 1387
		
		• English Learners = 462 suspensions
		• Low-income = 995 suspensions
		• Students with Disabilities = 437 suspensions
		
		Thus, there is a need for consistent use of and ongoing professional development on discipline/behavior education codes in alignment with the Uniform Behavior Responses Matrix (UBR) to ensure students have access to maximum instructional time.
		
		• District Wide Professional Development for all staff on the UBR and education code
		  ○ Contract services for education code training
		  ○ Provide extra duty compensation, sub pay
		• Explicitly teach expected behaviors for all students during the 1st week of the school year
		• Develop and implement alternative discipline strategies such as restorative circles, mediation, and community service
		• Schoolwide lessons conducted at all school sites on topics such as behavior expectations, healthy decision-making, goal setting, and other related topics
		• Family Engagement & Support team to provide sessions on the discipline/behavior education codes in alignment with Uniformed Behavior Responses Matrix (UBR) to families
		• Restorative reentry program and process for students returning from expulsions or having been impacted by the juvenile justice system
		• Supervision support provided by staff
		• Services provided by partner agencies including Yoga and Art therapy
		
		This action item has been amended to now be a contributing action for the 2025-26 school year.
			$22,500
			
			Contract Services
			
			$190,650
			
			Personnel Costs: Salary and Benefits
			
			$10,000
			
			Materials and Supplies
				[Yes]
				
				Foster Youth
				
				Low-Income
				
				English Learners
				
				Districtwide
				
				All Schools

		To support the physical, emotional, and academic well-being of our most underserved students and increase access to instructional time, the district will implement a comprehensive set of school climate initiatives and tiered behavior interventions that specifically address the disproportionate impact of disciplinary actions on English Learners, Low-Income students, and Students with Disabilities. A review of our suspension data shows that these student groups account for the majority of suspensions districtwide: ● Total suspensions: 1,387 ● English Learners: 462 ● Low-Income students: 995 ● Students with Disabilities: 437 Furthermore, behavior referral data reveals that 30.1% of all referrals fall into the defiance category, with Hispanic/Latino students comprising 84.4% of those referrals. These data points highlight the need for systemic, restorative, and culturally responsive approaches to behavior management to support our target populations. To address these disparities, the district will implement the following actions: ● Provide districtwide professional development for all staff on Education Code and the Uniform Behavior Responses Matrix (UBR) to ensure consistent and equitable implementation of behavior policies. ● Contract with expert providers to support training on discipline policies and alternative interventions. ● Provide extra duty compensation and substitute coverage for staff to attend PD and planning sessions. ● Develop and teach schoolwide behavior expectations during the first week of school to all students, with targeted support for unduplicated student groups. ● Implement restorative practices such as circles, mediation, and community service as alternatives to suspension. ● Deliver schoolwide lessons focused on social-emotional skills, healthy decision-making, and goal setting. ● Engage families of target student groups through the Family Engagement & Support Team, offering education sessions on the UBR and student discipline rights. ● Establish a restorative reentry process for students returning from expulsion or juvenile justice involvement, with dedicated staff support.		

		• Provide increased supervision by trained support staff to promote safe and inclusive campus environments. • Partner with community-based organizations to offer culturally affirming services such as yoga and art therapy for students needing social-emotional support. This action is designed to address the disproportionate discipline rates affecting English Learners, Low-Income students, and Students with Disabilities—key unduplicated student groups. By focusing on positive behavior supports and reducing exclusionary discipline practices, this action directly contributes to improved attendance, academic outcomes, and school connectedness for students who face the most barriers to graduation. This action item has been amended for the 2026-27 school year. For the 2026–27 school year, this action has been amended to reflect changes resulting from ongoing fiscal constraints while maintaining the district's commitment to restorative practices, positive behavior supports, and equitable discipline systems for historically underserved student groups. The district will continue to provide districtwide professional development on Education Code requirements, the Uniform Behavioral Responses (UBR) framework, restorative practices, and equitable behavioral interventions to support consistent implementation of student discipline policies and alternatives to suspension across school sites. The district will also continue implementing schoolwide behavioral expectations, restorative interventions, social-emotional learning activities, and reentry supports for students returning from suspension, expulsion, or juvenile justice involvement. As part of this amendment, the district will add 0.5 FTE of the Director of Student Services to support oversight, coordination, monitoring, and refinement of districtwide discipline reform efforts, restorative practices, attendance supports, and student intervention systems aligned to the MTSS framework.		

		In addition, Tobacco-Use Prevention Education (TUPE) activities and student wellness initiatives will continue through coordination provided by existing district and site staff supported through stipend and extra-duty compensation rather than contracted providers. These activities will include student education, prevention awareness efforts, restorative supports, wellness-focused programming, and the purchase of materials and supplies necessary to support student engagement, prevention campaigns, educational activities, and school climate initiatives aligned to reducing risky behaviors and strengthening positive school environments. Due to fiscal reductions, the district will no longer utilize contracted services for yoga and art therapy programming previously included as part of this action. Instead, the district will continue prioritizing restorative and wellness supports through embedded school-based systems, existing staff, community partnerships, and district-led intervention efforts. These adjustments reflect the district's effort to strategically align available fiscal resources while sustaining core professional development, restorative practices, discipline reform efforts, and student support systems designed to improve school climate, reduce disproportionality in discipline outcomes, and strengthen student connectedness and engagement.		

4.5	Collaborating with Community Agencies to Build a Continuum of Care	Input from our educational partners indicates a need to provide interventions and resources that extend beyond the classroom and our data shows that our students who are Foster Youth (14.3%) Low-income (5.7%) and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%. Also, when reviewing our school climate survey data only 53% of our students reported feeling connected to school. Thus, we will expand partnerships with community agencies who will work with us to provide a continuum of care that provides services that address the social emotional and emotional needs of students with a target case management of Foster Youth, Justice Engaged, Homeless Youth, and students impacted by environmental factors such as gangs, violence, and drugs. The continuum will include community building, small group interventions, and case management/educational liaison supports. In addition, we will include partnerships to provide preventive education focused on healthy relationships and decision-making. • National Center for Youth Law • National Compadres Network • Pivotal • Bill Wilson • New Hope for Youth • The City Peace Project • YWCA • Planned Parenthood • Daybreak This action item has been amended to now be a contributing action for the 2025-26 school year. To create supportive learning environments that promote positive student behavior, school connectedness, and overall well-being, East Side Union High School District will partner with trusted community-based organizations to build a continuum of care focused on the unique needs of unduplicated student groups, including Foster Youth, English Learners, Low-Income students, and Homeless Youth. District data highlights a need for expanded services and targeted interventions:	$25,000 Contract Services	[Yes] Foster Youth Low-Income English Learners Districtwide All School

		• Suspension Rates:
		  ○ Foster Youth: 14.3%
		  ○ English Learners: 6.2%
		  ○ Low-Income: 5.7%
		  ○ Overall District Rate: 4.0%
		• School Connectedness:
		  ○ Only 53% of students reported feeling connected to school in climate surveys.
		
		These findings are reinforced by feedback from educational partners emphasizing the need for holistic supports that extend beyond the classroom to address trauma, community violence, instability, and mental health.
		
		As part of this action, the district will:
		
		• Continue with contracts with a network of community agencies to provide:
		  ○ Case management and educational liaison services specifically targeting Foster Youth, Homeless Youth, Justice-Involved Youth, and students impacted by trauma and environmental factors.
		  ○ Small group interventions and counseling focused on healing-centered engagement and cultural affirmation.
		  ○ Preventive education workshops addressing healthy relationships, mental wellness, and decision-making.
		  ○ Community-building sessions to strengthen student belonging and trust in adult allies on campus.		

		This action specifically supports the district's unduplicated student groups by addressing root causes of disengagement, chronic absenteeism, and behavioral challenges that contribute to lower academic outcomes and higher suspension rates. By collaborating with culturally competent and trauma-informed community agencies, the district ensures that Foster Youth, English Learners, Low-Income students, and Homeless Youth receive personalized supports that promote academic success and social-emotional well-being. This action item has been amended for the 2026-27 school year. For the 2026–27 school year, this action has been amended as a result of ongoing fiscal reductions and the need to prioritize limited resources toward sustaining core student wellness and support services. The district will no longer maintain most contracted community agency partnerships previously funded through this action. However, the district will continue its partnership with Planned Parenthood to support implementation of Comprehensive Sexual Health Education and California Healthy Youth Act (CHYA) requirements through student education, workshops, and staff support services. In place of broader contracted services, the district will continue to provide supports for Foster Youth, Homeless Youth, justice-involved youth, and students impacted by trauma through existing district and site staff, school social workers, counselors, wellness teams, and community-based collaborations embedded within school support systems. Services will continue to include case management, counseling, wellness supports, restorative interventions, and student engagement activities aligned to improving attendance, connectedness, behavior, and overall student well-being. This adjustment reflects the district's effort to strategically align fiscal resources while maintaining essential student wellness, prevention, and support services for historically underserved student groups.		

<table>
<tr>
<td>4.6</td>
<td>Assessment and evaluation of climate and culture and social-emotional wellbeing</td>
<td>
Our ability to collect, organize, and analyze qualitative data to make informed decisions is key to improving student outcomes. Using results from the school climate and SEL surveys allows us to take into account the perceptions of our students, parents, and staff when planning and designing programs and services.

Thus, we will gather student, parent, and staff responses assessing and evaluating the level of satisfaction with the climate and culture of schools as well as students' self-reported social-emotional wellbeing through a series of questions posed using the Panorama survey. We will use disaggregated data by race/ethnicity, gender, and program designation to identify student groups needing additional outreach and support with a focus on English Learners, Foster Youth, and Low-income students.

A review of the CA Dashboard Suspension indicator shows student groups identified at the lowest level:

<table>
<tr><th>Indicator</th><th colspan="7">Suspension</th></tr>
<tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr>
<tr><td>Student Groups</td><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>African-American</td><td>Hispanic/ Latino</td></tr>
<tr><td>School Sites</td><td>Calero
Phoenix</td><td>Piedmont Hills
Santa Teresa
Yerba Buena</td><td>Yerba Buena</td><td>Santa Teresa
Phoenix</td><td>Oak Grove
Piedmont Hills
Santa Teresa
Silver Creek</td><td>Santa Teresa
Silver Creek</td><td>Santa Teresa
Silver Creek
Yerba Buena
Calero
Phoenix</td></tr>
</table>

To address the student groups identified at the lowest level for suspension, we will continue our use of our behavior tracking system, SHAPE, to analyze data at various levels and disaggregate the data by race/ethnicity and program designation. This will allow us to monitor our progress when it comes to who is being referred, the reason for the referrals, as well as monitor suspensions.
</td>
<td>$110,000

Contract Services

The total funding for this action is allocated as part of the overall concentration grant.</td>
<td>[Yes]
Foster Youth
Low-Income
English Learners
Districtwide
All Schools</td>
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4.7	Support for safe and positive school culture and climate	A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators. **CA Dashboard Data for Target Student Populations: District level** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **Student Groups** / Homeless Youth, English Learners / English Learners, Socioeconomically Disadvantaged / English Learners, Homeless Youth / Foster Youth **CA Dashboard Data for Students with Disabilities** **Indicator** / English Language Arts / Mathematics / Graduation / College and Career **Status** / Red / Red / Red / Red **School Sites** / District Level, Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena / District Level, Independence, James Lick, Wm C Overfelt / District Level, Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm C Overfelt, Yerba Buena **Indicator** / **Suspension** **Status** / Red / Red / Red / Red **Student Groups** / English Learners / Homeless / Socioeconomically Disadvantaged / Students with Disabilities **School Sites** / Piedmont Hills, Santa Teresa, Yerba Buena / Yerba Buena / Santa Teresa, Phoenix / Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek Although students indicate an overall high favorable response to safety, when we review the individual question asking "How safe do you feel when you are at school?," the percentage of favorable responses drops to 59% with 34% of students reporting feeling "neither safe or unsafe." For English Learners it is 55% favorable. Additionally, when asked "how connected do you feel to an adult at school?," the percentage of favorable responses is 27%.	$6,204,900 Personnel Costs: Salary and Benefits A portion of this action will be funded by the overall concentration grant.	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		Student achievement is connected to students feeling welcomed, safe, and cared for in their learning environments, thus we will provide support with creating and maintaining safe and positive school culture and climate by engaging with English Learners, Low-income, Students with Disabilities, and Foster Youth. • 11.0 FTE Campus Monitors to welcome students, provide supports and resources This action item has been amended for the 2025-26 school year. To further support with creating learning environments that are welcoming, safe, and caring, we will include the work of Advisors and the second campus monitors, who work directly with students in building relationships and maintaining safe and positive school cultures and climates. In particular, Advisors will work directly with English Learners, Low-income, Students with Disabilities, and Foster Youth. • 23.0 FTE Campus Monitors to welcome students, provide supports and resources • 12.0 FTE Advisors to work directly with students in building relationships and maintaining safe and positive school cultures and climates This action item has been amended for the 2025-26 school year. To further support the creation of learning environments that are welcoming, safe, and caring, the district will continue implementing campus-based student support positions focused on relationship-building, student engagement, supervision, and school connectedness. These supports are particularly important for English Learners, Low-Income students, Students with Disabilities, Foster Youth, and other students who may require additional academic, behavioral, and social-emotional support to remain connected and engaged in school. For the 2026–27 school year, the district will continue to provide: • 23.0 FTE Campus Monitors to welcome students, maintain safe and supportive campus environments, provide supervision, and connect students to supports and resources • 19.2 FTE Advisors to work directly with students in building relationships and maintaining safe, positive, and inclusive school cultures and climates • 3.0 FTE Student Services Specialists to provide direct student support, intervention, supervision, attendance follow-up, mentoring, conflict resolution, and coordination of student services aligned to the district's Multi-Tiered System of Supports (MTSS) framework		

		These positions collectively support the district's efforts to improve school connectedness, strengthen positive student relationships, reduce behavioral concerns, and create supportive learning environments that promote student engagement, attendance, wellness, and academic success.		

4.8	Targeted School Climate and Culture Support for Independence High School
	
	Retired Action
		Independence High School is one of the district's largest high schools with 21.5% English Learners (ELs) and 50.6% Low-Income students. At Independence, 5% of ELs and 4.8% of low-income students are suspended at least one day compared to 3.2% for all students. Additionally, the school climate survey shows 43% of students responded favorably to the statement "I feel safe in my school" (another 45% responded neither agree nor disagree), with 47% of ELs responding favorably to the statement.
		
		In a setting where the physical environment of the school can be overwhelming for students, there is a need to target efforts to support our most-at-need students, and in particular our English Learners, Foster Youth, and Low-Income students to ensure they feel welcomed and are afforded the resources and opportunities to find academic, behavioral, and socioemotional success. Providing this learning environment is key to improving student achievement as measured by academics and graduation indicators. The CA Dashboard data shows English Learners and Socioeconomically Disadvantaged students performing at the lowest levels:
		
		English Learners: Graduation; Academics: Math and English Language Arts
		Socioeconomically Disadvantaged: Graduation; Academics: Math
		
		To ensure our target student populations feel welcomed and supported to experience success we will provide services and resources as follows:
		
		• additional staff to
		  ○ build positive relationships with the target student populations and support classroom teachers in establishing Tier 1 behavioral expectations and positive interventions for students
		  ○ maintain a positive physical environment outside of class where students feel connected and supported
		  ○ provide Tier 1 mental health, socio-emotional, and wellness education and interventions for students
		  ○ support parents with communication, workshops, and connecting with teachers and counselors
		• Provide Professional Development to all staff on restorative and trauma-informed practices and embedding social-emotional learning across all courses
			$0
			
			This item was no longer funded as part of the LCAP funding during the 2025-26 update and will continue to not be funded for 2026-27.
				[No]
				Foster Youth
				Low-Income
				English Learners
				Districtwide
				All Schools

		• Develop a comprehensive plan for supervision outside of class where coverage is maximized across the physical campus • Leadership coaching for site administration to build capacity specific to procedures, policies, and communication This action item has been amended for the 2025-26 school year. This action item will no longer be funded as part of the LCAP for the 2025–26 school year due to fiscal constraints and the district's efforts to streamline funded actions while maintaining service continuity. However, the core components of this work will continue to be implemented using existing site and district resources. To ensure continued support for English Learners, Foster Youth, and Low-Income students at Independence High School: • The 1.0 FTE School Social Worker previously funded through this action has been reallocated to Goal 4, Action 1 and remains assigned specifically to Independence High School to continue leading school climate and wellness efforts. • Existing staff, including site administrators, counselors, social workers, and classified team members, will collaboratively carry out the identified strategies, including Tier 1 behavioral supports, restorative practices, and family engagement efforts. • The school site will continue to utilize professional development opportunities and wellness-focused programming coordinated through districtwide initiatives to ensure fidelity to trauma-informed, inclusive, and relationship-centered practices. This adjustment allows the district to preserve essential services for high-need students at Independence High School despite the removal of funding of this standalone action from the LCAP.		

4.9	9th and 10th grade Intervention and Support The action title has been amended for 2026-27.	The 9th Grade Transition Program will provide both academic and socio-emotional support for students struggling to adapt to the high school setting as evidenced by low attendance rates, behavior referrals, and failing grades. The students in this program will be supported by a teacher who will model positive responses, monitor their progress, support them as they develop academic and social emotional skills, and provide academic opportunities through classroom based instruction, and online coursework. In particular, incoming 9th grade students identified as Foster Youth, Low-Income, and Homeless Youth who struggled to adapt and make the transition to high school will be targeted for the program. • 11.0 FTE for 9th Grade Transition Program teachers at each of our comprehensive high schools This action item has been amended for the 2025-26 school year. This action item has been amended for the 2025–26 school year and will no longer be funded through the LCAP due to ongoing fiscal constraints and the district's effort to align staffing with enrollment and budget capacity. However, the core supports for incoming 9th grade students will continue through existing site-level staffing and resources. While the 11.0 FTE previously allocated for 9th Grade Transition teachers will be removed as a standalone action, school sites will continue to implement transition supports for at-risk 9th grade students, particularly those identified as Foster Youth, Low-Income, and Homeless Youth. These supports will be embedded into: • Advisory or support periods led by current staff • Targeted monitoring and case management by counselors, administrators, and Multi-Tiered System of Supports (MTSS) teams • Continued access to academic intervention, online credit recovery, and social-emotional learning opportunities • Strategic use of Student Study Teams (SSTs) and Early Warning System (EWS) data to identify and support struggling students This adjustment reflects the district's commitment to maintaining essential services for high-need students during their transition to high school, while adapting program structures to current fiscal realities.	$810,479 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

This action item has been amended for the 2026-27 school year.

For the 2026–27 school year, this action item has been amended to reinstate funding in a revised structure focused on targeted supports for students most at risk of disengagement and not meeting graduation requirements during the critical transition into high school. Rather than funding the originally planned 11.0 FTE 9th Grade Transition teachers, the district will implement the 180 Degree Program to provide intensive academic, behavioral, and social-emotional support for identified 9th and 10th grade students across school sites.

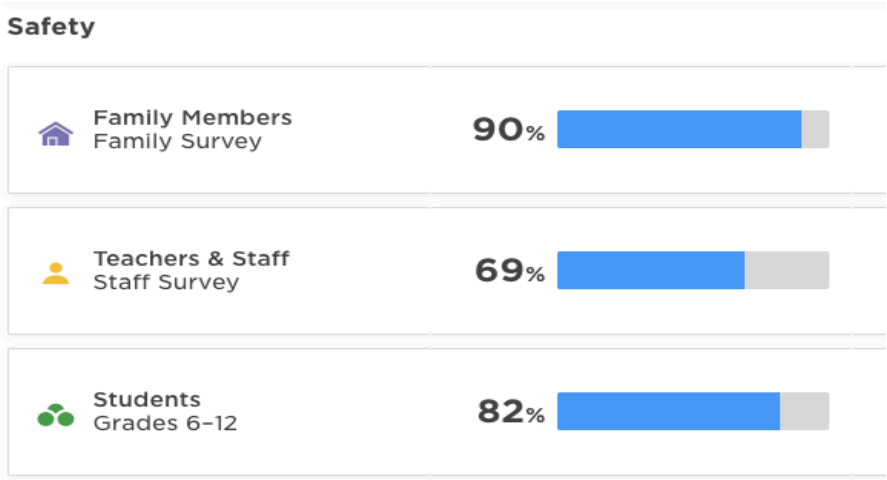
Through this revised action, the district will provide 4.0 FTE staff across sites to support implementation of the 180 Degree Program. The program will focus on students identified through Early Warning System (EWS) data, attendance concerns, academic performance, behavioral indicators, and other risk factors, with a particular emphasis on Foster Youth, Low-Income students, Homeless Youth, English Learners, and students experiencing significant barriers to school success.

The 180 Degree Program will provide targeted interventions and relationship-based supports including:

- Academic monitoring and progress checks
- Attendance and engagement interventions
- Social-emotional and behavioral support
- Mentoring and case management
- Coordination with counselors, administrators, and MTSS teams
- Connection to intervention programs, credit recovery, and student support services

This action is designated as contributing because it is principally directed toward meeting the needs of unduplicated student groups who continue to demonstrate disproportionately high rates of course failure, chronic absenteeism, behavioral referrals, and risk of not graduating based on local data and California School Dashboard indicators. By providing targeted transition supports, mentoring, intervention, and case management during 9th and 10th grade, the district aims to improve attendance, engagement, credit attainment, school connectedness, and graduation outcomes for students who experience the greatest barriers to academic success.

		This amendment reflects the district's continued commitment to supporting students during the transition into high school while strategically aligning staffing and resources to current fiscal realities and identified student needs.		

4.10	Comprehensive Safety Audit Retired Action	Our school climate survey indicates different levels of favorable responses to feeling safe at schools as indicated by the graphic below:  Although students indicate an overall high favorable response to safety, when we review the individual question asking "How safe do you feel when you are at school?," the percentage of favorable responses drops to 59% with 34% of students reporting feeling "neither safe or unsafe." For English Learners it is 55% favorable and for Students with Disabilities it is 55% favorable. Thus, we will work in collaboration with West Ed in conducting a comprehensive safety audit that is inclusive of a review of entry and exit points, camera locations, signage, crisis management and emergency protocols, and policies related to discipline and school safety. • Contract services with West Ed • Provide extra duty compensation and sub coverage as needed for staff to attend work sessions This action item has been amended for the 2025-26 school year. This action item has been amended for the 2025–26 school year and will no longer be funded through the LCAP. The original plan included contracting with WestEd to conduct a formal safety audit. However, due to current fiscal challenges and in alignment with updated district priorities, the district will implement the work using existing staff and internal resources.	$0 This item was no longer funded as part of the LCAP funding during the 2025-26 update and will continue to not be funded for 2026-27.	[No] All Students Districtwide All Schools

		Now that we have gathered key information and established clear focus areas—such as entry and exit protocols, surveillance systems, signage, crisis management practices, and school safety policies—we are positioned to leverage district and site leadership teams to carry out these safety review processes internally. This includes: ● Conducting school site walk-throughs to assess physical safety infrastructure ● Reviewing and revising emergency protocols with site administrators and safety teams ● Using school climate survey data to identify student groups (such as English Learners and Students with Disabilities) with lower perceptions of safety, and tailoring actions accordingly ● Providing planning time and guidance to site teams to incorporate safety and climate improvements into site-level MTSS and School Safety Plans This strategic shift ensures that the safety and well-being of students remain a priority while maintaining responsible fiscal stewardship. The district remains committed to ensuring that all students—particularly those in target groups—feel safe and supported at school.		

4.11	Student Engagement, Leadership, and Positive School Climate Supports	This is a new action for 2026-27. District climate survey data and California School Dashboard indicators continue to demonstrate the need to strengthen student connectedness, participation, and engagement in school communities. Research and local data indicate that students who participate in extracurricular activities, leadership opportunities, athletics, clubs, and school events are more likely to attend school consistently, feel connected to school, and demonstrate positive academic and behavioral outcomes. These supports are especially important for historically underserved student groups who may experience barriers to participation, school engagement, and access to school-connected activities. To support positive school climate and student engagement, the district will provide: • 6.6 FTE Activities Directors to coordinate student activities, leadership opportunities, school climate initiatives, assemblies, student recognition programs, clubs, and campus engagement activities designed to increase belonging, participation, and connectedness for all students • 5.5 FTE Finance Clerks to support the fiscal and operational management of student activities, student organizations, athletics, clubs, and engagement programs to ensure equitable access to participation opportunities across school sites Activities Directors will work closely with students, advisors, counselors, administrators, and student groups to develop inclusive school activities and engagement opportunities that foster positive relationships, school pride, cultural responsiveness, and student voice. Particular attention will be given to increasing participation and representation of unduplicated student groups in leadership opportunities, extracurricular programs, and schoolwide activities. This action supports the district's focus on creating safe, welcoming, and supportive school environments by increasing student connectedness, strengthening relationships, improving engagement, and promoting a positive and inclusive school climate for students most impacted by barriers to academic and social-emotional success. This action is designated as contributing because it is principally directed toward improving school connectedness, student engagement, and positive school climate outcomes for unduplicated student groups, including English Learners, Foster Youth, Low-Income students, Homeless Youth, and Students with Disabilities, who continue to experience disproportionately lower outcomes related to attendance, engagement, belonging, discipline, and academic success.	$2,150,153 Personnel Costs: Salary and Benefits The total funding for this action is allocated as part of the overall concentration grant.	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

Goal 5 Attendance and Chronic Absenteeism

Goal #	Description	Type of Goal
5	**Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.** Through our MTSS framework, we will establish tiered supports and outreach to ensure students are attending school. We will implement Tier 1 universal strategies to maintain students engaged, address student needs at the Tier 2 level, and provide intensive support for students needing additional, targeted, individual interventions at the Tier 3 level. Additionally, we will work to develop a comprehensive approach to family engagement to ensure students and their families receive the support and resources needed.	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 3 Parental Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Although our overall attendance rate is above 95%, there are student groups that experience higher rates of chronic absenteeism and thus require additional outreach and intervention. Educational partners' input indicated that families need support in understanding attendance reporting processes as well as information about learning options available to students who may need alternative settings for engagement and learning.

Measuring and Reporting Results

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

5.1	Percentage of students who are chronically absent by race/ethnicity	2022-23 Outcomes All students 23.9% • African-American 35.6% • Hispanic/Latino 37.2% • Asian 7.9%	2023-24 Outcomes All students 22% • African-American 40.4% • Hispanic/Latino 34% • Asian 7.1%	2024-25 Outcomes All students 21% • African-American 45.1% • Hispanic/ Latino 32.9% • Asian 6.6%	All students 14% • African-American 14% • Hispanic/Latino 14% • Asian 5%	2026-27 Update All students -2.9% • African-American 9.5% • Hispanic/Latino -4.3% • Asian -1.3%
5.2	Percentage of students who are chronically absent by program SED = Socioeconomically disadvantaged	2022-23 Outcomes All students 23.9% • English Language Learners 35.6% • Foster Youth 59.6% • Socioeconomically disadvantaged 35.1% • Students with Disabilities 44%	2023-24 Outcomes All students 22% • English Language Learners 33.8% • Foster Youth 55.6% • Socioeconomically disadvantaged 30.9% • Students with Disabilities 42.8%	2024-54 Outcomes All students 21% • English Language Learners 32.9% • Foster Youth 55.8% • SED 27.4% • Students with Disabilities 41.0%	All students 14% • English Language Learners 14% • Foster Youth 14% • SED 14% • Students with Disabilities 14%	2026-27 Update All students -2.9% • English Language Learners -2.7% • Foster Youth -3.8% • Socioeconomically disadvantaged -7.7% • Students with Disabilities -3.0%
5.3	District P2 attendance rate	2023-24 P2 attendance rate 92.48%	2024-25 P2 attendance rate 92.61%	2025-26 P2 attendance rate 92.67%	P2 attendance rate = 95%	2026-27 Update P2 attendance rate 0.2%

5.4	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships Given the significant changes to the student portion of the survey, the student results will be listed as a new metric: Metric 5.6. This metric in its current status has been retired.	Fall 2023 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 53% • 9th grade 56% • 10th grade 51% • 11th grade 52% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 59% • 9th grade 61% • 10th grade 59% • 11th grade 58% Safety (students responding favorably to feeling safe at school) • All students 81% • 9th grade 82% • 10th grade 80% • 11th grade 80%	Fall 2024 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 55% • 9th grade 59% • 10th grade 52% • 11th grade 55% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 63% • 9th grade 67% • 10th grade 61% • 11th grade 62% Safety (students responding favorably to feeling safe at school) • All students 82% • 9th grade 82% • 10th grade 81% • 11th grade 81%	Fall 2025 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 95% • 9th grade 96% • 10th grade 95% • 11th grade 95% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 95% • 9th grade 95% • 10th grade 94% • 11th grade 94% Safety (students responding favorably to feeling safe at school)	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65% Safety (students responding favorably to feeling safe at school) • All students 90%	2026-27 Update School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 42% • 9th grade40% • 10th grade 44% • 11th grade 43% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 36% • 9th grade 34% • 10th grade 35% • 11th grade 36% Safety (students responding favorably to feeling safe at school)

		Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 24% • 9th grade 20% • 10th grade 22% • 11th grade 25%	Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 50% • 9th grade 53% • 10th grade 46% • 11th grade 49% Please note the phrasing of the question was changed from 2023 to 2024.	• All students 92% • 9th grade 93% • 10th grade 92% • 11th grade 92% Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 73% • 9th grade 69% • 10th grade 71% • 11th grade 73% Please note the survey questions and rankings were revised in the fall of 2025	• 9th grade 90% • 10th grade 90% • 11th grade 90% Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 65% • 9th grade 65% • 10th grade 65% • 11th grade 65%	• All students 11% • 9th grade 11% • 10th grade 12% • 11th grade 12% Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 49% • 9th grade 49% • 10th grade 49% • 11th grade 48%

5.5	Efforts to build relationships	For the 2023-24 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation	For the 2024-25 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families	For the 2025-26 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation	For the 2023-24 school year Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 5 Full Implementation and Sustainability	2026-27 Update Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families • Rating = No change Rate the LEA's progress in creating welcoming environments for all families in the community • Rating = No change Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = No change

			• Rating = 3 Initial Implementation	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 4 Full Implementation	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = No change

5.6 New metric	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships	Fall 2025 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 95% • 9th grade 96% • 10th grade 95% • 11th grade 95% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 95% • 9th grade 95% • 10th grade 94% • 11th grade 94% Safety (students responding favorably to feeling safe at school) • All students 92% • 9th grade 93% • 10th grade 92% • 11th grade 92%	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 100% • 9th grade 100% • 10th grade 100% • 11th grade 100% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 100% • 9th grade 100% • 10th grade 100% • 11th grade 100% Safety (students responding favorably to feeling safe at school)	Difference from baseline will be reported as part of the 2027-28 update

		Student Relationships (students responding favorably to feeling supported by an adult at school): • All students 73% • 9th grade 69% • 10th grade 71% • 11th grade 73%			• All students 100% • 9th grade 100% • 10th grade 100% • 11th grade 100% Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 80% • 9th grade 80% • 10th grade 80% • 11th grade 80%	

Goal Analysis for 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.

Implementation of Goal 5 actions focused on reducing chronic absenteeism, increasing student engagement, and improving access to academic and wellness services for our most at-risk student populations—specifically Foster Youth, English Learners, Low-Income students, Students with Disabilities, and Homeless Youth. Actions across all three focus areas—**direct student support**, **data-driven early identification**, and **family and community engagement**—were implemented as planned, with some adjustments made in response to evolving student needs and staffing capacity.

This year's efforts reflected a coordinated, multi-tiered approach, combining individualized support at school sites with districtwide systems such as the Early Warning System (EWS), Attention2Attendance (A2A), and the expansion of restorative and wellness-centered practices. Community partnerships were leveraged to address barriers outside of school, while family engagement strategies were strengthened to support long-term attendance and academic outcomes. The following sections summarize the progress, challenges, and successes experienced across each implementation area.

Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6

Overall, implementation of Actions 5.1, 5.2, 5.5, and 5.6 during the 2025–26 school year generally aligned with the planned actions and reflected the district's continued focus on improving attendance, increasing access to support services, and reducing barriers to school participation for historically underserved student groups, including Foster Youth, Homeless Youth, English Learners, Low-Income students, and Students with Disabilities.

Action 5.1 was implemented through a restructured service model following staffing reductions resulting from fiscal constraints. Although the number of Child Welfare & Attendance (CWA) Counselors was reduced and Academic Counselors specifically funded as part of this action were removed, the district continued to prioritize attendance interventions, case management, and support services for students with the highest attendance needs. The remaining CWA Counselors focused support on alternative education settings and sites with high concentrations of Foster Youth, English Learners, and Low-Income students. Site administrators, counselors, wellness teams, and district staff collaborated to maintain attendance interventions, referrals, and student support coordination.

Action 5.2 continued to provide district nursing and health support services to address student health, wellness, and medical needs that impact attendance and engagement. District Nurses and Health Clerks supported health monitoring, referrals, wellness planning, medication coordination, communication with families, and student health interventions, particularly for vulnerable student groups requiring ongoing medical and wellness support.

Action 5.5 supported implementation of restorative and trauma-informed attendance interventions focused on students experiencing chronic absenteeism. Schools implemented restorative SARB processes, case management, family outreach, student support meetings, and small group interventions designed to reduce attendance barriers and strengthen student engagement. Staff collaborated with families and community partners to connect students to resources and support systems aligned to improving attendance outcomes.

Action 5.6 focused on reducing transportation barriers impacting school attendance through the provision of VTA bus passes and transportation partnerships for students experiencing barriers to getting to school consistently. Transportation supports particularly targeted Foster Youth, Homeless Youth, Low-Income students, and Students with Disabilities whose attendance was impacted by limited transportation access.

The district experienced several successes through implementation of these actions, including increased coordination of attendance interventions, expanded family outreach efforts, continued access to health and wellness services, and stronger collaboration between attendance teams, counselors, wellness staff, and community agencies. Transportation supports and restorative attendance interventions also helped remove barriers for students experiencing chronic absenteeism and disengagement from school.

Challenges included staffing reductions, increasing student mental health and wellness needs, transportation barriers, and persistently high chronic absenteeism rates among vulnerable student groups.. Fiscal constraints also required restructuring of staffing and service delivery models while attempting to maintain core student supports and intervention systems.

Despite these challenges, overall implementation of Actions 5.1, 5.2, 5.5, and 5.6 strengthened the district's systems for attendance intervention, health and wellness support, transportation access, and coordinated student services. The district remained focused on reducing barriers to attendance, increasing student engagement, and improving access to support services for students most impacted by chronic absenteeism and disengagement from school.

Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8

Overall, implementation of Actions 5.3 and 5.8 during the 2025–26 school year generally aligned with the planned actions and supported the district's efforts to strengthen early identification, attendance monitoring, and intervention systems for students experiencing attendance challenges and disengagement from school. These actions focused on utilizing data-driven systems and staff training to improve attendance monitoring, increase timely interventions, and strengthen staff understanding of factors contributing to chronic absenteeism.

Action 5.3 was implemented through the addition of 11.0 FTE Attendance Clerks to support school sites in proactively monitoring attendance and responding to early indicators of chronic absenteeism. Attendance Clerks utilized the A2A attendance tracking tool to identify students in need of intervention, communicate with families, and coordinate follow-up efforts with counselors, administrators, school social workers, and support staff. These efforts particularly focused on Foster Youth , Students with Disabilities, English Learners, and Low-Income students, who continued to demonstrate the highest rates of chronic absenteeism across the district.

Action 5.8 supported staff collaboration and ongoing site-based discussions related to student engagement, attendance improvement strategies, and understanding barriers contributing to absenteeism. Schools utilized existing meeting structures, MTSS teams, attendance teams, and site collaboration opportunities to review attendance data, identify root causes of absenteeism, and discuss strategies to improve student engagement and attendance outcomes for vulnerable student groups.

While no expenditures were incurred under this action during the 2025–26 school year, attendance-related collaboration and training continued to occur through embedded district and site structures and through the work of existing staff supporting attendance intervention and student engagement efforts.

The district experienced several successes through implementation of these actions, including strengthened use of attendance data systems, improved coordination of attendance interventions, increased communication with families, and earlier identification of students needing support. School sites also demonstrated stronger collaboration between attendance staff, counselors, administrators, and wellness teams to implement tiered attendance interventions and re-engagement strategies.

Challenges included persistently high chronic absenteeism rates among unduplicated student groups, staffing capacity limitations, varying levels of family responsiveness to outreach efforts, and ongoing barriers related to student mental health, transportation, housing instability, and disengagement from school. In addition, staff continued to require ongoing support and training to consistently implement attendance intervention strategies across school sites.

Despite these challenges, overall implementation of Actions 5.3 and 5.8 strengthened the district's data-driven attendance monitoring systems and improved capacity to identify and respond to attendance concerns earlier. These actions supported the district's continued efforts to reduce chronic absenteeism, strengthen student engagement, and improve access to instruction for students most impacted by attendance barriers.

Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7

The district implemented Actions 5.4 and 5.7 as planned to improve family and community engagement focused on removing barriers to student attendance and academic success, particularly for Foster Youth, English Learners, Low-Income students, and other underserved populations. These actions focused on strengthening communication with families, increasing student engagement, and implementing relationship-centered attendance supports aligned to the district's Multi-Tiered System of Supports (MTSS) framework.

Action 5.4 supported districtwide positive attendance messaging and school-based efforts to promote the importance of regular school attendance and student engagement. Schools implemented recognition activities, student acknowledgements, and attendance awareness campaigns designed to encourage improved attendance and strengthen school connectedness. While no expenditures were incurred under this action during the 2025–26 school year, attendance promotion efforts continued through embedded site practices, existing school activities, and staff-led recognition efforts.

Action 5.7 was implemented through personalized outreach and attendance intervention efforts designed to strengthen family engagement and reduce barriers impacting student attendance. Schools conducted phone calls, attendance meetings, home visits, family outreach, and attendance support planning for students experiencing chronic absenteeism, with particular focus on Foster Youth, Homeless Youth, Low-Income students, English Learners, and Students with Disabilities. Staff also facilitated attendance support groups, prosocial student activities, parent workshops, and collaboration with counselors, teachers, and families to develop individualized attendance improvement plans and connect families to available supports and resources.

In addition, schools distributed basic supplies and materials to students and families experiencing financial hardship to help reduce barriers contributing to absenteeism and disengagement from school. Extra-duty compensation and collaboration time supported staff coordination and implementation of attendance outreach and intervention efforts across school sites.

The district experienced several successes through implementation of these actions, including increased family outreach and communication, improved coordination of attendance interventions, stronger collaboration between attendance teams and families, and expanded efforts to address non-academic barriers impacting attendance. Schools also demonstrated increased use of relationship-centered and restorative approaches to attendance improvement and student re-engagement.

Challenges included persistently high chronic absenteeism rates among vulnerable student groups, difficulty connecting consistently with some families experiencing housing instability or other barriers, and limited staff capacity to sustain intensive outreach efforts across all sites. In addition, variability existed across schools in participation levels for workshops and attendance engagement activities.

Despite these challenges, overall implementation of Actions 5.4 and 5.7 strengthened the district's family engagement and attendance intervention systems and supported ongoing efforts to reduce barriers to attendance, improve student engagement, and increase access to instruction for students most impacted by chronic absenteeism.

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.

The actions under Goal 5 focused on removing barriers to attendance and increasing student engagement through targeted supports and outreach. While most actions were implemented as planned, several showed significant variances between budgeted and actual expenditures. These differences were primarily due to use of alternate funding, as well as reliance on existing staffing structures for implementation. The following explanations outline the key factors contributing to these variances and provide insight into adjustments planned for 2026-27 to improve tracking and resource alignment.

Action 5.4, 5.5, 5.8 - Attendance Incentives, Restorative SARB, Attendance PD (100% under budget): These planned actions were carried out through existing Student Services structures and fulfilled within the scope of staff's regular responsibilities, as well through the use of alternate funding sources, resulting in no reported expenditures. For the 2026-27 school year, we plan to strengthen our processes for tracking extra duty associated with these action items to ensure more accurate reporting of time and expenditures.

Action 5.6 – Transportation Support (34% under budget): Sites utilized allocated transportation supports, including bus passes and transportation assistance, to address barriers to attendance for students, particularly Homeless Youth and Students with Disabilities. Actual expenditures were lower than anticipated due to fewer transportation requests than originally projected and the ability of some school sites to meet student transportation needs through existing site resources and alternative supports. Despite the lower expenditures, transportation assistance continued to support student access to school and reduce attendance barriers for vulnerable student groups.

Action 5.7 - Family Engagement and Outreach (58% under budget): Actual expenditures for this action were lower than budgeted due to several planned activities and outreach efforts being implemented through existing staff structures, embedded site practices, and existing meeting times rather than through additional compensated time or contracted services. In addition, some family engagement, attendance outreach, and intervention activities were integrated into the work of existing attendance teams, counselors, wellness staff, and administrators, reducing the need for the full level of anticipated expenditures. While expenditures were lower than projected, schools continued to conduct family outreach, attendance support meetings, home visits, attendance intervention planning, and student engagement activities focused on reducing barriers to attendance for Foster Youth, Homeless Youth, English Learners, Low-Income students, and Students with Disabilities.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6

Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8

Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7

Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6

Actions 5.1, 5.2, 5.5, and 5.6 were moderately effective in supporting attendance improvement, student wellness, and intervention efforts for historically underserved student groups, particularly Foster Youth, Homeless Youth, English Learners, Low-Income students, and Students with Disabilities. These actions focused on reducing barriers to attendance, improving access to support services, and strengthening intervention systems for students experiencing chronic absenteeism and disengagement from school.

Action 5.1 was moderately effective in maintaining attendance intervention and case management supports despite staffing reductions resulting from fiscal constraints. The remaining Child Welfare & Attendance (CWA) Counselors prioritized support for alternative education settings and students with the highest attendance and engagement needs, particularly Foster Youth, English Learners, and Low-Income students. Collaboration between district staff, site administrators,

counselors, and wellness teams helped sustain attendance interventions, referrals, and case management services. However, reductions in staffing capacity limited the district's ability to provide the same level of direct intervention and individualized support previously available across all school sites.

Action 5.2 was effective in providing health and wellness support services that contributed to improved student access to school and intervention supports. District Nurses and Health Clerks supported students through health monitoring, medication coordination, referrals, communication with families, and wellness planning, particularly for vulnerable student groups with ongoing medical or social-emotional needs. These supports helped address barriers impacting attendance and school participation while strengthening coordination between schools, families, and community health resources.

Action 5.5 was moderately effective in improving coordination of attendance interventions and restorative attendance supports for students experiencing chronic absenteeism. Schools implemented restorative SARB meetings, case management, attendance support plans, family outreach, and small-group interventions designed to address root causes of absenteeism and strengthen student engagement. These efforts particularly targeted Foster Youth, Students with Disabilities, English Learners, and Low-Income students, who continued to demonstrate disproportionately high chronic absenteeism rates, including Foster Youth (55.8%), Students with Disabilities (41%), English Learners (32.9%), and Low-Income students (35.1%). While attendance challenges persisted, schools demonstrated increased use of supportive and relationship-centered approaches to attendance intervention and re-engagement.

Action 5.6 was effective in helping reduce transportation-related barriers to attendance for vulnerable student groups through the provision of VTA bus passes and transportation supports. Transportation assistance supported students experiencing barriers related to homelessness, disability, financial hardship, and instability in accessing consistent transportation to school. These supports increased student access to instruction and helped address one of the key barriers contributing to chronic absenteeism for high-need student groups.

The district experienced several successes through implementation of these actions, including stronger coordination of attendance interventions, expanded family outreach, continued access to health and wellness services, and improved collaboration between attendance teams, counselors, wellness staff, and community agencies. Transportation and attendance supports also helped schools respond more proactively to student attendance concerns and barriers to engagement.

Despite these successes, chronic absenteeism rates for unduplicated student groups remained significantly high, and staffing reductions, increasing mental health needs, transportation barriers, and housing instability continued to impact implementation efforts. Overall, these actions were moderately effective in strengthening attendance intervention systems, reducing barriers to school participation, and improving access to supports for students most impacted by chronic absenteeism and disengagement from school.

Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8

Actions 5.3 and 5.8 were moderately effective in strengthening the district's ability to identify and respond to attendance concerns through data-driven monitoring systems and staff collaboration focused on improving student engagement and reducing chronic absenteeism.

Action 5.3 was effective in improving school-site capacity to proactively monitor attendance and implement early interventions through the addition of Attendance Clerks and continued use of the Early Warning System (EWS) and A2A attendance tracking tools. These efforts strengthened communication with families, improved coordination of attendance interventions, and increased consistency in follow-up efforts for students experiencing attendance concerns. This work was especially important given the continued high chronic absenteeism rates among Foster Youth (55.8%), Students with Disabilities (41%), English Learners (32.9%), and Low-Income students (27.4%).

Action 5.8 was moderately effective in supporting ongoing staff collaboration around attendance improvement strategies and barriers contributing to absenteeism. Although no expenditures occurred under this action, schools utilized existing meeting structures and attendance teams to review attendance data and discuss intervention strategies for students requiring additional support.

Overall, these actions strengthened the district's attendance monitoring and early identification systems and improved coordination of interventions for students experiencing attendance challenges. However, chronic absenteeism rates for unduplicated student groups remained high, indicating the continued need for targeted attendance supports and intervention efforts.

Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7

Actions 5.4 and 5.7 were moderately effective in strengthening family engagement, improving attendance outreach, and reducing barriers contributing to chronic absenteeism for historically underserved student groups. These actions focused on increasing communication with families, strengthening student engagement, and implementing relationship-centered attendance supports.

Action 5.4 was moderately effective in promoting positive attendance messaging and increasing awareness of the importance of regular school attendance through school-based attendance campaigns and student recognition efforts. Although no expenditures occurred under this action during the 2025–26 school year, schools continued attendance promotion efforts through existing site practices and staff-led activities.

Action 5.7 was effective in strengthening personalized attendance outreach and family engagement efforts for students experiencing chronic absenteeism, particularly Foster Youth, Homeless Youth, English Learners, Low-Income students, and Students with Disabilities. Schools conducted phone calls, home visits, attendance meetings, parent outreach, and attendance support planning to address barriers impacting school participation. Collaboration between school staff, families, and support teams increased coordination of interventions and strengthened efforts to reconnect students to school.

Overall, these actions improved family outreach, attendance intervention coordination, and efforts to address barriers contributing to absenteeism. However, chronic absenteeism rates for vulnerable student groups remained high, and challenges related to staffing capacity, housing instability, transportation, and family engagement continued to impact implementation and outcomes.

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

The following actions have been amended for the 2026-27 school year: Actions 5.1, 5.2, 5.3, 5.4, and 5.6

For **Action 5.1**, due to ongoing fiscal constraints and the strategic alignment of staffing across multiple funding sources, the Support Services Technician position at Foothill will continue to be maintained at 1.0 FTE. However, only 0.6 FTE of the position will be funded through this action, with the remaining portion supported through an alternative funding source. This adjustment allows the district to sustain the full level of student support services while maximizing available fiscal resources.

Action 5.2 - This action has been amended for 2026-27 to expand nursing support services through the addition of 1.4 FTE Nurses to strengthen districtwide capacity to respond to increasing student health and wellness needs. Nurses and Health Clerks will continue to provide direct health services.

Action 5.3 - This action item has been amended for the 2026–27 school year to further strengthen districtwide attendance monitoring, outreach, and intervention efforts through the addition of 7.25 FTE Attendance Secretaries while continuing the existing Attendance Clerk support structure.

Actions 5.4 and 5.8 will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for this action item.

For **Action 5.6**, the district will expand transportation supports through an increased partnership and contract with HopSkipDrive services to help reduce transportation barriers impacting student attendance. This expanded support will prioritize Foster Youth, Homeless Youth, Students with Disabilities, and other students experiencing significant attendance challenges related to transportation access.

The following metrics have been amended: Metric 5.4 We have added a new metric: Metric 5.6

Metric 5.4 reflects a change in how survey data is measured. The questions on the student survey were changed and the response ranking was changed to include neutral responses as part of the favorable ranking. Given this significant change, this metric will be retired and the new student survey responses will become a new metric: Metric 5.6.

Metric 5.6 is a new metric for 2026-27 to accurately capture the student survey results given the significant change to the survey.

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	Child Welfare & Attendance Support	Attendance and academic data shows our Foster Youth, English Learners, and Foster Youth at significant lower performance levels when compared to their peers. Foster Youth chronic absentee rate = 59.6% English Learner chronic absentee rate = 35.6% Low-income student chronic absentee rate = 35.1% **CA Dashboard Data for Target Student Populations: District level** **Indicator** | English Language Arts | Mathematics | Graduation | College and Career **Status** | Red | Red | Red | Red **Student Groups** | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth Child Welfare & Attendance Counselors support and implement Academic, Attendance, and Mental Health & Wellness programs within our Alternative Learning Options. Our enrollment at our Alternative Learning Options including Independent Studies and our continuation schools shows a higher number of Foster Youth, English Learners, and Low-Income students with lower performance levels requiring us to provide targeted welfare and attendance interventions at these alternative learning options. • 3.0 FTE Child Welfare & Attendance Counselors • 2.0 FTE Academic Counselors • 1.0 Support Services Technician This action item has been amended for the 2025-26 school year. This action item has been amended for the 2025–26 school year due to fiscal constraints. The number of Child Welfare & Attendance (CWA) Counselors has been reduced from 3.0 FTE to 1.1 FTE, and the 2.0 FTE Academic Counselors have been eliminated. However, the 1.0 FTE Support Services Technician position at Foothill will be retained. • 1.1 FTE Child Welfare & Attendance Counselors • 1.0 Support Services Technician Despite these reductions, services to support our Foster Youth, English Learners, and Low-Income students—who experience disproportionately high rates of chronic absenteeism—will continue through a restructured service model:	$328,849 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Targeted Schools: Apollo, Calero, Phoenix, Pegasus, Foothill

		• The remaining CWA Counselor will prioritize support at sites with the highest concentration of target student populations, particularly within Alternative Learning Options, such as Independent Study and continuation schools. • District-level staff and site administrators will collaborate to ensure that attendance interventions, case management, and referrals to mental health and wellness services continue with fidelity. • The Support Services Technician will assist in coordinating access to instructional materials. • Existing school counselors and site-based wellness teams will absorb academic guidance responsibilities and collaborate with the CWA team to ensure continuity of services. This adjustment allows the district to maintain core services for students most at risk, while responding to ongoing fiscal challenges. The work will continue to focus on reducing chronic absenteeism, increasing student engagement, and supporting academic success, particularly for Foster Youth, English Learners, and Low-Income students. This action item has been amended for the 2026-27 school year. This action item has been amended for the 2026–27 school year due to ongoing fiscal constraints and the strategic alignment of staffing across multiple funding sources. The Child Welfare & Attendance (CWA) Counselor staffing established in the prior year will remain unchanged. The Support Services Technician allocation at Foothill will be maintained at 1.0 FTE but only 0.6 FTE under this action will be funded as a result of partial funding being shifted to an alternative funding source. The district will continue to prioritize attendance intervention, case management, and student support services for students experiencing barriers to school success, including Foster Youth, Homeless Youth, Low-Income students, and students with chronic attendance concerns. The remaining staffing funded through this action will continue supporting attendance monitoring, outreach, student engagement, and coordination of interventions aligned to the district's Multi-Tiered System of Supports (MTSS) framework. The amended staffing allocations for this action are as follows: • 1.1 FTE Child Welfare & Attendance Counselors • 0.6 FTE Support Services Technician		

		These adjustments reflect the district's effort to sustain essential student attendance and intervention supports while strategically leveraging multiple funding sources to maintain services within current fiscal realities.		

5.2	Health and wellness planning and monitoring	Our CA Dashboard indicators show that our Foster Youth, Homeless Youth, English Learners, Students with Disabilities (SWDs), Low-Income students have performance levels at the lowest levels: **District Level** **Indicator** | English Language Arts | Mathematics | Graduation | College and Career **Status** | Red | Red | Red | Red **Student Groups** | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | Foster Youth Students with Disabilities Our target student populations (Foster Youth, Homeless Youth, SWDs, English Learners, Low-Income) are amongst our most vulnerable and as such require additional support in the areas of health and wellness planning and monitoring. Nurse and health clerks will also provide assistance and referrals as needed based on student needs. • 1.0 FTE District Nurse • 12.0 FTE Health Clerks This action item has been amended for the 2026-27 school year. Our target student populations, including Foster Youth, Homeless Youth, Students with Disabilities, English Learners, and Low-Income students, continue to be among the district's most vulnerable student groups and require additional support in the areas of health, wellness planning, monitoring, and access to services. School health staff play a critical role in supporting students' physical well-being, managing chronic health conditions, responding to medical needs, improving attendance, and connecting students and families to appropriate health and community resources. For the 2026–27 school year, this action has been amended to expand nursing support services through the addition of 1.4 FTE Nurses to strengthen districtwide capacity to respond to increasing student health and wellness needs. Nurses and Health Clerks will continue to provide direct health services, health monitoring, referrals, case management support, communication with families, and coordination with school and community agencies to ensure students are healthy, safe, and able to access learning opportunities. The amended staffing allocations for this action are as follows:	$1,796,313 Personnel Costs: Salary and Benefits A portion of this action will be funded by the overall concentration grant.	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• 2.4 FTE District Nurses • 12.0 FTE Health Clerks These positions support the district's commitment to creating safe, supportive, and healthy school environments while ensuring students with the greatest health and wellness needs receive timely and coordinated support services.		

5.3	Early Monitoring and Intervention	Use of existing Early Warning System (EWS) reports as well as our attendance tracking tool (A2A) to identify trends, and focus on prevention to improve attendance outcomes. This tool is of utmost importance in providing data to support our Foster Youth, Students with Disabilities, English Learners, and Low-Income students as these four student groups have amongst the highest chronic absenteeism rates. Foster Youth chronic absentee rate = 59.6% English Learner chronic absentee rate = 35.6% Low-income student chronic absentee rate = 35.1% Students with Disabilities chronic absentee rate = 44% This action item has been amended for the 2025-26 school year. This action item has been amended for the 2025–26 school year to strengthen implementation efforts by adding 11.0 FTE Attendance Clerks to support early identification and intervention for students with attendance challenges. • Provide 11.0 FTE Attendance Clerks The use of the Early Warning System (EWS) reports and the A2A attendance tracking tool continues to be a critical strategy for monitoring and addressing chronic absenteeism, particularly among Foster Youth (59.6%), English Learners (35.6%), Low-Income students (35.1%), and Students with Disabilities (44%), who have the highest rates of absenteeism across the district. The addition of Attendance Clerks will allow school sites to: • Proactively monitor student attendance and generate early alerts for intervention. • Communicate directly with families to address barriers to attendance. • Coordinate follow-up efforts with site administrators, counselors, and support staff to implement tiered re-engagement strategies. By dedicating classified staff to this work, the district ensures that attendance interventions are timely, consistent, and targeted toward the student groups most in need, contributing to improved educational outcomes and increased access to instruction.	$180,000 Contract Services $2,133,143 Personnel Costs: Salary and Benefits A portion of this action will be funded by the overall concentration grant.	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		This action item has been amended for the 2026-27 school year. This action item has been amended for the 2026–27 school year to further strengthen districtwide attendance monitoring, outreach, and intervention efforts through the addition of 7.25 FTE Attendance Secretaries while continuing the existing Attendance Clerk support structure. Provide: • 11.0 FTE Attendance Clerks • 7.25 FTE Attendance Secretaries The use of the Early Warning System (EWS) reports and the A2A attendance tracking tool continues to be a critical strategy for monitoring and addressing chronic absenteeism, particularly among Foster Youth (55.8%), English Learners (32.9%), Low-Income students (27.4%), and Students with Disabilities (41%), who continue to demonstrate the highest rates of absenteeism across the district. Attendance Clerks and Attendance Secretaries will work collaboratively with site administrators, counselors, school social workers, and student support teams to: • Proactively monitor student attendance and generate early alerts for intervention • Communicate directly with families to identify and address barriers to attendance • Coordinate attendance follow-up efforts and re-engagement strategies • Support documentation, data entry, attendance verification, and intervention tracking • Assist with implementation of tiered attendance interventions aligned to the district's Multi-Tiered System of Supports (MTSS) framework The addition of Attendance Secretaries strengthens school-site operational capacity and ensures attendance intervention efforts remain timely, coordinated, and responsive to the needs of students experiencing chronic absenteeism. This action reflects the district's continued commitment to increasing student attendance, improving engagement, and ensuring students most impacted by barriers to school participation receive targeted outreach and support.		

5.4	Attendance Incentive Programs	We will implement district wide positive attendance campaigns. We will also implement campaigns targeted at student groups with lower attendance rates and who are chronically absent. Develop and implement attendance incentive programs that reward students for consistent attendance. This could include recognition ceremonies, certificates, and small rewards. This action item has been amended and is designated as contributing for the 2026-27 school year. This action is designated as contributing because it is principally directed toward improving attendance outcomes for unduplicated student groups, including Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities, who continue to experience disproportionately high rates of chronic absenteeism as reflected in both local data and California School Dashboard indicators. District data demonstrates that Foster Youth (55.8%), Students with Disabilities (41%), English Learners (32.9%), and Low-Income students (27.4%) experience significantly higher rates of chronic absenteeism when compared to other student groups. Chronic absenteeism directly impacts students' access to instruction, academic achievement, school connectedness, and graduation outcomes, making attendance improvement a critical strategy for supporting student success. To address these disparities, the district will implement districtwide positive attendance campaigns designed to increase student engagement, improve school connectedness, and reinforce the importance of daily attendance. In addition, the district will implement targeted attendance campaigns and interventions specifically focused on student groups with the highest rates of absenteeism and chronic absenteeism. The district will also develop and implement attendance incentive programs that recognize and reward students for improved and consistent attendance. Incentives may include recognition ceremonies, certificates, schoolwide celebrations, student acknowledgements, and small rewards designed to encourage positive attendance habits and strengthen students' connection to school.	$10,000 Materials and Supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		By implementing targeted and relationship-centered attendance campaigns and incentives, this action is intended to improve attendance, reduce chronic absenteeism, increase student engagement, and strengthen school connectedness for the district's highest-need student groups.		

5.5	Restorative SARB	Work with Community Partners to implement a Restorative School Attendance Review Board that provides small group interventions and case management services for students who are chronically absent. In particular, resources and support will be provided to our Foster Youth who have the highest rate for chronic absenteeism at 59.6%. We will also work with parents/guardians to ensure they understand the process and have the needed resources to support their students' attendance. • Provide time, extra time compensation, and resources for staff to collaborate and coordinate services This action item has been amended to now be a contributing action for the 2025-26 school year. To address chronic absenteeism among our most underserved student groups, the district will implement a Restorative School Attendance Review Board (SARB) in partnership with community-based organizations. This initiative will focus on providing small group interventions, case management, and family-centered support strategies aimed at increasing attendance and re-engaging students who are at risk of academic failure due to chronic absence. This action directly supports Foster Youth (chronic absenteeism rate = 59.6%), as well as English Learners, Low-Income students, and Students with Disabilities, all of whom have disproportionately high rates of chronic absenteeism. Interventions will be culturally responsive and trauma-informed to address barriers to school attendance and promote a positive school connection. Key components of the action include: • Facilitating restorative SARB meetings that emphasize support over punitive measures • Providing case management and small group services for chronically absent students • Engaging families through workshops and support sessions to help them understand the attendance process and connect with available resources • Coordinating services and follow-ups with school site attendance teams and community partners Resources and Support:	$5,000 Personnel Costs: Salary and Benefits $5000 Materials and supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• Extra duty compensation and planning time for staff coordinating SARB and related interventions • Supplies and materials to support student and family engagement • Time and resources to collaborate with community agencies to align services with student needs This action is designated as contributing because it is explicitly designed to address the needs of unduplicated pupils, particularly Foster Youth, Low-Income students, English Learners, and Students with Disabilities, whose attendance challenges significantly impact their academic progress and access to instruction. It contributes to improved outcomes in the Chronic Absenteeism and Graduation Rate indicators on the CA Dashboard.		

5.6	Transportation Support	Our data shows that our Foster Youth, Students with Disabilities, English Learners, and Low-Income students have amongst the highest rates of chronic absenteeism when compared to the district rate of 23.9%. Foster Youth chronic absentee rate = 59.6% English Learner chronic absentee rate = 35.6% Low-income student chronic absentee rate = 35.1% Students with Disabilities chronic absentee rate = 44% To address the high absentee rates, we seek to remove barriers to improve attendance. We will address transportation barriers by providing bus passes, organizing carpools, or partnering with local transportation services to ensure students have reliable ways to get to school with a focus on our vulnerable student populations including Homeless Youth, Foster Youth, SWDs, and Low-income students. • Provide VTA bus passes • Establish transportation partnerships This action item has been amended for the 2026-27 school year. To address high absenteeism rates, the district will continue implementing strategies designed to remove barriers to school attendance for students experiencing transportation challenges, with a particular focus on vulnerable student populations including Homeless Youth, Foster Youth, Students with Disabilities, and Low-Income students. Transportation barriers continue to significantly impact student attendance and access to instruction. District attendance data indicates that Foster Youth, Students with Disabilities, English Learners, and Low-Income students experience disproportionately high rates of chronic absenteeism, making access to reliable transportation a critical component of attendance intervention and student engagement efforts. To address these barriers, the district will: • Provide VTA bus passes for eligible students • Establish transportation partnerships to support student access to school and school-related services	$1,050,000 Contract Services	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• Contract with HopSkipDrive transportation services to provide targeted transportation support for students experiencing significant attendance barriers, including Foster Youth, Homeless Youth, Students with Disabilities, and other high-need students requiring individualized transportation assistance These transportation supports are intended to improve consistent school attendance, reduce chronic absenteeism, increase access to instructional time, and strengthen school engagement for students most impacted by barriers to regular school participation.		

5.7	Attendance Support through Family Engagement, Communication, and Education	School site attendance team and community partners will expand our attendance support continuum. The continuum will consist of: • Personalized phone calls • Home Visits • School Site Attendance Support Groups • Connection to Community Resources • School-based Prosocial Activities • Parent Workshops Provide time, extra time compensation, and resources for staff to collaborate and coordinate services. Conduct workshops and provide resources for families to emphasize the importance of regular school attendance and to educate them on how they can support their children's attendance. Create personalized attendance improvement plans for students with chronic absenteeism. These plans will involve counselors, teachers, and families to address the root causes of absenteeism. Maintain regular communication with students and families about the importance of attendance, including newsletters, phone calls, and home visits for students with chronic absenteeism. Remove barriers to attendance by providing needed supplies such as backpacks, school supplies to our Homeless Youth, Foster Youth, and Low-income students. This action item has been amended to now be a contributing action for the 2025-26 school year. To address high rates of chronic absenteeism among our unduplicated student groups, including Foster Youth (59.6%), English Learners (35.6%), Low-Income students (35.1%), Homeless Youth, and Students with Disabilities (44%), the district will implement a multi-tiered attendance support strategy focused on family engagement, communication, education, and removing attendance barriers. This action builds capacity at school sites and within the community to proactively support students and families through culturally responsive and accessible outreach efforts that are aligned with the district's Multi-Tiered System of Supports (MTSS) and attendance improvement framework.	$5000 Personnel Costs: Salary and Benefits $20,000 Materials and Supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		Key Components of the Action: ● Conduct personalized phone calls and home visits for students with high absenteeism, prioritizing unduplicated student groups ● Facilitate school site attendance support groups and school-based prosocial activities to promote student connection and engagement ● Host parent workshops focused on the importance of regular school attendance and strategies to support student success ● Develop personalized attendance improvement plans that involve collaboration between counselors, teachers, and families to identify and address root causes of absenteeism ● Provide ongoing communication with families through newsletters, calls, and home visits, particularly when attendance concerns emerge ● Distribute basic supplies (e.g., backpacks, school materials) to Foster Youth, Homeless Youth, and Low-Income students to eliminate barriers that contribute to absenteeism ● Extra duty compensation and collaboration time for school staff to plan, implement, and coordinate attendance supports This action is designated as contributing because it is specifically designed to increase attendance and engagement for student groups that are disproportionately impacted by chronic absenteeism. By implementing targeted outreach, tiered interventions, and resource provision, the district aims to increase instructional access and promote academic success for Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities. It directly supports improvement in the Chronic Absenteeism and Graduation Rate indicators on the California School Dashboard.		

5.8	Professional Development for Staff strategies to improve student engagement and attendance	Provide training for teachers and staff on strategies to improve student engagement and attendance, including understanding the factors that contribute to absenteeism and how to address them. • Provide extra duty compensation and sub coverage as needed for staff to attend work sessions This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds. Chronic absenteeism remains a significant barrier to learning recovery and academic achievement, particularly for historically underserved student populations. East Side Union High School District data shows concerning rates of chronic absenteeism across both race/ethnicity and programmatic subgroups: By Race/Ethnicity: • All students: 22% • African-American students: 40.4% • Hispanic/Latino students: 34% • Asian students: 7.1% By Program: • English Learners: 33.8% • Foster Youth: 55.6% • Socioeconomically Disadvantaged: 30.9% • Students with Disabilities: 42.8% These rates far exceed state targets and highlight a need for intentional, system-wide interventions to address absenteeism as a key lever for learning recovery and academic equity. Using Learning Recovery Emergency Block Grant funds for this professional development ensures that staff are equipped to: • Understand the complex factors contributing to absenteeism, including trauma, housing insecurity, lack of transportation, or disengagement	$5000 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools

		• Implement preventive and responsive attendance practices • Create inclusive, connected classrooms that motivate students to attend regularly This action is aligned with the LREBG's purpose to: • Accelerate academic recovery by increasing student access to instruction • Improve engagement for high-need students • Build educator capacity to support students in returning to and remaining in school consistently This investment will have a direct and measurable impact on instructional access, student achievement, and school connectedness, making it a critical part of the district's learning recovery strategy. This action item has been amended to now be a contributing action for the 2026-27 school year Chronic absenteeism remains a significant barrier to learning recovery and academic achievement, particularly for historically underserved student populations. East Side Union High School District data shows disproportionately high rates of chronic absenteeism among unduplicated student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as significant disparities among racial and ethnic student groups: By Race/Ethnicity: • All students: 21% • African-American students: 45.1% • Hispanic/Latino students: 32.9% • Asian students: 6.6% By Program: • English Learners: 32.9% • Foster Youth: 55.8% • Socioeconomically Disadvantaged: 27.4% • Students with Disabilities: 41%		

		These rates far exceed state targets and demonstrate that chronic absenteeism disproportionately impacts unduplicated student groups who experience the greatest barriers to consistent school attendance, instructional access, and academic success. To address these disparities, the district will provide professional development and staff collaboration opportunities focused on strengthening attendance intervention practices, increasing student engagement, and improving school connectedness for students most impacted by chronic absenteeism. Staff will be trained to: • Understand the complex factors contributing to absenteeism, including trauma, housing insecurity, transportation barriers, disengagement, and mental health challenges • Implement preventive and responsive attendance intervention strategies • Create inclusive, culturally responsive, and relationship-centered classroom environments that increase student engagement and motivation to attend school consistently • Strengthen outreach, intervention, and support systems for students experiencing chronic absenteeism This action is designated as contributing because it is principally directed toward improving outcomes for unduplicated student groups, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who demonstrate significantly higher rates of chronic absenteeism when compared to the overall student population. By strengthening educator capacity to identify and respond to attendance barriers and implement engagement-focused intervention strategies, this action is intended to increase instructional access, improve school connectedness, reduce absenteeism, and support improved academic outcomes for the student groups generating supplemental and concentration grant funding.		

Goal 6 Student Achievement at Foothill High School

Goal #	Description	Type of Goal
6	Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic/Latino students by increasing each of the following indicators: Math, Graduation rate and CCI by June 2027 as per the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

Our data clearly indicates disparities in achievement data among specific student groups, including English Learners, Long-term English Learners, Hispanic students, Homeless Youth, and those from socioeconomically disadvantaged backgrounds. These groups frequently face additional barriers to educational success, such as language barriers, lack of resources, and systemic inequities. By focusing on English Learners including Long-term English Learners, Hispanic students, and socioeconomically disadvantaged students, we aim to address the specific needs of these groups. This targeted approach is essential for closing the achievement gap and ensuring that all students have equal opportunities to succeed. The Equity Multiplier Funding provides resources specifically to address disparities and improve outcomes for underserved student groups. Developing this goal aligns with the funding's purpose, and the overarching goals of our district, ensuring that resources are utilized effectively to support those most in need.

Measuring and Reporting Results

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

6.1	CA Dashboard Graduation Rate	2023 Outcomes All students =33.7% English Learners = 28.3% Hispanic = 31.1% Socioeconomically disadvantaged = 34.6% Homeless Youth = 43.6%* *target group added to baseline as part of this update (data from 2023 CA Dashboard) -LTEL data not available for 2023 to include as part of baseline	2024 Outcomes All students =54.3% English Learners = 50.6% Hispanic = 55.6% Socioeconomically disadvantaged = 54.9% Homeless Youth = 56.1% Long-term English Learners = 50.6%* *new target group added in 2025-26 update	2025 Outcomes All students =59.9% English Learners = 61.5% Hispanic = 58.3% Socioeconomically disadvantaged = 59.9% Homeless Youth = 63.4% Long-term English Learners = 61.5%	All students =60% English Learners = 60% Hispanic = 60% Socioeconomically disadvantaged = 60% Homeless Youth = 60%* Long-term English Learners = 60%* *new target group added in 2025-26 update	2026-27 Update All students =26.2% English Learners = 33.2% Hispanic = 27.2% Socioeconomically disadvantaged = 25.3% Homeless Youth = 19.8% Long-term English Learners = 10.9%
6.2	CA Dashboard College and Career Indicator	2023 Outcomes All students =0% English Learners = 0% Hispanic = 0% Socioeconomically disadvantaged = 0% Homeless Youth = 0% -LTEL data not available for 2023 to include as part of baseline	2024 Outcomes All students =2.4% English Learners = 0% Hispanic = 2.6% Socioeconomically disadvantaged = 2.5% Homeless Youth = 2.6% Long-term English Learners = 0%* *new target group added in 2025-26 update	2025 Outcomes All students =2.5% English Learners = 2.3% Hispanic = 1.8% Socioeconomically disadvantaged = 2.7% Homeless Youth = 1.9% Long-term English Learners = 2.3%* *new target group added in 2025-26 update	All students =10% English Learners = 10% Hispanic = 10% Socioeconomically disadvantaged = 10% Homeless Youth = 10% Long-term English Learners = 10%* *new target group added in 2025-26 update	2026-27 Update All students =2.5% English Learners = 2.3% Hispanic = 1.8% Socioeconomically disadvantaged = 2.7% Homeless Youth = 1.9% Long-term English Learners = 2.3%

6.3	Suspension Rate	2023 Outcomes All students = 9.5% English Learners = 9.7% Hispanic = 8.8% Socioeconomically disadvantaged =9.9%	2024 Outcomes All students = 1.3% English Learners = 2.0% Hispanic = 0.8% Socioeconomically disadvantaged = 0.6%	2025 Outcomes All students = 0.9% English Learners = 0.9% Hispanic = 0.7% Socioeconomically disadvantaged = 0.4%	All students = 4% English Learners = 4% Hispanic = 4% Socioeconomically disadvantaged =4%	2026-27 Update All students = -8.6% English Learners = -8.8% Hispanic = -8.1% Socioeconomically disadvantaged = -9.5%
6.4	Percentage of students who are chronically absent	2023 Outcomes All students = 80% English Learners = 80% Hispanic = 81% Socioeconomically disadvantaged =81%	2024 Outcomes All students = 75% English Learners = 74% Hispanic = 76% Socioeconomically disadvantaged =77%	2025 Outcomes All students = 75.6% English Learners = 79% Hispanic = 75.8% Socioeconomically disadvantaged =75.8%	All students = 40% English Learners = 40% Hispanic = 40% Socioeconomically disadvantaged =40%	2026-27 Update All students = -4.4% English Learners = -1% Hispanic = -5.2% Socioeconomically disadvantaged = -5.2%
6.5	CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All students = 12.5% English Learners = 5.26% Socioeconomically Disadvantaged =9.52% Hispanic = 12.5%	N/A	2025 Outcomes All students = 4.35% English Learners = 0.00% Socioeconomically Disadvantaged =3.03% Hispanic = 3.85%	All students = 20% English Learners = 20% Socioeconomically Disadvantaged =20% Hispanic = 20%	2026-27 Update All students = -8.15% English Learners = -5.26% Socioeconomically Disadvantaged =-6.49% Hispanic = -8.65%

6.6	CAASPP Math scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All students = 0% English Learners = 0% Socioeconomically Disadvantaged =0% Hispanic/Latino = 0%	N/A	2025 Outcomes All students = 0% English Learners = 0% Socioeconomically Disadvantaged =0% Hispanic/Latino = 0%	All students = 10% English Learners = 10% Socioeconomically Disadvantaged = 10% Hispanic/Latino = 10%	2026-27 Update All students = 0% English Learners = 0% Socioeconomically Disadvantaged = 0% Hispanic = 0%
6.7	English Language Learner Progress as measured by the CA Dashboard ELPI Indicator	2024 Outcomes ELL Progress = 28.2% making progress LTEL Progress = 29.3% making progress	N/A	2025 Outcomes ELL Progress = 34.6% making progress LTEL Progress = 32.7% making progress	ELL Progress = 40% making progress LTEL Progress = 40% making progress	2026-27 Update ELL Progress = 6.4% making progress LTEL Progress = 3.4% making progress

Goal Analysis for 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.

Foothill High School implemented a comprehensive set of actions across three key focus areas— **Academic Achievement and College/Career Readiness**, **Social-Emotional Wellness and Student Engagement**, and **Family and Community Engagement**—to address identified performance gaps and improve outcomes for historically underserved student groups. Guided by CA Dashboard data and educator partner input, the school prioritized initiatives aimed at improving graduation and college/career readiness rates, reducing suspensions, expanding socio-emotional supports, and strengthening family partnerships. While most actions were implemented as planned, some adjustments were made based on ongoing reflections, emerging needs, and implementation challenges. Overall, the coordinated efforts across these areas contributed to measurable gains in student outcomes and laid the foundation for deeper progress in the years ahead.

Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7

Overall, implementation of Actions 6.1, 6.2, 6.4, 6.6, and 6.7 during the 2025–26 school year generally aligned with the planned actions and reflected Foothill's continued focus on improving academic achievement, graduation outcomes, school climate, and college and career readiness for students performing at the lowest levels on California School Dashboard indicators.

The district experienced several positive outcomes connected to these efforts. The 2025 California School Dashboard reflected continued improvement in both Graduation Rate and College and Career Indicator (CCI) outcomes for Foothill students.

Action 6.1 continued implementation of Personalized Learning Plans (PLPs) despite staffing reductions resulting from declining enrollment and fiscal constraints. Although the planned second counselor position was not added, the existing counselor, supported by a district lead counselor, continued to monitor PLPs and provide targeted support for students most at risk academically, particularly English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Action 6.2 supported academic intervention and credit recovery opportunities through the continued use of the 0.4 FTE added teacher assignment. However, the planned tutoring contract services were not implemented, resulting in lower expenditures than anticipated. Existing staff and intervention supports continued to provide academic assistance and credit recovery opportunities for students needing additional support.

Action 6.4 focused on expanding career exploration opportunities and career technical education (CTE) awareness activities. However, implementation demonstrated a continued need for a stronger and more consistent focus on CTE pathways, certifications, and workforce readiness opportunities for students. While some after-school supports and career exploration activities occurred, the planned contracted certification services were not implemented, limiting the overall expansion of CTE-related opportunities during the year. Reflection on implementation highlighted the need to strengthen future efforts around career pathway development and student access to industry-recognized experiences and certifications.

Action 6.6 supported professional development related to culturally responsive teaching, trauma-informed practices, and MTSS-aligned instructional strategies designed to strengthen Tier 1 instruction and support the whole-child needs of students.

Action 6.7 expanded opportunities for students to participate in field trips, conferences, college visits, and other enrichment activities that increased exposure to postsecondary pathways and strengthened student engagement and connectedness.

Challenges included fiscal constraints, staffing reductions, and limited implementation of some planned contracted services. Despite these challenges, the actions overall contributed to improved graduation outcomes, stronger school climate indicators, increased student engagement opportunities, and continued efforts to strengthen academic and college/career readiness supports for Foothill students.

Area 2: Social-Emotional Wellness and Student Engagement: Actions 6.3, 6.7, 6.8

Overall, implementation of Actions 6.3, 6.7, and 6.8 during the 2025–26 school year generally aligned with the planned actions and supported Foothill's continued focus on improving student engagement, wellness, school connectedness, and access to supports that address barriers impacting attendance and academic success.

Action 6.3 supported social-emotional wellness efforts through restorative practices, SEL-focused activities, and targeted mentorship supports for students experiencing social-emotional or environmental challenges. While expenditures under this action were lower than anticipated, supports continued through existing staff, embedded site practices, and contracted services through New Hope for Youth. These efforts contributed to improved student engagement and

continued positive school climate outcomes, including a decrease in suspension rates to below 1% as reflected on the 2025 California School Dashboard. However, implementation also highlighted the continued need for expanded mental health and social-emotional supports for students with significant needs.

Action 6.7 was effective in increasing student engagement and connectedness through expanded access to field trips, conferences, college visits, and enrichment activities. Students benefited from opportunities outside of the classroom that strengthened leadership development, college awareness, and exposure to postsecondary pathways while positively supporting school climate and student participation.

Action 6.8 supported efforts to reduce transportation barriers impacting attendance through the provision of bus passes for students in need of transportation assistance. While no expenditures occurred under this action during the 2025–26 school year, schools continued working to support students experiencing attendance barriers through existing transportation resources and site-level supports.

The district experienced several successes through implementation of these actions, including expanded student engagement opportunities, stronger student connectedness, continued positive school climate outcomes, and improved Graduation Rate and College and Career Indicator (CCI) results as reflected on the 2025 California School Dashboard. However, chronic absenteeism rates remain extremely high, with rates exceeding 75% across underserved student groups, indicating that attendance and engagement barriers continue to significantly impact students despite ongoing intervention and support efforts.

Challenges included increasing student mental health and wellness needs, persistently high chronic absenteeism, fiscal constraints, and limited funding available to expand intensive social-emotional and transportation supports. Despite these challenges, the actions overall contributed positively to student engagement, wellness, school climate, and access to support services for Foothill students.

Area 3: Family and Community Engagement: Action 6.5

Implementation of Action 6.5 during the 2025–26 school year generally aligned with the planned action and supported Foothill's efforts to strengthen family engagement, student connectedness, and partnerships between home and school. The action focused on increasing outreach, communication, and engagement opportunities for families in response to low levels of participation in school and district events, as well as survey data indicating that 47% of families identified communication as an area needing improvement.

The Parent and Community Involvement Specialist (PCIS) supported implementation of family workshops, outreach activities, resource coordination, and communication efforts designed to increase family participation and improve awareness of supports available to students and families. Family engagement activities focused on strengthening relationships with families, increasing participation in school events, and providing information and resources to support student success and well-being. Implementation of this action contributed positively to increased family outreach efforts and stronger communication between the school and families. School events and workshops provided additional opportunities for families to connect with school staff and access resources that support student learning and engagement.

However, challenges remained in consistently engaging all families, particularly families experiencing barriers related to transportation, work schedules, housing instability, or limited connection to the school community. In addition, survey data and attendance trends indicated that many students continued to experience challenges related to school connectedness and engagement. Chronic absenteeism rates also remained significantly high among underserved student groups, demonstrating the continued need for expanded family outreach and engagement strategies.

Overall, Action 6.5 was moderately effective in strengthening family and community engagement efforts and supporting a more welcoming and supportive school environment. Continued focus on relationship-building, family partnerships, and targeted outreach remains necessary to further improve student connectedness, engagement, and academic success.

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.

The actions under Goal 6 focused on improving academic achievement, college and career readiness, and student engagement through targeted interventions and experiential learning. While implementation generally aligned with the planned actions, several items experienced significant variances between budgeted and actual expenditures. These differences were primarily due to fluctuations in student participation, shift in funding sources, competing site-level priorities, and the varied availability of staff. The following explanations provide context for these variances and highlight areas for improved planning and tracking in the 2026-27 school year.

Action 6.2 – Targeted Academic Interventions (83% under budget): Actual expenditures were significantly lower than budgeted due to lower-than-anticipated student participation in tutoring and intervention opportunities, resulting in fewer tutoring sessions than originally projected. In addition, projected costs for 6th period teacher assignments were higher during budget development than the actual costs once staff assignments were finalized and placed appropriately on the salary schedule. Despite the lower expenditures, academic intervention and credit recovery supports continued through existing staffing structures and available site resources.

Action 6.3 - Social Emotional Support (99% under budget): Actual expenditures were substantially lower than budgeted because planned contract service expenses and extra-duty compensation costs associated with social-emotional supports were shifted to alternative funding sources during implementation. While expenditures under this action were minimal, social-emotional wellness supports, restorative practices, and mentorship services continued through embedded site practices, existing staff, and contracted services supported through other funding sources.

Action 6.4 – Career Technical Education (100% under budget): Actual expenditures were lower than anticipated because the planned expansion of Career Technical Education (CTE) certification programs and contracted services did not occur during the 2025–26 school year. Implementation challenges included logistical constraints, staffing capacity limitations, and shifts in site-level priorities that resulted in a greater focus on maintaining existing student supports and programming.

Action 6.6 – Professional Development (44% over budget): Actual expenditures exceeded the original budget due to the addition of professional development sessions, expanded staff training opportunities, and increased use of contracted professional development providers during the school year. Additional investments were made to support culturally responsive teaching practices, trauma-informed approaches, MTSS-aligned instructional strategies, and whole-child supports in response to identified student academic, behavioral, and social-emotional needs.

Action 6.7 – Field Trips (129% over budget): Actual expenditures exceeded the original budget due to an expansion of student participation in field trips, conferences, college visits, and enrichment activities beyond what was initially projected. Increased student interest and efforts to expand access to outside-the-classroom learning experiences resulted in higher transportation costs, conference registration fees, substitute coverage, student supplies, and extra-duty compensation for staff supporting these activities. The district prioritized these opportunities to strengthen student engagement, college and career awareness, leadership development, and school connectedness.

Action 6.8 Transportation Support (100% under budget): No expenditures occurred under this action during the 2025–26 school year because transportation needs were addressed through existing site resources, alternative funding sources, and other available transportation supports. While direct expenditures were not incurred under this action, schools continued efforts to support students experiencing transportation barriers impacting attendance and school participation

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7

Area 2: Social-Emotional Wellness and Student Engagement: Actions 6.3, 6.4, 6.8

Area 3: Family and Community Engagement: Action 6.5

Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7

Actions 6.1, 6.2, 6.4, 6.6, and 6.7 were moderately effective in supporting progress toward improving academic achievement, graduation outcomes, college and career readiness, and student engagement at Foothill High School. The 2025 California School Dashboard reflected continued improvement in Graduation Rate and College and Career Indicator (CCI) outcomes, indicating positive progress in supporting students toward graduation and postsecondary readiness.

In addition, outcome data demonstrated significant growth across multiple student groups over the past three years. All Students increased from 33.7% in 2023 to 59.9% in 2025. English Learners increased from 28.3% to 61.5%, Hispanic/Latino students increased from 31.1% to 58.3%, Socioeconomically Disadvantaged students increased from 34.6% to 59.9%, Homeless Youth increased from 43.6% to 63.4%, and Long-Term English Learners increased from 56.1% in 2024 to 61.5% in 2025. These improvements indicate meaningful progress in academic achievement and college/career readiness outcomes for historically underserved student groups.

Action 6.1 was moderately effective in supporting students through the continued implementation of Personalized Learning Plans (PLPs), despite staffing reductions and the inability to add a second counselor position. Existing counseling supports continued to prioritize English Learners, Hispanic students, and Socioeconomically Disadvantaged students most at risk academically.

Action 6.2 was moderately effective in maintaining academic intervention and credit recovery opportunities through the continued use of the 0.4 FTE added teacher assignment and existing intervention supports. However, the planned tutoring contract services were not implemented, limiting the overall expansion of academic support services originally planned.

Action 6.4 was minimally effective in increasing career exploration awareness and student exposure to career pathways. Limited implementation highlighted the need for a stronger and more consistent focus on Career Technical Education (CTE) pathways, certifications, and workforce readiness opportunities, as planned contracted certification services and program expansion did not occur during the year.

Action 6.6 was effective in strengthening staff capacity through professional development focused on culturally responsive teaching, trauma-informed practices, and MTSS-aligned instructional strategies designed to support the academic, behavioral, and social-emotional needs of students.

Action 6.7 was effective in increasing student engagement and connectedness through expanded access to field trips, college visits, conferences, and enrichment activities that strengthened leadership development, college awareness, and exposure to postsecondary opportunities.

Overall, these actions contributed positively to improved graduation outcomes, increased student engagement opportunities, and strengthened college and career readiness supports. However, continued focus is needed on expanding academic interventions, strengthening CTE programming, and addressing persistent attendance and engagement barriers impacting underserved student groups.

Area 2: Social-Emotional Wellness and Student Engagement: Actions 6.3, 6.4, 6.8

Actions 6.3, 6.7, and 6.8 were moderately effective in supporting student wellness, engagement, school connectedness, and access to supports addressing barriers impacting attendance and academic success. The 2025 California School Dashboard reflected continued positive school climate outcomes, including a reduction in suspension rates to below 1%, demonstrating progress in strengthening supportive and relationship-centered practices at Foothill.

Action 6.3 was moderately effective in supporting students through restorative practices, SEL-focused activities, and mentorship supports for students experiencing social-emotional or environmental challenges. While expenditures under this action were lower than anticipated, supports continued through existing staff, embedded site practices, and contracted services through New Hope for Youth. These efforts contributed positively to student engagement and school climate outcomes, as reflected in survey data showing an increase in students reporting a sense of belonging from 58% in the Fall 2024 administration to 71% in the Fall 2025 administration. However, implementation also highlighted the continued need for expanded mental health and social-emotional supports as student needs remained high.

Action 6.7 was effective in increasing student engagement, connectedness, and participation through expanded student access to enrichment activities, field trips, conferences, and college visits. These opportunities strengthened school connectedness and increased student exposure to postsecondary pathways and leadership experiences.

Action 6.8 was somewhat effective in addressing transportation barriers impacting attendance through the provision of transportation supports and bus pass assistance. Although no expenditures occurred under this action during the school year, schools continued utilizing existing transportation resources to support students experiencing attendance barriers. However, chronic absenteeism rates remained extremely high, exceeding 75% across underserved student groups, indicating that transportation and attendance barriers continue to significantly impact student engagement and school participation.

Overall, these actions contributed positively to student wellness, school climate, student engagement, and connectedness. However, ongoing challenges related to chronic absenteeism, mental health needs, and barriers to consistent school attendance continue to impact progress for underserved student groups.

Area 3: Family and Community Engagement: Action 6.5

Action 6.5 was moderately effective in strengthening family engagement, communication, and partnerships between home and school. The action focused on increasing outreach, communication, and engagement opportunities for families in response to low participation levels in school and district events, as well as survey data indicating that 47% of families identified communication as an area needing improvement.

The Parent and Community Involvement Specialist (PCIS) supported implementation of family workshops, outreach activities, communication efforts, and resource coordination designed to increase family participation and improve awareness of supports available to students and families. These efforts contributed positively to increased outreach and stronger communication between the school and families.

Despite these efforts, challenges remained in consistently engaging all families, particularly families experiencing barriers related to transportation, work schedules, housing instability, or limited connection to the school community. Chronic absenteeism and ongoing engagement challenges among underserved student groups also demonstrated the continued need for expanded family outreach and relationship-building efforts.

Overall, Action 6.5 contributed positively to strengthening family engagement and supporting a more welcoming and supportive school environment, while highlighting the continued need for targeted outreach and communication strategies to improve student connectedness, attendance, and academic success.

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

The goal for Foothill High School has been revised to reflect updated target student groups and indicators based on changes in student performance levels identified through the California School Dashboard metrics. These revisions ensure that the goal remains responsive to current student needs, aligned with data-driven priorities, and focused on the student groups demonstrating the greatest need for support. The adjustments also ensure continued alignment with the requirements and intent of Equity Multiplier funding by targeting resources and interventions toward the students and indicators identified at the lowest performance levels.

The following actions have been amended for the 2026-27 school year: Actions 6.2, 6.3, 6.4, 6.5, 6.6, 6.7. We have also added a new action item - Action 6.9.

For **Action 6.2** - This action has been amended for the 2026-27 school year to refine and strengthen the approach to delivering academic support and credit recovery opportunities for students at Foothill. While the original plan included a 0.4 FTE added teacher assignment for 6th period support, which will remain in place, the action will now also include paraeducator support and supplemental instructional materials and supplies to enhance intervention efforts and student engagement. However, we will no longer seek out a tutoring contract.

Action 6.3 has been amended for the 2026–27 school year and will now be funded through Comprehensive Support and Improvement (CSI) funds to better align funding sources with the identified social-emotional, engagement, and wellness needs of students. In addition, contracted service providers will shift from New Hope for Youth to The City Peace Project to continue providing targeted mentorship, restorative practices, socio-emotional supports, and intervention services for students most at risk of disengagement and not graduating. This adjustment reflects the district's continued focus on strengthening student wellness, connectedness, and school engagement through community-based partnerships aligned to identified student needs and school improvement priorities.

For **Action 6.4**, funding will shift from Comprehensive Support and Improvement (CSI) funds to Equity Multiplier funds to better align the action with the identified needs of the student groups generating Equity Multiplier eligibility. This adjustment ensures continued support for career exploration, college and career readiness activities, and Career Technical Education (CTE) opportunities for students performing at the lowest levels on the California School Dashboard, while strategically aligning available funding sources to support the school's equity-focused priorities and improvement efforts.

Action 6.5 has been amended for the 2026–27 school year as a result of ongoing fiscal reductions and the need to realign staffing and resources. Specifically, the Parent and Community Involvement Specialist (PCIS) position has been eliminated under this action. However, family engagement and outreach efforts will continue through existing staff and expanded use of extra-duty compensation to support outreach activities, workshops, communication, and family engagement events. In addition, funding for materials and supplies has been added to support family engagement activities, parent workshops, resource distribution, and school-community partnership efforts designed to strengthen communication and engagement with families.

For **Action 6.6**, funding will shift from Comprehensive Support and Improvement (CSI) funds to Equity Multiplier funds to better align resources.

The title for **Action 6.7** has been amended to more accurately reflect the broader scope and purpose of the action, including the expansion of student enrichment, leadership development, college and career exposure, and experiential learning opportunities outside of the traditional classroom setting. The revised title better represents the focus on providing meaningful out-of-classroom experiences that strengthen student engagement, connectedness, postsecondary awareness, and real-world learning opportunities.

Action 6.9 is a new action item created to support the implementation of positive school climate initiatives and targeted behavioral interventions at Foothill High School through funding for a partial advisor position focused on supporting students with the greatest academic, behavioral, and engagement needs.

The following metrics have been adjusted: 6.5, 6.6, 6.7

Metrics 6.5, 6.6, and 6.7 were new metrics as part of the 2025-26 update, outcome data for Year 2 will be reported as part of the 2027-28 update.

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	Personalized Learning Plans	The graduation and college and career readiness indicators show the following student groups, performing at the lowest level as measured by the CA Dashboard: **Graduation rate**: All students =33.7% English Learners = 28.3% Hispanic = 31.1% Socioeconomically disadvantaged = 34.6% **College and Career Readiness**: All students =0% English Learners = 0% Hispanic = 0% Socioeconomically disadvantaged = 0% To address this, we will develop and implement personalized learning plans (PLPs) for each student, tailored to their academic needs, career goals, and personal interests. These plans will include individualized learning targets, support strategies, and progress monitoring. • Provide additional 1.0 FTE school counselor This action item has been amended for the 2025-26 school year. This action has been amended for the 2025–26 school year and will no longer be funded through Equity Multiplier resources. The planned addition of a second school counselor will not be implemented due to overall declining enrollment and the district's efforts to realign counselor caseloads accordingly. However, the implementation of Personalized Learning Plans (PLPs) will continue. The existing site counselor will maintain responsibility for developing and monitoring PLPs, with support provided by a district-lead counselor who will assist in ensuring consistency and fidelity across school sites. This structure will continue to prioritize students performing at the lowest levels on the Graduation and College and Career Readiness indicators—particularly English Learners, Hispanic students, and Socioeconomically Disadvantaged students—while aligning staffing with current enrollment trends and available resources.	$0 Personnel Costs:Salary and Benefits	[No] All Students Foothill High School

6.2	Targeted Academic Interventions	The input collected from the Foothill community points to a need to provide academic support and credit recovery opportunities for students. Provide targeted academic interventions, including tutoring, credit recovery programs, and project-based learning opportunities, to help students catch up and excel in their studies. • 0.4 FTE added teacher assignments (6th period assignments) This action item has been amended for the 2025-26 school year. This action has been amended for the 2025–26 school year to refine the approach to delivering academic support and credit recovery opportunities for students at Foothill. While the original plan included a 0.4 FTE added teacher assignment for 6th period support, which will remain in place, there will be the addition of high-dose tutoring services provided by TutorMe. • Provide 0.4 FTE added teacher assignments (6th period assignments) • Tutoring contract services Moving forward, the district will continue to prioritize targeted academic interventions—such as tutoring, credit recovery, and project-based learning—through existing staffing structures and by leveraging available tutoring resources more efficiently. These interventions remain focused on addressing the academic needs identified by the Foothill community, ensuring that students have multiple pathways to recover credits and stay on track for graduation. This action item has been amended for the 2026-27 school year. This action has been amended for the 2026-27 school year to refine and strengthen the approach to delivering academic support and credit recovery opportunities for students at Foothill. While the original plan included a 0.4 FTE added teacher assignment for 6th period support, which will remain in place, the action will now also include paraeducator support and supplemental instructional materials and supplies to enhance intervention efforts and student engagement. However, we will no longer seek out a tutoring contract. • Provide 0.4 FTE added teacher assignments (6th period assignments) • Paraeducator support services • Supplemental instructional materials and supplies	$124,000 Personnel Costs: Salary and Benefits $41,882 Supplies Equity Multiplier Funds	[No] All Students Foothill High School

		Moving forward, the district will continue to prioritize targeted academic intervention such as credit recovery, project-based learning, and expanded classroom support through existing staffing structures and by leveraging available tutoring resources and instructional supports more efficiently. The addition of paraeducator support and supplemental materials will help provide students with more individualized assistance, increased access to instructional resources, and enhanced opportunities for engagement and skill development. These interventions remain focused on addressing the academic needs identified by the Foothill community, ensuring that students have multiple pathways to recover credits, remain engaged in learning, and stay on track for graduation.		

6.3	Enhanced Social-Emotional Support	Suspension rates at Foothill show that students need support to ensure they meet behavior expectations. **Suspension rates:** All students = 9.5% English Learners = 9.7% Hispanic = 8.8% Socioeconomically disadvantaged =9.9% Additionally, the school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success. To ensure students feel welcomed and supported in their learning environments, we will expand socio-emotional support services, including counseling, mental health services, and social-emotional learning (SEL) programs, to address students' holistic needs and promote well-being. • Provide extra duty compensation for staff to conduct restorative circles and implement SEL curriculum • Contract services for provision of additional SEL and mental health services such as Yoga and Art Therapy This action item has been amended for the 2025-26 school year. For the 2025–26 school year, this action will continue as originally described and will be amended to include contracted services with New Hope for Youth. This partnership will expand support for students who are most at risk of not graduating due to socio-emotional challenges or environmental factors. The additional services will focus on addressing barriers to academic success by providing targeted interventions and mentorship to promote student well-being, engagement, and progress toward graduation. This action item has been amended for the 2026-27 school year.	$15,000 Personnel Costs: Salary and Benefits $80,000 Contract Services CSI funds	[No] All Students Foothill High School

		For the 2026–27 school year, this action will continue as originally described and will be amended to reflect contracted services with The City Peace Project in place of New Hope for Youth. Although a different service provider, the partnership will continue as originally planned. Students who are most at risk of not graduating due to socio-emotional challenges, behavioral concerns, or environmental factors will be prioritized. Service providers will focus on addressing barriers to academic success by providing targeted interventions, mentorship, restorative practices, and student support services designed to promote student well-being, school connectedness, engagement, and progress toward graduation.		

6.4	Career and Technical Education (CTE) Programs	Student input collected during the community forum indicated a need to create opportunities for students to explore and make connections to careers. Thus, we will develop and enhance CTE programs that provide students with practical skills and certifications in various career fields, ensuring they are prepared for the workforce or further education. • Provide extra duty compensation for staff to work with students after school • Contract services for CTE certification programs and courses This action item has been amended for the 2026-27 school year. Student input collected through the community forum and ongoing educator partner engagement highlighted a strong need for expanded opportunities for students to explore career pathways, develop workforce-ready skills, and make meaningful connections between their education and future career goals. Students expressed interest in gaining exposure to real-world career experiences, industry certifications, and hands-on learning opportunities that support both college and career readiness. To address this need, the district will develop, strengthen, and expand Career Technical Education (CTE) programs and career exploration opportunities that provide students with practical skills, industry exposure, and access to certification programs aligned to high-demand career sectors. These efforts are intended to increase student engagement, strengthen postsecondary readiness, and prepare students for success in both the workforce and further education. The district will: • Provide extra-duty compensation for staff to support students through after-school career exploration activities, certification preparation, mentorship, and extended learning opportunities • Fund contract services for CTE certification programs, career pathway courses, and industry-aligned training opportunities that provide students with practical skills and workforce credentials • Expand opportunities for students to participate in career-connected learning experiences that strengthen leadership, employability skills, and postsecondary planning	$15,000 Personnel Costs: Salary and Benefits $25,000 Contract Services Equity Multiplier Funds	[No] All Students Foothill High School

		This action is intended to improve student engagement, increase access to college and career pathways, and strengthen Career Technical Education opportunities for students who may otherwise have limited access to workforce preparation experiences.		
6.5	Family and Community Engagement	The school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success. To improve these results, we will strengthen family and community engagement through workshops, events, and partnerships that support student learning and well-being. Provide resources and training for families to support their children's education. • Provide 1.0 FTE Parent and Community Involvement Specialist (PCIS) This action item has been amended for the 2026-27 school year. Due to districtwide budget reductions, the 1.0 FTE Parent and Community Involvement Specialist (PCIS) position has been eliminated. To continue supporting family engagement efforts, services will be provided by existing staff through extra duty assignments. In addition, supplemental supplies and materials will be added to support family engagement activities, workshops, communication efforts, and student-centered events designed to strengthen school connectedness and student success. • Extra duty for existing staff to support family and community engagement activities • Supplemental supplies and materials for workshops, events, and family outreach efforts	$25,000 Personnel Costs:Salary and Benefits $25,000 Materials and supplies Equity Multiplier Funds	[No] All Students Foothill High School

6.6	Professional Development for Staff	Given the graduation and college and career metrics on the CA Dashboard for Foothill, it is evident that students need Tier 1 Instruction that is grounded in addressing the whole needs of students: Academic, Behavior, and Socioemotional. Thus, we will offer ongoing professional development for staff on culturally responsive teaching practices, trauma-informed care, and strategies to support youth through an MTSS framework. • Contract services for expert PD providers • Provide extra duty compensation and sub coverage as needed for staff to attend work sessions	$5000 Personnel Costs:Salary and Benefits $109,000 Contract Services Equity Multiplier Funds	[No] All Students Foothill High School
6.7	Extracurricular and outside of the classroom activities For 2026-27 the title of this action item has been amended.	The input collected as part of the Foothill community forum indicated an interest in visiting colleges, museums, and attending conferences to enhance student skills and experiences. We will provide outside the classroom experiences for students. Field trips will include outings to colleges, conferences, and other venues. • transportation • registration fees for conferences • substitute coverage for teachers supporting students • extra duty compensation for staff • student gear and supplies	$80,000 Materials, Fees, Supplies, Transportation Equity Multiplier Funds	[No] All Students Foothill High School
6.8	Transportation Support	Attendance data indicates that students may experience barriers to coming to school. One of those barriers may be transportation. To support students in this area we will provide bus passes for students.	$5000 Contract Services Equity Multiplier Funds	[No] All Students Foothill High School

6.9	Positive School Climate and Behavior Support and Interventions	This is a new action for the 2026-27 school year. This action supports the implementation of positive school climate initiatives and targeted behavioral interventions at Foothill High School through funding for a partial advisor position focused on supporting students with the greatest academic, behavioral, and engagement needs. The advisor will work directly with students identified through attendance, discipline, credit deficiency, and other early warning indicators to provide mentoring, case management, check-ins, restorative support, and coordination of interventions designed to improve school connectedness and student success. The advisor will collaborate with site staff, families, and community partners to help address barriers impacting student engagement and behavior, while promoting positive relationships, consistent attendance, and progress toward graduation. This action is intended to reduce exclusionary discipline practices, strengthen students' sense of belonging, and provide targeted support for student groups identified through Equity Multiplier data as experiencing disproportionate outcomes. Through individualized support and proactive intervention, Foothill aims to create a safer, more supportive, and equitable learning environment that increases student engagement and academic success. • Provide a 0.4 FTE Advisor	$95,796 Personnel Costs:Salary and Benefits Equity Multiplier Funds	[No] All Students Foothill High School

Goal 7 Student Achievement at Apollo High School (Apollo no longer qualifies for Equity Multiplier for 2026-27)

Goal #	Description	Type of Goal
7	Increase academic outcomes in ELA and Math for all students with a focus on Socioeconomically Disadvantaged students and Hispanic/Latino students as measured by the CAASPP in ELA and Math by June 2027 as indicated by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

This goal was developed in direct response to persistent achievement gaps identified through state and local assessment data, particularly the CAASPP results in English Language Arts (ELA) and Mathematics. Data trends over multiple years have shown that Socioeconomically Disadvantaged students and

Hispanic/Latino students continue to perform significantly below their peers in both subject areas. These disparities are not isolated, but systemic—impacting students' long-term academic trajectories, graduation rates, and postsecondary opportunities. Addressing them requires a strategic and sustained focus. By targeting improvements in ELA and Math, we are investing in foundational academic skills that are essential for college and career readiness. This goal aligns with the district's broader equity commitment to ensure that all students, regardless of background, have access to high-quality instruction and the support needed to thrive academically. Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP Math scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 1.64% Hispanic/Latino = 1.85% Socioeconomically Disadvantaged = 2%	N/A	2025 Outcomes All Students = 1.54% Hispanic/Latino = 1.82% Socioeconomically Disadvantaged = 2%	All Students = 25% Hispanic/Latino = 25% Socioeconomically Disadvantaged = 25%	2026-27 Update All students = -0.10% Hispanic/Latino = -0.03% Socioeconomically disadvantaged = 0.0%
7.2	CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 27.87% Hispanic/Latino = 25.92% Socioeconomically Disadvantaged = 32.65%	N/A	2025 Outcomes All Students = 27.70% Hispanic/Latino = 25.46% Socioeconomically Disadvantaged = 28%	All Students = 50% Hispanic/Latino = 50% Socioeconomically Disadvantaged = 50%	2026-27 Update All students = -0.17% Hispanic/Latino = -0.46% Socioeconomically disadvantaged = -4.65%

Goal Analysis for 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.

Apollo High School implemented Equity Multiplier-funded actions during the 2025–26 school year with a focus on improving academic achievement in ELA and Math, strengthening college and career readiness, increasing student engagement, and expanding equitable access to academic and postsecondary opportunities for students performing at the lowest levels on the California School Dashboard. Implementation efforts prioritized Hispanic students, Socioeconomically Disadvantaged students, English Learners, and other student groups experiencing significant academic and opportunity gaps. The following response is organized into three focus areas: Area 1- Instructional Quality and Academic Intervention, Area 2 College and Career Readiness and Postsecondary Access, and Area 3 Student Engagement, Attendance, and Equity Supports. Together, these focus areas reflect Apollo High School's efforts to strengthen instructional supports, expand intervention opportunities, improve literacy development across content areas, increase access to academic advising and postsecondary planning, and provide students with meaningful engagement and enrichment opportunities. While implementation reflected several successes related to expanded supports and student access to opportunities, challenges related to chronic absenteeism, staffing capacity, and persistent academic gaps in ELA and Math continued to impact overall outcomes and implementation efforts.

Area 1- Instructional Quality and Academic Intervention: Actions 7.1, 7.4, 7.5, 7.6

Overall, implementation of Actions 7.1, 7.4, 7.5, and 7.6 generally aligned with the planned actions and focused on improving ELA and Math outcomes through targeted instructional supports, expanded learning opportunities, literacy development, and professional learning for staff. These actions prioritized improving academic achievement for Hispanic and Socioeconomically Disadvantaged students, who were identified at the lowest performance levels on the 2024 California School Dashboard.

Action 7.1 supported professional development opportunities focused on instructional strategies, academic language development, data analysis, and student progress monitoring. Teachers and administrators participated in professional learning intended to strengthen Tier 1 instruction and address equity gaps in academic achievement. Action 7.4 supported implementation of an English support course designed to strengthen foundational literacy skills, academic language, reading comprehension, and writing fluency for students performing below grade level. The additional intervention opportunities increased access to targeted academic supports for students needing foundational skill development.

Action 7.5 expanded learning opportunities through academic mini-sessions during school breaks focused on intervention, credit recovery, attendance recovery, and foundational skill development in ELA and Math. These sessions provided students with individualized support, academic intervention, and engagement opportunities intended to improve course completion and graduation outcomes. Actual expenditures for this action significantly exceeded the original budget due to higher-than-anticipated student participation, expanded staffing needs, additional instructional time, and increased costs associated with student incentives, meals, supplies, and intervention supports necessary to maintain implementation during school breaks.

Action 7.6 was intended to support implementation of a literacy-embedded Physical Education course designed to integrate academic vocabulary, literacy routines, and structured language development into PE instruction. However, no expenditures occurred under this action during the 2025–26 school year, and the planned implementation did not fully materialize as originally designed due to staffing and scheduling constraints. Despite this, staff continued exploring interdisciplinary approaches to support literacy development and student engagement within existing instructional structures.

Successes included increased access to intervention supports, expanded learning opportunities, strengthened instructional practices, and improved academic engagement for students requiring additional support. Challenges included chronic absenteeism, inconsistent student participation in intervention opportunities, staffing capacity, and the continued need to accelerate academic growth in ELA and Math for historically underserved student groups.

Area 2 College and Career Readiness and Postsecondary Access: Actions 7.2, 7.3, 7.7, 7.8, 7.9

Implementation of Actions 7.2, 7.3, 7.7, 7.8, and 7.9 generally aligned with the planned actions and focused on strengthening college-going culture, academic advising, postsecondary planning, and student awareness of college and career opportunities. These actions emphasized increasing access and reducing barriers for Hispanic, Low-Income, and English Learner students.

Action 7.2 expanded access to college field trips and outside-the-classroom experiences designed to strengthen college-going identity, academic motivation, and student awareness of postsecondary opportunities. Students participated in experiences intended to reinforce the connection between academic achievement and future educational opportunities. Action 7.3 supported academic advising, transcript reviews, credit checks, and postsecondary planning through additional counselor support outside of the regular contract day as well as embedded during regular school hours. This work increased individualized support for students needing assistance staying on track for graduation and meeting A-G requirements.

Action 7.7 supported implementation of college and career resources that provided students with exposure to colleges, career pathways, financial aid resources, and workforce opportunities. Workshops, presentations, and informational sessions increased awareness of the relationship between academic performance and postsecondary opportunities. Action 7.8 strengthened year-round access to school support services by providing continued clerical support during summer months for enrollment assistance, transcript requests, financial aid support, and outreach to families in home languages.

Action 7.9 increased access to Advanced Placement coursework by covering AP exam fees for low-income students enrolled in AP courses, reducing financial barriers to participation in rigorous academic opportunities.

Successes included increased student exposure to postsecondary opportunities, strengthened college and career awareness efforts, expanded individualized academic advising supports, and reduced financial barriers for students participating in AP coursework. Challenges included maintaining consistent student engagement, addressing chronic absenteeism, and continuing to build academic confidence and readiness among students performing significantly below standard levels in ELA and Math which did not demonstrate a significant improvement.

Area 3 Student Engagement, Attendance, and Equity Supports (embedded across all actions)

Across all Goal 7 actions, Apollo High School continued to prioritize student engagement, attendance recovery, academic motivation, and equitable access to supports and opportunities for students performing at the lowest levels on California School Dashboard indicators. Multiple actions incorporated incentives, transportation, outreach, attendance recovery supports, and relationship-centered interventions designed to increase participation and reduce barriers impacting student success.

A key success across implementation was the increased focus on connecting academic achievement to students' future goals, strengthening student motivation, and creating more opportunities for students to engage in intervention, college exploration, leadership, and enrichment experiences. The actions also reflected a stronger emphasis on addressing opportunity gaps experienced by Hispanic, Low-Income, English Learner, and other underserved student groups.

At the same time, implementation challenges remained significant. Chronic absenteeism, inconsistent participation in intervention opportunities, staffing capacity limitations, and persistent academic gaps in ELA and Math continued to impact overall progress. Despite these challenges, the actions collectively strengthened

systems of support intended to improve engagement, academic persistence, postsecondary readiness, and equitable access to learning opportunities for Apollo students.

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.

The following provides an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Apollo High School Equity Multiplier-funded actions during the 2025–26 school year. Variances between budgeted and actual expenditures were primarily influenced by changes in implementation timelines, staffing assignments, student participation levels, scheduling constraints, availability of contracted services, and the strategic use of alternative funding sources and existing site resources. In several cases, expenditures were lower than anticipated because actions were implemented through existing staff structures, reduced participation levels, or modified delivery models. In other cases, expenditures exceeded the original budget due to expanded student need, increased participation, additional staffing requirements, or enhanced implementation efforts designed to provide greater intervention, engagement, and recovery supports for students. Overall, expenditures remained aligned to the intent of the actions and continued to support Apollo High School's efforts to improve academic achievement, student engagement, college and career readiness, and equitable access to supports and opportunities for historically underserved student groups.

Action 7.1 - PD for Staff (27% under budget): Actual expenditures were lower than anticipated due to fewer travel and conference-related expenses than originally projected, as some professional learning opportunities were provided internally or virtually. In addition, staffing substitutions and scheduling adjustments reduced the need for substitute coverage and extra-duty compensation while still allowing staff to participate in professional development activities focused on instructional strategies, academic language development, and student progress monitoring.

Action 7.2 - Field Trips (72% under budget): Actual expenditures were significantly lower than budgeted because fewer field trips and postsecondary visits occurred than originally planned due to scheduling limitations, transportation coordination challenges, and student attendance barriers. In addition, some costs associated with transportation, registration fees, and student participation supports were reduced or absorbed through existing site resources and partnerships.

Action 7.3 - Counseling and academic advising (74% under budget): Actual expenditures were lower than anticipated because fewer extra-duty hours were needed for counseling and academic advising activities than originally projected. Counseling supports, transcript reviews, and postsecondary planning services were partially integrated into existing counselor responsibilities and work schedules, reducing the need for additional compensated time.

Action 7.4 - English Support Course (19% under budget): Actual expenditures were slightly lower than budgeted due to lower costs for instructional materials and adjustments to staffing assignments during implementation. Despite the reduced expenditures, the English support course and targeted literacy interventions continued to provide students with foundational reading, writing, and academic language supports.

Action 7.5 - Mini-sessions and attendance recovery (246% over budget): Actual expenditures significantly exceeded the original budget due to expanded implementation of intervention and recovery sessions during school breaks in response to higher-than-anticipated student need. Increased staffing requirements, additional instructional hours, expanded student participation, and increased costs for meals, supplies, incentives, and student engagement supports contributed to the overage. The district prioritized these expanded intervention opportunities to address credit recovery, attendance recovery, and foundational academic skill development for students most at risk academically.

Action 7.6 - Literacy embedded PE Course (100% under budget): No expenditures occurred under this action during the 2025–26 school year because the literacy-embedded PE course was not fully implemented as originally planned due to staffing and scheduling constraints. While interdisciplinary literacy strategies continued to be explored within existing instructional structures, the dedicated course and associated expenditures did not materialize during the year.

Action 7.8 - Continuous access to staff (106% over budget): Actual expenditures exceeded the original budget due to increased staffing hours needed during summer months to support enrollment assistance, transcript requests, outreach, college and financial aid support, and ongoing communication with students and families. Additional clerical and support time was necessary to address higher-than-anticipated student and family needs, particularly for underserved student groups requiring continued access to school services outside of the regular school year.

Action 7.9 - AP Exam access (16% under budget): Actual expenditures were slightly lower than anticipated because fewer students participated in AP exams than originally projected or because final exam fee costs were lower than estimated during budget development. Despite the lower expenditures, the action continued to reduce financial barriers and support low-income students' participation in Advanced Placement coursework and exams.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1- Instructional Quality and Academic Intervention Actions 7.1, 7.4, 7.5, 7.6

Area 2 College and Career Readiness and Postsecondary Access Actions 7.2, 7.3, 7.7, 7.8, 7.9

Area 3 Student Engagement, Attendance, and Equity Supports (embedded across all actions)

Area 1- Instructional Quality and Academic Intervention: Actions 7.1, 7.4, 7.5, 7.6

Actions 7.1, 7.4, 7.5, and 7.6 were moderately effective in supporting progress toward improving ELA and Math achievement for Apollo students, particularly Hispanic and Socioeconomically Disadvantaged students identified at the lowest performance levels on the California School Dashboard. These actions increased access to intervention opportunities, strengthened instructional practices, and expanded academic supports designed to address foundational literacy and academic skill gaps.

Action 7.1 was effective in strengthening staff capacity through professional development focused on academic language development, instructional strategies, data analysis, and student progress monitoring. Staff participation supported efforts to strengthen Tier 1 instruction and address equity gaps in student achievement.

Action 7.4 was moderately effective in providing targeted literacy interventions and foundational academic supports for students performing below grade level. The English support course increased access to academic language development, reading comprehension support, and writing interventions intended to improve student performance in ELA and across content areas.

Action 7.5 was effective in expanding intervention and recovery opportunities through academic mini-sessions focused on credit recovery, attendance recovery, foundational skill development, and individualized support. Increased student participation and expanded implementation reflected the high level of student need for additional intervention and engagement opportunities outside of the regular instructional day.

Action 7.6 was minimally effective during the 2025–26 school year because the literacy-embedded PE course was not fully implemented as originally planned due to staffing and scheduling constraints. Although interdisciplinary literacy strategies continued to be explored, the dedicated course structure and intended expansion of literacy supports within PE instruction did not fully materialize during the year.

Overall, these actions contributed positively to expanding intervention supports, strengthening instructional practices, and increasing opportunities for academic recovery and literacy development. However, persistent academic gaps in ELA and Math, chronic absenteeism, and inconsistent student participation in interventions continued to impact overall progress toward the goal.

Area 2 College and Career Readiness and Postsecondary Access: Actions 7.2, 7.3, 7.7, 7.8, 7.9

Actions 7.2, 7.3, 7.7, 7.8, and 7.9 were moderately to highly effective in increasing student awareness of postsecondary opportunities, strengthening academic advising supports, and improving access to college and career readiness experiences for Apollo students. These actions focused on building college-going identity, reducing barriers to participation, and increasing student understanding of the relationship between academic achievement and future opportunities.

Action 7.2 was moderately effective in increasing student exposure to colleges and postsecondary pathways through field trips and enrichment experiences that supported student motivation, engagement, and goal-setting. Action 7.3 was effective in strengthening individualized academic advising, transcript reviews, credit monitoring, and postsecondary planning supports for students needing assistance staying on track toward graduation and A-G completion.

Action 7.7 was effective in increasing student exposure to college, career, and financial aid opportunities through the College and Career Fair, which provided workshops, informational sessions, and direct access to postsecondary institutions and community organizations. Action 7.8 was highly effective in maintaining year-round access to school services and support for students and families during summer months. Expanded clerical support improved access to enrollment assistance, transcripts, college application support, and financial aid guidance, particularly for underserved student groups needing continued support outside of the regular school year. Action 7.9 was effective in reducing financial barriers to Advanced Placement participation by covering AP exam fees for low-income students enrolled in AP math courses, increasing access to rigorous academic opportunities and promoting college readiness.

Overall, these actions strengthened student awareness of postsecondary pathways, improved access to academic advising and college readiness supports, and increased opportunities for students to engage in college and career exploration activities. Continued efforts are needed to sustain student participation, strengthen academic preparedness, and address barriers impacting long-term college and career readiness outcomes.

Area 3 Student Engagement, Attendance, and Equity Supports (embedded across all actions)

Across all Goal 7 actions, Apollo High School's Equity Multiplier-funded efforts were moderately effective in strengthening student engagement, increasing access to intervention and enrichment opportunities, and supporting historically underserved student groups experiencing significant academic and opportunity gaps. Many actions intentionally incorporated incentives, relationship-centered supports, expanded learning opportunities, and postsecondary exposure activities designed to improve student motivation, engagement, and academic persistence.

The actions collectively contributed positively to increased student participation in intervention opportunities, expanded access to college and career experiences, and stronger connections between students' academic performance and future goals. Staff also demonstrated increased efforts to provide targeted support for Hispanic students, Socioeconomically Disadvantaged students, English Learners, and other students requiring additional academic and engagement supports.

However, the effectiveness of these actions continued to be impacted by significant implementation challenges, including chronic absenteeism, inconsistent student participation, staffing limitations, and persistent academic gaps in ELA and Math. These barriers limited the overall pace of progress toward the identified goals and reinforced the continued need for intensive intervention, attendance support, engagement strategies, and equitable access to academic and postsecondary opportunities for Apollo students.

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

This goal and all accompanying action items will not be carried forward into the 2026–27 LCAP update because Apollo High School no longer qualifies for Equity Multiplier funding based on updated California School Dashboard eligibility criteria and student performance indicators. As a result, the school is no longer identified for Equity Multiplier support under the state's funding requirements.

While the Equity Multiplier-funded goal and actions will be discontinued as a standalone section of the LCAP, the district remains committed to supporting Apollo students through ongoing districtwide services, site-based supports, and other supplemental and concentration-funded actions designed to address academic achievement, student engagement, college and career readiness, attendance, and social-emotional wellness. Reflection on implementation of these actions highlighted the importance of targeted intervention, expanded learning opportunities, relationship-centered supports, and college and career exposure activities in addressing the needs of historically underserved student groups.

The district will continue to monitor student outcomes, attendance trends, graduation indicators, and academic performance data to ensure that Apollo students continue to receive appropriate supports and interventions aligned to identified student needs, even though the school will no longer receive dedicated Equity Multiplier funding.

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	Professional Development for Staff Retired Action	The 2024 CA Dashboard Math and ELA indicators show that Apollo students are performing at the lowest levels. In particular, Hispanic and Socioeconomically disadvantaged students are amongst the lowest performing student groups as indicated by the data below: CAASPP Math scores >=3 (% of students meeting and Exceeding Standard) All Students = 1.64% Hispanic/Latino = 1.85% Socioeconomically Disadvantaged = 2% CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard) All Students = 27.87% Hispanic/Latino = 25.92% Socioeconomically Disadvantaged = 32.65% To address this, we will provide QTEL professional development for 8 teachers and 1 administrator to enhance instructional strategies and accelerate academic language development across content areas. We will also offer a week-long professional development institute for 8 teachers led by a coach focused on data analysis, student progress monitoring, and research-based instructional strategies to address equity gaps in academic achievement. • extra duty compensation for after hours sessions • Sub coverage for teachers to attend sessions • travel and conference fees • instructional materials	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.2	Field Trips Retired Action	Given the metrics indicating the low performance in ELA and Math by students at Apollo, it is important to increase student engagement by strengthening college-connected purpose, improving self-efficacy, and building a stronger academic identity—particularly among underserved students, thereby contributing to improved CA Dashboard outcomes in academic performance indicators. We will fund college field trips for all 12th grade students at Apollo High School to visit at least two postsecondary institutions, with a focus on increasing college-going identity, academic motivation, and goal-setting behaviors that are linked to improved academic performance. This action specifically supports low-income and Hispanic students, who represent a significant portion of Apollo's student population, by reinforcing the relevance of ELA and Math achievement for college readiness. The trips will be paired with classroom activities that emphasize academic reflection, college-level expectations in literacy and quantitative reasoning, and the importance of CAASPP performance for postsecondary access. • transportation • registration fees for conferences • substitute coverage for teachers supporting students • extra duty compensation for staff • student gear and supplies	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.3	Counseling and academic advising Retired Action	Improve ELA and Math achievement by increasing student awareness of academic expectations, ensuring timely credit recovery or intervention, and strengthening the connection between high school performance and college/career readiness. This action directly supports SED and Hispanic students in staying on track academically, reducing Ds and Fs, and improving performance on standardized assessments used in the CA Dashboard. Provide counselor extra duty hours at Apollo High School to conduct academic advising, transcript and credit checks, and targeted postsecondary planning for students with a focus on SED and Hispanic students during non-contract time. These additional hours will allow the counselor to meet individually and in small groups with students to monitor academic progress, support course selection aligned with A-G requirements, and increase awareness of the connection between academic performance—particularly in ELA and Math—and postsecondary opportunities. The counselor will also help students set academic goals and develop intervention plans when off-track in ELA or Math, contributing to improved student outcomes on the CA Dashboard. • extra duty compensation • materials and supplies	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School
7.4	English Support Course Retired Action	Support accelerated growth in ELA and Math performance as measured on the California School Dashboard by equipping students with the foundational language and literacy skills necessary to succeed across content areas. This targeted support will contribute to higher proficiency rates, reduced performance gaps, and increased college and career readiness. Offer an additional English support course at Apollo High School, offered twice a week after school or during designated intervention periods, specifically for students identified as performing below grade level on local and state ELA and Math assessments. The course will focus on foundational literacy skills including reading comprehension strategies, sentence structure, academic language, and writing fluency. One teacher will be compensated on extra duty, and instructional materials will be provided to deliver targeted interventions. This service is designed to increase access to standards-aligned instruction and address learning gaps experienced disproportionately by Hispanic and Low-Income students, who make up the majority of Apollo's enrollment. • extra duty compensation • materials and supplies	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.5	Academic mini-sessions for credit and attendance recovery Retired Action	Improve student performance in ELA and Math as reflected on the CA Dashboard by providing expanded learning time, individualized support, and academic motivation. The intervention targets skills that directly affect performance on state assessments and course completion, leading to increased proficiency, reduced D/F rates, and improved graduation outcomes for all students with an emphasis on Hispanic and Low-income students. Deliver academic mini-sessions during school breaks (e.g., fall, winter, spring) at Apollo High School to provide targeted intervention, foundational skill development, and credit recovery in ELA and Math. These sessions will run from 9 a.m. to 3 p.m. and will be staffed by certificated and classified personnel. This action will serve students who are not on track for graduation or are performing below standard on benchmark or CAASPP assessments. Instruction will include standards-aligned interventions, skill-building exercises, and individualized support in both content areas. The classified staff member will assist with attendance monitoring, student outreach, and logistics to ensure equitable access and participation. To increase engagement and reduce barriers to participation, students attending the sessions will receive food, snacks, and small academic incentives (e.g., school supplies, college/career gear). This comprehensive support strategy is intended to increase attendance, academic confidence, and persistence among students who have historically experienced opportunity gaps. • extra duty compensation • materials and supplies	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.6	Literacy imbedded Physical Education Course Retired Action	Increase ELA proficiency rates on the CA School Dashboard by embedding reading and writing practice across the curriculum and expanding instructional time for foundational language development. This interdisciplinary approach also builds academic engagement and supports long-term improvement in students' ability to access complex texts, explain reasoning, and communicate effectively—skills which also benefit performance in math. Implement a literacy-embedded PE course at Apollo High School that integrates English Language Arts strategies and structured literacy routines to support students reading below grade level. The course will be designed to incorporate academic vocabulary, reading comprehension strategies, and oral language development into PE content and instruction. Activities will include student journaling, structured discussions, informational text reading, and content-based writing prompts, all aligned with grade-level ELA standards. This course will be offered as part of the school day and will serve students who need additional academic language support without displacing core instruction. Professional development will also be provided to PE teachers on integrating literacy practices in their classrooms.	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.7	College and Career Awareness Retired Action	Increase student motivation and engagement in ELA and Math by strengthening the academic relevance of these subjects in relation to future goals. This action is designed to improve Dashboard performance by reducing Ds and Fs, supporting A-G completion, and increasing student ownership of their academic progress—especially among underrepresented and at-risk student groups. Host a College and Career Day Fair at Apollo High School featuring postsecondary institutions, local employers, community organizations, and a FAFSA/financial aid completion station to promote college and career readiness—particularly for English Learners, Hispanic, and Low-Income students. The event will include workshops, student panels, interactive booths, and informational sessions on pathways that require strong academic performance in ELA and Math, including A-G course completion and CAASPP proficiency. The fair will emphasize the connection between high school academic success—especially in literacy and quantitative reasoning—and future educational and employment opportunities. Pre-event and follow-up classroom activities will support students in setting academic goals, understanding college entrance requirements, and seeing the relevance of ELA and Math to their postsecondary plans. • extra duty compensation for staff planning and coordination of the event • student supports and incentives to remove barriers to participation and increase access • supplies and materials (promotional communication, educational resources)	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.8	Continuous access to school staff Retired Action	Improve CA Dashboard outcomes in ELA and Math by ensuring year-round academic planning support, reducing enrollment disruptions, and maintaining momentum in college/career pathways. This proactive access strategy helps students sustain academic focus, complete key postsecondary tasks, and reinforce the importance of strong academic achievement in high school. Provide clerical support during the summer at Apollo High School to ensure students and families—especially English Learners, Hispanic, and Low-Income students—have continued access to critical services such as transcript requests, enrollment support, and assistance with college applications and financial aid documentation. This service will help students stay on track for graduation, recover missing records, and complete college and career planning tasks that are often hindered by gaps in access over summer months. The clerical support will also assist with outreach and follow-up communication in students' home languages, reducing barriers for families who need help understanding academic progress, course placement, and the connection between ELA/Math performance and postsecondary options. • extra duty compensation for staff	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

7.9	Access to Advanced Placement Exams Retired Action	Improve student outcomes on the CA School Dashboard in Math and ELA by increasing access to college-level coursework, fostering a college-going culture, and closing opportunity gaps. This action is expected to raise AP exam participation and pass rates for students, strengthen academic confidence, and promote higher achievement in related coursework and assessments. Cover the cost of AP exam fees for low-income students enrolled in AP Precalculus and AP Calculus at Apollo High School to remove financial barriers to rigorous academic opportunities and increase participation in college-level coursework. This action is intended to expand access for students—particularly those from historically underserved backgrounds—and to promote high academic expectations in mathematics. By encouraging enrollment in advanced math courses and supporting students through to exam completion, the school reinforces the importance of quantitative reasoning and academic persistence. Participation in AP courses also supports literacy development through technical reading, academic vocabulary, and written justification of mathematical thinking—skills that align to both Math and ELA standards.	$0 The school no longer qualifies for Equity Multiplier funds and has expended all funds.	[No] All Students Apollo High School

Goal 8 Student Achievement at Calero High School

Goal #	Description	Type of Goal
8	Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students by increasing each of the following indicators: ELA, Math, and Suspension rate by June 2027 as indicated by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to address persistent and significant disparities in academic achievement and college/career readiness among English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students as identified through California School Dashboard indicators. Specifically, the CAASPP results in ELA and Math, and the suspension rates have consistently shown that these student groups perform below the district and state averages. Improving outcomes in these key areas is essential not only for meeting state accountability targets but also for fulfilling the district's commitment to educational

equity. These indicators collectively represent students' progress in foundational academic skills and engagement in school. By integrating growth targets across ELA, Math, and suspension rates, this goal provides a comprehensive approach to advancing student achievement. It ensures that interventions are aligned across content areas and student needs, and that progress is measured holistically: academically and behaviorally, for success beyond high school. Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Learner Progress as measured by the CA Dashboard ELPI Indicator	2024 Outcomes ELL Progress = 38% making progress LTEL Progress = 35% making progress	N/A	2025 Outcomes ELL Progress = 44.9% making progress LTEL Progress = 44.9% making progress	ELL Progress = 50% making progress LTEL Progress = 50% making progress	2026-27 Update ELL Progress = 6.9% LTEL Progress = 9.9%
8.2	CAASPP Math scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 0% Hispanic/Latino = 0% English Learners = 0% Socioeconomically Disadvantaged = 0%	N/A	2025 Outcomes All Students = 1.43% Hispanic/Latino = 1.67% English Learners = 0% Socioeconomically Disadvantaged = 1.75%	All Students = 25% Hispanic/Latino = 25% English Learners = 25% Socioeconomically Disadvantaged = 25%	2026-27 Update All Students = 1.4% Hispanic/Latino = 1.7% English Learners = 0% Socioeconomically Disadvantaged = 1.8%

8.3	CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 11% Hispanic/Latino = 10% English Learners = 6% Socioeconomically Disadvantaged = 5%	N/A	2025 Outcomes All Students = 14.29% Hispanic/Latino = 0% English Learners = 13.34% Socioeconomically Disadvantaged = 14.03%	All Students = 25% Hispanic/Latino = 25% English Learners = 25% Socioeconomically Disadvantaged = 25%	2026-27 Update All Students = 3.3% Hispanic/Latino = -10.0% English Learners = 7.3% Socioeconomically Disadvantaged = 9.0%
8.4	CA Dashboard College and Career Indicator	2024 Outcomes All students =5% Hispanic = 4% Socioeconomically disadvantaged = 4%	N/A	2025 Outcomes All students =16.7% Hispanic = 14.6% Socioeconomically disadvantaged = 16%	All students =25% Hispanic = 25% Socioeconomically disadvantaged = 25%	2026-27 Update All Students = 11.7% Hispanic/Latino = 10.6% Socioeconomically Disadvantaged = 12.0%
8.5	CA Dashboard Suspension Rate Indicator	N/A	N/A	2025 Outcomes All students = 12.9% Hispanic = 12.6% Socioeconomically Disadvantaged = 8.4%	All students = 5% Hispanic = 5% Socioeconomically Disadvantaged = 5%	Difference from baseline will be reported as part of the 2027-28 update.

Goal Analysis for 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.

Calero High School implemented Equity Multiplier-funded actions during the 2025–26 school year with a focus on improving academic achievement in English Language Arts and Math, strengthening literacy development, increasing English Learner progress, expanding college and career readiness opportunities, improving student connectedness, and reducing barriers to attendance and engagement for students performing at the lowest levels on the California School Dashboard. Implementation efforts prioritized English Learners, Hispanic students, and Socioeconomically Disadvantaged students who demonstrated significant academic and engagement needs based on local and state indicator data. The following response is organized into three focus areas: Area 1 Academic Achievement and Instructional Support, Area 2 College and Career Readiness and Postsecondary Access, and Area 3 Family Engagement, Student Connectedness, and Equity Supports. Together, these focus areas reflect Calero High School's efforts to provide targeted interventions, strengthen literacy and instructional practices, improve postsecondary access and planning, increase student engagement and connectedness, and address barriers impacting attendance and academic success. Overall, implementation reflected several successes related to expanded intervention supports, increased focus on English Learner monitoring, improved access to transportation and mentorship services, and greater exposure to college and career opportunities. At the same time, challenges related to chronic absenteeism, staffing capacity, inconsistent student participation, transportation barriers, and significant academic gaps in ELA, Math, and English Learner Progress continued to impact implementation and overall student outcomes.

Area 1 Academic Achievement and Instructional Support: Actions 8.1, 8.2, 8.4

Overall, implementation of Actions 8.1, 8.2, and 8.4 generally aligned with the planned actions and focused on improving academic achievement in English Language Arts and Math, strengthening literacy development across content areas, and increasing targeted support for English Learners and Long-Term English Learners. These actions were implemented in response to 2024 California School Dashboard data showing very low performance levels in both ELA and Math for English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Action 8.1 supported targeted academic interventions through after-school tutoring, classroom-based ELA and Math interventions, CAASPP preparation activities, student engagement strategies, and academic incentives. While implementation generally aligned with the planned action, actual expenditures were lower than anticipated due to lower participation in tutoring opportunities and the integration of some intervention supports into existing classroom instructional structures.

Action 8.2 focused on strengthening instructional practices and literacy development through increased access to reading materials, literacy promotion activities, reading incentives, and professional development on common reading and writing strategies across content areas. Professional learning opportunities and literacy-focused instructional supports were implemented through a combination of existing collaboration structures and targeted staff support. Actual expenditures were lower than budgeted because portions of the work were implemented through existing staff structures and internal supports rather than expanded contracted services or additional compensated time.

Action 8.4 focused on improving English Learner progress monitoring and instructional support through case management, professional development, academic interventions, and Early Warning System (EWS) monitoring. Teachers participated in efforts to monitor English Learners and Long-Term English Learners each grading period and provide targeted interventions aligned to identified student needs. Implementation generally aligned with the planned action; however, expenditures were lower than anticipated due to reduced travel, conference attendance, and contracted professional development services.

Successes across these actions included expanded access to intervention opportunities, strengthened literacy supports, increased focus on English Learner progress monitoring, and greater integration of academic language supports into instructional practices. Challenges included chronic absenteeism, inconsistent student participation in intervention opportunities, and staffing capacity limitations. Although the California School Dashboard reflected growth in several key metrics, significant academic gaps in ELA, Math, and English Learner progress continued to persist for historically underserved student groups.

Area 2 College and Career Readiness and Postsecondary Access: Action 8.3

Implementation of Action 8.3 focused on expanding college and career readiness opportunities for Calero students in response to the 2024 California School Dashboard College and Career Indicator (CCI), which identified the school at the lowest performance level for all students, particularly Hispanic students and Socioeconomically Disadvantaged students.

The action supported field trips to colleges and industry partners, college and career workshops, counseling supports, college bridge curriculum development, textbook reimbursement for community college courses, credit recovery opportunities, and family workshops focused on postsecondary planning. Implementation generally aligned with the planned action, though several planned activities occurred at a smaller scale than originally projected.

Actual expenditures were significantly lower than budgeted due to fewer field trips, workshops, counseling sessions, and expanded college and career readiness activities occurring than originally anticipated. Scheduling challenges, staffing capacity, transportation coordination, and lower participation in some activities contributed to the reduced expenditures. Despite these challenges, the action increased student exposure to postsecondary opportunities, strengthened awareness of college and career pathways, and supported efforts to increase A-G completion and college readiness for students needing additional support.

Area 3 Family Engagement, Student Connectedness, and Equity Supports: Actions 8.5, 8.6, 8.7

Implementation of Actions 8.5, 8.6, and 8.7 focused on strengthening family engagement, improving student connectedness, addressing barriers to attendance, and increasing socioemotional supports for students. These actions were implemented in response to school climate survey data indicating low levels of student belonging, academic confidence, and school connectedness.

Action 8.5 supported family engagement efforts through workshops, events, outreach activities, and the provision of resources, refreshments, and participation supports designed to reduce barriers for families. While implementation generally aligned with the planned action, expenditures were lower than anticipated because many family engagement activities were supported through existing staff structures and established school communication systems.

Action 8.6 addressed transportation barriers impacting attendance through the provision of VTA bus passes for students experiencing transportation insecurity. Unlike several other actions, expenditures for this action exceeded the original budget due to higher-than-anticipated student need for transportation assistance and increased demand for bus passes to support consistent school attendance and access to interventions and school programs.

Action 8.7 supported student connectedness and socioemotional wellness through a partnership with New Hope for Youth to provide mentorship and socioemotional support services for students identified through behavior referrals and engagement concerns. Implementation of this action aligned closely with the planned services and contributed to efforts to strengthen student relationships, belonging, and behavioral supports.

Successes across these actions included increased access to transportation supports, expanded mentorship and socioemotional services, stronger family outreach efforts, and improved opportunities for students to access supportive relationships and engagement activities. Challenges included persistent attendance barriers, ongoing socioemotional and mental health needs, inconsistent family participation, and limited staffing capacity to expand supports at the level of student need.

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.

The following provides an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Calero High School Equity Multiplier-funded actions during the 2025–26 school year. Variances between budgeted and actual expenditures were primarily the result of changes in participation levels, staffing capacity, scheduling limitations, implementation through existing district and site structures, and adjustments in the delivery of planned services and activities. In several actions, expenditures were lower than originally projected because activities were partially implemented through embedded instructional practices, existing staff responsibilities, or reduced participation in planned programs and events. In other cases, expenditures exceeded the original budget due to increased student need and expanded supports necessary to address barriers impacting attendance and access to school. Overall, expenditures remained aligned to the intent of the actions and continued to support Calero High School's efforts to improve academic achievement, strengthen English Learner progress, increase college and career readiness opportunities, improve student connectedness, and reduce barriers impacting student engagement and attendance.

Action 8.1 - Targeted Academic Interventions (64% under budget): Actual expenditures were lower than anticipated due to lower participation in after-school tutoring and intervention opportunities than originally projected. In addition, several intervention strategies, including classroom-based supports, assessment retakes, CAASPP preparation activities, and student engagement efforts, were integrated into existing instructional practices and staff responsibilities, reducing the need for the full level of projected expenditures for extra-duty compensation, supplies, and incentives.

Action 8.2 - Instructional Practices and Literacy Development (73% under budget): Actual expenditures were significantly lower than budgeted because portions of the literacy development work and professional learning activities were implemented through existing collaboration structures and embedded instructional practices rather than through expanded compensated time, substitute coverage, or additional contracted supports. Lower-than-anticipated costs for supplies, instructional materials, and professional development activities also contributed to the variance.

Action 8.3 - College and Career Readiness Expansion (86% under budget): Actual expenditures were substantially lower than projected because fewer college visits, workshops, counseling sessions, and expanded college and career readiness activities occurred than originally anticipated. Scheduling limitations, transportation coordination challenges, staffing capacity, and lower participation in some planned activities reduced overall expenditures. In addition, some supports were provided through existing site resources and programs rather than through the full level of Equity Multiplier funding originally budgeted.

Action 8.4 - English Learner Progress Monitoring and Support (65% under budget): Actual expenditures were lower than anticipated because portions of the English Learner progress monitoring, intervention, and professional development activities were implemented through existing district and site systems and staff collaboration structures. Reduced use of contracted professional development services, conference attendance, travel costs, substitute coverage, and extra-duty

compensation contributed to the variance while targeted supports for English Learners and Long-Term English Learners continued through embedded site practices.

Action 8.5 - Family Engagement (85% under budget): Actual expenditures were significantly lower than budgeted because many family engagement activities, workshops, and outreach efforts were implemented through existing staff, established school communication structures, and ongoing site engagement practices rather than through additional compensated time or expanded expenditures for materials and participation supports. Lower attendance at some planned events and reduced costs for refreshments, childcare, and supplies also contributed to the variance.

Action 8.6 - Transportation Equity (39% over budget): Actual expenditures exceeded the original budget due to higher-than-anticipated student need for transportation assistance and increased demand for VTA bus passes for students experiencing transportation insecurity. Additional transportation supports were necessary to improve school attendance, access to academic interventions, and participation in school programs for students facing transportation and economic barriers.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

Area 1 Academic Achievement and Instructional Support: Actions 8.1, 8.2, 8.4

Actions 8.1, 8.2, and 8.4 were moderately effective in supporting progress toward improving academic achievement and English Learner outcomes for Calero students. These actions focused on targeted interventions in ELA and Math, literacy development across content areas, and increased monitoring and support for English Learners and Long-Term English Learners. Implementation of targeted academic interventions, literacy supports, and English Learner monitoring contributed to measurable growth in several academic indicators. English Learner Progress as measured by the CA Dashboard ELPI Indicator improved from 38.0% in 2024 to 44.9% in 2025 for English Learners, while Long-Term English Learner progress increased from 35.0% to 44.9%. These results indicate that targeted monitoring, academic interventions, and instructional supports for English Learners were effective in improving progress toward English proficiency.

CAASPP ELA outcomes also demonstrated growth across several student groups. Overall student performance increased from 11.0% in 2024 to 14.29% in 2025. Hispanic/Latino students increased from 6.0% to 13.34%, and Socioeconomically Disadvantaged students increased from 5.0% to 14.03%. These improvements suggest that literacy-focused instructional supports, reading interventions, and targeted academic assistance contributed positively to ELA achievement. However, English Learner ELA outcomes declined from 10.0% to 0.0%, indicating that additional and more intensive instructional supports are still needed for English Learners to access grade-level ELA standards successfully.

CAASPP Math outcomes showed only limited improvement. All Students increased from 0.0% to 1.43%, Hispanic/Latino students increased from 0.0% to 1.67%, and Socioeconomically Disadvantaged students increased from 0.0% to 1.75%. English Learners remained at 0.0%. While the interventions increased access to tutoring, skill-building activities, and test preparation supports, the data indicates that significant achievement gaps in mathematics continue to persist and that current interventions have not yet resulted in substantial academic growth in Math performance.

Overall, these actions were moderately effective in improving literacy outcomes and English Learner progress while expanding access to academic interventions and supports. However, persistent academic gaps, chronic absenteeism, inconsistent participation in intervention opportunities, and continued low performance in Math demonstrate the need for ongoing targeted intervention and instructional support for historically underserved student groups.

Area 2 College and Career Readiness and Postsecondary Access: Action 8.3

Action 8.3 was effective in supporting progress toward improving college and career readiness outcomes for Calero students. The action focused on expanding exposure to colleges and career pathways through field trips, counseling supports, family workshops, college bridge planning, credit recovery opportunities, and college and career readiness activities. Implementation of these efforts contributed to significant improvement in the California School Dashboard College and Career Indicator (CCI). Overall student performance increased from 5.0% in 2024 to 16.7% in 2025. Hispanic/Latino student performance increased from 4.0% to 14.6%, while Socioeconomically Disadvantaged students increased from 4.0% to 16.0%. These gains indicate meaningful progress in increasing student awareness of postsecondary opportunities, improving access to college and career supports, and helping students engage in activities aligned to college and career readiness pathways. Although actual expenditures were lower than originally projected due to fewer field trips and activities occurring than planned, the action was still effective in improving college and career readiness outcomes and strengthening student exposure to postsecondary planning opportunities. Continued expansion of counseling supports, college-going experiences, and workforce exploration opportunities remains necessary to sustain and accelerate growth in CCI outcomes.

Area 3 Family Engagement, Student Connectedness, and Equity Supports: Actions 8.5, 8.6, 8.7

Actions 8.5, 8.6, and 8.7 were moderately effective in supporting family engagement, reducing barriers to attendance, increasing student connectedness, and strengthening socioemotional supports for students. These actions focused on improving school connectedness, increasing family participation, addressing transportation barriers, and expanding mentorship and wellness supports for students identified as needing additional intervention and engagement support.

Family engagement activities, workshops, and outreach efforts increased opportunities for families to connect with the school and access resources designed to support student success and well-being. Transportation supports through VTA bus passes helped reduce attendance barriers for students experiencing transportation insecurity and improved access to school and intervention opportunities. Mentorship and socioemotional support services through the partnership with New Hope for Youth increased access to relationship-centered supports for students identified through behavior referrals and engagement concerns.

While these actions contributed positively to improving access to supports and strengthening student engagement efforts, challenges related to chronic absenteeism, transportation instability, socioemotional needs, and inconsistent family participation continued to impact overall student outcomes. School climate and engagement data continued to demonstrate the need for expanded relationship-centered supports, increased attendance interventions, and additional family engagement strategies to strengthen student connectedness and improve academic persistence for underserved student groups.

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

The goal for Calero High School has been revised to reflect updated target student groups and indicators based on changes in student performance levels identified through the California School Dashboard metrics. These revisions ensure that the goal remains responsive to current student needs, aligned with data-driven priorities, and focused on the student groups demonstrating the greatest need for support. The adjustments also ensure continued alignment with the requirements and intent of Equity Multiplier funding by targeting resources and interventions toward the students and indicators identified at the lowest performance levels.

The following actions have been amended for the 2026-27 school year: Actions 8.1 and 8.4. We have also added a new action item - Action 8.8.

Action 8.1 - This action has been amended for the 2026–27 school year to remove planned contract services and instead add 0.4 FTE in added staffing assignments to provide additional direct academic support for students. These added assignments will allow staff to provide expanded intervention opportunities, tutoring, academic monitoring, and targeted instructional support for students most in need of assistance in ELA and Math.

Action 8.4 - This action has been amended for the 2026–27 school year to remove travel and conference expenditures as well as contract services associated with professional development. Moving forward, professional learning and support for English Learner instructional practices will be provided primarily through existing district staff, site collaboration, and embedded professional learning structures.

A new action, **Action 8.8** – Positive School Climate, Student Engagement, and Restorative Supports, has been added for the 2026–27 school year in response to the 2025 California School Dashboard Suspension Indicator data, which identified suspension rates as an area of significant need for Calero High School. This action was added to address disproportionately high suspension rates among All Students, Hispanic/Latino students, and Socioeconomically Disadvantaged students through expanded restorative practices, relationship-centered interventions, student mentoring, and engagement supports. The action includes the addition of a 0.6 FTE Advisor position to provide direct student support, attendance follow-up, behavior intervention, restorative conversations, and student engagement activities designed to improve school connectedness, reduce exclusionary discipline, and strengthen positive school climate outcomes for students most impacted by barriers to academic success.

The following metrics have been adjusted: 8.1, 8.2, 8.3, 8.4 and Metric 8.5 is a new metric.

Metrics 8.1, 8.2, 8.3, and 8.4 were newly established as part of the 2025–26 LCAP update to address identified areas of need tied to Calero High School's Equity Multiplier eligibility and California School Dashboard performance indicators. As a result, only Year 1 outcome data is currently available for reporting. Year 2 outcome data and trend analysis will be included as part of the 2027–28 LCAP update to allow for a more comprehensive evaluation of progress and effectiveness over time.

Metric 8.5 has been added for the 2026–27 school year to address suspension rates, which emerged as an identified area of need based on the 2025 California School Dashboard data and Calero High School's continued eligibility for Equity Multiplier funding. The addition of this metric ensures that the plan more accurately reflects current student needs and aligns Equity Multiplier resources and interventions toward reducing exclusionary discipline practices, improving student engagement and connectedness, and strengthening positive school climate outcomes for historically underserved student groups.

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

8.1	Targeted Academic Interventions in English Language Arts and Math	The 2024 CA Dashboard Academic Indicators in Math and ELA show students are not performing at standard as measured by the CAASPP scores. Specifically, English Learners, Socioeconomically Disadvantaged students, and Hispanic students are at the lowest performance levels. CAASPP Math scores >=3 (% of students meeting and Exceeding Standard): All Students = 0% Hispanic/Latino = 0% English Learners = 0% Socioeconomically Disadvantaged = 0% CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard): All Students = 10.52% Hispanic/Latino = 9.61% English Learners = 5.88% Socioeconomically Disadvantaged = 5.41% To address this, the following targeted interventions and actions will be implemented: • After-School Tutoring in English and Math • ELA and Math Interventions in the classroom including skill building and assessment retakes • ELA and Math testing strategies • Student Engagement and CAASPP Motivation We will provide the following to support with the implementation of the interventions and actions: • extra duty compensation for staff to plan and implement the targeted interventions and lead the tutoring sessions • provide supplemental curriculum and supplies for the focused interventions and tutoring sessions	$64,000 Personnel Costs: Salary and Benefits Equity Multiplier Funds	[No] All Students Calero High School

		• provide student incentives that are part of an academic program, recognition ceremony, or event tied to improving student engagement and achievement (e.g., CAASPP prep breakfast, reading incentives, college/career workshops) This action has been amended for the 2026-27 school year. The 2025 CA Dashboard Academic Indicators in Math and ELA continue to show that students are not performing at standard as measured by CAASPP scores. Specifically, English Learners, Socioeconomically Disadvantaged students, and Hispanic students continue to perform at the lowest levels in both ELA and Math. 2025 CAASPP Math scores ≥ 3 (% of students meeting or exceeding standard): • All Students = 1.43% • Hispanic/Latino = 1.67% • English Learners = 0.00% • Socioeconomically Disadvantaged = 1.75% 2025 CAASPP ELA scores ≥ 3 (% of students meeting or exceeding standard): • All Students = 14.29% • Hispanic/Latino = 13.34% • English Learners = 0.00% • Socioeconomically Disadvantaged = 14.03% To address these academic gaps, Calero High School will continue to implement targeted interventions and expanded student supports focused on improving foundational literacy and mathematics skills, increasing student engagement, and strengthening academic achievement outcomes. Interventions will include: • After-school tutoring and targeted academic support in English and Math • Classroom-based ELA and Math interventions, including skill-building opportunities and assessment retakes • ELA and Math testing preparation strategies • Student engagement and CAASPP motivation activities designed to increase participation and academic confidence		

		This action has been amended for the 2026–27 school year to remove planned contract services and instead add 0.4 FTE in added staffing assignments to provide additional direct academic support for students. These added assignments will allow staff to provide expanded intervention opportunities, tutoring, academic monitoring, and targeted instructional support for students most in need of assistance in ELA and Math. The district will provide the following to support implementation of this action: • 0.4 FTE added staffing assignments to provide additional student academic support and intervention services • Extra-duty compensation for staff to plan and implement targeted interventions and tutoring sessions • Supplemental curriculum, instructional materials, and supplies to support focused interventions and tutoring • Student incentives connected to academic achievement, CAASPP preparation, literacy engagement, and college/career readiness activities This action is intended to improve academic outcomes, strengthen student engagement in learning, and increase access to targeted interventions for students performing significantly below standard in ELA and Math.		

8.2	Instructional Practices and Literacy Development	The 2024 CA Dashboard Academic English Language Arts indicator shows students are not performing at standard as measured by the CAASPP scores. Specifically, English Learners, Socioeconomically Disadvantaged students, and Hispanic students are at the lowest performance levels.
		CAASPP ELA scores >=3 (% of students meeting and Exceeding Standard):
		All Students = 10.52%
		Hispanic/Latino = 9.61%
		English Learners = 5.88%
		Socioeconomically Disadvantaged = 5.41%
		
		To address this, we will focus on increasing access to reading materials and integrating literacy across all content areas.
		• Literacy Promotion via selected library reading books
		• Reading incentives
		• Professional development for common reading/writing strategies across Social Science, Art, and Science
		  ○ Provide extra duty compensation for staff to attend after school sessions
		  ○ Sub pay for teachers to attend workshops
		• Classroom supplies and materials to engage students through active reading
			$5000
			Personnel Costs: Salary and Benefits
			
			$10,000
			Supplies, Incentives, and Materials
			
			Equity Multiplier Funds
				[No]
				All Students
				Calero High School

8.3	College and Career Readiness Expansion	The 2024 CA Dashboard College and Career Indicator is at the lowest performance level (RED) for all students at Calero High School with HIspanic students and Socioeconomically disadvantaged students being the two student groups with the lowest performance. All students =4.7% Hispanic = 3.8% Socioeconomically disadvantaged = 4% To address this, Calero will do the following: • Provide extra duty compensation for staff to plan and coordinate field trips to colleges and industry partners • Provide field trips to colleges and various industries and businesses • Provide a College and Career Readiness Fair and Recognition for students and their families • Offer College and Career Family planning workshops • Provide textbook reimbursement for students taking college courses at the community college • Provide extra duty compensation for staff to develop a High school to College Bridge curriculum • Provide extra duty compensation for after hours counseling • Provide credit recovery sessions for seniors to be A-G eligible	$2000 Personnel Costs: Salary and Benefits $9011 Field Trip costs Equity Multiplier Funds	[No] All Students Calero High School

8.4	English Learner Progress Monitoring and Support	The CA Dashboard English Learner Progress Indicator shows that only 38.1% of English Learners and only 35% of Long-term English Learners are making progress towards English Language proficiency. To improve these outcomes, Calero will develop lesson plans and materials to address the academic language needs of all students with a focus on English Learners. In addition, each teacher will shadow and case manage English Learners and Long-term English Learners identified via our Early Warning System (EWS) every grading period to provide academic interventions. Teachers will also participate in professional development focused on evidence-based instructional strategies for English Learners. The following will be provided: • extra duty compensation for staff to attend professional development sessions after school hours • substitutes for teachers to attend workshops • extra duty compensation to case manage EL and LTEL students and provide academic interventions • contract services for PD sessions • travel and conference fees for PD sessions This action has been amended for the 2026-27 school year. The CA Dashboard English Learner Progress Indicator shows that while progress has improved, only 44.9% of English Learners and 44.9% of Long-Term English Learners are making progress toward English language proficiency. In addition, English Learners continue to perform at the lowest levels academically in ELA and Math as measured by CAASPP outcomes. To improve these outcomes, Calero High School will continue to strengthen instructional supports, academic interventions, and progress monitoring systems focused on English Learners and Long-Term English Learners. Teachers will continue to develop lesson plans and instructional materials that address academic language development across content areas while utilizing Early Warning System (EWS) data to identify students needing targeted intervention and support.	$5000 Personnel Costs: Salary and Benefit Equity Multiplier Funds	[No] All Students Calero High School

		Teachers will also continue to monitor and case manage English Learners and Long-Term English Learners during each grading period to provide academic interventions, progress monitoring, and individualized support aligned to identified student needs. Professional learning opportunities focused on evidence-based instructional strategies for English Learners will continue through embedded district and site collaboration structures. This action has been amended for the 2026–27 school year to remove travel and conference expenditures as well as contract services associated with professional development. Moving forward, professional learning and support for English Learner instructional practices will be provided primarily through existing district staff, site collaboration, and embedded professional learning structures. The district will provide the following to support implementation of this action: • Extra-duty compensation for staff to participate in after-school professional learning and collaboration sessions • Substitute coverage for teachers to attend workshops and collaborative planning opportunities • Extra-duty compensation for staff to case manage English Learners and Long-Term English Learners and provide targeted academic interventions This action is intended to improve English Learner progress toward proficiency, strengthen academic language development, increase access to targeted interventions, and improve academic outcomes for English Learners and Long-Term English Learners.		

8.5	Family Engagement	The school climate/SEL survey results show that 58% of students feel a sense of belonging at Calero and 41% of students believe they can succeed in achieving academic success. To improve these results, we will strengthen family and community engagement through workshops, events, and partnerships that support student learning and well-being. Provide resources and training for families to support their children's education. For greater access, we will remove barriers to participation (e.g., providing refreshments, child care, and materials). • Provide extra duty compensation for staff to plan and lead events • Provide light refreshments, resources, and materials for families	$5000 personnel $5000 Supplies and Materials Equity Multiplier Funds	[No] All Students Calero High School
8.6	Transportation Equity	Attendance data indicates that students may experience barriers to coming to school. One of those barriers may be transportation. To support students in this area we will provide bus passes for students. • Provide VTA Bus Passes for low-income/transportation-insecure students	$3000 Contract Services Equity Multiplier Funds	[No] All Students Calero High School

8.7	Mentorship and Socioemotional Support	Academic success is linked to students feeling connected to school and feeling a sense of belonging. School climate survey results for Calero indicate that only 56% of students feel connected to school. To address this, Calero will partner with New Hope for Youth to provide mentorship and socioemotional support to students identified via behavior referrals. This action has been amended for the 2026-27 school year. Academic success is closely connected to students feeling supported, connected to school, and having access to positive relationships and socioemotional supports. School climate survey data for Calero High School continues to demonstrate a need to strengthen student connectedness, belonging, engagement, and access to wellness supports for students experiencing academic, behavioral, or social-emotional challenges. To address these needs, Calero High School will continue to provide mentorship, socioemotional support, and relationship-centered interventions for students identified through behavior referrals, attendance concerns, engagement challenges, and Early Warning System (EWS) indicators. Services will focus on increasing student connectedness, strengthening positive decision-making skills, improving engagement in school, and reducing barriers that impact academic success and school participation. This action has been amended for the 2026–27 school year to shift the contracted provider from New Hope for Youth to The City Peace Project. The City Peace Project will provide culturally responsive mentorship, restorative practices, socioemotional support services, student engagement activities, and intervention supports designed to strengthen school connectedness and improve outcomes for students most in need of support. The district will provide: • Contracted mentorship and socioemotional support services through The City Peace Project • Targeted interventions and student support services for students identified through behavioral, attendance, and engagement concerns	$104,000 Contract Services Equity Multiplier Funds	[No] All Students Calero High School

		• Relationship-centered programming focused on belonging, student voice, conflict resolution, and positive school engagement This action is intended to improve student connectedness, strengthen socioemotional wellness, reduce behavioral concerns, and increase student engagement and persistence in school for students experiencing the greatest barriers to academic success.		

8.8	Positive School Climate, Student Engagement, and Restorative Supports	This is a new action item for the 2026-27 school year. The 2025 California School Dashboard Suspension Indicator shows that suspension rates continue to be an area of concern for Calero High School, particularly for historically underserved student groups. Current suspension rates are as follows: • All Students = 12.9% • Hispanic/Latino = 12.6% • Socioeconomically Disadvantaged = 8.4% These data indicate a continued need to strengthen proactive student engagement, relationship-centered supports, restorative practices, and interventions designed to reduce exclusionary discipline and increase student connectedness and engagement in school. To address these needs, Calero High School will expand student support structures and restorative approaches that focus on relationship-building, student mentoring, attendance monitoring, behavioral interventions, and socioemotional support for students identified through behavior referrals, attendance concerns, and Early Warning System (EWS) indicators. This action will include the use of a 0.6 FTE Advisor position to provide direct support to students through individualized mentoring, case management, attendance follow-up, restorative conversations, student check-ins, behavior intervention support, and coordination of student engagement activities designed to strengthen school connectedness and improve student outcomes. Particular focus will be placed on supporting Hispanic/Latino students, Socioeconomically Disadvantaged students, and other students disproportionately impacted by suspension and disengagement from school. The district will provide: • 0.6 FTE Advisor to provide direct student engagement, mentoring, attendance, and restorative support services • Restorative practices and relationship-centered interventions to reduce exclusionary discipline • Student engagement activities and positive behavior supports designed to strengthen belonging and school connectedness	$114,292 Personnel costs: Salary and Benefits Equity Multiplier Funds	[No] All Students Calero High School

		• Collaboration with counselors, teachers, administrators, and MTSS teams to identify and support students experiencing behavioral, attendance, or engagement challenges • Materials, supplies, and student supports aligned to positive school climate and restorative intervention efforts This action is intended to reduce suspension rates, strengthen student connectedness and engagement, improve school climate, and increase access to supportive interventions for students most impacted by disciplinary disproportionality and barriers to academic success.		

Goal 9 Student Achievement at Pegasus High School

Goal #	Description	Type of Goal
9	Increase academic outcomes and college/career readiness for all students with a focus on English Learners including Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students by increasing each of the following indicators: Graduation rate for English Learners and CCI for English Learners including Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino by June 2027 as indicated by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

This goal was developed to address persistent and significant disparities in academic achievement and college/career readiness among English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students as identified through California School Dashboard indicators. Specifically, the Graduation rate and the College/Career Indicator (CCI) have consistently shown that these student groups perform below the district and state averages. Improving outcomes in these key areas is essential not only for meeting state accountability targets but also for fulfilling the district's commitment to educational equity. These indicators collectively represent students' progress in foundational academic skills and preparedness for postsecondary success. By integrating growth targets across Graduation rate and CCI, this goal provides a comprehensive approach to advancing student achievement. It ensures that interventions are aligned across content areas and student needs, and that progress is measured holistically—academically, linguistically, and in terms of readiness for college, career, and life beyond high school. Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Graduation rate as measured by the CA Dashboard Graduation Indicator	2025 Outcomes All students = 73.4% English Learners = 67.6%	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	All students = 80% English Learners = 80%	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update.
9.2	CA Dashboard College and Career Indicator	2025 Outcomes All students = 2.2% Hispanic = 1.3% English Learners = 0% Long-term English Learners = 0% Socioeconomically Disadvantaged = 1.2%	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	All Students = 25% Hispanic/Latino = 25% English Learners = 25% Long-term English Learners = 25% Socioeconomically Disadvantaged = 25%	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update.

Goal Analysis for 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.

Pegasus High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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.

Pegasus High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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

Pegasus High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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.

Pegasus High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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

9.1	Targeted Academic Interventions	The 2025 California School Dashboard Graduation Rate data indicates that Pegasus students, particularly English Learners, continue to require targeted academic interventions and expanded supports to improve graduation outcomes. Current graduation rate outcomes show: • All Students = 73.4% • English Learners = 67.6% To address these outcomes, Pegasus will implement targeted academic interventions focused on credit recovery, foundational skill development, academic engagement, and individualized student support to increase graduation outcomes for students most at risk of not graduating. Particular focus will be placed on English Learners, Long-Term English Learners, Hispanic/Latino students, and Socioeconomically Disadvantaged students. The district will provide: • Targeted intervention and credit recovery opportunities in core subject areas • Academic monitoring and progress checks using Early Warning System (EWS) data • Small-group and individualized academic support sessions • Extra-duty compensation for staff to provide after-school interventions, tutoring, and academic support • Contract services for high-dosage tutoring • Supplemental instructional materials, supplies, and student incentives aligned to academic engagement and progress monitoring This action is intended to improve course completion, increase graduation outcomes, strengthen academic engagement, and support students in remaining on track toward graduation.	$25,000 Personnel costs: Salary and Benefits $25,000 Contract Services Equity Multiplier Funds	[No] All Students Pegasus High School

9.2	Attendance Support	Attendance data and graduation outcomes indicate that chronic absenteeism and inconsistent school participation continue to be barriers impacting student success and graduation outcomes at Pegasus, particularly for English Learners, Long-Term English Learners, Hispanic/Latino students, and Socioeconomically Disadvantaged students. To address these barriers, Pegasus will implement targeted attendance interventions and relationship-centered supports designed to improve school attendance, student engagement, and connection to school. The district will provide: • Attendance monitoring and intervention supports using Early Warning System (EWS) data • Individualized attendance outreach and follow-up with students and families • Student mentoring, check-ins, and case management support • Extra-duty compensation for staff to coordinate attendance intervention efforts and family outreach This action is intended to improve attendance, strengthen school connectedness, and increase consistent student participation in instructional and intervention opportunities.	$10,000 Personnel costs: Salary and Benefits Equity Multiplier Funds	[No] All Students Pegasus High School

9.3	Student Engagement	School engagement and connectedness are critical factors impacting attendance, persistence, graduation outcomes, and college and career readiness for Pegasus students. Students experiencing disengagement from school are more likely to experience attendance challenges, credit deficiencies, and lower academic outcomes. To strengthen student engagement and school connectedness, Pegasus will provide expanded opportunities for relationship-building, leadership development, student recognition, restorative practices, and enrichment activities that promote belonging and positive school culture. Particular focus will be placed on supporting English Learners, Long-Term English Learners, Hispanic/Latino students, and Socioeconomically Disadvantaged students. The district will provide: • Student engagement activities, leadership opportunities, and school climate events • Restorative and relationship-centered student supports • Student recognition and incentive programs tied to attendance, academic growth, and engagement • Field trip opportunities that support student engagement, relationship-building, college and career exposure, cultural enrichment, and connection to school • Supplies and materials aligned to student engagement and school connectedness activities This action is intended to improve student connectedness, increase engagement in school, strengthen relationships with staff and peers, and improve persistence toward graduation.	$30,000 Materials, supplies, and field trip costs Equity Multiplier Funds	[No] All Students Pegasus High School

9.4	Expanded Visual Art Access	Student input and engagement data indicate a need for expanded enrichment opportunities that increase student engagement, creativity, self-expression, and connection to school. Visual arts opportunities provide students with meaningful avenues for engagement while supporting social-emotional wellness, cultural expression, and academic motivation. To address this need, Pegasus will expand access to visual arts experiences and creative learning opportunities designed to increase student participation, engagement, and connection to school. The district will provide: • Expanded visual arts materials, supplies, and classroom resources • Student art projects, exhibitions, and enrichment opportunities • Extra-duty compensation for staff supporting visual arts programming and student activities • Opportunities for students to participate in creative and culturally responsive arts experiences This action is intended to increase student engagement, strengthen school connectedness, support student wellness, and provide students with opportunities for creativity and self-expression that contribute positively to school participation and persistence.	$10,000 Personnel costs: Salary and Benefits $15,151 Materials and supplies Equity Multiplier Funds	[No] All Students Pegasus High School

9.5	English Language Arts Support through Digital Tools	The 2025 CA Dashboard data and local academic performance indicators demonstrate a continued need to strengthen literacy development, academic language acquisition, and English Language Arts achievement for Pegasus students, particularly English Learners and Long-Term English Learners. To address these needs, Pegasus will provide digital learning tools and technology-based instructional supports designed to strengthen literacy skills, reading comprehension, writing development, and academic language acquisition. The district will provide: • Digital instructional platforms and literacy intervention tools focused on ELA skill development • Supplemental online learning resources to support individualized learning pathways • Technology-based academic interventions aligned to literacy and language acquisition goals • Professional learning and collaboration opportunities for staff implementing digital literacy supports • Student access to instructional technology and digital learning resources This action is intended to improve literacy outcomes, strengthen academic language development, increase access to differentiated instruction, and support academic progress for English Learners, Long-Term English Learners, and students performing below grade level in ELA.	$50,000 Contract services Equity Multiplier Funds	[No] All Students Pegasus High School

9.6	College and Career Readiness Expansion	The 2025 California School Dashboard College and Career Indicator (CCI) demonstrates a significant need to strengthen college and career readiness outcomes for Pegasus students, particularly English Learners, Long-Term English Learners, Hispanic/Latino students, and Socioeconomically Disadvantaged students. Current CCI outcomes show: • All Students = 2.2% • Hispanic/Latino = 1.3% • English Learners = 0.0% • Long-Term English Learners = 0.0% • Socioeconomically Disadvantaged = 1.2% To improve these outcomes, Pegasus will expand opportunities for students to explore college and career pathways, participate in postsecondary planning activities, and access experiences that strengthen workforce readiness and college-going awareness. The district will provide: • College and career exploration activities, workshops, and presentations • College visits, career pathway exposure opportunities, and field trips • Individualized academic advising and graduation planning support • Credit recovery and A-G support opportunities for students needing intervention • Extra-duty compensation for staff to coordinate college and career readiness activities and student supports • Supplies, materials, and student supports aligned to postsecondary planning and engagement activities This action is intended to improve graduation outcomes, increase college and career readiness, strengthen postsecondary awareness, and expand access to college and career opportunities for students most impacted by academic and opportunity gaps.	$10,000 Personnel costs: Salary and Benefits $5000 Materials and supplies Equity Multiplier Funds	[No] All Students Pegasus High School

Goal 10 Student Achievement at Phoenix High School

Goal #	Description	Type of Goal
10	Improve student achievement and equitable student outcomes for Hispanic and Socioeconomically Disadvantaged students by decreasing suspension rates, reducing disproportionality in discipline outcomes compared to all students, and increasing access to consistent instructional time, engagement, and supportive interventions, as measured by California School Dashboard indicators by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to address the root causes contributing to disproportionate suspension rates through the implementation of restorative practices, culturally responsive supports, targeted interventions, and consistent behavioral systems aligned to the district's Multi-Tiered System of Supports (MTSS). By focusing on reducing exclusionary discipline and increasing supportive responses to student behavior, Phoenix High School aims to improve overall student achievement, engagement, and equitable outcomes for Hispanic students and Socioeconomically Disadvantaged students.

Analysis of California School Dashboard indicators and local discipline data demonstrates that exclusionary discipline practices are negatively impacting student engagement, access to instruction, school connectedness, and overall academic success for these student groups. Because Phoenix High School serves students who often benefit from additional academic, behavioral, and social-emotional supports, reducing suspensions is critical to ensuring students remain connected to school and have equitable access to learning opportunities and interventions.

Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CA Dashboard Suspension Rate Indicator	2025 Outcomes All Students = 5% Hispanic = 6.1% Socioeconomically Disadvantaged = 7%	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	All Students = 2% Hispanic = 2% Socioeconomically Disadvantaged = 2%	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update.
10.2	Behavior Referrals	2025 Outcomes All Students = 17 Hispanic = 10	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	New goal added as part of the 2026-27 update, outcome data will be reported as part of the 2027-28 update.	All Students = 8 Hispanic = 5	2026-27 Update Difference from baseline will be reported as part of the 2027-28 update.

Goal Analysis for 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.

Phoenix High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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.

Phoenix High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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

Phoenix High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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.

Phoenix High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2026-27.

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

10.1	Positive Behavior Interventions and Support	The 2025 California School Dashboard Suspension Indicator data demonstrates that suspension rates continue to disproportionately impact several student groups at Phoenix High School, particularly Hispanic/Latino students and Socioeconomically Disadvantaged students. Current suspension outcomes show: • All Students = 5.0% • English Learners = 4.0% • Hispanic/Latino = 6.1% • Homeless Youth = 5.3% • Long-Term English Learners = 4.0% • Socioeconomically Disadvantaged = 7.0% In addition, local office referral data indicates ongoing behavioral and engagement concerns that require targeted intervention and support: • All Students = 17 office referrals • African American students = 6 office referrals • English Learners = 3 office referrals • Hispanic/Latino students = 10 office referrals To address these outcomes, Phoenix High School will implement expanded Positive Behavior Interventions and Supports (PBIS), restorative practices, and proactive student behavior interventions designed to reduce exclusionary discipline, improve student engagement, and strengthen school connectedness. Particular focus will be placed on Hispanic/Latino students, Socioeconomically Disadvantaged students, English Learners, Long-Term English Learners, Homeless Youth, and African American students who demonstrate disproportionate discipline outcomes. The district will provide: • Restorative practices and relationship-centered interventions to address student conflict and behavioral concerns • Positive behavior support systems and student engagement incentives • Student recognition programs tied to attendance, engagement, and positive behavior outcomes	$10,000 Personnel costs: Salary and Benefits $10,000 Materials and Supplies Equity Multiplier Funds	[No] All Students Phoenix High School

		• Supplies, materials, and resources aligned to PBIS and restorative intervention implementation • Extra-duty compensation and personnel support for staff implementing behavior interventions and student support activities This action is intended to reduce suspension rates, strengthen positive student behavior, improve school climate, and increase access to supportive interventions that keep students engaged in instructional time and connected to school.		

10.2	Student Engagement and Re-engagement supports	Student engagement, school connectedness, and meaningful participation in school activities are critical factors in reducing behavioral incidents, improving attendance, and increasing student persistence toward graduation. Students experiencing disengagement from school are more likely to experience behavioral referrals, suspensions, and inconsistent attendance patterns. To address these needs, Phoenix High School will provide expanded student engagement and re-engagement opportunities designed to strengthen relationships, improve belonging, and reconnect students to school through mentorship, enrichment activities, restorative community-building events, and targeted field trip opportunities. Particular attention will be given to students identified through behavior referrals, attendance concerns, and Early Warning System (EWS) indicators. The district will provide: • Student mentoring and relationship-centered engagement activities • Restorative community-building circles and student leadership opportunities • Enrichment activities and targeted field trips focused on college exposure, career awareness, cultural enrichment, and positive school engagement • Transportation, entrance fees, and participation supports for student engagement activities and field trips • Supplies and materials aligned to student engagement and restorative programming • Contracted services with community-based organizations to provide mentoring, restorative practices, wellness supports, and student engagement activities This action is intended to reduce suspensions, improve student engagement and connectedness, strengthen positive peer and adult relationships, and increase participation in supportive school-based activities that promote academic persistence and positive behavior outcomes.	$25,000 Field trip costs $10,000 Materials and Supplies $25,000 Contract services Equity Multiplier Funds	[No] All Students Phoenix High School

10.3	Behavior monitoring and case management	Behavior referral and suspension data indicate a need for more consistent monitoring, intervention, and case management support for students experiencing behavioral, attendance, and engagement challenges. Early identification and intervention are critical to reducing exclusionary discipline practices and improving access to instructional time and supportive interventions. Phoenix High School will implement a systematic approach to behavior monitoring and student case management using discipline data, attendance data, and Early Warning System (EWS) indicators to identify students requiring additional support and intervention. The district will provide: • Ongoing review and monitoring of behavior referral, suspension, attendance, and engagement data • Case management and individualized intervention planning for students identified through referrals and EWS indicators • Student check-ins, restorative conferences, and intervention coordination with families and support staff • Collaboration among counselors, administrators, teachers, MTSS teams, and community partners to coordinate interventions and support plans • Personnel support and extra-duty compensation for staff responsible for monitoring data and coordinating interventions This action is intended to reduce repeat behavioral incidents, strengthen early intervention efforts, improve access to supportive services, and reduce disproportionality in discipline outcomes for historically underserved student groups.	$10,000 Personnel costs: Salary and Benefits Equity Multiplier Funds	[No] All Students Phoenix High School

10.4	Professional Development for staff on restorative practices, classroom management, and tiered interventions to support student engagement	To improve consistency in behavior responses, strengthen classroom management practices, and reduce exclusionary discipline outcomes, Phoenix High School will provide professional development for certificated and classified staff focused on restorative practices, positive behavior interventions, trauma-informed approaches, classroom management, and tiered student supports aligned to the Multi-Tiered System of Supports (MTSS) framework. Professional learning will focus on strengthening staff capacity to: • Implement restorative and relationship-centered behavior interventions • Utilize proactive classroom management strategies that support student engagement and reduce behavioral escalation • Implement culturally responsive and trauma-informed practices • Identify and respond to early warning signs of disengagement and behavioral concerns • Support students through Tier 1, Tier 2, and Tier 3 interventions designed to increase instructional access and school connectedness The district will provide: • Professional development sessions and collaborative learning opportunities for staff • Extra-duty compensation and personnel support for staff participation in professional learning and planning activities • Training materials, implementation resources, and collaboration opportunities aligned to restorative practices and tiered interventions This action is intended to strengthen staff capacity to support positive student behavior, improve classroom and school climate, reduce disproportionality in discipline outcomes, and increase student access to supportive interventions that improve engagement and instructional time.	$21,204 Personnel costs: Salary and Benefits Equity Multiplier Funds	[No] All Students Phoenix High School

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$51,570,465	$4,301,659

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
20.86%	1.62%	$3,931,349	22.48%

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).

If the LEA has provided this required description in the Action Description, state as such within the table. Complete the table as follows:

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Actions 2, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard and local data for the target populations shows all of our comprehensive high schools with lower level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lower levels in one or more of the indicators.	We will measure effectiveness through the following metrics: ● level of implementation fidelity using implementation rubrics ● college and career readiness indicator on CA Dashboard ● Local A-G completion data ● Survey results ● Local Indicator self-reflection
Goal 2 Actions 1, 2, 4, 6, 7, 9, 10, 12, 13	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard and local data for the target populations shows all of our comprehensive high schools with lower level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lower levels in one or more of the indicators.	We will measure effectiveness through the following metrics: ● level of implementation fidelity using implementation rubrics ● graduation indicator on CA Dashboard ● Local graduation data ● Survey results ● EWS local data reports ● Local Indicator self-reflection

Goal 4 Actions 1, 2, 4, 5, 6, 7, 9, 11	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard and local data for the target populations shows all of our comprehensive high schools with lower level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lower levels in one or more of the indicators.	We will measure effectiveness through the following metrics: ● level of implementation fidelity using implementation rubrics ● suspension indicator on CA Dashboard ● Local suspension data ● Survey results ● Local Indicator self-reflection ● SHAPE local referral data
Goal 5 Actions 1, 2, 3, 4, 5, 6, 7, 8	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard and local data for the target populations shows all of our comprehensive high schools with lower level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lower levels in one or more of the indicators.	We will measure effectiveness through the following metrics: ● level of implementation fidelity using implementation rubrics ● Local attendance data ● Survey results ● Local Indicator self-reflection

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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3 Actions 2, 3, 4, 7, 8, 9	Required description is contained within each action item.	The actions are designed to address the need as English Learners are listed as performing at the lowest levels as per the CA Dashboard metrics and local data at all of our comprehensive high schools and at three of our continuation schools.	We will measure effectiveness through the following metrics: ● level of implementation fidelity using implementation rubrics ● EL progress indicator on CA Dashboard ● Graduation and college and Career readiness Indicators ● Reclassification rates ● ELPAC scores ● Survey results ● Local Indicator self-reflection

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.

There are no limited actions contributing to meeting the increased or improved services requirement.

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.

The district will use the additional 15% Concentration Grant Add-On funding to retain staff providing direct services to students at school sites with unduplicated pupil populations greater than 55 percent through **Goal 1, Action 9**. Due to significant fiscal pressures related to declining enrollment, rising operational costs, and ongoing budget reductions, the additional Concentration Grant Add-On funding is not sufficient to increase staffing levels beyond current service structures. However, the district is strategically utilizing these funds to preserve and maintain critical direct student support positions that otherwise would be at risk of reduction. This action is specifically designed to support Students with Disabilities (SWDs), who continue to demonstrate some of the lowest performance levels

across multiple California School Dashboard indicators, including English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, and the College and Career Indicator (CCI). Many Students with Disabilities are also identified as Low-Income students, English Learners, Foster Youth, or students experiencing multiple overlapping needs requiring coordinated academic, behavioral, communication, and mental health supports.

The district's use of Concentration Grant Add-On funding under this action will retain the following direct service positions and supports at school sites serving high concentrations of unduplicated pupils:

23.8 FTE Resource Periods to support case management, collaboration with general education teachers, intervention coordination, progress monitoring, and implementation of accommodations and modifications for Students with Disabilities

9.8 FTE School Psychologists to provide direct mental health services, counseling, assessments, consultation, crisis response, behavioral interventions, and support aligned to student IEPs

7.0 FTE Speech Therapists to provide direct speech and language services, communication support, consultation, and intervention services necessary for student access to instruction

Contracted specialized services to maintain continuity of required student services and address staffing shortages impacting service delivery

These staff members provide direct services to students by supporting implementation of IEP services, strengthening inclusion within the least restrictive environment (LRE), coordinating interventions, providing specialized instruction and related services, and addressing barriers that impact student access, participation, engagement, and academic success.

The district's investment in retaining these direct service staff positions aligns with the intent of the additional Concentration Grant Add-On funding because it preserves essential specialized supports for students with the greatest academic and support needs at school sites serving high concentrations of unduplicated pupils. By maintaining these positions during a period of fiscal constraint, the district is able to continue providing critical academic, behavioral, communication, and mental health services necessary to support student outcomes and equitable access to education.

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	Evergreen Valley = 66:1 Piedmont Hills = 48:1 Santa Teresa = 52:1	Andrew Hill = 48:1 Apollo = 87:1 Calero = 25:1 Foothill = 22:1 Independence = 51:1 James Lick = 22:1 Mt. Pleasant = 34:1 Oak Grove = 49:1 Pegasus = 127:1 Phoenix = 30:1 Silver Creek = 47:1 Wm C Overfelt = 35:1 Yerba Buena = 53:1

Staff-to-student ratio of certificated staff providing direct services to students	Evergreen Valley = 22:1 Piedmont Hills = 19:1 Santa Teresa = 20:1	Andrew Hill = 17:1 Apollo = 13:1 Calero = 14:1 Foothill = 10:1 Independence = 19:1 James Lick = 15:1 Mt. Pleasant = 16:1 Oak Grove = 17:1 Pegasus = 19:1 Phoenix = 13:1 Silver Creek = 20:1 Wm C Overfelt = 17:1 Yerba Buena = 20:1

2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 47,778,497.00	$ 44,806,001.14

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	Research, collaboration, professional development, and support for MTSS teams	No	$ 35,000	$ 16,744
1	1.2	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	Yes	$ 1,143,360	$ 1,397,181
1	1.3	Professional Development for Mathematics, Science, and English Language Arts teachers	No	$ 40,000	$ -
1	1.4	Professional Development for Math teachers at James Lick	No	$ 25,000	$ 211
1	1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	No	$ 60,000	$ 3,060
1	1.6	Data reporting for monitoring and analysis of metrics	Yes	$ 144,396	$ 141,825

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	1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	Yes	$ 1,193,823	$ 1,235,167
1	1.8	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	No	$ 20,000	$ 5,516
1	1.9	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	No	$ 4,625,506	$ 4,468,425
1	1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	No	$ 15,000	$ 15,000
1	1.11	California College Guidance Initiative as a college and career planning tool	No	$ -	$ -
1	1.12	College Awareness and Financial Aid Support for target student populations	Yes	$ 170,000	$ 241,044
1	1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP)exam access	No	$ 250,000	$ 250,000
1	1.14	Mentoring and academic support for students	Yes	$ 180,000	$ 159,000
1	1.15	Communication and engagement with parents/guardians	Yes	$ 278,649	$ 153,878
1	1.16	Field Trips for students	Yes	$ 135,000	$ 77,435

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	1.17	Targeted college and career readiness for students through AVID course enrollment	Yes	$ 167,263	$ 117,949
1	1.18	Support for our alternative learning options	Yes	$ 96,000	$ 139,934
2	2.1	Academic and social-emotional counseling provide by school counselors	Yes	$ 7,890,122	$ 7,890,427
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	Yes	$ 247,893	$ 249,001
2	2.3	Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	No	$ 25,000	$ 68,602
2	2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	Yes	$ 1,110,000	$ 1,145,303
2	2.5	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	No	$ 159,000	$ 120,057
2	2.6	Edgenuity online Credit Recovery	Yes	$ 730,000	$ 696,921
2	2.7	Summer School Program	Yes	$ 722,823	$ 785,945
2	2.8	Intersession learning recovery mini-sessions	No	$ 218,052	$ 86,242
2	2.9	Family Engagement and Communication	Yes	$ 2,003,286	$ 1,950,811

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	2.10	Coaching and induction support for teachers with preliminary and intern credentials	No	$ 80,000	$ 75,138
2	2.11	On-demand online tutoring	Yes	$ 670,000	$ 644,127
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) by APTS	Yes	$ 1,258,526	$ 1,352,125
2	2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	Yes	$ 1,369,761	$ 790,806
3	3.1	EL teacher coaching and support provided by an EL Teacher on Special Assignment	No	$ 215,133	$ -
3	3.2	Professional Development focused on understanding the EL Roadmap	Yes	$ 30,000	$ 17,757
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	Yes	$ 287,000	$ 74,036
3	3.4	Maintain smaller class size for designated ELD courses	Yes	$ 3,810,619	$ 3,529,219
3	3.5	Summer School Program	No	$ -	$ -
3	3.6	Supplemental Academic Support	No	$ 65,000	$ -
3	3.7	Translation and Interpretation Services	Yes	$ 205,000	$ 217,355
3	3.8	Family Engagement	Yes	$ 20,000	$ 39,010

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	English Learner program management, progress monitoring, and teacher support	Yes	$ 170,000	$ -
3	3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	No	$ 1,608,186	$ 1,422,921
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	Yes	$ 5,133,499	$ 4,926,481
4	4.2	Coordination of Student Services, Supports, and Interventions	Yes	$ 244,546	$ 112,236
4	4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	No	$ 40,000	$ 30,919
4	4.4	Positive school climate initiatives, support and interventions	Yes	$ 234,300	$ 182,671
4	4.5	Collaborating with Community Agencies to Build a Continuum of Care	Yes	$ 1,500,000	$ 1,712,373
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	Yes	$ 110,000	$ 107,320
4	4.7	Support for safe and positive school culture and climate	Yes	$ 4,804,142	$ 4,353,277

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	4.8	Targeted School Climate and Culture Support for Independence High School	No	$ -	$ -
4	4.9	9th grade Transition Program	No	$ -	$ -
4	4.10	Comprehensive Safety Audit	No	$ -	$ -
5	5.1	Child Welfare & Attendance Support	Yes	$ 372,049	$ 386,253
5	5.2	Health and wellness planning and monitoring	Yes	$ 1,502,057	$ 1,529,917
5	5.3	Early Monitoring and Intervention	Yes	$ 1,373,249	$ 1,292,114
5	5.4	Attendance Incentive Programs	No	$ 10,000	$ -
5	5.5	Restorative SARB	Yes	$ 10,000	$ -
5	5.6	Transportation Support	Yes	$ 70,000	$ 45,990
5	5.7	Attendance Support through Family Engagement, Communication, and Education	Yes	$ 25,000	$ 10,558
5	5.8	Professional Development for Staff strategies to improve student engagement and attendance	No	$ 16,465	$ -
6	6.1	Personalized Learning Plans	No	$ -	$ -
6	6.2	Targeted Academic Interventions	No	$ 159,287	$ 27,718
6	6.3	Enhanced Social-Emotional Support	No	$ 95,000	$ 816
6	6.4	Career and Technical Education (CTE) Programs	No	$ 40,000	$ -

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)
6	6.5	Family and Community Engagement	No	$ 164,307	$ 174,068
6	6.6	Professional Development for Staff	No	$ 35,000	$ 50,533
6	6.7	Field trips	No	$ 17,139	$ 39,299
6	6.8	Transportation Support	No	$ 10,000	$ -
7	7.1	Professional Development for Staff	No	$ 55,000	$ 40,388
7	7.2	Field Trips	No	$ 17,000	$ 4,820
7	7.3	Counseling and academic advising	No	$ 10,000	$ 2,555
7	7.4	English Support Course	No	$ 10,000	$ 8,148
7	7.5	Academic mini-sessions for credit and attendance recovery	No	$ 15,000	$ 54,176
7	7.6	Literacy imbedded Physical Education Course	No	$ 10,000	$ -
7	7.7	College and Career Awareness	No	$ 10,000	$ 9,917
7	7.8	Continuous access to school staff	No	$ 10,000	$ 20,553
7	7.9	Access to Advanced Placement Exams	No	$ 8,553	$ 4,996
8	8.1	Targeted Academic Interventions in English Language Arts and Math	No	$ 17,500	$ 6,291
8	8.2	Instructional Practices and Literacy Development	No	$ 20,297	$ 5,417
8	8.3	College and Career Readiness Expansion	No	$ 36,100	$ 5,005
8	8.4	English Learner Progress Monitoring and Support	No	$ 35,000	$ 12,232

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)
8	8.5	Family Engagement	No	$ 10,609	$ 1,620
8	8.6	Transportation Equity	No	$ 3,000	$ 4,169
8	8.7	Mentorship and Socioemotional Support	No	$ 70,000	$ 65,000

2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 37,354,097	$ 39,412,363	$ 37,705,445	$ 1,706,918	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	Yes	$ 1,143,360	$ 1,397,180.86	0.000%	0.000%
1	1.6	Data reporting for monitoring and analysis of metrics	Yes	$ 144,396	$ 141,825.41	0.000%	0.000%
1	1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	Yes	$ 1,193,823	$ 1,235,166.77	0.000%	0.000%
1	1.12	College Awareness and Financial Aid Support for target student populations	Yes	$ 170,000	$ 241,044.45	0.000%	0.000%
1	1.14	Mentoring and academic support for students	Yes	$ 180,000	$ 159,000.00	0.000%	0.000%
1	1.15	Communication and engagement with parents/guardians	Yes	$ 278,649	$ 153,878.22	0.000%	0.000%
1	1.16	Field Trips for students	Yes	$ 135,000	$ 77,434.90	0.000%	0.000%
1	1.17	Targeted college and career readiness for students through AVID course enrollment	Yes	$ 167,263	$ 117,948.70	0.000%	0.000%
1	1.18	Support for our alternative learning options	Yes	$ 96,000	$ 139,933.59	0.000%	0.000%
2	2.1	Academic and social-emotional counseling provide by school counselors	Yes	$ 7,890,122	$ 7,890,426.78	0.000%	0.000%
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	Yes	$ 247,893	$ 249,000.55	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	Yes	$ 1,110,000	$ 1,145,303.36	0.000%	0.000%
2	2.6	Edgenuity online Credit Recovery	Yes	$ 730,000	$ 696,921.25	0.000%	0.000%
2	2.7	Summer School Program	Yes	$ 722,823	$ 785,945.30	0.000%	0.000%
2	2.9	Family Engagement and Communication	Yes	$ 2,003,286	$ 1,950,810.55	0.000%	0.000%
2	2.11	On-demand online tutoring	Yes	$ 670,000	$ 644,127.00	0.000%	0.000%
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) by APTS	Yes	$ 1,258,526	$ 1,352,124.93	0.000%	0.000%
2	2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	Yes	$ 1,369,761	$ 790,805.79	0.000%	0.000%
3	3.2	Professional Development focused on understanding the EL Roadmap	Yes	$ 30,000	$ 17,756.85	0.000%	0.000%
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	Yes	$ 287,000	$ 74,035.84	0.000%	0.000%
3	3.4	Maintain smaller class size for designated ELD courses	Yes	$ 3,810,619	$ 3,529,219.43	0.000%	0.000%
3	3.7	Translation and Interpretation Services	Yes	$ 205,000	$ 217,354.50	0.000%	0.000%
3	3.8	Family Engagement	Yes	$ 20,000	$ 39,010.33	0.000%	0.000%
3	3.9	English Learner program management, progress monitoring, and teacher support	Yes	$ 170,000	$ -	0.000%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	Yes	$ 5,133,499	$ 4,926,481.25	0.000%	0.000%
4	4.2	Coordination of Student Services, Supports, and Interventions	Yes	$ 244,546	$ 112,236.44	0.000%	0.000%
4	4.4	Positive school climate initiatives, support and interventions	Yes	$ 234,300	$ 182,671.21	0.000%	0.000%
4	4.5	Collaborating with Community Agencies to Build a Continuum of Care	Yes	$ 1,500,000	$ 1,712,372.57	0.000%	0.000%
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	Yes	$ 110,000	$ 107,320.00	0.000%	0.000%
4	4.7	Support for safe and positive school culture and climate	Yes	$ 4,804,142	$ 4,353,277.01	0.000%	0.000%
5	5.1	Child Welfare & Attendance Support	Yes	$ 372,049	$ 386,252.53	0.000%	0.000%
5	5.2	Health and wellness planning and monitoring	Yes	$ 1,502,057	$ 1,529,916.57	0.000%	0.000%
5	5.3	Early Monitoring and Intervention	Yes	$ 1,373,249	$ 1,292,114.07	0.000%	0.000%
5	5.5	Restorative SARB	Yes	$ 10,000	$ -	0.000%	
5	5.6	Transportation Support	Yes	$ 70,000	$ 45,990.16	0.000%	0.000%
5	5.7	Attendance Support through Family Engagement, Communication, and Education	Yes	$ 25,000	$ 10,558.00	0.000%	0.000%

2026 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)
$ 242,645,729	$ 37,354,097	1.765%	17.160%	$ 37,705,445	0.000%	15.539%	$ 3,931,348.95	1.620%

2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2027	$ 247,221,789	$ 51,570,465	20.860%	1.620%	22.480%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 55,603,043	$ 3,321,557	$ -	$ 313,000	$ 59,237,600.00	$ 46,862,723	$ 12,374,877

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	Research, collaboration, professional development, and support for MTSS teams	All	No	LEA-wide	All	All Schools	Ongoing	$ 25,000	$ 10,000	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
1	1.2	Coordination of MTSS at school sites	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 25,000	$ 10,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
1	1.3	Professional Development for Mathematics, Science, and English Language Arts teachers	All	No	LEA-wide	All	All Schools	Ongoing	$ 10,000	$ 5,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
1	1.4	Professional Development for Math teachers at James Lick	All	No	Schoolwide	All	James Lick	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	All	No	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 10,000		$ 60,000	$ -	$ -	$ 60,000	0.000%
1	1.6	Data reporting for monitoring and analysis of metrics	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 170,077	$ 50,000	$ 220,077	$ -	$ -	$ -	$ 220,077	0.000%
1	1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 2,313,672	$ 50,000	$ 2,363,672	$ -	$ -	$ -	$ 2,363,672	0.000%
1	1.8	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	All	No	LEA-wide	All	All Schools	Ongoing	$ 5,000	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
1	1.9	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 7,809,294	$ 968,000	$ 8,777,294	$ -	$ -	$ -	$ 8,777,294	0.000%
1	1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 7,000,000	$ 7,000,000	$ -	$ -	$ -	$ 7,000,000	0.000%
1	1.11	California College Guidance Initiative as a college and career planning tool	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	1.12	College Awareness and Financial Aid Support for target student populations	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,000	$ 95,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP)exam access	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 215,813	$ 215,813	$ -	$ -	$ -	$ 215,813	0.000%

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	1.14	Mentoring and academic support for students	All	Yes	Schoolwide	All	Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, William C. Overfelt, and Yerba Buena	Ongoing	$ 5,000	$ 30,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
1	1.15	Communication and engagement with parents/guardians	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 25,000	$ 10,000	$ 35,000	$ -	$ -	$ -	$ 35,000	0.000%
1	1.16	Field Trips and After School Activities for students	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
1	1.17	Targeted college and career readiness for students through AVID course enrollment	All	Yes	Schoolwide	All	Independence, Piedmont, Silver Creek, William C. Overfelt, and Yerba Buena	Ongoing	$ 202,469	$ 35,000	$ 237,469	$ -	$ -	$ -	$ 237,469	0.000%
1	1.18	Support for our alternative learning options	All	Yes	Schoolwide	All	Apollo, Pegasus, Phoenix, and ISP	Ongoing	$ 96,000	$ 65,000	$ 161,000	$ -	$ -	$ -	$ 161,000	0.000%
2	2.1	Academic and social-emotional counseling provided by school counselors	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 8,013,566	$ -	$ 8,013,566	$ -	$ -	$ -	$ 8,013,566	0.000%
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 261,794	$ -	$ 261,794	$ -	$ -	$ -	$ 261,794	0.000%
2	2.3	Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	All	No	LEA-wide	All	All Schools	Ongoing	$ 70,000	$ -	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
2	2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 110,432	$ 15,000	$ 125,432	$ -	$ -	$ -	$ 125,432	0.000%
2	2.5	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	All	No	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ -	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
2	2.6	Edgenuity online Credit Recovery	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 10,000	$ 700,000	$ 710,000	$ -	$ -	$ -	$ 710,000	0.000%
2	2.7	Summer School Program	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 589,683	$ 20,020	$ 609,703	$ -	$ -	$ -	$ 609,703	0.000%
2	2.8	Intersession learning recovery mini-sessions	All	No	LEA-wide	All	All Schools	Ongoing	$ 218,063	$ -	$ -	$ 218,063	$ -	$ -	$ 218,063	0.000%
2	2.9	Family Engagement and Communication	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 719,140	$ 50,000	$ 769,140	$ -	$ -	$ -	$ 769,140	0.000%
2	2.10	Coaching and induction support for teachers with preliminary and intern credentials	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 15,000	$ 112,500	$ 127,500	$ -	$ -	$ -	$ 127,500	0.000%
2	2.11	On-demand online tutoring	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS)	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 337,951	$ -	$ 337,951	$ -	$ -	$ -	$ 337,951	0.000%

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	2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 825,754	$ -	$ 825,754	$ -	$ -	$ -	$ 825,754	0.000%
3	3.1	EL teacher coaching and support provided by an EL Teacher on Special Assignment	All	No	LEA-wide	English Learners	All Schools	Ongoing	$ 218,000	$ -	$ -	$ -	$ -	$ 218,000	$ 218,000	0.000%
3	3.2	Professional Development focused on understanding the EL Roadmap	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 10,000	$ 5,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 15,000	$ 300,000	$ 315,000	$ -	$ -	$ -	$ 315,000	0.000%
3	3.4	Maintain smaller class size for designated ELD courses	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 3,610,524	$ -	$ 3,610,524	$ -	$ -	$ -	$ 3,610,524	0.000%
3	3.5	Summer School Program	All	No	LEA-wide	English Learners	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.6	Supplemental Academic Support	All	No	LEA-wide	English Learners	All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
3	3.7	Translation and Interpretation Services	All	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 225,000	$ 225,000	$ -	$ -	$ -	$ 225,000	0.000%
3	3.8	Family Engagement	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 30,000	$ 15,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
3	3.9	English Learner program management, progress monitoring, and teacher support	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 349,324	$ 150,000	$ 499,324	$ -	$ -	$ -	$ 499,324	0.000%
3	3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	All	No	LEA-wide	English Learners	All Schools	Ongoing	$ 1,630,005	$ -	$ -	$ 1,630,005	$ -	$ -	$ 1,630,005	0.000%
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 4,310,936	$ -	$ 4,310,936	$ -	$ -	$ -	$ 4,310,936	0.000%
4	4.2	Coordination of Student Services, Supports, and Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 113,239	$ -	$ 113,239	$ -	$ -	$ -	$ 113,239	0.000%
4	4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	All	No	LEA-wide	All	All Schools	Ongoing	$ 30,153	$ 25,000	$ -	$ 55,153	$ -	$ -	$ 55,153	0.000%
4	4.4	Positive school climate initiatives, support and interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 190,650	$ 32,500	$ 223,150	$ -	$ -	$ -	$ 223,150	0.000%
4	4.5	Collaborating with Community Agencies to Build a Continuum of Care	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000	0.000%
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 110,000	$ 110,000	$ -	$ -	$ -	$ 110,000	0.000%
4	4.7	Support for safe and positive school culture and climate	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 6,571,768	$ -	$ 6,571,768	$ -	$ -	$ -	$ 6,571,768	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	Targeted School Climate and Culture Support for Independence High School	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4.9	9th and 10th grade Intervention and Support	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 810,479	$ -	$ 810,479	$ -	$ -	$ -	$ 810,479	0.000%
4	4.10	Comprehensive Safety Audit	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4.11	Student Engagement, Leadership, and Positive School Climate Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 2,150,153	$ -	$ 2,150,153	$ -	$ -	$ -	$ 2,150,153	0.000%
5	5.1	Child Welfare & Attendance Support	All	Yes	Schoolwide	All	Apollo, Calero, Phoenix, Pegasus, and Foothill	Ongoing	$ 328,849	$ -	$ 328,849	$ -	$ -	$ -	$ 328,849	0.000%
5	5.2	Health and wellness planning and monitoring	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,796,313	$ -	$ 1,796,313	$ -	$ -	$ -	$ 1,796,313	0.000%
5	5.3	Early Monitoring and Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 2,133,143	$ 180,000	$ 2,313,143	$ -	$ -	$ -	$ 2,313,143	0.000%
5	5.4	Attendance Incentive Programs	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
5	5.5	Restorative SARB	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,000	$ 5,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
5	5.6	Transportation Support	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 1,050,000	$ 1,050,000	$ -	$ -	$ -	$ 1,050,000	0.000%
5	5.7	Attendance Support through Family Engagement, Communication, and Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,000	$ 20,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
5	5.8	Professional Development for Staff strategies to improve student engagement and attendance	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
6	6.1	Personalized Learning Plans	All	No	Schoolwide	All	Foothill	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
6	6.2	Targeted Academic Interventions	All	No	Schoolwide	All	Foothill	Ongoing	$ 124,000	$ 41,882	$ -	$ 165,882	$ -	$ -	$ 165,882	0.000%
6	6.3	Enhanced Social-Emotional Support	All	No	Schoolwide	All	Foothill	Ongoing	$ 15,000	$ 80,000	$ -	$ -	$ -	$ 95,000	$ 95,000	0.000%
6	6.4	Career and Technical Education (CTE) Programs	All	No	Schoolwide	All	Foothill	Ongoing	$ 15,000	$ 25,000	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
6	6.5	Family and Community Engagement	All	No	Schoolwide	All	Foothill	Ongoing	$ 25,000	$ 25,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
6	6.6	Professional Development for Staff	All	No	Schoolwide	All	Foothill	Ongoing	$ 5,000	$ 109,000	$ -	$ 114,000	$ -	$ -	$ 114,000	0.000%

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
6	6.7	Extracurricular and outside of the classroom activities	All	No	Schoolwide	All	Foothill	Ongoing	$ -	$ 80,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
6	6.8	Transportation Support	All	No	Schoolwide	All	Foothill	Ongoing	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
6	6.9	Positive School Climate and Behavior Support and Interventions	All	No	Schoolwide	All	Foothill	Ongoing	$ 95,796	$ -	$ -	$ 95,796	$ -	$ -	$ 95,796	0.000%
7	7.1	Professional Development for Staff	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.2	Field Trips	Low-Income and Hispanic Students	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.3	Counseling and academic advising	SED and Hispanic Students	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.4	English Support Course	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.5	Academic mini-sessions for credit and attendance recovery	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.6	Literacy imbedded Physical Education Course	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.7	College and Career Awareness	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.8	Continuous access to school staff	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	7.9	Access to Advanced Placement Exams	All	No	Schoolwide	All	Apollo	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
8	8.1	Targeted Academic Interventions in English Language Arts and Math	All	No	Schoolwide	All	Calero	Ongoing	$ 64,000	$ -	$ -	$ 64,000	$ -	$ -	$ 64,000	0.000%
8	8.2	Instructional Practices and Literacy Development	All	No	Schoolwide	All	Calero	Ongoing	$ 5,000	$ 10,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
8	8.3	College and Career Readiness Expansion	All	No	Schoolwide	All	Calero	Ongoing	$ 2,000	$ 9,011	$ -	$ 11,011	$ -	$ -	$ 11,011	0.000%
8	8.4	English Learner Progress Monitoring and Support	All	No	Schoolwide	All	Calero	Ongoing	$ 5,000	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
8	8.5	Family Engagement	All	No	Schoolwide	All	Calero	Ongoing	$ 5,000	$ 5,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
8	8.6	Transportation Equity	All	No	Schoolwide	All	Calero	Ongoing	$ -	$ 3,000	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%

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
8	8.7	Mentorship and Socioemotional Support	All	No	Schoolwide	All	Calero	Ongoing	$ -	$ 104,000	$ -	$ 104,000	$ -	$ -	$ 104,000	0.000%
8	8.8	Positive School Climate, Student Engagement, and Restorative Supports	All	No	Schoolwide	All	Calero	Ongoing	$ 114,292	$ -	$ -	$ 114,292	$ -	$ -	$ 114,292	0.000%
9	9.1	Targeted Academic Interventions	All	No	Schoolwide	All	Pegasus	Ongoing	$ 25,000	$ 25,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
9	9.2	Attendance Support	All	No	Schoolwide	All	Pegasus	Ongoing	$ 10,000	$ -	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
9	9.3	Student Engagement	All	No	Schoolwide	All	Pegasus	Ongoing	$ -	$ 30,000	$ -	$ 30,000	$ -	$ -	$ 30,000	0.000%
9	9.4	Expanded Visual Art Access	All	No	Schoolwide	All	Pegasus	Ongoing	$ 10,000	$ 15,151	$ -	$ 25,151	$ -	$ -	$ 25,151	0.000%
9	9.5	English Language Arts Support through Digital Tools	All	No	Schoolwide	All	Pegasus	Ongoing	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
9	9.6	College and Career Readiness Expansion	All	No	Schoolwide	All	Pegasus	Ongoing	$ 10,000	$ 5,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
10	10.1	Positive Behavior Interventions and Support	All	No	Schoolwide	All	Phoenix	Ongoing	$ 10,000	$ 10,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
10	10.2	Student Engagement and Re-engagement supports	All	No	Schoolwide	All	Phoenix	Ongoing	$ -	$ 60,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
10	10.3	Behavior monitoring and case management	All	No	Schoolwide	All	Phoenix	Ongoing	$ 10,000	$ -	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
10	10.4	Professional Development for staff on restorative practices, classroom management, and tiered interventions to support student engagement	All	No	Schoolwide	All	Phoenix	Ongoing	$ 21,204	$ -	$ -	$ 21,204	$ -	$ -	$ 21,204	0.000%

2027 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
$ 247,221,789	$ 51,570,465	20.860%	1.620%	22.480%	$ 55,603,043	0.000%	22.491%	**Total:**	$ 55,603,043
								LEA-wide Total:	$ 50,130,877
								Limited Total:	$ 4,709,848
								Schoolwide Total:	$ 762,318

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Coordination of MTSS at school sites	Yes	LEA-wide	All	All Schools	$ 35,000	0.000%
1	1.6	Data reporting for monitoring and analysis of r	Yes	LEA-wide	All	All Schools	$ 220,077	0.000%
1	1.7	Professional Development focused on the CA	Yes	LEA-wide	All	All Schools	$ 2,363,672	0.000%
1	1.9	Support for teachers in meeting the needs of	Yes	LEA-wide	All	All Schools	$ 8,777,294	0.000%
1	1.10	Promoting Career Readiness by supporting a	Yes	LEA-wide	All	All Schools	$ 7,000,000	0.000%
1	1.12	College Awareness and Financial Aid Support	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
1	1.13	College entry, International Baccalaureate (IB	Yes	LEA-wide	All	All Schools	$ 215,813	0.000%
1	1.14	Mentoring and academic support for students	Yes	Schoolwide	All	Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, William C. Overfelt, and Yerba Buena	$ 35,000	0.000%
1	1.15	Communication and engagement with parents	Yes	LEA-wide	All	All Schools	$ 35,000	0.000%
1	1.16	Field Trips and After School Activities for stud	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
1	1.17	Targeted college and career readiness for stu	Yes	Schoolwide	All	Independence, Piedmont, Silver Creek, William C. Overfelt, and Yerba Buena	$ 237,469	0.000%
1	1.18	Support for our alternative learning options	Yes	Schoolwide	All	Apollo, Pegasus, Phoenix, and ISP	$ 161,000	0.000%
2	2.1	Academic and social-emotional counseling pr	Yes	LEA-wide	All	All Schools	$ 8,013,566	0.000%
2	2.2	Coordination and support of system wide impl	Yes	LEA-wide	All	All Schools	$ 261,794	0.000%
2	2.4	Professional development for staff in respond	Yes	LEA-wide	All	All Schools	$ 125,432	0.000%
2	2.6	Edgenuity online Credit Recovery	Yes	LEA-wide	All	All Schools	$ 710,000	0.000%
2	2.7	Summer School Program	Yes	LEA-wide	All	All Schools	$ 609,703	0.000%

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	Family Engagement and Communication	Yes	LEA-wide	All	All Schools	$ 769,140	0.000%
2	2.10	Coaching and induction support for teachers v	Yes	LEA-wide	All	All Schools	$ 127,500	0.000%
2	2.12	Coordination of services, implementation of tie	Yes	LEA-wide	All	All Schools	$ 337,951	0.000%
2	2.13	Support Services Technicians to Enhance Ac	Yes	LEA-wide	All	All Schools	$ 825,754	0.000%
3	3.2	Professional Development focused on unders	Yes	Limited	English Learners	All Schools	$ 15,000	0.000%
3	3.3	Professional development for teachers on effe	Yes	Limited	English Learners	All Schools	$ 315,000	0.000%
3	3.4	Maintain smaller class size for designated ELI	Yes	Limited	English Learners	All Schools	$ 3,610,524	0.000%
3	3.7	Translation and Interpretation Services	Yes	Limited	English Learners	All Schools	$ 225,000	0.000%
3	3.8	Family Engagement	Yes	Limited	English Learners	All Schools	$ 45,000	0.000%
3	3.9	English Learner program management, progr	Yes	Limited	English Learners	All Schools	$ 499,324	0.000%
4	4.1	Mental health & wellness support provided by	Yes	LEA-wide	All	All Schools	$ 4,310,936	0.000%
4	4.2	Coordination of Student Services, Supports, a	Yes	LEA-wide	All	All Schools	$ 113,239	0.000%
4	4.4	Positive school climate initiatives, support and	Yes	LEA-wide	All	All Schools	$ 223,150	0.000%
4	4.5	Collaborating with Community Agencies to Bu	Yes	LEA-wide	All	All Schools	$ 24,000	0.000%
4	4.6	Assessment and evaluation of climate and cu	Yes	LEA-wide	All	All Schools	$ 110,000	0.000%
4	4.7	Support for safe and positive school culture a	Yes	LEA-wide	All	All Schools	$ 6,571,768	0.000%
4	4.9	9th and 10th grade Intervention and Support	Yes	LEA-wide	All	All Schools	$ 810,479	0.000%
4	4.11	Student Engagement, Leadership, and Positiv	Yes	LEA-wide	All	All Schools	$ 2,150,153	0.000%
5	5.1	Child Welfare & Attendance Support	Yes	Schoolwide	All	Apollo, Calero, Phoenix, Pegasus, and Foothill	$ 328,849	0.000%
5	5.2	Health and wellness planning and monitoring	Yes	LEA-wide	All	All Schools	$ 1,796,313	0.000%
5	5.3	Early Monitoring and Intervention	Yes	LEA-wide	All	All Schools	$ 2,313,143	0.000%
5	5.4	Attendance Incentive Programs	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
5	5.5	Restorative SARB	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
5	5.6	Transportation Support	Yes	LEA-wide	All	All Schools	$ 1,050,000	0.000%
5	5.7	Attendance Support through Family Engagem	Yes	LEA-wide	All	All Schools	$ 25,000	0.000%
5	5.8	Professional Development for Staff strategies	Yes	LEA-wide	All	All Schools	$ 5,000	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize

a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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