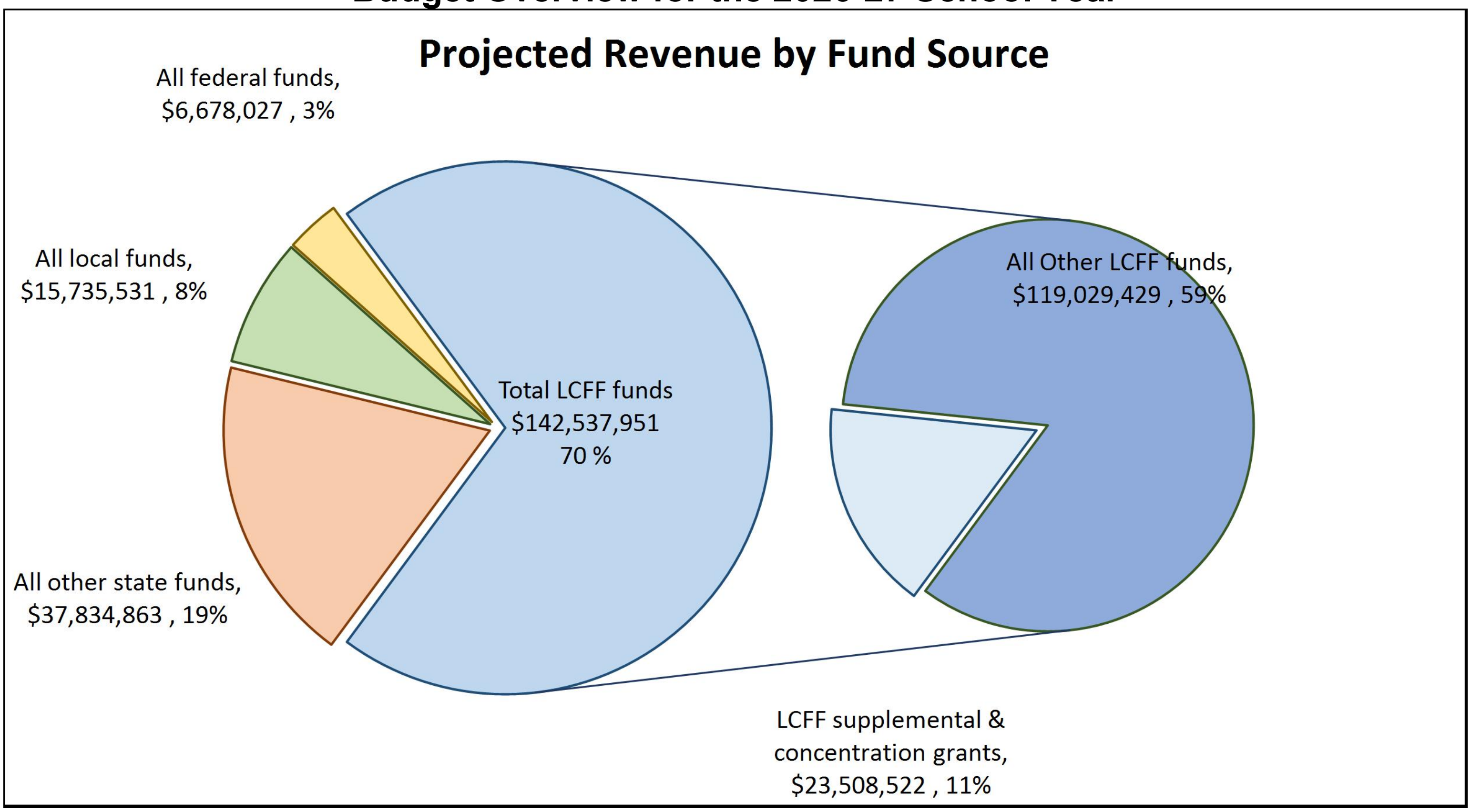
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Mesa-Spring Valley School District
CDS Code: 37 68197 0000000
School Year: 2026-27
LEA contact information:
Deann Ragsdale
Deputy Superintendent
deann.ragsdale@lmsvschools.org
(619) 668-5700

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

Budget Overview for the 2026-27 School Year

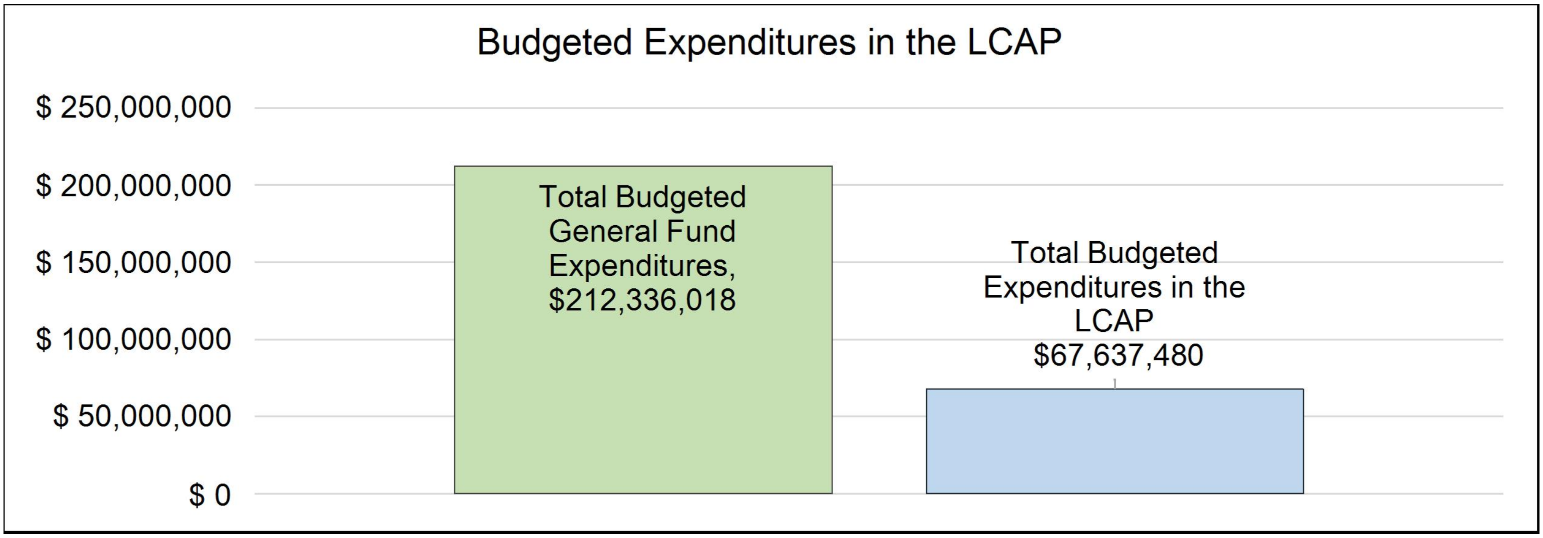


This chart shows the total general purpose revenue La Mesa-Spring Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Mesa-Spring Valley School District is $202,786,372, of which $142,537,951 is Local Control Funding Formula (LCFF), $37,834,863 is other state funds, $15,735,531 is local funds, and $6,678,027 is federal funds. Of the $142,537,951 in LCFF Funds, $23,508,522 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: La Mesa-Spring Valley School District plans to spend $212,336,018 for the 2026-27 school year. Of that amount, $67,637,480 is tied to actions/services in the LCAP and $144,698,538 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

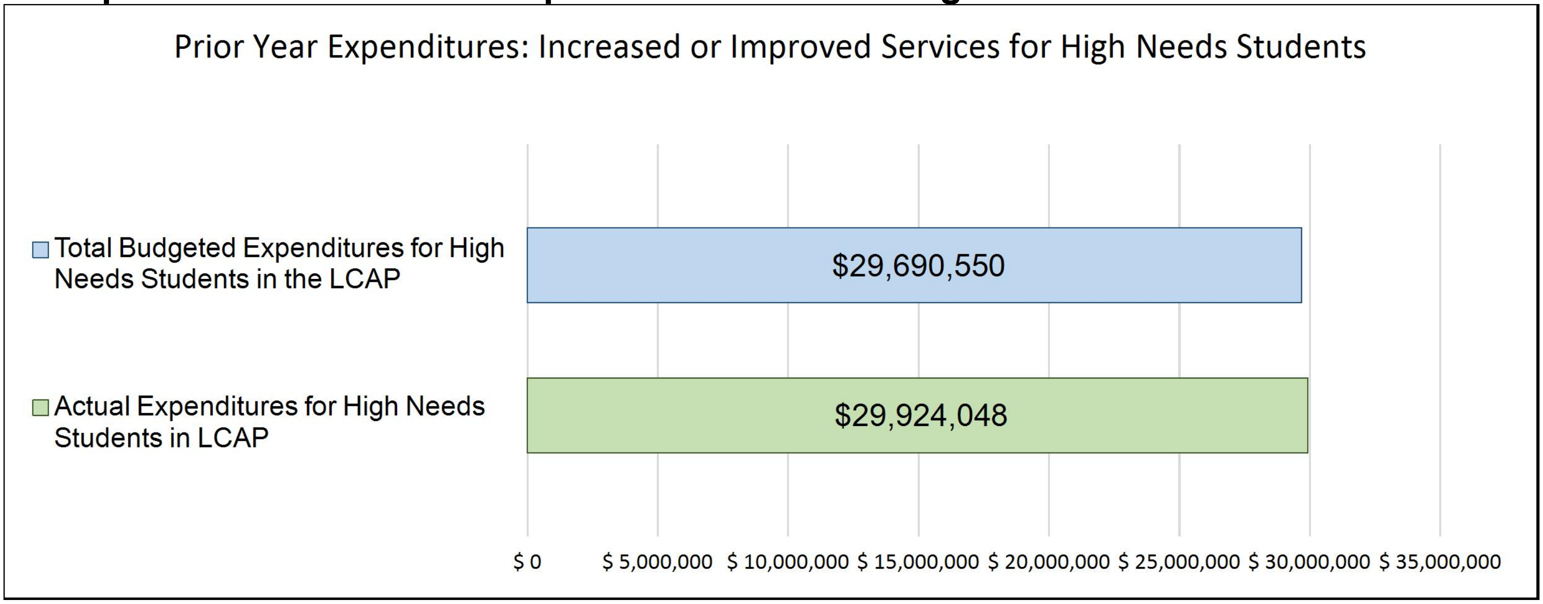
There are additional classified and certificated salaries and benefits that are not included in the the LCAP.

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

In 2026-27, La Mesa-Spring Valley School District is projecting it will receive $23,508,522 based on the enrollment of Foster Youth, English learner, and low-income students. La Mesa-Spring Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Mesa-Spring Valley School District plans to spend $29,402,100 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, La Mesa-Spring Valley School District's LCAP budgeted $29,690,550 for planned actions to increase or improve services for high needs students. La Mesa-Spring Valley School District actually spent $29,924,048 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Mesa-Spring Valley School District	Deann Ragsdale Deputy Superintendent	deann.ragsdale@lmsvsd.net (619) 668-5700

Plan Summary [2026-27]

General Information

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

The purpose of the La Mesa-Spring Valley (LMSV) School District is to nurture and inspire every child to learn, achieve, and find their unique voice. Our mission as a public school district encompasses far more than academics and is guided by these principles:

- We are committed to continuously improving as individuals in order to meet the ever-changing needs of children and their families.
- We take collective responsibility for the success of each and every child.
- We cultivate and embrace a culture of belonging for all.
- We love and accept children for who they are, as they are, by celebrating their inherent worth.
- We will be relentless in our efforts to remove barriers, address disparities, and foster a true sense of hope and promise.

LMSV is located just east of San Diego. The district is committed to ensuring high levels of learning for each and every child through grade eight and providing support services that benefit our families. We embrace and value the diversity of our students, families, and staff. LMSV collaborates with and seeks input from all of our educational partners, keeping the child at the center of all of our decisions. The district covers 26 square miles and serves 10,616 students (not including preschool). LMSV offers 17 elementary schools (grades TK-5) and four middle school academies (6-8). One of our elementary schools offers a dual immersion program in English and Spanish, grades TK-5. Our middle school academies each offer a specialized pathway for students, including visual and performing arts, sports and health science, STEAM, and AVID.

The LMSV student population is diverse. The ethnic distribution of our students is as follows: Hispanic - 51.6%, White - 25.6%, Black/African American - 7.5%, Multi-Ethnic (2 or more) - 8.8%, Filipino - 2.0%, Asian - 3.2%, Hawaiian/Pacific Islander - 0.4%, and American Indian-

Alaskan Native - 0.1%. Our percentage of Unduplicated Pupils (socioeconomically disadvantaged students, foster youth, English learners) is 62.5%. The communities we serve include the City of La Mesa, a portion of the City of El Cajon, and the unincorporated communities of Mt. Helix, Casa de Oro, and Spring Valley, all within San Diego County. The district employs 1,769 people with an annual general fund budget of approximately $216.7 million.

For the 2026–2027 school year, Bancroft Elementary has been identified to receive Equity Multiplier funding, providing additional resources to address the needs of students and further the district's commitment to equity and improved outcomes.

Board of Education:

- Rebecca McRae - Board President
- Minerva Martinez Scott - Board Vice President
- Brianna Coston - Board Clerk
- Nathaniel Allen - Board Member
- Sarah Reed - Board Member

District Administration:

- David Feliciano - Superintendent
- Deann Ragsdale - Deputy Superintendent, Educational Services
- Tina Douglas - Assistant Superintendent, Business Services
- Margaret Betts - Assistant Superintendent, Human Resources

Reflections: Annual Performance

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

The district remains proud of the ongoing efforts of our educators to support students and families. Classified and certificated staff continue to work collaboratively to ensure students are supported both academically and socially-emotionally. The California School Dashboard reflects both growth and performance for the district, its schools, and student groups based on 2024-2025 data. Overall, La Mesa–Spring Valley School District demonstrated growth in English Language Arts, maintained performance in mathematics, and remained stable in suspension rates and English Learner Progress Indicator (ELPI) outcomes. The district also experienced a decrease in chronic absenteeism. An identified area for improvement is the academic performance of Long-Term English Learners, who experienced declines in CAASPP results in both English Language Arts and mathematics.

Reflections: Academic Performance:
LMSV’s partnership with the National Center for Urban School Transformation (NCUST), which spanned the 2022-2023 through 2024-2025 school years, supported the district in identifying and implementing research-based practices to strengthen Tier I, standards-aligned instruction across all schools. Through classroom observations, stakeholder engagement, and data analysis, a key focus emerged on ensuring rigorous instruction and equitable access to high-quality learning experiences for all students.

Following the conclusion of the partnership, the district has sustained and deepened this work through ongoing, job-embedded professional learning for principals, instructional leadership teams, and staff. Grounded in the Framework for Professional Learning, this work emphasizes the use of the Looking at Student Data (LASD) protocol, high-quality, standards-aligned instructional practices, and cycles of continuous improvement. School teams regularly analyze formative and summative data, plan standards-aligned instruction, and adjust practices to meet student needs, with a continued focus on increasing student independence and improving outcomes for all student groups.

Prior instructional practices, including Close Reading, Collaborative Conversations, Short Constructed Response, and Systematic Vocabulary Instruction, have served as foundational components leading to the implementation of the Gradual Release of Responsibility (GRR) framework. These evidence-based practices were intentionally designed to move students from modeling and guided practice toward independent application, intentionally transferring the cognitive load to students so they actively engage in thinking and take ownership of their learning.

This year, our focus has centered on strengthening the implementation of the Gradual Release of Responsibility instructional framework (GRR), with an emphasis on comprehension of informational text across all content areas. We have prioritized ensuring that all students have consistent access to these instructional strategies, while continuing to deepen the use of data monitoring. In addition, we are intentionally refining Tier 1 and Tier 2 instruction to be standards-aligned and to incorporate scaffolds and supports that help every student engage meaningfully with the curriculum. Administrative teams and professional learning communities regularly analyze formative and summative assessment data to inform instruction and provide targeted support, ensuring that historically underperforming student groups have the tools and opportunities needed to succeed alongside their peers.

Looking at the 2025 Dashboard, we see both areas of growth and areas that require continued focus. Overall, our district's ELA performance increased by 4.4 points, moving from the Low to the Medium performance band. Across the district, 68.7% of students improved their score from the prior year, including 70.4% of English Learner students. English Learner, Homeless, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities (SWD) groups demonstrated measurable growth, while African American students maintained their performance. In math, overall district performance remained in the Low band. Across the district, 70.4% of students improved their scores from the prior year, including 63.4% of English Learner students. Homeless students increased by 8.2 points, while English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups maintained their performance. Our Long-Term English Learner (LTEL) group, representing 247 students, declined in both ELA and math, highlighting an area for continued support and targeted instructional focus.

Although district i-Ready scores have remained relatively stable in ELA and math, they offer meaningful information about student needs and areas of focus. This data is helping to inform our next steps as we continue working toward improved outcomes. We also know that the research supports our efforts to build rigorous, standards-aligned instruction, to stay the course with improving Tier 1 instruction across all classrooms in all subject areas, to ensure students are at school daily, and to regularly monitor data to provide for individualized student needs.

Performance gaps for SWDs and LTELs remain a district priority. Although LMSV is committed to inclusion, ongoing efforts will continue to ensure SWDs have access to standards-aligned instruction and that their IEP goals support progress on grade-level standards. This will be addressed through targeted professional learning for both general and special education staff in the coming school years. For LTELs, last year's root cause analysis identified gaps in scaffolded Tier 1 and 2 instruction, as well as limited integrated ELD strategies across classrooms. Our 2025 Dashboard data show SWDs improving in ELA and maintaining performance in math, while LTELs declined in both areas. Additionally, chronic absenteeism and suspension rates decreased for SWDs but increased for LTELs, further emphasizing the need for focused support for this student group.

Attendance continues to play a critical role in supporting student learning. District-wide chronic absenteeism declined from 23% to 20% compared with the previous year. While reductions for some student groups were more modest than in prior years, these trends reflect the impact of ongoing efforts to improve attendance. Several groups saw notable decreases: Homeless (-8.4%), African American (-3.1%), SWD (-2.8%), Hispanic (-2.7%), and Socioeconomically Disadvantaged (-2.4%). Conversely, chronic absenteeism increased for English Learners (+0.6%), Foster Youth (+12.2%), and LTELs (+12.6%), underscoring the need for targeted support. While initiatives will continue to support all students, we will maintain a particular focus on groups with higher absenteeism, recognizing that consistent attendance is critical for academic growth and equitable access to learning opportunities.

English Learner progress remains a district priority. While our English Language Progress Indicator remained steady, with 46.6% of students making progress, we have seen notable growth in other areas of EL achievement. The percentage of students advancing at least one ELPI level reached 44.5%, the highest it has been since before the pandemic. Among Long-Term English Learners (LTELs), 56.1% are making progress, though this reflects an 8.3% decline from the previous year. To address this ongoing need, professional learning this year has focused on strengthening Tier 1 and Tier 2 instruction to ensure it is standards-aligned and incorporates scaffolds and supports that enable all students to engage meaningfully with the curriculum. Moving forward, we will continue prioritizing EL and LTEL success, with an increased emphasis on data analysis through ELLevation to monitor student progress and inform instructional decisions.

ELA
Schools that received the lowest performance level on the 2023 Dashboard (Data remains constant as 2023 data for all three years of LCAP Cycles):

- KEM

Student groups that received the lowest performance level on the 2023 Dashboard:

- Foster Youth, Students with Disabilities

Student groups within school sites that received the lowest performance level on the 2023 Dashboard:

- English Learners: KEM, PKWY, SVA
- Students with Disabilities: AVO, BAN, FLH, KEM, LMAAC, LMD, LOM, MAA, MUM, PKWY, RAN, STEAM, SWS
- Socioeconomically Disadvantaged: KEM
- Hispanic: BAN, KEM

Math
Schools that received the lowest performance level on the 2023 Dashboard (Data remains constant as 2023 data for all three years of LCAP Cycles):

- KEM, BAN

Student groups that received the lowest performance level on the 2023 Dashboard:

- Foster Youth, Students with Disabilities, Homeless

Student groups within school sites that received the lowest performance level on the 2023 Dashboard:

- English Learners: BAN, KEM, PKWY, RAN

- Students with Disabilities: AVO, BAN, FLH, KEM, LMD, LOM, NOR, ROL, STEAM, SWS Socioeconomically Disadvantaged: BAN, KEM
- Homeless Youth: STEAM
- Hispanic: BAN, KEM, RAN

TRUST, a school that closed at the end of the 23-24 school year, received the lowest performance level in mathematics for: Hispanic students and Socioeconomically Disadvantaged students

EL Progress:
Schools that received the lowest performance level on the 2023 Dashboard (Data remains constant as 2023 data for all three years of LCAP Cycles):

- CDO, LPE, MUM, SWS

Reflections: Academic Engagement
While our chronic absenteeism rate remains higher than pre-pandemic levels, we are seeing steady annual declines. Overall, chronic absenteeism decreased from 23.1% to 20.8% at the end of the 2024-25 school year. Many student groups also continued to show improvement, as described above, and most of our monitored schools demonstrated reductions in absenteeism (Appendix E).

These gains reflect ongoing efforts from school social workers, community school facilitators, and administrators to support families and address barriers to regular attendance, as well as targeted school and district-wide attendance campaigns. Initiatives include competitions designed to increase attendance percentages and the strategic use of Independent Study Agreements (ISAs) to support students who miss one or multiple days of instruction.

In the 2025-26 school year, we expanded these efforts with a robust Attendance Recovery program at both elementary and middle schools. These programs provide students with after-school learning opportunities to reinforce grade-level content and recover missed instruction. Attendance Recovery is a collaborative effort on our campuses, led by elementary extended learning and early intervention (ELEI) TOSAs, middle school assistant principals, teachers, and library learning resource technicians (LLRTs) in school libraries.

Chronic Absenteeism:
Schools that received the lowest performance level on the 2023 Dashboard (Data remains constant as 2023 data for all three years of LCAP Cycles):

- LEA, MAA, NOR, PKWY, RAN, STEAM, SVA

Student groups that received the lowest performance level on the 2023 Dashboard:

- Asian, Foster Youth

Student groups within school sites that received the lowest performance level on the 2023 Dashboard:

- English Learners: BAN, LEA, LOM, MAA, PKWY, RAN, STEAM, SVA
- Students with Disabilities: LEA, NOR, RAN, ROL, SVA
- Socioeconomically Disadvantaged: LEA, MAA, MUM, NOR, PKWY, RAN, SVA
- Homeless Youth: BAN, STEAM

- White: HIG, LMAAC, MAA, PKWY, STEAM
- African American: LPE, ROL
- Hispanic: LEA, MAA, NOR, PKWY, RAN, STEAM, SVA
- Two or More Races: LMD, LEA, MUR, ROL, SVA, SWS
- Filipino: STEAM

Reflections: Conditions and Climate:
Over the past five years, the district has focused on reducing suspension rates, which historically were above state averages. According to the 2024-25 Dashboard, the overall suspension rate decreased slightly by 0.1%, reflecting the impact of alternatives to suspension. The district's rate now stands at 2.8%, remaining just below the state average of 2.9%.

Staff have received ongoing training in restorative practices and trauma-informed care, building a collective culture of understanding and support. Social-Emotional Learning (SEL) lessons are delivered weekly by classroom teachers, focusing on the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students needing additional support have the opportunity to participate in a second weekly SEL lesson with a site social worker or counselor.

A centrally managed diversion program had previously provided an alternative to suspension, helping students understand their triggers, develop coping strategies, and repair harm through restorative conversations. Beginning in the 2025-2026 school year, each middle school has implemented its own site-based diversion program. This program combines trauma-informed care, restorative practices, and SEL, allowing students to reflect on their behavior, repair harm, and participate in a re-entry meeting with staff who know and support them.
At the elementary level, a similar process is facilitated by each school's social worker and site administrator, ensuring consistent restorative support across all grade levels. By shifting ownership to each school site, the district strengthens student connections, promotes accountability, and provides more effective opportunities for growth and success before students return to the classroom.

We continue to acknowledge the increase in very young children with extreme behaviors, including behaviors that are dangerous to themselves and others. Our Parent Empowerment Program (PEP) continues to provide an avenue to support students, families, and sites. PEP is a free program that provides behavioral support and parenting tools to families with children ages 3-6 who may be experiencing any level of behavior difficulties, from separation anxiety, defiance, tantrums, aggression, elopement, etc. The PEP Program is housed on a school campus in our school district, where both caregiver/parent and child receive targeted teaching and support to grow both adult and child skill sets. PEP provides a classroom setting where children follow a typical classroom routine while being taught and reinforced for skills such as frustration tolerance, delayed gratification, functional communication, and social skills through class activities such as story time, independent work, group activities, and more. While the children are in their classroom setting, their parents receive case management support where we develop individualized plans that will target their child's behavior, and training on how to implement the strategies at home, in the community, and within classroom settings. Parents also receive social skills training on what they can do to support their child's social emotional, and pro-social skills, and they also get to spend time practicing what they learn with their own child in a 2-way mirror behavior skills training room. In addition to caregivers being provided with research-based behavior strategies and plans, PEP staff work with school teams to ensure strategies and plans are consistent across settings to support generalization of skills. The PEP program is providing evidence-based interventions to sites, and we are seeing results. The high demand led to the opening of two additional sessions this year, and visits from schools from across the state and nation.

LMSV was awarded a grant to implement and support 13 community schools beginning in the 2024–2025 school year. Each community school is staffed with a community services facilitator to plan and coordinate services and activities that support both students and families. The grant provides comprehensive wraparound supports beyond classroom instruction, including parent education, mental health services, medical and dental care, after-school tutoring, and targeted attendance interventions. Two schools serve as centralized hubs, each staffed with a parent liaison and clerical support, offering parent education classes, therapy sessions for students and families, and additional medical services. These integrated supports help address barriers to learning, promote regular attendance, and provide proactive interventions that can reduce behaviors that might otherwise lead to suspension, fostering a more connected, supportive school community.

Suspension Rate:
Schools that received the lowest performance level on the 2023 Dashboard (Data remains constant as 2023 data for all three years of LCAP Cycles):

- KEM, LEA

Student groups that received the lowest performance level on the 2023 Dashboard:

- African American, Foster Youth

Student groups within school sites that received the lowest performance level on the 2023 Dashboard:

- English Learners: LMD
- Students with Disabilities: BAN, FLH, LMAAC, LMD, LEA, RAN
- Socioeconomically Disadvantaged: FLH, KEM, LEA
- Homeless Youth: SVA
- African American: AVO, CDO, KEM, LMAAC, LMD, LOM
- Hispanic: FLH, MAA
- Two or More Races: HIG, LMD, ROL, SVA

Learning Recovery and Emergency Block Grant:
Learning Recovery Emergency Block Grant (LREBG) funds were fully expended to partially fund an Elementary Extended Learning and Early Intervention (ELEI) TOSA at each site—a teacher leadership role designed to advance instructional practices and improve student outcomes through collaboration with site administrators and teachers (Goal 1.2). In the 2026-2027 school year, we will continue to expend the funds on ELEI TOSAs and professional learning (Goal 1.1).

Reflections: Technical Assistance

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

La Mesa-Spring Valley School District (LMSV) has been identified for Differentiated Assistance in 2025, shaping the development of the 2026-27 Local Control and Accountability Plan (LCAP). This designation underscores the need for targeted support to improve outcomes for specific student groups that have underperformed across multiple state priority areas.

Differentiated Assistance for LTELs (Based on 2024-25) California Dashboard:
Based on the 2024-25 California Dashboard results, LMSV was identified for Differentiated Assistance (DA) for the Long-Term English Learner (LTEL) student group due to suspension rates and chronic absenteeism. In partnership with the San Diego County Office of

Education, the district engaged in a continued cycle of needs assessment, data review, and root cause analysis to identify barriers and inform targeted supports.
The LMSV Differentiated Assistance team, composed of Learning Support and Student Services, collaborated to implement restorative practices and alternatives to suspensions across all middle schools, supported by a principal on special assignment. The team collaborated with site attendance teams and community school facilitators to enhance wraparound services, including leading empathy interviews with families to identify and address the root causes of student absenteeism.

Differentiated Assistance for LTELs' Academic Achievement (Based on 2023–24 California Dashboard):
Based on 2023-24 California Dashboard results, LMSV prioritized enhancing academic achievement in ELA and math and reducing suspension rates for Long-Term English Learners (LTELs). In partnership with the San Diego County Office of Education, the district engaged in a comprehensive needs assessment, data review, and root cause analysis to identify key barriers facing long-term English learners and to inform targeted strategies aimed at accelerating language development and supporting reclassification efforts. The LMSV Differentiated Assistance team, composed of Learning Support members with expertise in LTEL needs, actively reviewed data to refine interventions, with additional team members invited as needed to provide specialized insights. A needs assessment was conducted to identify further support and expertise necessary to improve student outcomes.

Based on the 2024-25 Dashboard, LMSV is no longer identified for Differentiated Assistance for Multilingual English Learners (MELs), including Long-Term English Learners (LTELs). This progress is attributed to the district's focused and sustained efforts to strengthen systems and instruction for English learners, including the appointment of a dedicated director to lead EL initiatives, targeted professional learning in integrated English Language Development (ELD), and the use of site-identified spotlight students to ensure differentiated support. Additionally, the implementation of ELLevation has expanded access to actionable data, enabling more precise identification of student needs and alignment of instructional strategies.

The district will continue to sustain and deepen these efforts by strengthening data-informed decision-making, aligning supports to student needs, and maintaining a coherent system of professional learning focused on LTEL academic success. These efforts demonstrate LMSV's ongoing commitment to equity, academic achievement, and student well-being.

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.

La Mesa-Spring Valley did not have any CSI-identified schools based on the 2025 Dashboard.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The district met with various teacher groups to inform them about applicable aspects of the LCAP. The District Staff Council met three times throughout the year (Sept. 10, Nov. 5, and Feb. 11). During these meetings, teachers from each site received information on the initiatives and actions written in the LCAP. Representatives provided insight into the actions also discussed with union leadership at Superintendent’s Committee meetings. The District Safety Committee consists of one representative from each school site and meets regularly to provide input on site safety needs, procedures, and strategies. Their feedback is considered when reviewing facility improvements and, at times, SEL initiatives. Additionally, this information is shared with union leadership for further discussion.
Principals	Principals continue to attend each DPAC meeting and work alongside educational partners in providing feedback on the LCAP. The DPAC meets five times per year.
Administrators	District administrators, including Coordinators, Program Managers, Directors, Executive Directors, and the Deputy Superintendent, meet weekly to engage in in-depth discussions focused on district strategies and initiatives. These meetings emphasize data analysis,

Educational Partner(s)	Process for Engagement
	implementation monitoring, integration of educational partner feedback, and strategic planning for next steps. Additionally, the district management team has carefully reviewed input from all educational partners to refine the 2026-27 LCAP by editing, revising, adding, or removing strategies and actions as needed.
Other School Personnel	The District Classified Staff Council met three times throughout the year (Sept. 10, Nov. 5, and Feb. 11). During these meetings, classified employees from each site received information on the initiatives and actions written in the 25-26 LCAP. Representatives provided insight regarding the actions that were later discussed with union leadership
Local Bargaining Units of the LEA	Both certificated and classified union presidents meet regularly with district leadership to review and monitor progress toward LCAP goals. These discussions are also extended to broader stakeholder groups through the Superintendent's Committee meetings. Additionally, input from the interest-based bargaining process was incorporated, including proposed options and solutions in response to concerns raised by certificated and classified staff during those sessions.
Parents (DPAC - a joint parent group of District Site Council and DELAC)	Each school site in the district maintains both a School Site Council (SSC) and an English Learner Advisory Council (ELAC). From each site, two representatives, one from SSC and one from ELAC, participate in five District Parent Advisory Council (DPAC) meetings held throughout the year at the district office. In January, DPAC participants engaged in a gallery walk to explore the current LCAP, rotating through stations focused on each goal. District Office team members facilitated a walk-around activity, sharing key strategies, actions, and impacts aligned to the Achieve, Engage, and Equip goals. Educational partners had the opportunity to ask questions, deepen their understanding, and provide feedback on the district's LCAP work. After the LCAP was revised for the annual update, a draft of the LCAP was presented to DPAC in May. An opportunity for further questions and feedback was provided.

Educational Partner(s)	Process for Engagement
	Provided input on parent workshops and family engagement priorities, including literacy support at home, mathematics skill development, and understanding of the new math adoption and the California Mathematical Framework. A copy of the LCAP draft was posted to the district website for review (May 29, 2026 - June 9, 2026) prior to the public hearing. A comment form is available for parents who wish to provide input. A public hearing was held on June 9, 2026.
Student Advisory Committee (SAC)	During the 2025–26 school year, La Mesa-Spring Valley School District continued expanding opportunities for student voice and educational partnership through school climate and connectedness initiatives at the middle school level. Parkway Middle School implemented Unity Days with the entire 6th grade class as a pilot program designed to strengthen school connectedness, elevate student voice, and support a positive transition into middle school. Unity Days consisted of three days of structured activities, relationship-building experiences, collaborative discussions, and student reflection opportunities that brought together students, staff, and support teams across the campus. The activities were intentionally designed to build peer relationships, foster a sense of belonging, strengthen connections between students and staff, and create opportunities for students to share their experiences and perspectives regarding school culture and student support systems. Throughout the three-day experience, students participated in facilitated discussions and feedback activities focused on topics such as school climate, student engagement, belonging, safety, peer relationships, and student wellness. Students reflected on what helps them feel connected and successful at school, barriers that impact their learning experience, and ways schools can better support students socially, emotionally, and academically. Feedback and themes gathered from Unity Days were shared with district and site leadership teams and considered during the

Educational Partner(s)	Process for Engagement
	development and refinement of LCAP goals, actions, and services related to student engagement, restorative practices, school climate, and student wellness. The success of the Parkway pilot program helped inform the district's planning and development of expanded middle school student voice and connectedness initiatives for future implementation across all middle school campuses. In addition to Parkway's Unity Days, middle school student voice is also solicited through other student engagement and leadership opportunities at individual school sites. Students from Spring Valley Academy participated in District Parent Advisory Committee (DPAC) meetings, and students at STEAM serve on the PTSA. Additionally, all students in grades 4–8 are surveyed twice annually regarding school connectedness and school climate. Fifth and seventh grade students also participate in the California Healthy Kids Survey each spring. These data sources, combined with direct student engagement opportunities such as Unity Days, are used to evaluate and refine district strategies that support student well-being, belonging, and academic success.
Special Education Parent Committee	The needs and feedback shared by families inform staff and parent trainings offered through both the district and the SELPA, and help guide the development of goals for academic support and family engagement. These shared perspectives on supporting students with disabilities and inclusive practices also inform coaching, professional development, and instructional priorities.
Bancroft Elementary SSC	The following educational partner group was consulted at separate meetings on November 13, 2025, and April 23, 2026. SSC Educational partners consistently identified the need for increased behavioral support to address the social-emotional and behavioral needs of students and to strengthen students' connection to school. Staff and families emphasized the importance of having a dedicated support person who can provide proactive behavioral intervention, relationship-building, student coaching, and coordination of supports to help reduce behavioral challenges, improve engagement, and increase instructional access for students requiring additional support.

Educational Partner(s)	Process for Engagement
	Additionally, the SSC Comprehensive Needs Assessment identified English Language Development (ELD), reading achievement, and attendance as the school’s top three areas of need, which guided the development of the school’s Equity Multiplier priorities and actions.

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

A Summary of the Feedback:
Throughout the 2025-2026 school year, district leadership engaged key educational partners, including the District Parent Advisory Committee, which includes a Student Advisory Committee, District Staff Council, Classified Staff Council, administrative teams, and the School Board, to review current LCAP goals, metrics, and actions. These engagements occurred through a series of presentations and discussions tailored to each group. In addition, the district collaborated with families of students with disabilities through the Special Education Parent Advisory Committee, families of English learners through the District Parent Advisory Committee, and representatives supporting students experiencing homelessness, foster youth, and other underserved populations. This included participation in SchoolLink committee meetings and partnerships with community-based organizations such as the International Rescue Committee (IRC), Spring Valley Collaborative, HOPE Alliance, La Mesa Collaborative, and regional groups including the East Region Homeless Task Force, East Region Leadership Team, and SDCOE Homeless and Foster Liaison meetings.

At the site level, all schools conducted ongoing School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. Parent representatives from these groups also participated in district-level committees (DPAC), serving as liaisons to share site-based perspectives with central office leadership and communicate district updates back to their school communities.

Input gathered across school sites reflected several consistent themes aligned to the district’s goals of Achieve, Engage, and Equip. Under Goal 1 (Achieve), parents emphasized the importance of strong instructional practices supported by teacher collaboration and planning time. They expressed appreciation for efforts to strengthen literacy, including increased access to books and instructional materials, and highlighted the value of using data and assessments to monitor student progress. Parents also underscored the importance of targeted academic supports and interventions, expanded learning opportunities, and continued attention to improving student attendance as a key factor in academic success.

In relation to Goal 2 (Engage), parents noted that increased communication and outreach from schools have supported their ability to stay informed and involved. They valued opportunities to participate in school events and activities and recognized a growing emphasis on social-emotional learning and student well-being. Feedback also highlighted the importance of fostering welcoming and inclusive school environments and strengthening relationships between families, students, and staff. Consistent attendance and a strong sense of student connection to school were also identified as important components of engagement.

For Goal 3 (Equip), parent feedback ranged from suggestions to decrease class sizes to requests for expanded school offerings, such as art and sports programs. A consistent theme emphasized the importance of ensuring that all staff, including paraprofessionals, are trained to effectively support all students, particularly those with disabilities. Parents also highlighted the value of strong home-school connections and appreciated programs like Dino Schools that extend support into the home.

Overall, parent input emphasized the importance of strong communication, meaningful relationships, and targeted supports to meet the diverse academic and social-emotional needs of students. Parents expressed a desire for continued transparency regarding student progress and ongoing opportunities to engage as active partners in their children’s education.

Aspects of the LCAP Influenced by Educational Partners:
Educational partner meetings held throughout the year included ongoing review of the district’s LCAP goals and actions, providing structured opportunities for partners to offer feedback on both areas of success and aspects requiring further refinement. Input gathered through these discussions during the 2025–2026 school year directly informed the development and annual revision of the La Mesa-Spring Valley School District LCAP for the 2026–2027 cycle, ensuring that partner perspectives were incorporated into decision-making related to goals, actions, and services.
Educational partners consistently expressed strong support for the district’s three overarching goals and provided input to refine actions and services. As a result, the district will respond to each goal as listed below:

Achieve (Goal 1)- Based on parent feedback emphasizing the importance of literacy and access to instructional materials, the district will:

- Continue providing professional learning for certificated staff and administrators focused on strengthening Tier 1 instruction and rigor through the Framework of Powerful Learning, including differentiation for English Learners and ongoing analysis of student data to inform instructional next steps.
- Continue funding an Extended Learning and Early Intervention (ELEI) TOSA at each elementary school site to support teachers during the K–2 literacy block through the implementation of effective systems, structures, and instructional best practices.
- Adopt a new K–5 mathematics curriculum and provide sustained, job-embedded professional learning aligned to the California Mathematics Framework.

Engage (Goal 2)- In response to parent input highlighting the value of communication, school connectedness, and socio-emotional learning, the district will:

- Continue providing professional learning for certificated, classified, and administrative staff focused on restorative practices, trauma-informed care, and diversity, equity, and inclusion.
- Provide social workers at each school site to coordinate and support student mental health and wellness, while strengthening communication and partnerships between home and school.
- Continue to analyze data, implement targeted interventions, and support students and families to ensure students are consistently present and engaged in learning.

Equip (Goal 3) - Based on feedback emphasizing the need for school funding allocated according to student needs, safe campuses, and a welcoming environment that supports every student, the district will:

- Continue providing additional funding to sites based on unduplicated student counts to support the needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students.
- Maintain site discretionary fund allocations to give schools flexibility to address the individual needs of their students, such as library materials, recess equipment, and other resources.
- Focus efforts on ensuring all school sites are safe, well-maintained, and conducive to learning.

Bancroft Equity Multiplier (Goal 4): Educational partners consistently identified the need for increased behavioral support to address students' social-emotional and behavioral needs, strengthen school connectedness, and improve access to instruction for students requiring additional support. In response, Bancroft will implement an Academic and Behavioral Intervention (ABI) Teacher position to provide:

- Proactive behavioral intervention and student coaching
- Relationship-building and social-emotional support for students
- Coordination of targeted academic and behavioral supports
- Collaboration with staff and families to address student needs
- Early intervention strategies to reduce behavioral challenges and increase instructional engagement

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve: We will increase achievement for all of our students while decreasing performance gaps and educational inequities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal encompasses our focus on student achievement overall and addresses learning gaps for student groups. The actions and services detail the efforts of the district to focus on improving rigorous, standards-aligned, Tier I instruction across all grades and subject areas. Data analysis revealed the need to address the opportunity gap and increase proficiency for several specific student groups. Therefore, specific actions and services have been developed to address those identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (% of students Met or Exceeded)	End of 22-23 School Year All Students: 47% EL: 6% Foster: 29% SED:47% SWD: 13% Additional required metrics in Appendix A	End of 23-24 School Year All Students: 47% EL: 14% Foster: 36% SED: 37% SWD: 13% Additional required metrics in Appendix A	End of 24-25 School Year All Students: 48% EL: 13% Foster: 40% SED: 37% SWD: 15% Additional required metrics in Appendix A	End of 25-26 School Year All Students: 59% EL: 30% Foster: 44% SED:59% SWD: 34%	All Students: +1% EL: +7% Foster: +11% SED: -10% SWD: +2%
1.2	i-Ready D3 - ELA (% of students mid or above)	End of 22-23 School Year All Students: 36% EL: 11% Foster: 27%	End of 23-24 School Year All Students: 38% EL: 12% Foster: 30%	End of 24-25 School Year All Students: 37% EL: 11% Foster: 17%	End of 25-26 School Year All Students: 48% EL: 32% Foster: 42%	All Students: +2% EL: +1% Foster: -10% SED: +1% SWD: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 27% SWD: 11%	SED: 29% SWD: 14%	SED: 28% SWD: 14%	SED: 42% SWD: 32%	
1.3	i-Ready Grade 3 (Comprehension) (% 3rd grade students of students mid or above in ELA comprehension)	End of 22-23 School Year All Students: 39% EL: 13% Foster: 20% SED: 31% SWD: 11%	End of 23-24 School Year All Students: 35% EL: 10% Foster: 0% (n=3) SED: 24% SWD: 8%	End of 24-25 School Year: All Students: 40% EL: 9% Foster: 20% (n=5) SED: 30% SWD: 13%	End of 25-26 School Year All Students: 51% EL: 34% Foster: 38% SED: 46% SWD: 32%	All Students:+1% EL: -4% Foster: 0% (n=3) SED: -1% SWD: +2%
1.4	i-Ready D3 (Comprehension of Informational Text (% of students mid or above)	End of 22-23 School Year All Students: 34% EL: 14% Foster: 20% SED: 27% SWD: 12%	End of 23-24 School Year All Students: 35% EL: 12% Foster: 19% SED: 27% SWD: 13%	End of 24-25 School Year All Students: 36% EL: 12% Foster: 13% SED: 27% SWD: 15%	End of 25-26 School Year All Students: 46% EL: 32% Foster: 35% SED: 42% SWD: 30%	All Students: +2% EL: -2% Foster: -7% SED: 0% SWD: +3%
1.5	CAASPP Math (Met or Exceeded)	End of 22-23 School Year All Students: 36% EL: 7% Foster: 29% SED: 36% SWD: 10% Additional required metrics in Appendix B	End of 23-24 School Year All Students: 37% EL: 9% Foster: 7% SED: 26% SWD: 9% Additional required metrics in Appendix B	End of 24-25 School Year All Students: 37% EL: 10% Foster: 33% SED: 26% SWD: 9% Additional required metrics in Appendix B	End of 25-26 School Year All Students: 51% EL: 31% Foster: 43% SED: 51% SWD: 34%	All Students: +1% EL: +3% Foster: +4% SED: -10% SWD: -1%
1.6	i-Ready D3 - math (% of students mid or above)	End of 22-23 School Year All Students: 28% EL: 9% Foster: 10% SED: 20% SWD: 9%	End of 23-24 School Year All Students: 29% EL: 9% Foster: 14% SED: 20% SWD: 10%	End of 24-25 School Year All Students: 28% EL: 9% Foster: 9% SED: 20% SWD: 10%	End of 25-26 School Year All Students: 43% EL: 30% Foster: 31% SED: 38% SWD: 30%	All Students: 0% EL: 0% Foster: -1% SED: 0% SWD: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English Language Progress Indicator (Dashboard)	End of 22-23 School Year District: 49.4% Additional metrics in Appendix C	End of 23-24 School Year District: 46.1% Additional metrics in Appendix C	End of 24-25 School Year District: 46.6% Additional metrics in Appendix C	End of 25-26 School Year District: 59% Additional metrics in Appendix C	District: -2.8%
1.8	ELPAC: Overall and % of students at Levels 1-4	End of 22-23 School Year Overall: 20.65% Level 4: 20.65% Level 3: 24.94% Level 2: 26.50% Level 1: 17.91	End of 23-24 School Year Overall: 17.02% Level 4: 17.02% Level 3: 33.77% Level 2: 27.43% Level 1: 21.78%	End of 24-25 School Year Overall: 14.97% Level 4: 14.97% Level 3: 32.06% Level 2: 27.75% Level 1: 25.22%	End of 25-26 School Year Overall: 30% Level 4: 30% Level 3: 42% Level 2: 20% Level 1: 9%	Overall: +5.68% Level 4: +5.68% Level 3: +7.12% Level 2: +1.25% Level 1: +17.31%
1.9	Reclassification Rate	End of 22-23 School Year District 14%	End of 23-24 School Year District 7.6%	End of 24-25 School Year District: 23%	End of 25-26 School Year District 23%	District +9%
1.10	Long Term English Learner - Number of Long Term English Learners	Beginning of 23-24 School Year LTELs: 448 (29% of ELs)	Beginning of 24-25 School Year LTELs: 355 (20.8% of ELs)	Beginning of 25-26 School Year LTELs: 280 (18.7% of ELs)	End of 25-26 Decrease in the percentage of ELs who are LTELs	LTELs: -168 (-10.3% of ELs)

Goal Analysis [2025-26]

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

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

The district made strong progress in carrying out planned actions while remaining responsive to emerging needs and challenges throughout the year.

Action 1.1 Professional Learning and Coaching for Certificated Staff -

- Successes: The district implemented a range of professional learning opportunities aligned to early childhood, general education, and special education priorities, with a strong emphasis on inclusion, instructional quality, and whole-child development. Early education and special education professional learning included Positive Home Visit training, Heart-Centered Connections (SEL), Preschool Infant-Toddler Foundations, and CLASS to strengthen classroom interactions. Staff also engaged in PTKLF training, DRDP 2025 implementation, expanded support for full-day TK, and targeted inclusion practices such as co-teaching, PEP, Teaching Pyramid strategies, and RtI in preschool settings, along with specialized supports for SAI, SDC, and related service providers.

In support of Tier 1 and Tier 2 instruction, the district facilitated three ILT professional learning days focused on Comprehension of Informational Text and the Gradual Release of Responsibility framework, led by an instructional consultant to strengthen students' ability to access and make meaning of grade-level informational text across content areas. This work was complemented by two district-led Tier 2 professional learning days that brought site teams together to strengthen intervention practices and refine school-based support systems. These efforts were further reinforced through ongoing supports, including ILT development, SPSA coaching, structured literacy training, intervention team learning, strength-based IEP practices, and special education office hours, all contributing to stronger instructional alignment and increased staff capacity across programs.

- Challenges: While the district offered a wide range of professional learning opportunities, participation and consistency remained an area of challenge. Attendance at optional trainings—such as Positive Home Visit training and Heart-Centered SEL—was impacted by scheduling conflicts, including summer availability, and varying levels of staff openness and engagement. Reduced requirements for professional learning also contributed to lower participation overall, with some staff—particularly those who would benefit most—not consistently attending sessions or office hours. Additionally, staff absences and turnover limited opportunities for sustained peer coaching and continuity of implementation, impacting the overall effectiveness and consistency of professional learning across sites.

Action 1.2 Teachers on Special Assignment -

- Successes: TOSAs (Teachers on Special Assignment) provided targeted support for Multilingual Learners and special education programs, strengthening instructional practice and system implementation across school sites. They built site-level capacity through coaching and job-embedded support across both general education and special education settings.

Their work included coaching and capacity-building for paraprofessionals, with a focus on supporting multilingual learners—including newcomers and long-term English learners—particularly at Title I sites. In special education, TOSAs supported preschool inclusion efforts and collaborated with service providers to strengthen direct, site-based implementation of services and inclusive practices. In addition, structured collaboration between district leaders and TOSAs improved alignment around goals, data use, and role clarity within special education systems. TOSAs also supported the integration of instructional tools, including AI, to enhance responsiveness to diverse learner needs and strengthen instructional practice across settings.

- Challenges: TOSAs faced several challenges in sustaining consistent and targeted support across sites. Meeting the needs of students with complex medical and behavioral needs required significant time and coordination, which at times impacted the ability to maintain consistent coaching and site support. In addition, while ELD coaching cycles were implemented—including 12 cycles focused on designated ELD at Title I schools and one cycle at a Dual Language Immersion (DLI) site focused on bridging and standards alignment—there remains a need to clarify the scope, frequency, and scalability of coaching cycles to ensure equitable access and impact across sites. Furthermore, continued staffing and coordination challenges, including the Program Specialist vacancy during part of the year, impacted the consistency of support across sites.

Action 1.3 Professional Learning and Coaching for Certificated Administrators -

- Successes: The district successfully implemented a comprehensive system of professional learning and coaching for certificated administrators, strengthening leadership capacity and program implementation across sites. Certificated leaders engaged in a cohesive system of learning through the Framework for Powerful Learning and continuous improvement cycles, with an emphasis on Tier 1 and Tier 2 instruction, observation, and feedback, and strengthening Instructional Leadership Teams. Additional supports included principal coaching, cohort-based leadership development focused on inclusion and instructional leadership, and district leadership development. These efforts placed a strong emphasis on classroom observation and feedback cycles designed to strengthen effective Tier 1 and Tier 2 instructional practices. Program Managers and Program Specialists also received targeted coaching to strengthen alignment and implementation across programs. These efforts were further supported through ongoing dialogue with site administrators and regular monitoring of program data to identify trends, address barriers, and ensure programs effectively meet the needs of struggling and underrepresented student groups.

- Challenges: Professional Learning and Coaching for Certificated Administrators

While the district met the overall goals of this action, implementation varied in depth and consistency across sites. Differences in site readiness and leadership capacity impacted engagement in professional learning and the ability to translate learning into practice, resulting in varying levels of fidelity. Misconceptions around Tier 1 and Tier 2 instruction also persisted, indicating a need for clearer guidance and continued coaching. In Special Education, a Program Specialist vacancy during the 2025–26 school year limited the distribution of professional learning across all system levels and reduced opportunities for consistent support. Although all site administrators were trained to facilitate IEPs, follow-up coaching was not fully implemented, impacting the consistency and effectiveness of practice.

Action 1.4 Regular Monitoring of Formative and Summative Student Data -

- Successes: The district strengthened systems and practices for monitoring student data across grade spans, with a particular focus on early learning and targeted intervention. In preschool and TK, consistent administration and monitoring of DRDP data supported tracking developmental progress for students ages 0–5. Across K–8 sites, staff were supported in using multiple data sources—including i-Ready diagnostics and standards mastery, Literably reading levels, and RDRS/DIBELS—to inform instruction and identify student needs. Capacity was strengthened in understanding and implementing Tier 1, 2, and 3 supports within an RTI framework, with additional support through tools such as Ellevation for English learner progress monitoring.
- Structured opportunities for data analysis were embedded throughout the system, including staff meetings, PLCs, SLDS, VAPA release time, middle school collaboration periods, and ongoing collaboration between principals, teachers, TOSAs, and district leadership. Principals also participated in two annual data meetings with district leadership, strategically aligned to the district data and assessment calendar, where they reviewed site-level data, shared progress, and collaboratively planned for strengthening Tier 1 and Tier 2 instruction. These meetings included the use of “spotlight students” as a representative sample group to monitor instructional impact and inform system-wide improvement, as well as opportunities for principals to present accountability plans outlining how they monitor, measure, and adjust practices based on data trends.

The district also supported ESS staff in using progress-monitoring tools such as behavior logs, CAPs, and attendance data, providing training to ensure effective use of the data. Regular data review processes enabled sites to identify trends and priority students, informing timely adjustments to interventions and enrichment in collaboration with site teams.

Action 1.5 Intervention Programs -

- Successes: The district successfully implemented a range of intervention supports across programs, strengthening academic and social-emotional outcomes for students through a coordinated, multi-tiered approach. Community Schools initiatives connected families to essential resources while providing parent education, tutoring, and mentorship opportunities for students. In early childhood programs, PK and TK staff utilized DRDP data to monitor student progress and strengthen implementation of Tier 1, 2, and 3 supports within an RTI framework. In Extended School Services (ESS), staff collaborated with families to establish participation agreements and behavior goals, reinforcing student engagement and accountability. Attendance/instruction recovery programs at each school site, facilitated by school staff, provided before- and after-school opportunities for intervention and learning recovery related to missed instruction while also supporting attendance improvement. Across programs, these efforts were further strengthened through systematic progress monitoring tools and intervention structures that ensured timely identification of student needs and responsive supports.

In parallel, site teams engaged in focused efforts to strengthen Tier 1 and Tier 2 instruction across campuses, with particular attention to clarifying and refining what Tier 2 supports look like both within the classroom and as coordinated supports across sites. Schools worked to build consistency in how supplemental interventions are designed, delivered, and monitored to ensure timely and targeted support for students. Intervention teams were also refined to operate as more systematic and strategic structures, using collaborative processes to identify, plan, and monitor individualized interventions. Data-driven practices were emphasized through progress monitoring, including 30-day goal setting for multilingual learners, and regular data digs to identify priority ("spotlight") students. These coordinated efforts enabled sites to provide targeted academic recovery opportunities and adjust supports based on student needs.

- Challenges: Implementation of intervention programs varied across sites, impacting overall consistency and effectiveness. In Community Schools, differences in site needs and staff capacity across 13 sites led to uneven implementation of supports and services. In Extended School Services (ESS), participation agreements and behavior goals developed during parent collaboration were not consistently effective for all students. While implementation consistency and student attendance in some intervention settings continue to present challenges, the district has strengthened overall systems and expanded access to targeted supports. Additionally, within our attendance/instruction recovery programs, staff faced challenges with student availability and attendance during the second hour of after-school intervention, limiting consistent access to targeted support.

Action 1.6 Special Education -

- Successes: The district strengthened systems and practices to support inclusive and aligned services for students with disabilities across programs. Across K–8 sites, inclusion opportunities expanded, including elementary SDC students participating in general education settings during VAPA classes. Additional supports included targeted coaching and professional learning sessions, as well as a continued focus on reviewing placement processes and Least Restrictive Environment (LRE) decisions. The district also advanced implementation of AAC devices and applications to support student communication and access, further strengthening inclusive practices and student support systems.

In Extended School Services (ESS), staff collaborated regularly with special education teams to ensure alignment between general education and after-school supports. Professional learning was provided to staff on behavior strategies, accommodations, and inclusive practices, while ongoing monitoring of IEP accommodations and modifications supported greater fidelity of implementation. Communication systems between program leadership and special education staff were enhanced to proactively address student needs.

- Challenges: Implementation challenges impacted the timeliness and consistency of services across programs. Within Special Education, a high volume of requests for changes of placement has created capacity challenges, making it difficult to process and respond to requests in a timely manner. In Community Schools, tutoring support was delayed due to limited availability and interest from qualified tutors. In Extended School Services (ESS), there is an ongoing need for additional paraprofessional support and individualized assistance to effectively meet student needs. Ongoing staffing and support capacity challenges continue to impact the timeliness and consistency of some services across programs.

Action 1.7 Dual Language Program -

- Successes: The district continued to strengthen and expand the Dual Language Immersion (DLI) program, including expansion into Transitional Kindergarten. Instructional coherence was supported through dedicated release days for standards mapping and long-range planning, allowing teachers to align curriculum and instruction across grade levels. Professional learning opportunities such as Project GLAD training, participation in the San Diego Dual Language Conference, and DLI school visits further built teacher capacity and strengthened program implementation. In Extended School Services (ESS), participation of dual language learners was prioritized to ensure access to additional academic and enrichment supports. The district also enhanced family engagement by providing program information in multiple languages, improving accessibility and communication with diverse communities.

- Challenges: Participation in key professional learning opportunities was impacted by scheduling constraints, as not all teachers were able to attend summer sessions. While participation challenges remained for some Special Education staff due to direct student support responsibilities, collaboration structures overall were consistently implemented across sites. Similarly, coordinating Dual Language Immersion (DLI) school visits proved challenging due to conflicting calendars, limiting opportunities for shared learning across sites. In Extended School Services (ESS), the current enrollment platform lacks full accessibility in multiple languages, creating barriers for families and limiting equitable access to programs.

Action 1.8 Collaboration Time for Classroom Teachers -

- Successes: The district strengthened structured collaboration opportunities for educators across grade spans to support data-driven instruction and continuous improvement. Professional Learning Communities (PLCs) were supported through dedicated collaboration time, including elementary VAPA release days (11 sessions annually), allowing teachers to monitor student data and plan instruction. Additional collaboration opportunities were provided at the middle school level, as well as through Special Education (SLD) and preschool teacher meetings, promoting alignment across programs. In Extended School Services (ESS), staff facilitated cross-site discussions to share best practices and strategies that support student engagement and achievement. Collaboration time was effectively used to review program implementation, analyze outcomes, and develop action steps, contributing to more cohesive and responsive instructional practices across sites.
- Challenges: The greatest challenges in maintaining consistent collaboration time occurred within Special Education. Due to the immediate and intensive needs of students, SDC teachers were often required to provide additional support, which resulted in being pulled from scheduled VAPA release time. This limited their ability to consistently participate in collaborative planning, data analysis, and alignment with general education teams, impacting overall coherence and implementation.

Action 1.9 Additional Supports for Long Term English Learners (LTELs) -

- Successes:The district strengthened support for Long-Term English Learners through targeted professional learning and instructional alignment, including job-alike PLCs that provided structured collaboration for sharing strategies and analyzing student needs. Designated ELD site support and a district EL TOSA offering coaching and guidance improved consistency of implementation, while Ellevation training enhanced teachers' ability to monitor progress and deliver targeted language instruction. The implementation of the Rigor curriculum further increased academic challenge and engagement for LTELs, supporting more focused instructional practices. In addition, the district established opportunities for reclassification three times per year and implemented Monitoring Annual Progress (MAP) forms and intervention plans to strengthen ongoing progress monitoring and ensure timely, targeted interventions for LTEL students.
- Challenges: Long-Term English Learners (LTELs)

A key challenge was limited capacity, as one district EL TOSA was responsible for supporting multiple sites and teachers. This made it difficult to provide consistent, timely coaching and support to all staff, impacting the depth and reach of implementation across sites. Barriers such as absenteeism and suspension continue to impact LTEL access to instruction; targeted supports are further addressed in Goal 2.

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

Expenditure Differences:
-Action 1.3 Professional Learning and Coaching for Certificated Administrators: Budgeted $708,164.58; Actual $557,908.47. The variance reflects reduced consultant costs, with actual spending ($20,000) significantly lower than the budgeted $100,000.
-Action 1.7 Dual Language Program: Budgeted $3,277,317.33; Actual $2,864,437.49. The variance reflects employee salary and benefit savings realized at Kempton due to declining enrollment.
-Action 1.9 Additional Supports for Long Term English Learners (LTELs): Budgeted $222,027.95; Actual $108,579.11. The variance reflects reduced expenditures due to a position previously fully funded through LCFF now being split-funded, with only 50% allocated to this action.

Percentage of Improved Service Differences:
1.3: -21%
1.7: -13%
1.9: -51%

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

Our analysis of metrics and outcomes indicates that the implementation of actions toward Goal 1 achieved varying levels of effectiveness, as reflected in both quantitative data and qualitative feedback.

Action 1.1 Professional Learning -
Action 1.1 Professional Learning have resulted in incremental progress, with overall district outcomes showing slight gains alongside areas of decline that indicate continued need for targeted support. CAASPP ELA results for All Students increased slightly from 47% to 48%, with gains observed for Foster Youth (36% to 40%) and Students with Disabilities (13% to 15%), while Socioeconomically Disadvantaged students remained stable (37% to 37%) and English Learners showed a slight decline (14% to 13%).
In contrast, i-Ready ELA (D3, Mid or Above) results showed a slight overall decline from 38% to 37%, with decreases for English Learners (12% to 11%) and a notable drop for Foster Youth (30% to 17%), while Socioeconomically Disadvantaged students declined slightly (29% to 28%) and Students with Disabilities remained stable (14% to 14%).
Overall, these results suggest that while professional learning, coaching, and instructional systems are strengthening adult practice and contributing to gains in some subgroups on state assessments, these improvements are not yet consistently translating into benchmark-level growth across measures, particularly in early/mid-year literacy outcomes. Continued focus is needed to accelerate progress for English Learners and other unduplicated student groups. These mixed outcomes may also reflect ongoing challenges with participation in professional learning, staffing continuity, and implementation fidelity across sites.

Action 1.2 Teachers on Special Assignment (TOSAs) -
Action 1.2 Teachers on Special Assignment (TOSAs) demonstrated developing effectiveness with increased reach and stronger system impact compared to the prior year. Unlike the previous year, support expanded significantly across sites, with ELEI TOSAs providing academic intervention to over 1,000 students, including unduplicated student groups (English Learners, Students with Disabilities, foster youth, and socioeconomically disadvantaged students). Across schools, there is increased evidence of instructional supports such as visuals, sentence frames, and designated ELD strategies being implemented in classrooms.

In Special Education, TOSA support contributed to more proactive intervention prior to consideration of more restrictive placements, with documentation showing clearer timelines and rationales for changes in placement and increased emphasis on maintaining Least Restrictive Environment (LRE) whenever possible. In ESS, expanded coordination supported identification and services for a broader number of students receiving academic and social supports.

Overall, compared to the prior year, TOSA support reached more students and demonstrated stronger integration into instructional practice and intervention systems. However, continued challenges remain in ensuring consistent depth of support across all sites given the scope of responsibilities and system-wide demand.

Action 1.3 Professional Learning and Coaching for Certificated Administrators -
Action 1.3 Professional Learning and Coaching for Certificated Administrators demonstrates strong and expanding effectiveness, supported by both qualitative and quantitative evidence across multiple systems. Administrators engaged in sustained professional learning and coaching cycles that strengthened instructional leadership and system alignment, and were then able to bring this learning back to their school sites to facilitate meaningful, targeted professional learning for their staff, aligned to identified student needs and instructional priorities.
At Community School sites, improved collaboration between administrators and Community School Facilitators contributed to more effective use of needs assessments and site budgets, resulting in a documented decrease in chronic absenteeism and more responsive, data-driven supports for students.

Across ESS and Learning Support systems, 100% of site leaders were trained in progress monitoring tools and equitable practices, with walkthrough evidence showing implementation of co-regulation strategies and structured leadership frameworks such as the Ladder of Delegation. Principals also embedded regular classroom visits into their practice, resulting in increased instructional feedback cycles, stronger coaching conversations, and a shift in leadership focus from operational tasks toward instructional planning. Cohort and ILT structures further reinforced alignment between district professional learning and site-level implementation.

In Special Education, administrators participated in extensive training and coaching cycles focused on Tier 1 and Tier 2 systems, inclusive practices, and facilitated IEP processes. Evidence indicates increased application of UDL strategies, stronger student-centered IEP conversations, and recognition of staff implementing inclusive practices with fidelity.
Overall, this action demonstrates strong effectiveness, with evidence of improved instructional leadership practice, increased classroom engagement from administrators, and stronger alignment between district priorities and site-level implementation. Our CAASPP ELA data demonstrate the effectiveness of these efforts, with proficiency increasing by 1% for all students, 4% for Foster Youth, and 2% for Students with Disabilities. These gains are supported by local assessment results, as i-Ready Grade 3 Comprehension data increased by 5% for all students, 6% for socioeconomically disadvantaged students, and 5% for Students with Disabilities. While these outcomes reflect positive progress, the district continues to focus on strengthening foundational literacy skills in grades K–2 to build early reading proficiency and increase the percentage of students meeting grade-level expectations on i-Ready Diagnostic 3 (D3) in grades K–5 in future years.

Action 1.4 Regular Monitoring of Formative and Summative Student Data-

Action 1.4 Regular Monitoring of Formative and Summative Student Data demonstrates continued effectiveness, with stronger systems for monitoring student groups through PLCs and collaborative data practices. Structured collaboration time was differentiated to meet the needs of both elementary and middle schools. At the elementary level, PLCs were supported through VAPA release sessions (11 sessions), providing dedicated time for teachers and site teams to analyze student data, monitor the progress of key student groups (including multilingual learners, students with disabilities, foster youth, and socioeconomically disadvantaged students), and adjust instruction accordingly. At the middle school level, departments engaged in both PLC and structured collaboration time that allowed content teams to engage in similar data analysis, progress monitoring, and instructional planning aligned to student needs.
Ellevation implementation supported 100% monitoring of multilingual learners across all sites, while streamlined RFEP systems improved usability and accountability for tracking reclassification progress. Additional Learning Support efforts included 2 of 2 principal data meetings completed for all 21 site administrators, RDRS K–2 trainings, and ongoing analysis of i-Ready data (mid/above declining from 29% to 27%), providing multiple data points to inform instruction. Across sites, PLC and collaboration notes reflect a shift from data analysis to action planning, with teams increasingly using data to drive targeted supports and interventions.

In ESS, 100% of sites implemented behavior logs and attendance tracking systems, strengthening monitoring of student engagement and participation, particularly for unduplicated student groups. Principals continued to build capacity in leading data-driven practices, as evidenced by structured data meetings, increased classroom observations tied to student outcomes, and a stronger ability to articulate how data informs instructional decisions and next steps.
While benchmark data indicate that student outcome gains are still developing, the district has established a more cohesive and responsive system for monitoring student progress and supporting instructional improvement across sites.

Action 1.5 Intervention Programs-
Action 1.5 Intervention Programs continue to demonstrate strong effectiveness in making progress toward the goal, particularly in expanding access to intervention and strengthening data-driven instructional systems. ELOP-funded ELEI TOSAs, alongside site staff, increased access through after-school intervention and academic recovery programming, serving 1,178 students across 143 unique courses, including targeted supports for foster youth and multilingual learners.
Ongoing professional learning in structured literacy (K–2), regular TOSA collaboration, and the use of multiple data sources (i-Ready, DIBELS, reading levels) supported sites in monitoring student progress and adjusting interventions. Evidence from meeting artifacts, cohort notes, and course tracking forms indicates that teachers are consistently using data to plan interventions, set short-term goals for multilingual learners, and align supports within the general education classroom.
Compared to the prior year, the district has strengthened systems for intervention and expanded reach across student groups. While student outcome data is still developing, the consistent implementation of data-driven practices and increased access to targeted supports indicate continued strong progress toward improving student achievement.

Action 1.6 Special Education-
Action 1.6 Special Education continues to demonstrate strong effectiveness in making progress toward the goal of increasing support for students in the Least Restrictive Environment (LRE) through professional learning, coaching, and the SAI model. Program Managers, Program Specialists, and TOSAs provided ongoing coaching, modeling, and consultation to both general and special education teachers, strengthening staff capacity to support students within general education settings.
Data related to requests for changes in placement indicates a shift toward more thoughtful and data-driven decision-making. Of the 63 requests for changes from SAI to more restrictive settings, only 26 resulted in a move to a more restrictive environment, while 11 were

paused and 26 remain under review. For the 36 students who have not moved, site teams are engaging in deeper consultation and problem-solving to identify effective supports within the general education setting. This reflects increased consideration of LRE and stronger efforts to maintain students in less restrictive placements when appropriate.

Overall, these actions demonstrate strong effectiveness, as evidenced by increased collaboration, more intentional decision-making around placement, and a growing emphasis on supporting students within their school of residence. Continued focus on building staff capacity and sustaining these practices will further strengthen outcomes for students with disabilities.

Action 1.7 Dual Language Program-
Action 1.7 The Dual Language Immersion Program demonstrates strong effectiveness in supporting high-quality program implementation and student language development, with continued growth in instructional alignment and data-driven practices. Evidence of impact includes a positive 6.2% English Learner Progress Indicator (ELPI) growth rate and a 17.7-point increase in English Language Arts (ELA) performance on the California Dashboard. These outcomes are further supported by the implementation of structured data conversations between principals and teachers three times per year, providing regular opportunities to monitor student progress, analyze achievement data, and make informed instructional adjustments to better support student learning.

Program expansion and capacity building efforts strengthened implementation, including the addition of a second Dual Immersion TK class, completion of Project GLAD training by 13 teachers, and three dedicated planning sessions focused on mapping Dual Language standards and instructional coherence. Professional learning on language transference further supported teachers in strengthening biliteracy development across both languages.

Instructional shifts were also observed through classroom walkthroughs, with a stronger emphasis on student task performance and evidence of learning rather than solely on teacher behaviors. Observations indicate increased alignment between instruction and student outcomes, supporting more intentional biliteracy development across sites.
Overall, these actions demonstrate strong effectiveness, with improved instructional coherence, increased teacher capacity, and more structured use of data to support student language growth within the Dual Language Program.

Action 1.8 Collaboration time for classroom teachers-
Action 1.8 Collaboration time for classroom teachers demonstrates strong effectiveness in supporting data-driven instructional planning and targeted student supports. Through structured collaboration time provided via VAPA for elementary teachers and designated collaboration periods for middle school, teachers engaged in regular cycles of planning, data analysis, and instructional refinement. Eleven scheduled sessions provided consistent opportunities for teams to review student data and plan targeted supports.
Evidence from VAPA schedules, meeting agendas, and ELEI TOSA notes indicates that collaboration time is being used effectively to identify student needs and implement Tier 2 interventions based on data. This includes a focus on adjusting instruction to support student groups such as English Learners, foster youth, and socioeconomically disadvantaged students.
These collaborative structures have strengthened shared instructional responsibility and improved alignment between student data and classroom practice.

Student outcome data further support the effectiveness of these efforts. CAASPP ELA performance increased from 47% to 48% of students meeting or exceeding standards, with gains for Foster Youth (36% to 40%) and Students with Disabilities (13% to 15%). Additionally, Grade

3 i-Ready Comprehension performance increased from 35% to 40% of students performing at or above grade level, including increases for socioeconomically disadvantaged students (24% to 30%) and Students with Disabilities (8% to 13%). While some local assessment measures remained stable or declined slightly, these results indicate that collaborative planning and data analysis are contributing to improved instructional responsiveness and student achievement.

Overall, these actions demonstrate strong effectiveness, with clear evidence that structured collaboration time is contributing to more responsive instruction and more intentional intervention planning across sites.

Action 1.9 Additional supports for Long-Term English Learners (LTELs)-
Action 1.9 demonstrates effective implementation in strengthening instructional supports and systems for Long-Term English Learners. The district provided targeted professional learning, coaching, and structured PLC cycles focused on LTEL instruction, language development, and academic access.
Implementation included four job-alike PLC sessions for middle school ELD teachers, 21 coaching cycles focused on ELD instruction in Title I schools, and cohort professional learning on LTEL characteristics and instructional needs. Instructional practice was further supported through increased use of the RIGOR curriculum to strengthen language development and academic rigor.

Systems for monitoring multilingual learner progress were consistently implemented, with 100% of students monitored through Ellevation and structured reporting cycles, including OPTEL support, parent progress reports, and four-year reclassification tracking. These systems strengthened data use and communication with families while supporting more consistent instructional planning. These efforts increased our LTEL reclassification rate by 54.65% from the 2023–24 to the 2024–25 school year.

Student outcome data further demonstrate the effectiveness of these efforts. The district's English Learner Progress Indicator (ELPI) increased from 46.1% to 46.6%, while the reclassification rate increased significantly from 7.6% to 23%. Additionally, the number of Long-Term English Learners decreased from 355 students (20.8% of English Learners) at the beginning of the 2024–25 school year to 280 students (18.7% of Multilingual English Learners) at the beginning of the 2025–26 school year. These improvements indicate that strengthened instructional supports, progress-monitoring systems, and targeted interventions are contributing to improved language acquisition and movement toward reclassification.

Overall, these actions demonstrate effective implementation through strengthened instructional practice, improved consistency of LTEL supports, and increased reclassification rates, although staffing capacity and student attendance barriers continue to impact the depth and consistency of support across 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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:
There is a new Goal 4, regarding the equity multiplier funds that were received for Bancroft Elementary school site.

Metrics Modifications:
There are no metrics modifications at this time.

Action Modifications:

- Modified Action 1.2 (TOSA) - Beginning in 2026–27, the district will further strengthen literacy support by adding a district Literacy TOSA to provide targeted coaching and professional learning for teachers in grades K–8, complementing the structured literacy support provided by ELEI TOSAs at elementary sites in grades K–2 and supporting coherence and alignment of literacy practices across all school sites.

-Modified Action 1.8 (Collaboration time for Classroom Teachers) - Upon reflection on implementation and staffing structures, middle schools will transition from a 7-period to a 6-period day in the 2026-27 school year. As a result, the previously scheduled daily collaboration period will be eliminated, and PLCs, SLD time, and staff meetings will be used in place of that collaboration period to ensure continued structured collaboration among staff. This adjustment is intended to maintain collaborative planning time while aligning more efficiently with the revised master schedule.

Expected Outcomes:
-There are no outcome modifications at this time.

These adjustments are informed by our effectiveness analysis and implementation insights from this year, ensuring resources are aligned with what's proven to be most impactful.

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	Professional Learning and Coaching for Certificated Staff	Educational Services, along with teacher leaders, will provide professional learning in the areas of: strengthening Tier I instruction and rigor through the Framework for Powerful Learning and Gradual Release of Responsibility, our targeted instructional area (comprehension of informational text), cultural proficiency to ensure equity, support to address the specific language acquisition needs of English learners, and the specific needs of our students with disabilities (SWDs) and foster youth. Professional learning will be extended with coaching and modeling to ensure educators can successfully implement their learning in classrooms to improve outcomes for each and every student. Professional learning will include a focus on how to support some of our academically struggling student groups including foster youth, SWDs,	$1,425,218.64	Yes

Action #	Title	Description	Total Funds	Contributing
		Long-Term English Learners (LTELs) and students experiencing homelessness.		
1.2	Teachers on Special Assignment	Educational Services will deploy centralized Teachers on Special Assignment (TOSAs) to provide grade level and school wide professional learning, under guidance of the site principal, at each of our school sites. Professional learning areas of focus include our district targeted instructional area (comprehension of informational text), differentiation for English learners (including Long Term English Learners) and students with disabilities, equity, social emotional learning, literacy, and content-specific instructional support. Principals and TOSAs meet to analyze data to determine the best professional learning/coaching pathway for their sites. TOSA cycles are then customized to meet those identified needs.	$150,546.79	No
1.3	Professional Learning and Coaching for Certificated Administrators	Educational Services, along with outside consultants, will provide professional learning to certificated administrators in the areas of the Framework for Powerful Learning, our targeted instructional area (comprehension of informational text), cultural proficiency to ensure equity, support to address the specific language acquisition needs of English learners, and the specific needs of our students with disabilities and foster youth. This learning will focus on the development of instructional leadership, allowing site leaders to better monitor their site's implementation of strategies to increase student achievement for each and every student. Certificated administrators will work with district coaches to further build their leadership skill set, focused on engaging in courageous conversations and building relational trust at each campus.	$958,421.44	Yes
1.4	Regular Monitoring of Formative and Summative Student Data	School site data teams and PLCs will regularly utilize formative and summative data, including student work, to strategically identify achievement gaps for students, particularly for unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students). Instruction and Data Support Teachers will support the review of data and identification of student needs. Principals will meet twice a year with district leadership to review their site's summative and formative data	$830,185.61	Yes

Action #	Title	Description	Total Funds	Contributing
		and to discuss actionable plans to support student needs based on their data. At CDO, LPE, MUM, and SWS (Appendix C) school site data teams and PLCs will give additional time to monitoring the progress of English Learners in an effort to support outcomes for English Language progress. The review of this data will be monitored by the principal and shared with district leadership at data meetings. Similarly, There will be a district expectation that data for Foster Youth, SWD, LTELs, and students experiencing homelessness will be monitored at all school data team meetings for ELA and math. Similarly, schools with student groups in the lowest indicator for ELA and math (see Appendices A and B) will be required to look at data for their lowest performing student groups to determine additional supports that must be in place for those students. Data analysis will be monitored by the principal and shared with district leadership at principal data meetings.		
1.5	Intervention Programs (modified for the 2025-26 school year)	Under the coordination of Educational Services, Expanded Learning Opportunities Program (ELOP) funding will be used to provide an Extended Learning Early Intervention TOSA at school sites, who will focus on data monitoring and coordinating intervention efforts. Unduplicated students (foster youth, English Learners, and socioeconomically disadvantaged students) will be given priority placement for these services. K-2 teachers will also be trained in structured literacy to improve Tier I instructional support. All sites will have increased monitoring and support to ensure that Foster Youth have priority access to ELOP interventions available at their site.	$2,562,272.30	No
1.6	Special Education	Professional learning, coaching and modeling will be provided to general and special education teachers (PK - 8) to increase student supports and services in the Least Restrictive Environment, both through the Specialized Academic Instruction (SAI) model, and through increasing opportunities for	$1,066,348.48	No

Action #	Title	Description	Total Funds	Contributing
		all students with disabilities to be educated with their non-disabled peers to the greatest extent possible. Additional support will be given to schools where SWD have achievement gaps in ELA , math, or both subject areas. This support will provide teachers and staff with the tools needed to best support their students. The focus will be on ensuring students have access to grade level standards, collaboration between general education teacher/SAI teacher, and adequate pullout/push in support as per their individual needs.		
1.7	Dual Language Program	Educational Services will support our Dual Language Program to expand integrated language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding through the purchase of instructional materials, resources, professional development for teachers, and teacher recruitment. The Dual Language program will extend through Transitional Kindergarten (TK), allowing for our youngest learners to build a foundation of integrated language learning.	$2,933,007.19	Yes
1.8	Collaboration Time for Classroom Teachers	Teachers will be provided with collaboration time in order to review data and plan for targeted instructional supports, with a particular emphasis on foster youth, socioeconomically disadvantaged and English Learners. Collaboration time for elementary school teachers will be provided through VAPA release; collaboration time for middle school teachers will be provided either through staff meeting time, or through release days provided through the site administrator.	$4,238,479.58	Yes
1.9	Additional Supports for Long Term English Learners (added for the 2025-26 school year).	Educational Services, in collaboration with teacher leaders, will provide professional learning focused on strengthening Tier I instruction and enhancing the planning and delivery of both designated and integrated English Language Development (ELD) to meet the language acquisition needs of English learners. Ongoing coaching and modeling will support classroom implementation to improve outcomes for all Multilingual English Learners, including Long-Term English Learners (LTELs). This action is	$607,438.78	Yes

Action #	Title	Description	Total Funds	Contributing
		aligned with improvement efforts identified through the Differentiated Assistance process. School site data teams and PLCs will regularly analyze formative and summative data, including student work, to identify achievement gaps and inform instruction for Long-Term English Learners (LTELs), with a focused goal of supporting their reclassification as English proficient. Instructional Leadership Teams will assist in reviewing data and identifying specific student needs. Principals will meet twice a year with district leadership to review site-level data and develop targeted action plans aligned to student performance outcomes.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engage: We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This broad goal was selected to represent our focus on mental health, social-emotional learning, and targeted support for students and families. We want to ensure that students are engaged, attending school regularly, and taught through culturally responsive, trauma-informed practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate: The chronic absentee rate of students and student groups across the district.	2023 Dashboard Results All students: 46.9% EL: 53.4% SWD: 51% SED: 49.4% FY: 45.3% See Appendix E for all other required schools, groups, and school groups.	End of 23-24 School Year All students: 23.1% EL: 27.2% SWD: 29.8% SED: 29.4% FY: 30.6% See Appendix E for all other required schools, groups, and school groups.	End of 24-25 School Year All students:20.8% EL:27.8% SWD:27% SED:26.9% FY:42.9% See Appendix E for all other required schools, groups, and school groups	2023 Dashboard Results All students:15% EL: 38.4% SWD: 36% SED: 34.4% FY: 30% See Appendix E for all other required schools, groups, and school groups.	All students: -26.1% EL: -25.6% SWD: -24% SED: -22.5% FY: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension Rate: The suspension rate of students and student groups across the district.	2023 Dashboard Results All students: 3.2% EL: 3% SWD: 6% SED: 4% FY: 10.7% See Appendix D for all other required schools, groups, and school groups.	End of 23-24 School Year All students: 2.9% EL: 3% SWD: 5.3% SED: 3.7% FY: 15.5% See Appendix D for all other required schools, groups, and school groups.	End of 24-25 School Year All students:2.8% EL:3.2% SWD:5.1% SED:3.5% FY:14.6% See Appendix D for all other required schools, groups, and school groups.	2023 Dashboard Results All students: 1.5% EL: 1.5% SWD: 3% SED: 2.5% FY: 6.7% See Appendix D for all other required schools, groups, and school groups.	All students: -0.4% EL: +0.2% SWD: -0.9% SED: 0.3% FY: +4.8%
2.3	Expulsion Rate: The number of students expelled over an entire academic year.	End of 2022-23 School Year: 7 students	End of 23-24 School Year 5 students	End of 24-25 School Year. 4 expulsions	We will reduce the number of students expelled from baseline.	-3 students
2.4	Middle School Drop Out Rate: The number of middle school students without a known next school of residence over an entire academic year.	End of 2022-23 School Year 3 students	End of 2023-24 School Year 12 students	End of 24-25 School Year. 11 students	We will reduce the number of middle school students without a known next school of residents from baseline.	+8 students
2.5	Student Survey: CORE SEL The percentage of students answering favorably for our overall CORE SEL survey and subcategories, including school connectedness and sense of safety (LCFF Priority 6, student survey).	2023-24 Spring CORE SEL (All Students): All Domains: 67.74% Self Management Average: 70.30% Growth Mindset Average: 68.30% Self-Efficacy Average: 57.10% Social Awareness Average: 65.77% Culture/ Climate: 77.25%	2024-25 Spring CORE SEL (All Students): All Domains: 66.47% Self Management Average: 65.19% Growth Mindset Average: 63.8% Self-Efficacy Average: 53.3% Social Awareness Average: 62.3%	2025-26 Spring Panorama Survey (Different Survey than Baseline CORE SEL) Self-Management: 68% Growth Mindset: 54% Self-Efficacy: 50% Social Awareness: 65%	We will increase the favorable rating from baseline both overall and in subcategories.	All Domains: N/A Self Management Average: -2.3% Growth Mindset Average: -14.3% Self-Efficacy Average: -7.1% Social Awareness Average: -0.77% Culture/ Climate: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		For analysis of ELs, SWD, FY, and SED see Appendix F.	Culture/ Climate: 75.96% For analysis of ELs, SWD, FY, and SED see Appendix F.	Grit: 55% Emotional Regulation: 50% School Climate: 48% School Safety: 51% Sense of Belonging: 51% Supportive Relationships: 85%		*2025-2026 Survey differs from previous years
2.6	Parent Education/Outreach Opportunities: The number of district organized parent education/outreach opportunities district-wide with a focus on unduplicated pupils and/or exceptional needs.	2022-23 (Full Year) 28 district-organized events/opportunities	2024-25 150 events/opportunities (Community Schools) 3 parent events (SPED) 5 DPAC sessions 158 total district-organized events	2025-26 114 events/opportunities (Community Schools) 5 parent events (SPED) 5 DPAC sessions 124 total district-organized events	We will increase the number of district organized parent education/outreach opportunities from baseline.	+96 district-organized events
2.7	Parent Survey Results: The percentage of parents answering in satisfaction for the three areas measured: support for academic learning, sense of school connectedness, and sense of safety.	2023-24 Parent Survey Satisfaction with: Support for academic learning: 90% Sense of community: 89% Sense of safety: 84%	2024-25 Parent Survey Satisfaction with: Support for academic learning: 90% Sense of community: 88% Sense of safety: 84%	2025-26 Parent Survey Satisfaction with: Support for academic learning:91% Sense of community: 90% Sense of safety: 85%	We will increase the favorable rating from baseline.	Support for academic learning: +1% Sense of community: +1% Sense of safety: +1%
2.8	ELOP ESS: Percent of unduplicated students participating in ELOP ESS	2023-24 64.2%	2024-25 63.5%	2025-26 71.13%	The majority of students served in ELOP ESS will be	+6.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					unduplicated students.	
2.9	Pupil Engagement: Average Daily Attendance Rates	End of Year 2022-23: 91.62%	End of Year 2023-24: 92.83%	End of Year 2024-25 93.47%	We will increase our ADA above baseline.	+1.85%
2.10	Teacher Survey Results: The percentage of teachers answering favorably on staff survey regarding safety at school and school connectedness (based on a 5 point scale).	2023-24 Teacher Survey Results: Safety Level on Campus: 3.94/5 (79%) Connectedness to School Site: 4.375/5 (97.5%)	2024-25 Teacher Survey Results: Safety Level on Campus: 3.71/5 (74.34%) Connectedness to School Site: 4.14/5 (82.64%)	2025-26 Teacher Survey Results: Safety Level on Campus: 4.07/5 (76.8%) Connectedness to School Site: 3.96/5 (74%)	We will increase the favorable rating from baseline.	2025-26 Teacher Survey Results: Safety Level on Campus: -2.2% Connectedness to School Site: -23.5%

Goal Analysis [2025-26]

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

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

The district made strong progress in implementing planned actions while adapting effectively to emerging needs and challenges throughout the year.

Action 2.1 Professional Learning for Certificated Staff –

- Successes-Our professional learning opportunities continued to expand significantly, with Educational Services offering a variety of trainings focused on restorative practices, trauma-informed care, social-emotional learning, and behavior supports. This year, engagement increased through offerings such as Brain Architecture (Trauma-Informed PD), CYBHI trainings, ProACT behavior training, Tier 2 Intervention Team learning, SEL platform training, Positive Home Visits, and Heart Centered Connections/ECET trainings, collectively reaching over 350 certificated staff across multiple sessions and school sites.
- Challenges – Professional learning implementation was impacted by limited substitute availability, which affected staff attendance at some training opportunities, particularly within Special Education. While the district was able to offer more professional development sessions than initially planned, participation in optional offerings such as Positive Home Visits training was influenced by summer scheduling and staff availability. While substitute shortages and scheduling challenges impacted participation in some professional learning opportunities, the district was still able to expand training access and demonstrate early evidence of implementation across sites. Additionally, continued efforts are needed to increase staff participation in family engagement opportunities and to strengthen systems for obtaining consistent parent feedback through surveys.

Action 2.2 Professional Learning for Classified Staff -

- Successes: The district provided extensive professional learning opportunities for classified staff this year, focusing on social-emotional learning, trauma-informed practices, behavior supports, special education support, and restorative practices. Training included Brain Architecture, ProACT, Tier 2 Learning Leaders, Poverty Simulation, behavior-focused trainings, new hire paraprofessional training, and ongoing ESS and Learning Support professional development, along with participation in leadership development opportunities such as the CSEA Paraprofessional Leadership Conference. These sessions strengthened staff capacity to support student academic, behavioral, and social-emotional needs while promoting a positive and supportive school climate.
- Challenges – Continued need exists to strengthen systems for capturing evidence of implementation of practices learned in professional development sessions, as well as improving the use of exit survey data to more consistently document the effectiveness and impact of trainings.

Action 2.3 District Behavior Support Team -

- Successes – The District Behavior Support Team continued to provide comprehensive support focused on improving student behavior, attendance, engagement, and overall school climate through coordinated mental health, behavior, and wraparound services. This year, the team supported Tier 2 and Tier 3 behavior needs across 21 schools at all grade levels while also delivering professional development on proactive and reactive behavior strategies, trauma-informed practices, and de-escalation techniques. The team strengthened site-level capacity by modeling practices, providing coaching, and supporting the implementation of behavior systems and interventions. In addition, Behavior Support Specialists provided direct student and staff support, while collaborating with school sites and Special Education teams through monthly meetings, functional behavior assessments (FBAs), and the development of behavior intervention plans (BIPs). The team also supported training for paraprofessionals and bus drivers, expanding consistent behavior support practices across settings. These are the successes for this action.
- Challenges – During the academic day, the District Behavior Support Team has experienced an increase in referrals compared to the prior year, which has extended response times as the year has progressed. In addition, the limited availability of ESS paraprofessional positions continues to constrain capacity to fully meet student support needs. For after-school supports, behavior specialists' schedules do not align with after-school programming, and site paraprofessional contracted hours limit their ability to provide support beyond approximately two hours after the instructional day, which impacts continuity of ESS after-school behavior support services.

Action 2.4 Parent Empowerment Program (PEP) -

- Successes – This year, the PEP program maintained its status as the only certified expansion site on the West Coast and the only district-based expansion site in the nation, serving as a training hub for other districts to support funding and implementation. The program provided district Early Childhood Empowerment/Inclusion Team training on PEP strategies to build staff capacity, strengthen consistency between home and school, and support implementation of best practices for students with challenging behaviors. Collaboration between the PEP team, site leadership, and SAI teachers supported the identification of students who would benefit from services. In addition, PEP leadership supported training for general education and special education paraprofessionals and parent groups, while also providing parent coaching, modeling, and support groups focused on positive behavior strategies and social-emotional skill development. The program also delivered early intervention supports, including behavior planning, data collection, observation, consultation, and coordination between home, school, and outside resources for students in preschool, TK, and kindergarten programs.

- Challenges – Since August, the PEP program has maintained an ongoing waitlist for services, with some families experiencing delays of up to three months before beginning support. While early intervention data continues to demonstrate the importance of timely access for improved student outcomes, current staffing capacity remains the primary barrier to reducing wait times and expanding immediate service delivery.

Action 2.5 Social Emotional Learning -

- Successes – Tier 1 social emotional learning instruction was implemented through the Second Step curriculum, with continued support for Tier 2 and Tier 3 interventions provided through small group and 1:1 supports with school social workers, counselors, and School Link/SDYS providers. Districtwide professional learning supported implementation through Brain Architecture training, Sources of Strength, and Dino School. Community Schools implementation was strengthened through Playworks, which incorporated SEL strategies and coaching by campus attendants to promote safe and engaging recess environments, along with student leadership opportunities such as Safe School Ambassadors. Staff professional learning focused on SEL strategies and de-escalation, while ESS staff implemented trauma-informed practices to support student emotional needs with consistency and care. In addition, program staff delivered weekly SEL lessons, supported mindfulness practices, and provided coaching to strengthen staff capacity for student self-regulation and positive behavior support.
- Challenges – Implementation of Community Schools SEL supports, including Playworks, has been impacted by variability in campus attendant attendance and the need for trained substitutes to ensure continuity of programming. Additionally, fidelity of implementation varies across the 11 sites and is dependent on the level of engagement and consistency of the Community Schools Facilitator, principal, and campus attendant team.

Action 2.6 Partnerships and Mentorships for Social-Emotional and Mental Health Supports -

- Successes – This year, social workers and mental health staff implemented planned supports by connecting families to district and community resources, providing parent education, and facilitating student mentorship opportunities. Staff strengthened partnerships with Care Solace and other community mental health providers to expand access to services for students and families. Ongoing collaboration with the District Behavior Support Team supported coordinated interventions for students experiencing social, emotional, and mental health needs. In addition, the ERMHS team and school psychologists provided direct social-emotional and mental health supports to students across the district, ensuring access to targeted services aligned to student needs.
- Challenges – Fewer sites utilized Care Solace for referrals, and follow-through among referred families was inconsistent, limiting impact.

Action 2.7 Alternatives to Suspension -

- Successes – This year, sites implemented Restore and Repair Centers (RRC) to address pre-suspension behaviors and expanded the use of in-school, period-based suspension spaces to support students while maintaining access to instruction. Schools also strengthened community wraparound supports and partnerships with mentoring organizations to provide additional interventions. At the elementary level, alternative-to-suspension and diversion lessons were implemented as expected, supporting proactive behavior intervention and reducing exclusionary discipline practices. Based on the 2025 Dashboard data, our Long-Term English Learner student group qualified for Differentiated Assistance due to suspension rates. In response, our middle school sites implemented intentional behavior triage and early intervention supports through Restore and Repair Centers (RRCs), alternative-to-suspension practices, and targeted student support systems. These efforts contributed to improved student outcomes while increasing access to restorative and instructional supports in place of exclusionary discipline.

- Challenges – Implementation was impacted by inconsistent staffing and a need for a clearer understanding of how to effectively utilize alternatives to suspension for pre-suspension incidents.

Action 2.8 Suspension Monitoring Teams -

- Successes – This year, the district strengthened systems and structures to assess and address student behavior through systematic collaboration with middle school assistant principals. Tier 2 Learning Leaders days were established to review behavior and discipline data and guide intervention planning. In addition, middle school sites implemented consistent structures, including twice-monthly counselor and grade-level team meetings and site intervention team meetings, to identify students impacted by behavior and develop targeted intervention plans.
- Challenges – Scheduling and timing of meetings created challenges, impacting the ability of all team members to consistently participate.

Action 2.9 School Attendance Teams -

- Successes – Attendance teams were established at every site, with initial roles and responsibilities defined during the first trimester. Teams accessed and reviewed monthly chronic absenteeism data, allowing for early identification of student groups most impacted. Cross-site collaboration was strengthened through regular social worker and counseling meetings, where best practices were shared. While meeting consistency varied, teams ensured that attendance data was reviewed at least monthly, supporting timely identification of high-risk students. In addition, consistent district and site-based messaging to families promoted positive attendance, and partial implementation of collaborative efforts with social workers and Community Schools Facilitators supported outreach, intervention, and connection to resources for families. Based on the 2025 Dashboard data, our student groups identified for Differentiated Assistance due to chronic absenteeism demonstrated a continued need for targeted attendance interventions and family engagement supports. In response, sites strengthened attendance monitoring systems, implemented early identification and outreach practices through School Attendance Teams, and increased coordination among counselors, social workers, and Community Schools Facilitators to address barriers to attendance. In addition, empathy interviews were conducted with students and families to better understand the root causes of absenteeism, and findings from those interviews are being used to develop an attendance action plan for implementation during the 2026–27 school year. These efforts supported more timely interventions, stronger family communication, and improved systems for responding to chronic absenteeism.
- Challenges – Scheduling conflicts made it difficult for attendance teams to meet consistently, and competing priorities at sites sometimes superseded planned meetings. While teams identified students in need of support, follow-through on check-ins and family outreach was inconsistent due to time constraints. Additionally, the planned implementation of a new attendance tracking system was not needed, as an existing system was already in place.

2.10 Discontinued for 2025-2026 School Year

Action 2.11 Culture and Climate Survey -

- Successes – The district administered CHKS and Panorama SEL surveys in the fall and spring to assess student self-efficacy, school climate, and well-being, while expanding middle school student voice through initiatives such as Parkway Middle School's Unity Days pilot, where 6th grade students provided feedback on belonging and support systems to inform future efforts. School site intervention teams, including multiple stakeholders, were established to review data and develop systems and structures to address identified needs. Ongoing needs assessment, asset mapping, and data collection were implemented as planned across students,

staff, and families. In addition, ESS and ASES programs administered annual surveys to parents, staff, and students to gather feedback and inform continuous improvement efforts.
- Challenges – Continuing to ensure consistency in the implementation and use of survey data across multiple sites with varying needs remained a challenge.

Action 2.12 Educational Partner Surveys -
- Successes – Educational partner surveys provide meaningful feedback from families, students, staff, and community members on instructional programs, school climate, and home–school communication. This input plays a critical role in informing goal setting, guiding program improvements, and shaping resource allocation to ensure our efforts are aligned with the needs of our school communities. Our annual parent survey, distributed electronically each year, was open from March 9 through April 26 to allow ample time for participation. In addition, surveys are also conducted throughout the year during meetings such as DPAC, parent education sessions, Community Schools gatherings, and Special Education meetings to ensure we capture a broad range of family perspectives.
- Challenges – Response rates from underrepresented families were lower, limiting the breadth of feedback collected.

Action 2.13 Parent/Caregiver Outreach and Education -
- Successes – Parent/Caregiver Outreach and Education was implemented as planned through liaisons supporting workshops designed to help families better support their child's learning. Efforts included connecting families to district and community resources, providing parent education opportunities, and partnering with Care Solace as well as dental, vision, and medical care providers to increase access to supports and services.
- Challenges – Ensuring consistency across 13 Community Schools sites with varying needs and staff capacity remained a challenge. Parent attendance is a challenge. While a small group of parents attends, we would like to increase parent participation.

Action 2.14 Engaging Newcomer Families -
- Successes – Support for newcomer families was implemented as planned and expanded through coordinated district and community partnerships. Families were connected to district and community resources, provided parent education opportunities including ESL, and supported through student tutoring and mentorship programs. Additional supports included partnerships with Care Solace as well as access to dental and medical care services. Translation and interpreter services were also provided to ensure equitable access to information and engagement across school systems.
- Challenges – Translation and interpretation services remain limited beyond internal staff capacity, impacting the ability to consistently meet each family's communication needs across all settings.

Action 2.15 ELOP -
- Successes – Funded by the Expanded Learning Opportunities Program (ELOP), before- and after-school enrichment opportunities continued to expand to support students' social-emotional growth, engagement, and connectedness. ESSPN sports activities were implemented to promote teamwork and positive peer relationships. Students also participated in a range of enrichment activities such as transcenDance, MaiTera Martial Arts, Academic Chess, VAPA offerings, and school-based clubs, providing opportunities to explore interests while building meaningful school connections.

- Challenges – The planned partnership between ESS and Community Schools for ELOP enrichment was not implemented, as needs assessments did not identify it as a priority. Instead, after-school enrichment was provided through existing community partners not affiliated with ESS.

Action 2.16 Community Schools -

- Successes – Community Schools were implemented as planned across 13 sites, supported by 13 Community Schools Facilitators, 2 Community Resource Centers, 3 Parent-Community Liaisons, and a District Support Team including a coordinator, nurse, counselor, and social worker. Sites connected families to district and community resources, provided parent education, and expanded access to supports such as Care Solace, dental, and medical care services. Additional supports included implementation of safe and engaging recess practices, a positive home visit program, student tutoring, and student mentorship opportunities. Sites also had access to funding to address data-based needs and strengthen schoolwide systems of support.
- Challenges – Staffing disruptions, including multiple extended leaves, impacted implementation and required the use of a floater Community Schools Facilitator, resulting in some sites not receiving consistent support with fidelity throughout the year. One Community Resource Center (CRC) was closed, and staffing was adjusted from three to two Parent-Community Liaisons and reduced School Office Assistant (SOA) support. In response to family feedback indicating a preference to connect through their home school rather than a centralized resource hub, CRCs were reimagined, and school-site parent rooms were developed.

Modified Implementation:

- All activities were implemented as planned in the 2025-2026 school year.

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

The district experienced varying levels of alignment between planned expenditures and actual spending, reflecting both adjustments to operations and the practical challenges of implementation over the course of the year.

Expenditure Differences:
Action 2.1 Professional Learning for Certificated Staff: Budgeted $263,374.96; Actual $84,977.10. The variance reflects reduced expenditures for trauma-informed and socio-emotional learning training, resulting in a difference of $188,787.85.
Action 2.2 Professional Learning for Classified Staff: Budgeted $13,536.61; Actual $17,160.50. The variance reflects increased expenditures due to additional hiring in classified positions that work directly with students and staff, requiring expanded training.
Action 2.9 School Attendance Teams: Budgeted $1,465,461.16; Actual $1,293,298.54. The variance reflects lower-than-anticipated salary expenditures across positions supporting school attendance.
Action 2.13 Parent/Caregiver Outreach and Education: Budgeted $172,340.87; Actual $139,735.83. The variance reflects lower-than-anticipated costs for positions and related services supporting parent and caregiver outreach and communication.

Percentage of Improved Service Differences:
2.1: -68%
2.2: 27%
2.9: -12%

2.13: -19%

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

Our analysis of metrics and outcomes shows that actions under Goal 2 yielded mixed levels of effectiveness, as evidenced by both quantitative data and stakeholder feedback.

Action 2.1 Professional Learning for Certificated Staff
-Action 2.1 was effective in building staff capacity to support student social-emotional, behavioral, and academic needs through targeted and early childhood-focused professional learning. Staff participated in 8 ECET training sessions for TK general education teachers, TK special education teachers, and elementary principals, with Trimester 3 walkthrough data showing implementation of strategies that improved student engagement, behavior, and access to curriculum. Site observations and IEP discussions also reflected increased use of Tier 1–3 SEL and behavior supports, particularly for students with disabilities.
Additional professional learning included targeted trainings across key areas of need, with participation from 32 social workers/counselors (Behavior Supports), 26 teachers (Vagus Nerve), 30 teachers (De-escalation PD), 19 psychologists (SELPA Behavior Training), 16 teachers (Behavior Plan development), 45 staff (CBITS/Bounce Back), 140 certificated staff (ProACT), 18 participants (VAPA Behavior Strategies), and 51 SAI teachers (PLC behavior planning). These trainings provided immediately applicable strategies observed in improved classroom behavior supports and intervention planning.

In Community Schools, home visits also showed a positive impact, with 85% of staff (supporting over 185 family visits) reporting they would recommend the program. Feedback indicated increased student connectedness, sense of belonging, and stronger family-school relationships supporting engagement and attendance.

Student outcome data further support the effectiveness of these efforts. Districtwide chronic absenteeism decreased from 23.1% to 20.8%, while average daily attendance increased from 92.83% to 93.47%. Suspension rates also improved slightly, decreasing from 2.9% to 2.8% overall and from 5.3% to 5.1% for Students with Disabilities. Parent survey results reflected increased satisfaction with support for academic learning (90% to 91%), sense of community (88% to 90%), and sense of safety (84% to 85%). These improvements suggest that investments in social-emotional learning, behavior supports, staff training, and family engagement are contributing to stronger student engagement, improved school climate, and more positive student outcomes.

Overall, Action 2.1 was effective based on participation data, walkthrough evidence, and survey results showing improved staff practice and early positive impacts on student engagement, behavior, and school connectedness.

Action 2.2 Professional Learning for Classified Staff
-Action 2.2 was effective in strengthening paraprofessional capacity to support students’ academic, behavioral, and social-emotional needs through targeted and role-specific professional learning. Classified staff participated in 9 Early Childhood training sessions focused on Tier 1–3 inclusive practices, 2 additional behavior-focused trainings for preschool and TK paraprofessionals, and 7 multi-day new hire paraprofessional trainings (14 total days). Additional learning opportunities included Brain Architecture training, Conference Week professional development, and participation in the CSEA Para educator Conference (3 days).

Evidence of effectiveness is demonstrated through Trimester 3 walkthrough data showing implementation of strategies that improved student engagement, behavior, and access to curriculum. Observations and site visits indicated that paraprofessionals are more actively supporting students with disabilities across academic and social-emotional areas. Community Schools staff feedback further supports effectiveness, with 80% of participants reporting that sessions were helpful for their professional development, along with increased collaboration and implementation of site-based engagement plans. Continued refinement of systems for collecting implementation evidence and analyzing feedback data will help strengthen ongoing evaluation of training impact.

Student outcome data further support the effectiveness of these efforts. Results from the 2024–25 CORE SEL survey indicated positive student perceptions across multiple social-emotional learning domains, including Self-Management (65.19%), Growth Mindset (63.8%), Self-Efficacy (53.3%), Social Awareness (62.3%), and overall Culture and Climate (75.96%). The overall CORE SEL score of 66.47% suggests that students are experiencing supportive learning environments and developing important social-emotional competencies. These outcomes align with the district's investment in paraprofessional training and capacity building, as paraprofessionals play a critical role in reinforcing behavioral supports, fostering positive relationships, and promoting student engagement throughout the school day.

Overall, Action 2.2 was effective as demonstrated by participation across multiple training series totaling over 20 professional learning days, positive staff feedback, and observable changes in practice that support improved student outcomes and inclusive environments.

Action 2.3 The District Behavior Support Team
-Action 2.3 was effective in strengthening behavior systems and supports to improve student access, engagement, and school climate. As of April 17, 2026, the team responded to 187 referrals, supporting an increased number of students compared to the prior year. Direct services were provided by a coordinated team including a behavior coordinator, behavior analyst, and 3 behavior support specialists, delivering on-site coaching, modeling of strategies, professional learning, and individualized student support.

Evidence of effectiveness includes observed reductions in behaviors that impede learning and increased student access to the educational setting, based on site observations and student data. Expanded paraprofessional training (7 multi-day trainings totaling 14 days, plus additional sessions such as Brain Architecture, Conference Week/Para University, and behavior-focused SPED training) contributed to improved Tier 2 implementation across settings. Site teams reported increased collaboration, improved consistency of behavior supports, and greater staff confidence, particularly following on-site coaching.

Additionally, increased alignment across general education, special education, and ESS programs resulted in more consistent use of de-escalation strategies throughout the school day, creating more predictable and supportive environments for students with the highest needs. Increased referral volume and staffing limitations, particularly within ESS after-school supports, continue to impact response times and consistency of service delivery. Overall, Action 2.3 was effective as demonstrated by increased service delivery, improved staff capacity, and observable reductions in behavioral incidents alongside increased student access to learning.

Action 2.4 Parent Empowerment Program (PEP)
-Action 2.4 was highly effective in improving student behavior and increasing family and staff capacity through multi-tiered intervention, training, and collaboration. The program served 25 students and families in Tier 3, 16 families in Tier 2, and 25 families in Tier 1, with an additional 33 students supported through school-based interventions. A total of 484 Tier 3 sessions were delivered, including individualized behavior skills training, parent coaching, and school-based supports.

Additional effectiveness is demonstrated through aligned professional learning, as TK SAI teachers and elementary principals participated in 8 ECET training sessions focused on Tier 1–3 early childhood inclusion strategies. Follow-up Trimester 3 walkthrough data shows ECET strategies are being implemented in classrooms and are positively impacting student engagement, behavior, and access to curriculum. Staff also reported strong collaboration with the PEP team, noting timely support, responsiveness, and coordinated problem-solving around student needs.

Student outcome data indicate a strong impact, including a 75% or greater reduction in challenging behaviors for 22 students, along with system-level outcomes such as deterring 7 special education assessments and 10 requests for more restrictive placements or services when behavior was the primary concern. Families reported increased confidence in implementing behavior strategies, with improved student engagement and behavior across home and school settings. Overall, Action 2.4 was highly effective, demonstrated by expanded service delivery, strong cross-system alignment, improved staff collaboration, measurable reductions in challenging behavior, and increased student access to less restrictive learning environments.

Action 2.5 Social-Emotional Learning
-Action 2.5 was effective in strengthening Tier 1 social-emotional learning systems and expanding mental health supports across school settings. A total of 100 students received individual counseling through the ERMHS team, with strong collaboration between psychologists and ERMHS providers ensuring appropriate levels of service and preventing students with mental health needs from being overlooked.

Community Schools' implementation of Playworks was highly impactful across 11 sites, training over 56 campus attendants and engaging more than 180 student leaders (Junior Coaches), collectively benefiting over 5,400 students. Staff and student feedback indicated that Playworks contributed to more positive and structured recess experiences, improved conflict resolution, increased engagement, and smoother transitions back to classroom learning.

In after-school programs, SEL instruction was implemented through weekly scheduled lessons for all participating students, with structured SEL rotations consistently visible in program schedules. Site observations confirmed that these routines contributed to predictable environments where students feel safe expressing emotional needs and are better able to regulate behavior.

Overall, Action 2.5 was effective as demonstrated by expanded mental health service delivery, large-scale improvements in school climate through Community Schools implementation, and consistent SEL instruction in after-school settings supporting student engagement and emotional regulation. While implementation consistency varied across sites depending on staffing and facilitator capacity, SEL systems and supports were expanded districtwide.

Action 2.6 Partnerships and Mentorships for Social-Emotional and Mental Health Supports
-Action 2.6 was highly effective in expanding access to social-emotional, mental health, and wraparound supports for students and families across the district. A total of 5,491 students participated in Playworks, supporting structured SEL and positive school climate during recess. In addition, 262 students received weekly mentorship through community wraparound services, and 42 students participated in FANCY leadership programming across 6 sessions. School-based wellness supports were further strengthened through 311 students participating in Unity Days (including 30 student leaders) focused on respectful and collaborative relationships.

Health and wellness partnerships also demonstrated strong impact, with 288 students receiving glasses through vision screenings and 599 students receiving on-site dental services through HHSA partnerships. In addition, 302 families were matched to medical and mental health services through Care Solace, while 105 referrals to Care Solace and 341 referrals to additional mental health resources were made through Community Schools supports. Family engagement was further strengthened through 1,368 families receiving resources and 1,268 families participating in parent learning opportunities.
Staff capacity was also expanded, with 67 staff earning Heart-Centered Connections (HCC) Practitioner Level 1 certification across 8 sessions, supporting trauma-informed and neuroinclusive practices. Qualitative feedback from families indicates increased awareness of supports, improved confidence in supporting student well-being, and stronger connections to school and community resources, along with increased trust and communication with school staff.

Continued efforts are needed to strengthen referral follow-through and increase consistent utilization of Care Solace supports across all sites. Overall, Action 2.6 was highly effective as demonstrated by large-scale student participation in SEL programming, expanded access to mental health and health services, strong family engagement data, and increased staff capacity to support trauma-informed practices across all student subgroups.

Action 2.7 Alternatives to Suspension
-Action 2.7 was highly effective in reducing exclusionary discipline practices and increasing access to supportive interventions across school sites. Restore and Repair Centers (RRC) were implemented consistently across sites, with utilization including SVA (90 days), STEAM (129 days), PKWY (99 days), and LMAAC (24 days), supporting a total of 249 students across sites, including both new and repeat participants. Evidence from pre/post student surveys and walkthrough observations indicates that RRC implementation supported improved behavior reflection, increased student accountability, and stronger restorative practices across campuses. This resulted in a 26% decrease in suspensions in our middle schools this past year.

Community Schools and wraparound supports also demonstrated strong impact, with over 260 students at SVA receiving mentorship, contributing to a reduction in suspensions from 7.9% to 7% and a decrease in chronic absenteeism from 46% to 31%. Qualitative feedback from students and staff highlighted improved relationships with trusted adults, increased sense of belonging, and positive changes in behavior and engagement. In addition, the interventions extended to afterschool ESS implementation of Participation Agreements resulted in a 50% reduction in student removals, with staff and family feedback indicating increased clarity, accountability, and more constructive behavior supports.

Continued professional learning and staffing stability will be important to ensure consistent implementation of alternatives to suspension across sites. Overall, Action 2.7 was highly effective as demonstrated by reduced suspensions and absenteeism, expanded use of restorative interventions, increased student participation in supportive structures, and improved student relationships and engagement across settings.

Action 2.8 Suspension Monitoring Teams
-Action 2.8 was effective in supporting consistent monitoring of student behavior data and strengthening intervention systems across sites. Suspension Monitoring Teams contributed to measurable changes in discipline outcomes across schools, including an overall 26% decrease in suspensions districtwide, with STEAM decreasing by 57%, PKWY decreasing by 37%, and LMAAC decreasing by 42%, though SVA showed an 82% increase that will require continued targeted review and support.

Site teams effectively used data to identify trends and respond with interventions, demonstrating increased capacity to analyze and act on suspension data. This work reached students across all campuses and supported more coordinated decision-making between student services, special education, and site leadership teams.
Scheduling challenges continued to impact consistent participation from all team members at some sites. Overall, Action 2.8 was effective in improving system-level monitoring and contributing to significant reductions in suspensions across most sites, while also highlighting areas for continued targeted support.

Action 2.9 School Attendance Teams
-Action 2.9 was highly effective in improving student attendance through coordinated data review, targeted intervention, and family engagement supports. The district saw a 5.78% decrease in chronic absenteeism, along with an improvement in ADA from 93.47% to 93.96%, with the strongest gains at sites where attendance teams were most active. Districtwide chronic absenteeism also decreased from 20% to 17%. Attendance teams identified and implemented Tier 2/Attendance Recovery (AR) supports for 2,330 students, resulting in 63% showing improved attendance, and supported students in recovering 3,429 instructional days through academic recovery efforts. Targeted outreach for unduplicated student groups was effective, including a 20% increase in attendance for foster youth and students experiencing homelessness compared to the prior year. In addition, 130 bus vouchers were distributed to address transportation barriers contributing to absences.
Site and district walkthroughs confirmed consistent use of attendance messaging and positive reinforcement strategies. While meeting consistency was noted as a challenge, data review processes allowed teams to more effectively identify students in need and coordinate interventions.
Overall, Action 2.9 was highly effective as demonstrated by improved attendance indicators, strong intervention outcomes, targeted subgroup gains, and expanded use of barrier-reduction supports.

Action 2.11 Culture and Climate Survey
-Action 2.11 Continued support is needed to strengthen consistency in how survey data is analyzed and applied across sites with varying needs.

Student and family outcome data further support the effectiveness of these efforts. Parent survey results show consistently high and improving satisfaction across all domains, including support for academic learning (90% to 91%), sense of community (88% to 90%), and sense of safety (84% to 85%). In addition, CORE SEL survey results indicate a strong overall school climate, with an overall SEL score of 66.47% and a Culture and Climate rating of 75.96%, reflecting positive student perceptions of school connectedness and learning environments. These results suggest that ongoing investments in family engagement, student support systems, and schoolwide climate initiatives are contributing to strong satisfaction levels and a positive school climate across sites.

Overall, Action 2.11 was effective as demonstrated by strong parent satisfaction ratings across all domains and measurable year-over-year improvements in school culture and climate indicators.

Action 2.12 Educational Partner Surveys
-Action 2.12 Educational Partner Surveys have supported ongoing efforts to gather feedback from families, students, staff, and the community, helping to guide goal setting, program improvements, and resource allocation to better meet school community needs.

It was effective in providing actionable data to monitor and improve school culture and climate across sites. Parent survey results showed overall positive and improving perceptions across key areas. Satisfaction with support for academic learning increased from 90% to 91%, sense of community increased from 88% to 90%, and sense of safety increased from 84% to 85% from 2024–25 to 2025–26.

These results indicate sustained high levels of family satisfaction, with modest but consistent year-over-year growth across all measured indicators. The data was used by site intervention teams to inform school-level planning and strengthen systems supporting student engagement, belonging, and safety.
Overall, Action 2.12 demonstrates developing effectiveness in strengthening opportunities for educational partner input and engagement. While participation in engagement activities remained strong overall, lower response rates from some underrepresented family groups continue to limit the breadth and representativeness of feedback collected.

Action 2.13 Parent and Caregiver Outreach and Education
-Action 2.13 was effective in expanding family engagement, increasing access to resources, and strengthening home-school partnerships. A total of 9,962 students and families were served, including 2,284 families receiving food resources, 273 positive home visits, and 193 intervention home visits. Families also received support through 493 agency referrals, 183 Care Solace referrals, 1,994 workshop attendees (including three Special Education workshops held Sept 18, Jan 22, and Mar 26), and 136 ESL participants. While parent participation levels and implementation consistency varied across sites, outreach efforts expanded access to resources and strengthened family-school partnerships.

District-wide engagement opportunities included 124 events in 2025–26 (114 Community Schools events, 5 SPED parent events, and 5 DPAC sessions), compared to 158 events in 2024–25 (150 Community Schools events, 3 SPED parent events, and 5 DPAC sessions), reflecting continued strong family engagement with adjustments aligned to site and program needs.

Qualitative feedback from the Parent Survey indicates increased family confidence, stronger communication with schools, improved trust, and a greater sense of partnership. These perceptions are reflected in high and improving parent satisfaction ratings, including support for academic learning (90% to 91%), sense of community (88% to 90%), and sense of safety (84% to 85%). Staff also noted improved alignment between home and school expectations, further reinforcing strengthened family-school relationships across sites.

Action 2.14 Engaging Newcomer Families -
-Action 2.14 was effective in supporting newcomer students and families through targeted academic, social-emotional, and wraparound services. Approximately 400 newcomer families were served, including 24 parents attending workshops, 53 families receiving food and clothing support, 22 intervention home visits, and 12 positive home visits. Families also accessed community resources through 20 referrals, with additional support provided via 3 Care Solace referrals.

Student supports included 14 students receiving tutoring, 9 receiving mentorship, 322 students supported through Playworks, 24 receiving dental services, and 32 receiving vision services. English language support included 1 ESL parent education program with 25 attendees and 25 graduates.
Qualitative feedback indicates increased sense of belonging, improved understanding of school systems, and stronger connections with staff and community resources. Families also reported feeling more supported and engaged in school activities, with increased participation in

school events and services. Ongoing limitations in translation and interpretation capacity continue to impact the district's ability to fully meet all family communication needs across settings.

Overall, Action 2.14 was effective as demonstrated by expanded access to multilingual supports, strong engagement in wraparound services, and improved newcomer family connection to schools and community resources.

Action 2.15 ELOP
-Action 2.15 was effective in expanding enrichment opportunities that supported student engagement, connectedness, and social-emotional development through before- and after-school programming. Students participated in a wide range of enrichment activities, including ESSPN sports, transcenDance, martial arts, chess, VAPA, and school-based clubs, providing increased opportunities for positive peer interaction and school connection. While the planned ESS and Community Schools enrichment partnership was not implemented, existing community partnerships successfully provided a broad range of enrichment opportunities aligned to student interests and needs.

Student outcome data further support the effectiveness of these efforts. Participation in expanded enrichment opportunities increased, as evidenced by the growth in ELOP ESS participation from 63.5% to 71.13% of unduplicated students. This increase reflects greater access to before- and after-school programming designed to support student engagement and connectedness. In addition, CORE SEL results indicate a strong sense of school climate and belonging, with a Culture and Climate rating of 75.96%, suggesting that students experience positive relationships and engagement within their school environments. Parent survey results also reflect continued high levels of satisfaction with sense of community (88% to 90%) and sense of safety (84% to 85%), further supporting perceptions of improved student engagement and connectedness. These results indicate that expanded enrichment opportunities are contributing to increased student participation and strengthened school engagement.

Overall, Action 2.15 was effective as demonstrated by expanded student participation in enrichment activities and increased opportunities for social-emotional growth and engagement.

Action 2.16 Community Schools
-Action 2.16 was highly effective in expanding access to academic, enrichment, health, and family supports. A total of 9,962 students were served, including 2,284 families receiving food resources, 273 positive home visits, 193 intervention home visits, 493 agency referrals, and 183 Care Solace referrals, along with 1,994 workshop attendees and 136 ESL participants.

Student supports included 5,491 students in Playworks (186 junior coaches), 594 receiving tutoring, 261 receiving mentorship, 288 receiving vision services, and 599 receiving dental services.
Qualitative data reflect increased engagement, a stronger sense of belonging, improved family connections, and better access to supports across academic, health, and enrichment areas. Staffing disruptions and restructuring of Community Resource Center supports impacted implementation consistency at some sites, though services continued through site-based outreach and support systems.
Overall, Action 2.16 was highly effective as demonstrated by broad service participation, expanded wraparound supports, and improved student and family engagement.

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.

Following our analysis, the following adjustments are planned for the 2024–27 LCAP cycle:
Goal Description: No changes to the current goal, focusing on academic achievement and engagement.
Metrics Modifications:

- Modified CORE SEL to Panorama Survey

Actions Modifications:

- Action 2.5 Social Emotional Learning - Due to the loss of the Mental Health Grant, the district will shift from Social Worker positions to a Mental Health Provider model. The Mental Health Provider role will continue to support social-emotional learning alongside a broader range of mental health services. As part of this adjustment, site support schedules will vary, with providers serving campuses between two and five days per week based on student need, and available funding sources.
- Action 2.9 School Attendance Teams - Beginning in 2026–27, the district will add a Teacher on Special Assignment (TOSA) focused on Attendance Recovery systems to provide oversight, monitoring, and support for Independent Study Agreements (ISAs) across the district and attendance recovery programs before and after school at each site, ensuring consistent tracking, recoupment of attendance days, and coordinated support for site-based Attendance Recovery teams districtwide.

Expected Outcomes:
There are no outcome modifications at this time.
These adjustments are guided by this year’s effectiveness analysis and implementation insights, ensuring that resources are aligned with the strategies shown to have the greatest impact.

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	Professional Learning for Certificated Staff	Professional learning will be provided to certificated staff focused on restorative practices, trauma-informed care, understanding and supporting challenging behaviors, culturally proficient teaching practices, and diversity/equity and inclusion. This training will include relevant, trauma-informed training to staff (foster youth liaison, central office, school site based) regarding the needs of youth in foster care.	$409,261.60	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Learning for Classified Staff	Ongoing professional learning for classified staff, focusing on paraprofessionals who work directly with students in the classrooms. This professional learning will focus on social-emotional learning, trauma-informed care, academic strategies, understanding and supporting challenging behavior, and related special education services. In addition, annual training will be provided to all paraprofessionals and campus attendants that will emphasize restorative practices and will include relevant, trauma-informed understanding of the needs of youth in foster care.	$187,383.01	Yes
2.3	District Behavior Team Support	District behavior and mental health support teams, including a behavior coordinator, child mental health coordinator, and multiple behavior technicians, under the direction of the Director of Student Supports, will work alongside school staff to address concerns/issues of students and families in crisis, including our students with exceptional needs, homeless students, and foster youth. This support will focus on providing increased social-emotional support and targeted behavior interventions at each school site to improve student behavior, attendance, engagement, and academic achievement. District coordinators will ensure the work of the team is impactful across all sites in the district, and will monitor referrals for unduplicated students to ensure that foster youth and students experiencing homelessness receive priority when scheduling support.	$691,921.31	No
2.4	Parent Empowerment Program (PEP)	The Parent Empowerment Program (PEP) will be provided for students ages 3-6 who are displaying challenging behaviors across settings (home, school, in the community). Both the caregiver/parent and child receive targeted teaching and support through PEP. PEP provides a classroom setting where children follow a typical classroom routine while being taught and reinforced for skills such as frustration tolerance, delayed gratification, functional communication and social skills through class activities such as story time, independent work, group activities and more. Caregivers are provided individual plans and training for how to support their children across all settings. In addition to research-based behavior strategies and plans for caregivers, PEP staff work with school teams to ensure strategies and plans are consistent across settings to support generalization of skills.	$448,783.59	No

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional Learning	The Second Step curriculum will be used to provide weekly, Tier I social-emotional learning to students in every classroom. This evidence-based curriculum will ensure that all students are provided with foundational social-emotional skills. Elementary lessons focus on growth mindset/goal setting, emotion management, empathy/kindness and problem solving and middle school lessons focus on mindsets/goals, recognizing bullying and harassment, thoughts/emotions/decisions, and managing relationships and social conflict.	$6,836.73	No
2.6	Partnerships and Mentorships for Social-Emotional and Mental Health Supports	Mental Health Providers, under the direction of the Director of Student Supports, will provide resources and supports for site staff, students and families to ensure students' social and emotional needs are met (e.g. restorative practices, trauma-informed care, links to community partnerships such as San Diego Youth Services, Boys to Men Mentoring, Focused and Naturally Confident Youth, SchoolLink, County Mental Health/Fred Finch/Screening to Care, SD County Health and Human Services).	$2,252,670.28	No
2.7	Alternatives to Suspension (modified for the 2025-26 school year)	Site staff at each of our four middle schools (grades 6–8) will implement an alternative-to-suspension program. This program will provide an alternative option for students (especially those from underserved student groups, including unduplicated students and individuals with exceptional needs) who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses. The program will facilitate proactive strategies for identifying better responses to triggers and will utilize social emotional learning to reduce the possibility of suspension for similar offenses in the future. It will also support restorative conversations with peers and school staff upon re-entry.	$79,752.92	No
2.8	Suspension Monitoring Teams	A district team comprised of representatives from Student Services, Special Education and Educational Services will meet monthly to review school suspension data. This team will focus particularly on suspension rates for English Learners, Foster Youth, African American students, and	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with disabilities, but will also specifically monitor suspensions for schools with the lowest suspension indicator and student groups who were identified as “red” on the dashboard for school sites the previous year (see appendix D for a list of schools and groups). Based on the data reviewed, interventions and support will be provided to school sites, including additional resources, training or intervention team support, in order to address site needs on an ongoing and immediate basis. This is a duplicate cost from action 1.3.		
2.9	School Attendance Teams	School attendance teams, including members of the Student Supports and Mental Health Provider teams, site administration, and other school staff as identified, meet regularly to monitor, intervene and support students with attendance concerns. Teams will review attendance and data to help make site-based, data-informed decisions which will result in reduced chronic absence rates for all student groups; with an increased focus on our students with disabilities, unduplicated students, and any student group that is disproportionately represented in these areas. District Leadership will work closely with schools whose dashboard results indicates issues with chronic absenteeism, as well as schools that have specific student groups within their school that need support around attendance (see appendix E for specific schools).	$1,293,298.54	Yes
2.10	Link Program at SVA (discontinued for 2025-26 school year)		$0.00	
2.11	Culture and Climate Survey	Each site will administer a survey to students in grades 4, 5, 6, 7, and 8 that includes questions about self-management, growth mindset, self-efficacy, social awareness, and culture climate (including sense of belonging, and sense of safety). The survey will be administered in Fall and again in Spring. Student survey data will allow educators to understand students' individual needs and make responsive changes to the schools' programs and environments that will benefit all students.	$30,501.47	No

Action #	Title	Description	Total Funds	Contributing
2.12	Educational Partner Surveys	Educational Services, on behalf of each school, will distribute a parent survey that includes questions about teaching and learning, school connectedness, and school safety that will provide feedback on our educational partners' level of satisfaction. School teams will use that data to help make improvements in identified areas of need.	$30,500.00	No
2.13	Parent/Caregiver Outreach and Education	The district will provide regular, comprehensively planned workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed. Parent/community liaisons will allow for increased engagement with parents in our district and expand our educational partnership with families. Educational opportunities will include, but are not limited to: informing and partnering with our English Learner families around their students' education in terms of standards, curriculum and instruction, assessment, tiered levels of student support, working alongside parents/guardians to support social emotional learning, and empowering parents/guardians to advocate for their student's learning supports. Parent liaisons also provide Systematic Training for Effective Parenting (STEP) classes to parents, and our partnership with SDYS provides additional parent education through Dinosaur School.	$330,117.26	Yes
2.14	Engaging Newcomer Families	A district-based counselor provides individualized support to families of newcomer students as they become acclimated and settled in the United States, in their new communities, and within their new schools. The focus of this work is to determine each family's needs via warm, supportive home visits with a district interpreter who speaks the family's native language, and to connect these families with resources that will support any identified needs. These efforts are also focused on providing families with the tools needed to successfully support their child(ren) as they adapt to school in the United States, and to gather helpful information from the family to share with school site staff so that teachers, administration and support staff are able to best support them at school.	$181,377.15	No
2.15	ELOP	Expanded Learning Opportunities Program (ELOP) funding will be used to provide increased access to before/after school programs, and create	$5,494,273.23	No

Action #	Title	Description	Total Funds	Contributing
		additional opportunities for student social/emotional connectedness to school. Programs such as the ESSPN sports league, VAPA opportunities, and other clubs and courses will allow students opportunities to explore their interests while integrating social-emotional learning into the experiences. Unduplicated students (Foster Youth, English Learners and SED youth) have priority registration for participation in ELOP programs.		
2.16	Community Schools	The district will implement a Community Schools model at 13 school sites, providing resources and supports to families and students that will support physical and mental health, family resources and supports, and educational support. The community schools model is intended to provide wraparound supports for families to help improve student and family stability, student attendance, and student achievement. Schools with the highest percentages of unduplicated students have been prioritized for support via the Community Schools Grant. Within these schools, support to unduplicated students will be prioritized based on targeted needs.	$3,355,722.43	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equip: We will equip our students with the tools necessary to realize their fullest potential.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was selected to encompass the basic services required of the school district, including, but not limited to, ensuring that students receive access to a broad course of study, have standards-aligned instructional materials and access to technology, are provided with nutritious meals, and attend school in safe and secure facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Basic Services: Percent of fully credentialed and appropriately assigned teachers district-wide	2023-24 FTE Clear 95.6% FTE Out-of-Field 0.96% FTE Intern 0.04% FTE Ineffective 0.02% FTE Incomplete 0.09%	2024-25 School Year FTE Clear 96.98% FTE Out-of-Field 1.68% FTE Intern 1.01% FTE Ineffective 0% FTE Incomplete .34%	2025-2026 School Year FTE Clear 95.98% FTE Out-of-Field 2.1% FTE Intern 1.75% FTE Ineffective 0.17% FTE Incomplete 00 %	Provide 100% fully credentialed and appropriately assigned teachers.	FTE Clear +0.38% FTE Out-of-Field -0.72% FTE Intern +1.14% FTE Ineffective +.015% FTE Incomplete -.09%
3.2	Basic Services: Percent of students district-wide with access to standards-aligned instructional materials	2023-2024: 100%	2024-25: 100%	2025-2026 School Year 100%	Ensure 100% access for students to standards-aligned instructional materials.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Basic Services: School Facilities FIT report ranking	2023-2024: Schools Receiving "Good" or Better: 4/21	2024-25: Schools Receiving "Good" or Better: 6/21	2025-2026 School Year Schools Receiving "Good" or Better: 16/21	All schools will receive an overall ranking of "Good" or better on the Facility Inspection Tool as reported on their annual School Accountability Report Card.	+12/21
3.4	Implementation of State Standards: Implementation of State Standards from stage 1 Exploration and Research through stage 5 Full Implementation and Sustainability will be measured by the Self Reflection Tool for Implementation of State Standards.	CCSS ELA - stage 5 ELD - stage 4 CCSS Math - stage 4 NGSS- stage 4 History/SS - stage 4 Health - stage 4 PE - stage 4 VAPA - stage 3	CCSS ELA - stage 5 ELD - stage 4 CCSS Math - stage 4 NGSS- stage 4 History/SS - stage 4 Health - stage 4 PE - stage 4 VAPA - stage 5	CCSS ELA - stage 5 ELD - stage 4 CCSS Math - stage 4 NGSS- stage 4 History/SS - stage 4 Health - stage 4 PE - stage 4 VAPA - stage 5	Each standard area will demonstrate progress until Full Implementation is achieved.	CCSS ELA - 0 ELD - 0 CCSS Math - 0 NGSS - 0 History/SS - 0 Health - 0 PE - 0 VAPA - +2
3.5	Physical Fitness Test Participation Rate: Percent of students participating in all domains of the PFT	23-24 PFT Participation: 94.90%	24-25 PFT Participation: 95.6%	25-26 PFT Participation: 97.66%	We will increase and maintain a student participation rate above 95% on the PFT.	+2.76%
3.6	Course Access: All students, including English Learners, students with exceptional needs, and other unduplicated students will be enrolled in a broad course of of study to provide access	23-24 percent of students with Course Access: 100%	24-25 percent of students with Course Access: 100%	25-26 percent of students with Course Access: 100%	We will ensure that 100% of students have access to a broad course of study.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to CCSS, NGSS, and ELD standards as measured by district review and school daily/master schedules.					
3.7	Basic Services: Percent of students district-wide with access to district technology and devices.	23-24 100%	24-25 100%	25-26 100%	We will ensure that 100% of students have access to district technology and devices.	0%

Goal Analysis [2025-26]

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

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

The district made strong progress in implementing planned actions while adapting effectively to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 3.1 Credentialed Partnerships - Our continued partnership with SDSU has allowed us to place thirty-eight student teachers at sites across the district.
- Action 3.2 Class Size Targets - Class sizes remain below statutory limits.
- Action 3.3 Standards Aligned Materials - All students have access to standards aligned material in ELA, math, science, and social studies. Our VAPA implementation has provided additional access to VAPA instruction in grades TK-5.
- Action 3.4 Conditions of Facilities - District efforts to improve school facilities resulted in significant progress, increasing the number of school sites rated “Good” or better from 6 of 21 schools to 20 of 21 schools. No school sites were identified in “Poor” condition, reflecting continued attention to maintaining safe and supportive learning environments for students and staff.
- Action 3.5 Safe and Secure Facilities - All 21 school sites continue to maintain adequate fencing and monitored points of entry, supporting safe and secure learning environments for students and staff.
- Action 3.6 Transportation - Staffing at Transportation has been a challenge throughout the year. The district has enacted a new program to support bus drivers during their onboarding process, and we are seeing great results. Despite these challenges, transportation serves 20 bus routes, 324 general education students, 251 special education students, and 82 foster, homeless, and overflow students.
- Action 3.7 Child Nutrition Services - The National School Lunch Program is offered at every school. Every school offers breakfast, and 5 schools offer a second chance breakfast.

- Action 3.8 Educational Technology - All LMSV students in grades K-8 have access to a one-to-one device (iPad K-1 and Chromebook 2-8)
- Action 3.9 Discretionary Funds - Sites have benefited from the discretionary funding to purchase PE materials, library books, instructional materials, supplies for music classes, and other items deemed necessary to support individualized student needs at their schools.
- Action 3.10 Site Allocations - The additional funding that was provided to sites based on their unduplicated count has been beneficial in supporting the needs of our EL, Foster, and SED students. This monitored funding has allowed sites to provide targeted support to students, including release time and additional staffing to benefit each site’s unduplicated pupil populations.

Modified Implementation:
- All activities were implemented as planned in the 2025-2026 school year.

Non-implemented Actions:
- All activities were implemented as described in the 2025-2026 school year.

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

The district experienced varying levels of alignment between planned expenditures and actual spending, reflecting both adjustments to operations and the practical challenges of implementation over the course of the year.

Expenditure Differences:
- Action 3.2 Class Size Targets: Budgeted $12,652,730.06; Actual $13,996,188.50. The variance reflects strategic districtwide staffing adjustments based on projected enrollment, with subsequent shifts in attrition resulting in higher overall personnel costs than initially anticipated.
- Action 3.4 Conditions of Facilities: Budgeted $400,000; Actual $973,025.26. The variance reflects higher-than-anticipated costs associated with plumbing upgrades.
- Action 3.6 Transportation: Budgeted $5,242,294.45; Actual $4,758,007.45. The variance reflects lower-than-anticipated expenditures due to staffing challenges in filling transportation positions.
- Action 3.8 Educational Technology: Budgeted $800,000; Actual $1,326,794.19. The variance reflects increased expenditures driven by growth in student enrollment and corresponding expansion of staff and technology supports.

Percentage of Improved Service Differences:
- 3.2: 11%
- 3.4: 143%
- 3.6: -9%
- 3.8: 66%

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

Our analysis of metrics and outcomes shows that actions under Goal 3 yielded effectiveness, as evidenced by both quantitative data and stakeholder feedback.

- Action 3.1 Credentialed Partnerships demonstrated effectiveness through the continued partnership with SDSU, resulting in the placement of 38 student teachers across district sites, supporting teacher pipeline development and staffing support.
- Action 3.2 Class Size Targets demonstrated effectiveness, as evidenced by all class sizes remaining below statutory limits districtwide, supporting consistent access to appropriately sized learning environments. This stable learning environment aligns with improved student outcomes reflected in Goal 1 data, including CAASPP ELA growth from 47% to 48% of students meeting or exceeding standards and notable gains for Foster Youth (36% to 40%) and Students with Disabilities (13% to 15%). Additionally, Grade 3 i-Ready Comprehension increased from 35% to 40% of students performing at or above grade level, including growth for socioeconomically disadvantaged students (24% to 30%) and Students with Disabilities (8% to 13%). These results suggest that maintaining appropriate class sizes supports more individualized instruction and increased opportunities for students to access grade-level content. Overall, these results demonstrate effective implementation of class size targets in supporting instructional quality and contributing to improved student achievement outcomes across key student groups.
- Action 3.3 Standards Aligned Materials and Action 3.8 Educational Technology demonstrated effectiveness in ensuring students had access to standards-aligned instructional materials and digital learning tools necessary for instruction.
- Action 3.4 Conditions of Facilities and Action 3.5 Safe and Secure Facilities demonstrated effectiveness through continued maintenance of safe, well-maintained learning environments, as evidenced by the Williams Settlement Annual District Visit Summary, with 13 out of 13 schools passing and 20 of 21 school sites rated “Good” or better.
- Action 3.6 Transportation and Action 3.7 Child Nutrition Services demonstrated effectiveness in supporting students’ access to education, as evidenced by the decline in districtwide chronic absenteeism rates from 23.1% to 20.8%.
- Action 3.8 Educational Technology demonstrated effectiveness, as evidenced by the maintenance of 100% student access to district-issued devices, with all students in grades K–8 provided a one-to-one device (iPads in grades K–1 and Chromebooks in grades 2–8). This consistent access ensures equitable participation in digital learning environments and supports instructional delivery across all sites. This outcome is further aligned with Goal 3 Basic Services data indicating 100% access to standards-aligned instructional materials and 100% course access districtwide, demonstrating sustained equity in access to core instructional resources and learning tools. Together, these indicators reflect strong implementation of educational technology systems that support teaching, learning, and student engagement across the district. Overall, Action 3.8 demonstrates effective implementation in maintaining full student access to educational technology and supporting equitable conditions for digital instruction across all grade levels.
- Action 3.9 Discretionary Funds and Action 3.10 Site Allocations demonstrated effectiveness by allowing sites to purchase supplemental instructional materials, enrichment resources, and targeted supports aligned to the specific needs of their students, including English Learners, foster youth, and socioeconomically disadvantaged students.
- Action 3.10 Site Allocations demonstrated effectiveness in supporting targeted supports for English Learners, Foster Youth, and socioeconomically disadvantaged students through the strategic allocation of supplemental site funding. This monitored funding enabled sites to provide additional staffing, intervention supports, and release time to strengthen instructional planning and student services aligned to unduplicated pupil needs.

Student outcome data from Goal 1 further support the effectiveness of these investments. CAASPP ELA performance increased from 47% to 48% of students meeting or exceeding standards, with notable gains for Foster Youth (36% to 40%) and Students with Disabilities (13% to 15%). Additionally, Grade 3 i-Ready Comprehension increased from 35% to 40% of students performing at or above grade level, including growth for socioeconomically disadvantaged students (24% to 30%) and Students with Disabilities (8% to 13%). These outcomes suggest that site-level allocation of resources is contributing to improved instructional support and increased access to grade-level learning for targeted student groups.

Overall, Action 3.10 demonstrates effective implementation through the strategic use of site-based funding to strengthen supports for unduplicated student groups and contribute to improved academic outcomes across key performance indicators.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to the current goal, focusing on academic achievement and engagement.

Metrics Modifications: There are no metrics modifications at this time.

Actions Modifications:There are no actions that will be modified at this time.

Expected Outcomes:

- There are no outcome modifications at this time.
- These adjustments are guided by this year's effectiveness analysis and implementation insights, ensuring that resources are aligned with the strategies shown to have the greatest impact.

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	Appropriately Credentialed Staff Partnerships	To ensure we have appropriately credentialed teachers, the HR department will continue our partnerships with San Diego State University (SDSU) that places a special emphasis on developing teachers pursuing Multiple Subject, Bilingual Authorization and Education Specialist (Special Education) credentials. We have a second partnership with SDSU for a teacher induction program to meet the requirements to clear preliminary credentials of our teachers. In addition, LMSV partners with the San Diego County Office of Education to clear our new administrators' credentials through a 1:1 coaching program.	$155,000.00	Yes
3.2	Class Size Targets	The Human Resources Department and Educational Services will work with site administrators to employ additional teachers to maintain class size targets below the statutory limits, to the greatest extent possible, in all	$13,996,188.50	Yes

Action #	Title	Description	Total Funds	Contributing
		grades district-wide to facilitate targeted small-group instruction and differentiation so that the individual learning needs of students, specifically our unduplicated students (English learners, foster youth, socioeconomically disadvantaged) are more easily addressed and lead to standards mastery.		
3.3	Standards Aligned Materials	The Educational Services team will provide standards aligned materials to all students to ensure alignment and access to the California state standards.	$1,459,300.00	No
3.4	Condition of Facilities	The Maintenance and Operations Department will ensure all schools receive “Good” or better as an Overall School Facility Conditions score as listed on the annual School Accountability Report Card (SARC) to provide students and staff with a safe learning environment.	$250,000.00	No
3.5	Safe and Secure Facilities	The District will improve student safety and campus security during the instructional day by maintaining adequate fencing and establishing a monitored point of entry at each school.	$6,050,000.00	No
3.6	Transportation Services	The Transportation Department provides safe and efficient transportation services for qualified students. The department is committed to providing these services, free of charge, to students that are socio-economically disadvantaged, foster youth and/or students experiencing homelessness in order to remove possible barriers that keep these student groups from attending school.	$4,758,007.45	Yes
3.7	Child Nutrition Services	The Child Nutrition Department will offer homemade breakfast and lunch items daily using fresh and locally sourced ingredients to provide a higher standard of nutrition. A second chance breakfast and healthy snack service is also offered.	$8,671,151.17	No

Action #	Title	Description	Total Funds	Contributing
3.8	Educational Technology	Educational Services in collaboration with the department of Information Technology will implement and improve educational technology services and technology infrastructure systems that provide a strong emphasis on high levels of learning for all student groups. This will principally be focused on our unduplicated students (English learners, foster youth, socioeconomically disadvantaged), providing them equitable access.	$800,000.00	Yes
3.9	Site Discretionary Funds	Discretionary funds will be allocated to each school site to be used toward site needs, which may include instructional materials, equipment or supplies. Expenditures will be monitored accordingly.	$1,261,406.00	No
3.10	Site Discretionary Allocation	Additional discretionary funding will be allocated to school sites based on their unduplicated pupil count. These expenditures may include additional staffing, release time, materials, etc. and are to be used to primarily benefit the school's unduplicated pupil population. Expenditures will be monitored accordingly.	$149,299.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, Bancroft Elementary will improve outcomes for student groups performing in the lowest Dashboard levels, specifically English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, by increasing literacy achievement in English Language Arts, reducing chronic absenteeism, and decreasing suspension rates. Progress will be measured through CAASPP ELA results, local literacy benchmark data, chronic absenteeism rates, and suspension data reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our analysis of the California School Dashboard data identified a need to improve outcomes in literacy, chronic absenteeism, and suspensions for student groups performing in the lowest Dashboard levels at Bancroft Elementary School, specifically English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Educational partner feedback further highlighted the need for targeted literacy intervention, strengthened English Language Development (ELD) supports, increased access to grade-level reading instruction, and proactive attendance and behavioral supports to improve student success and engagement in school.

Local literacy assessment data, CAASPP ELA results, chronic absenteeism data, and suspension data indicate that these student groups continue to experience achievement and opportunity gaps. Educational partners emphasized the importance of providing evidence-based literacy instruction and intervention, differentiated support for student groups, and increased behavioral supports and interventions to improve student behavior and reduce suspensions.

To address these identified needs, the LEA will utilize an Academic and Behavioral Support Resource Teacher to provide supplemental academic and behavioral intervention support through individual and small group instruction, collaboration with staff and families, participation in Student Study Team processes, and implementation of evidence-based intervention strategies. This position will support students through targeted literacy intervention, behavioral support, progress monitoring, and coordination of Response-to-Intervention (RTI) supports. Progress will be monitored through CAASPP ELA performance, local literacy benchmark assessments, chronic absenteeism rates, and suspension data, disaggregated by student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA, Grades 3-5	CAASPP 2024-2025 All students: 22% English Learners: 9% Socioeconomically Disadvantaged Students: 20% Students with Disabilities: 11%	N/A	CAASPP 2025-2026 All students: 27% English Learners: 14% Socioeconomically Disadvantaged Students: 25% Students with Disabilities: 17%	CAASPP 2025-2026 All students: 32% English Learners: 19% Socioeconomically Disadvantaged Students: 30% Students with Disabilities: 22%	
4.2	i-Ready Diagnostic 2 ELA Assessment - % of students at or above grade level (K-5)	2025-2026 i-Ready Diagnostic 2- All Students: 12% English Learners: 1% Socioeconomically Disadvantaged Students: 10% Students with Disabilities: 4%	N/A	2026 i-Ready Diagnostic 2- All Students: 17% English Learners: 6% Socioeconomically Disadvantaged Students: 15% Students with Disabilities: 9%	2026 i-Ready Diagnostic 2- All Students: 22% English Learners: 11% Socioeconomically Disadvantaged Students: 20% Students with Disabilities: 14%	
4.3	i-ReadyDiagnostic 2 ELA Assessment - Cohort Data % of students in Red	2025-2026 i-Ready Diagnostic 2- Two or More Grades Below/Three or More Grades Below K:0 1st: 9% and 0% 2nd: 35% and 0% 3rd: 29% and 12%	N/A	2026-2027 i-Ready Diagnostic 2- Two or More Grades Below/Three or More Grades Below K:0	2026-2027 i-Ready Diagnostic 2- Two or More Grades Below/Three or More Grades Below K:0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 12% and 22% 5th: 30% and 21%		1st:2% and 0% 2nd: 15% and 0% 3rd: 19% and 2% 4th: 2% and12% 5th: 20% and 11%	1st: 0% and 0% 2nd: 10% and 0% 3rd: 14% and 0% 4th: 0% and7% 5th: 15% and 6%	
4.4	California Dashboard Chronic Absenteeism Rates	2024-2025 All Students: 39.9% SED 41.5%	N/A	2025-2026: All Students: 30% SED: 35%	2025-2026: All Students: 25% SED: 30%	
4.5	California Dashboard Suspension Rate	2024-2025 All Students: 4.5%. SED: 4.6%	N/A	2025-2026: All Students: 3% SED: 3%	2025-2026: All Students: 1% SED: 1%	

Goal Analysis [2025-26]

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

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

Our analysis of the California School Dashboard data identified a need to improve outcomes in literacy, chronic absenteeism, and suspensions for student groups performing in the lowest Dashboard levels at Bancroft Elementary School, specifically English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Educational partner feedback further highlighted the need for targeted literacy intervention, strengthened English Language Development (ELD) supports, increased access to grade-level reading instruction, and proactive attendance and behavioral supports to improve student success and engagement in school.

Local literacy assessment data, CAASPP ELA results, chronic absenteeism data, and suspension data indicate that these student groups continue to experience achievement and opportunity gaps. Educational partners emphasized the importance of providing evidence-based literacy instruction and intervention, differentiated support for student groups, and increased behavioral supports and interventions to improve student behavior and reduce suspensions.

To address these identified needs, the LEA will utilize an Academic and Behavioral Support Resource Teacher to provide supplemental academic and behavioral intervention support through individual and small group instruction, collaboration with staff and families, participation in Student Study Team processes, and implementation of evidence-based intervention strategies. This position will support students through targeted literacy intervention, behavioral support, progress monitoring, and coordination of Response-to-Intervention (RTI) supports. Progress will be monitored through CAASPP ELA performance, local literacy benchmark assessments, chronic absenteeism rates, and suspension data, disaggregated by student group.

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.

N/A, 2026-2027 will be the first year of implementation

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

N/A, 2026-2027 will be the first year of implementation

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.

N/A, 2026-2027 will be the first year of implementation

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	Academic and Behavioral Support Resource Teacher	The LEA will provide an Academic and Behavioral Support Resource Teacher to deliver targeted literacy and behavioral intervention support for students identified through academic and behavior data, with a focus on English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Support will include small group and individual intervention, progress monitoring, collaboration with staff and families, and implementation of evidence-based RTI strategies. Progress will be monitored through CAASPP ELA results, local literacy assessments, chronic absenteeism rates, and suspension data.	$145,000.00	No
4.2	Release Days for Collaboration and Data Analysis	Provide certificated staff with release days to engage in collaborative planning, data analysis, and progress monitoring focused on improving literacy achievement, attendance, and behavioral outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Release time will support collaboration around evidence-based instructional practices, intervention planning,	$112,665.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance review processes, and implementation of targeted supports aligned to identified student needs. Progress will be monitored through literacy benchmark data, attendance data, and suspension data.		
4.3	Professional Development to Support Academic and Behavioral Outcomes	Provide professional development for certificated and classified staff focused on evidence-based literacy and math instruction, Integrated and Designated English Language Development (ELD), positive behavior supports, trauma-informed practices, attendance engagement strategies, and interventions designed to improve outcomes for student groups performing in the lowest Dashboard levels. Training will strengthen staff capacity to increase instructional access, improve student engagement, and reduce behavioral and attendance barriers to learning.	$185,000.00	No
4.4	Instructional and Behavioral Support Materials	Purchase supplemental instructional materials, intervention resources, literacy supports, social-emotional learning resources, and attendance engagement materials to improve academic achievement and school connectedness for targeted student groups.	$80,145.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,508,522	$1,975,972

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
20.270%	0.000%	$0.00	20.270%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning and Coaching for Certificated Staff **Need:** The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard. Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard.	We will provide professional learning to teachers to support high quality teaching and learning, while building collective practices around effective collaboration through professional learning communities. These actions will ensure access to California State Standards and high quality standards-based instruction with effective differentiation practices, which are critical in addressing the identified needs. These are being provided on an LEA-wide	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math (metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback indicated we continue to need to provide high quality instruction for our students and to provide the interventions and support they need to be successful. **Scope:** LEA-wide	basis to maximize the impact in increasing overall academic performance. All classrooms have unduplicated students, so these actions will assist classroom teachers in ensuring access to the California State Standards for our low income, foster youth, and English learners.	
1.3	**Action:** Professional Learning and Coaching for Certificated Administrators **Need:** The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard. Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard. Educational partners, specifically our administrative staff, have indicated a desire to build their leadership lens, specifically when it comes to serving our EL, FY, and SED students. **Scope:** LEA-wide	The district will facilitate principal professional learning and coaching to develop instructional leadership skills, promote equitable practices, and provide support to address the specific language acquisition needs of English learners, including Long Term English Learners (LTELs), and the specific needs of our students with disabilities and foster youth. This learning will focus on both instructional leadership and distributed leadership with the Instructional Leadership Team, allowing site leaders to better monitor their site's implementation of strategies that will increase student achievement for each and every student. While the focus of the sessions and coaching cycles is around supporting unduplicated students, we are providing this on an LEA-wide basis to maximize the impact to student learning through strong, site-based leadership and support.	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math (metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6).
1.4	**Action:** Regular Monitoring of Formative and Summative Student Data	School site data teams and PLCs, with the support of the District Office and the Instruction and Data Support Teachers, will regularly engage in analysis of formative and summative data,	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard. Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard. Educational partners, especially teachers and administrators, expressed the importance of having access to relevant data to support academic improvement initiatives across campus and impact student learning. **Scope:** LEA-wide	including student work, to identify achievement gaps for students, particularly unduplicated students. Principals will meet with leadership twice a year to review site data and discuss an actionable plan to meet the needs of students. Data meetings and reports include a targeted review of student group data for the district and school's unduplicated students (EL, including LTELs, FY, and SED); however, this action is being implemented LEA-wide to further maximize the achievement of all students.	(metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6).
1.7	**Action:** Dual Language Program **Need:** The CAASPP data for ELs at KEM in ELA is 78.3 points below standard compared to the district all student average of 9.6 points below standard. Educational partners have expressed a need for students to have access to quality dual language instruction to ensure biliteracy learning for students. **Scope:** Schoolwide	The Dual Language Program at Kempton will continue to expand and will focus on the development of biliteracy skills for students, particularly the implementation of pedagogical tools that better allow staff to serve culturally and linguistically diverse students in the classroom. The goal of this work is to increase academic achievement and language proficiency at Kempton, specifically focused English Learners. This is a site-wide action to be implemented at Kempton Elementary School. Kempton has the highest concentration of ELs of any school in LMSV, with 46% of their students identified as English Learners, and 22% of those students identified as LTELs or at-risk of becoming LTELs. 88% of Kempton's students are socio-economically disadvantaged. This school-wide action was developed to specifically target the	We will monitor academic KEM English Learner performance on the ELA CAASPP (metric 1.1).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		development of biliteracy that is an identified need for the students of Kempton, and to increase achievement for all of the unduplicated students who attend that school.	
1.8	**Action:** Collaboration Time for Classroom Teachers **Need:** The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard. Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard. Educational partners, specifically teachers and admin, expressed that more time is needed to thoroughly dig into standards to ensure best teaching to support student learning. **Scope:** LEA-wide	We will provide guided collaboration time for teachers to align instruction to Common Core State Standards, set learning targets, promote teacher clarity, and enhance the use of common formative assessment, including analyzing student work. The focus of this collaboration time will be to consider the needs of ELs, including LTELs, FY, and SED students by analyzing targeted work samples and collaborating around next steps for instruction, intervention, and enrichment. This action is being provided on an LEA-wide basis to maximize the impact of increasing overall academic performance for all students.	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math (metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6).
1.9	**Action:** Additional Supports for Long Term English Learners (added for the 2025-26 school year). **Need:** 18.7% of our English learner students are classified as Long Term English Learners (LTELs), and our current reclassification rate is 23%. Additionally, the CAASPP data for Multilingual English Learners (MELs) is 63 points below standard, which is lower than our	We will provide LEA-wide professional learning aligned to the CA CCSS and ELD Standards to strengthen instruction and collaboration through PLCs, with a focus on improving outcomes and reclassification rates for MELs, especially LTELs. Site data teams and PLCs will regularly analyze student data to identify gaps and guide instruction that supports the language development and academic growth of MELs and LTELs. Instructional Leadership Teams will assist in reviewing data and identifying targeted supports.	We will monitor academic progress using both CAASPP and i-Ready for ELA (Metrics 1.1, 1.2, 1.3, 1.4), Reclassification Rate (1.9) and Number of Long Term English Learners (Metric 1.10).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	all student rate (only 6.9 points below standard). Educational partner feedback indicated we continue to need to provide high quality instruction for our English learner students and to provide the interventions and support they need to be successful. **Scope:** LEA-wide		
2.1	**Action:** Professional Learning for Certificated Staff **Need:** The Panorama SEL data shows that ELs, FY, SED, and SWD reported 58%, 65%, 57%, 50% respectively compared to a 61% all domains, all student spring average. Educational partners expressed that social emotional well-being and connectedness to school is essential for students to successfully engage in academic work. **Scope:** LEA-wide	In order to better serve our foster youth, socioeconomically disadvantaged students, and other students who might have experienced trauma, the district will provide professional learning for certificated staff focused on restorative practices, trauma-informed care, understanding and supporting challenging behaviors, culturally proficient teaching practices, and diversity/equity and inclusion. This professional learning is principally directed to support unduplicated students because we know that poverty, homelessness, and foster placement are often accompanied by trauma or other Adverse Childhood Experiences. While the focus of our work is on the impacts of trauma that may be experienced by many of our unduplicated students, this strategy is being implemented LEA-wide to create a more cohesive program of support for all students and families.	We will monitor our student Panorama SEL survey results (metric 2.5).
2.2	**Action:** Professional Learning for Classified Staff	We know our classified staff provide daily support to our students who have experienced trauma, or who have had Adverse Childhood Experiences. In	We will monitor our student Panorama SEL survey results (metric 2.5).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Panorama SEL data shows that ELs, FY, SED, and SWD reported 58%, 65%, 57%, 50% respectively compared to a 61% all domains, all student spring average. Educational partners expressed that social emotional well-being and connectedness to school is essential for students to successfully engage in academic work. **Scope:** LEA-wide	order to better serve our foster youth, socioeconomically disadvantaged students, and other students who might have experienced trauma, the district will provide student professional learning for certificated staff focused on restorative practices, trauma-informed care, understanding and supporting challenging behaviors, culturally proficient teaching practices, and diversity/equity and inclusion. This professional learning is principally directed to support unduplicated students. While the focus of our work is on the impacts of trauma that may be experienced by many of our unduplicated students, this strategy is being implemented LEA-wide to create a more cohesive program of support for all students and families.	
2.8	**Action:** Suspension Monitoring Teams **Need:** The suspension data for FY, SED, and students with disabilities is 14.6%, 3.5%, 5.1%, respectively, compared to the all student rate of 2.8%. Educational partners have expressed that any work we can do to reduce students' suspensions is the right work to do. **Scope:** LEA-wide	We will create a district team of representatives from Student Services, Special Education, and Educational Services that will meet monthly to review district-wide suspension data. This team will focus particularly on monitoring suspension rates for foster youth, SED students, students of color, and students with disabilities while also monitoring student groups and school sites that were previously “red” on the dashboard. Through the analysis of this data, the team hopes to determine additional resources, training, or district level support that may be needed to improve student outcomes. While the focus on data is primarily directed toward our FY, SED, and SWD, we understand that by having this action as LEA-wide we will identify trends and supports that will impact all students.	We will monitor student suspension rates (metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** School Attendance Teams **Need:** The chronic absenteeism rates of our low income and foster youth students are, 26.9% and 42.9% respectively, which is lower than our all student rate (20.8%). Educational partners have indicated how important attendance is and have asked that we support parents in supporting their student's attendance. **Scope:** LEA-wide	Each school will select members of a site attendance team to meet to discuss barriers to attendance. This may include meeting with families to problem-solve, investigate concerns, and provide resources to improve student attendance. Schools spend additional time focusing on the needs and root causes for attendance of low income students and foster youth. However, this strategy is being provided on an LEA-wide basis to maximize the impact in increasing overall attendance rates for all students.	We will monitor Chronic Absenteeism for low income and foster youth students (metric 2.1).
2.10	**Action:** Link Program at SVA (discontinued for 2025-26 school year) **Need:** This action was discontinued for the 2025-26 school year. **Scope:**	This action was discontinued for the 2025-26 school year.	
2.13	**Action:** Parent/Caregiver Outreach and Education **Need:** Analysis of district parent offerings through schools showed that the number of parent offerings was inconsistent across schools and	In an effort to increase the success of our ELs, FY, and SED, we are committed to increasing opportunities for parent connectedness to school through district-led parent workshops, events, and seminars. Such opportunities will be offered in varied formats (in person and online) and at various times of day to ensure that as many families as are able can participate. Topics will	We will monitor our parent education survey feedback to ensure we are meeting the needs of our families (metric 2.7).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	was not necessarily targeted to ELs, FY, and SED. Educational partners, especially parents, expressed the impact that our district-led courses have had and suggested that we expand the offerings to support more parents across the district with supporting their students' education. **Scope:** LEA-wide	vary to ensure that parents are provided the tools that they need to support their child's learning and their child's social-emotional development. The district is committed to providing interpreters/translations at parent workshops, parent conferences, and school-to-home communications. The addition of two parent-community liaisons who speak different languages represented in our community has and will continue to enable us to provide outreach to families of our underserved and unduplicated students, particularly our English learners. While these services are provided on an LEA-wide basis to increase the involvement of parents in the school community and to empower them to be more engaged with their child's education, these actions are principally directed toward our unduplicated, underserved student groups. This is the most effective use of funds because communication with families, especially in their most proficient language, increases their authentic engagement in their child's education.	
3.1	**Action:** Appropriately Credentialed Staff Partnerships **Need:** The CAASPP data for EL students in ELA are 63 points below standard which is lower than our all student rate (only 9.6 points below standard). Educational partner feedback indicated that quality teachers are essential to student learning.	The district is committed to improving teacher quality and diversity in underserved communities with our underserved student groups. With the collaboration of SDSU, we will continue to be an integral part of training the next generation of teachers to be well prepared to teach our diverse learners. While this is a LEA-wide strategy, it is targeted at providing quality instructors who are highly qualified to support our EL population.	We will monitor the percentage of teachers who are considered highly qualified to ensure access to teachers who will best meet the needs of students (metric 3.1).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Class Size Targets **Need:** The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard. Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard. Educational Partners indicated that students benefit greatly from lower class size as it allows for more access to personalized instruction. **Scope:** LEA-wide	The district will maintain a student to teacher ratio target that is below the statutory limits to the greatest extent possible. While this action is LEA-wide to maximize impact on student achievement, it is principally directed at unduplicated students because well-equipped teachers, who can meet the needs of our diverse learners in smaller class sizes, will facilitate targeted small-group instruction and differentiation so that the individual learning needs of students are more easily addressed and lead to standards mastery. This is particularly important for English learners who, in addition to designated ELD, need integrated ELD and scaffolds throughout the day in order to ensure access to the core curriculum.	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math, as well as the English Language Performance Indicator to monitor the impact on our EL students (metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7).
3.6	**Action:** Transportation Services **Need:** The chronic absenteeism rates of our low income and foster youth students are, 26.9% and 42.9% respectively, which is lower than our all student rate (20.8%). Educational partner feedback indicated we need to make transportation more accessible for low income and foster youth students.	We will provide transportation services (district busing) to unduplicated students who are homeless, live in an area deemed unsafe to walk to school, or for students who live such a distance from school that it could negatively impact consistent attendance and timeliness of arrival. Public transportation passes will be provided to homeless students to ensure consistent school attendance and access. Access to transportation for low income and foster youth will be prioritized as it is available.	We will monitor progress in increasing the attendance rate of our low-income and foster youth students as well as all students (metrics 2.1, 2.9).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action will create an opportunity to significantly increase attendance rates for low-income students and foster youth because they are designed to address their identified needs. However, this is being provided on an LEA-wide basis to maximize the impact in increasing overall attendance rates for all students.	
3.8	**Action:** Educational Technology **Need:** Our EL, Foster Youth, and SED students continue to perform below the all students average on CAASPP. Educational partner feedback indicated that access to technology is essential to preparing them with the skills they need to be successful both in school and further in life. **Scope:** LEA-wide	Classroom based educational technology tools and services will be provided as a supplement to the district's basic technology infrastructure. Teachers will be supported through professional learning opportunities that specifically target strategies for addressing the needs of unduplicated students. Through their devices, students are able to use research-based, interactive learning tools that teach and reinforce concepts in engaging ways and have the functionality to personalize instruction. While provided at all schools, these 1:1 devices benefit all students, although they are principally directed to our unduplicated, underserved students groups. We believe that our 1:1 digital device program is the most effective use of funds as part of the bigger goal to increase student learning.	We will monitor access to one to one devices in grades K-8 as we do access to standards aligned curriculum (metric 3.2).
3.10	**Action:** Site Discretionary Allocation **Need:** The CAASPP data for ELs, FY, and SED students in ELA are 63, 69.2 points, 36.3 points below standard.	Recognizing that each school site has unduplicated students with unique needs, we will allocate additional discretionary funding to each site based on their unduplicated pupil count. Principals will use their discretionary funding based on a local determination of need in order to ensure that they are impacting student achievement for all students, particularly their unduplicated students. Expenditures may include additional staffing, release time, materials, etc. and	We will monitor academic progress using both CAASPP and i-Ready for both ELA and math ((metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Performance for EL, FY, and Low-Income students is lower than the all-student rate, at 9.6 points below standard. Educational partners, specifically administrators and parents, expressed additional allocations to provide resources to students as needed to support the work that was being done at schools. **Scope:** LEA-wide	will be monitored accordingly. This additional funding will allow sites to have local control for how to utilize the funding to best meet the unique needs of their students. While this strategy is being implemented on an LEA-wide basis to maximize the impact to all students, principals will monitor data to determine how to support ELs, FY, and SED students and close the achievement gap.	
4.1	**Action:** Academic and Behavioral Support Resource Teacher **Need:** Data analysis and educational partner input identified a need for increased academic and behavioral support for unduplicated pupils, particularly English Learners, Socioeconomically Disadvantaged students, and students experiencing difficulty meeting grade-level literacy expectations. Local and state data indicate lower performance in English Language Arts, higher rates of chronic absenteeism, and increased behavioral needs among these student groups. Educational partners also identified the need for targeted intervention, progress monitoring, and additional behavioral supports to improve student engagement, attendance, and academic achievement.	This action provides targeted academic and behavioral intervention support to address the identified needs of English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students who are experiencing lower academic achievement, chronic absenteeism, and behavioral challenges. The Academic and Behavioral Support Resource Teacher will provide evidence-based literacy intervention, progress monitoring, behavioral support, and collaboration with staff and families to improve student outcomes and increase access to instruction. Although the action is principally directed toward unduplicated pupils and student groups performing in the lowest Dashboard levels, the services are implemented on a schoolwide basis to ensure timely intervention, coordinated supports, and inclusive access to academic and behavioral resources within the school setting. This approach allows the LEA to effectively address the needs of the identified student groups while strengthening	Metrics 4.1-4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	overall school climate, engagement, and student achievement.	
4.2	**Action:** Release Days for Collaboration and Data Analysis **Need:** Data analysis and educational partner feedback identified a need for stronger instructional planning, consistent progress monitoring, and coordinated intervention supports to improve outcomes for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. Student groups identified in the lowest Dashboard levels demonstrated needs in literacy achievement, attendance, and behavioral outcomes. Staff also identified the need for dedicated collaboration time to analyze student data, plan targeted interventions, and implement evidence-based instructional and behavioral supports responsive to student needs. **Scope:**	This action addresses the identified needs of unduplicated pupils by providing certificated staff with dedicated time to collaboratively analyze student data, monitor progress, and plan targeted academic, attendance, and behavioral interventions. Through structured collaboration, staff will strengthen implementation of evidence-based instructional practices and coordinate supports designed to improve literacy achievement, attendance, and student engagement for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The action is implemented on a schoolwide basis because collaborative planning and data analysis systems support consistent instructional practices and coordinated interventions across all grade levels and student groups. Providing schoolwide collaboration time ensures that identified student groups receive timely, aligned, and effective support throughout the school program while improving overall school systems and student outcomes.	Metrics 4.1-4.5
4.3	**Action:** Professional Development to Support Academic and Behavioral Outcomes **Need:** Data analysis and educational partner input identified a need to strengthen instructional practices, behavioral supports, and student engagement strategies to improve outcomes	This action addresses the identified needs of unduplicated pupils by increasing staff capacity to implement evidence-based instructional and behavioral practices that improve access to learning, student engagement, attendance, and academic achievement. Professional development in literacy, math instruction, Integrated and Designated ELD, trauma-informed practices, positive behavior supports, and attendance	Metrics 4.1-4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. Student groups performing in the lowest Dashboard levels demonstrated ongoing needs in literacy achievement, attendance, and behavioral outcomes. Staff also identified a need for additional training in evidence-based instruction, English Language Development strategies, positive behavior supports, trauma-informed practices, and attendance engagement approaches to better support the academic and social-emotional needs of identified student groups. **Scope:**	engagement strategies will help staff provide targeted support for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.	
4.4	**Action:** Instructional and Behavioral Support Materials **Need:** Data analysis and educational partner input identified a need for additional instructional and intervention resources to support English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students who are performing below grade level in literacy and experiencing higher rates of chronic absenteeism and behavioral challenges. Educational partners also identified the need for supplemental materials and social-emotional supports to increase student engagement, improve access to instruction, and strengthen school connectedness for identified student groups.	This action addresses the identified needs of unduplicated pupils by providing supplemental instructional materials, intervention resources, literacy supports, social-emotional learning resources, and attendance engagement materials designed to improve academic achievement, student engagement, and school connectedness. These resources will support targeted interventions and provide staff with additional tools to meet the academic, behavioral, and social-emotional needs of English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The action is implemented on a schoolwide basis to ensure consistent access to high-quality instructional and support resources across classrooms and intervention settings. Providing these supports schoolwide allows the LEA to	Metrics 4.1-4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	effectively address the needs of identified student groups while promoting a positive learning environment, increased engagement, and improved outcomes for all students.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

The amount of additional concentration grant add-on funding the La Mesa-Spring Valley School District received is $1,968,693 for the 2025-2026 school year and $1,934,722 for the 2026-2027 school year.

The following 15 sites have an enrollment of unduplicated student groups greater than 55% (2025-2026 CALPADs data): Avondale (90.58%), Bancroft (93.89%), Casa de Oro (78.6%), Highlands (77.97%), Kempton (91.78%), La Mesa Dale (69.67%), La Presa (88.14%), Loma (78.7%), Maryland Avenue (55.74%), Murdock Elementary (45.26%), Northmont (57.14%), Rancho (86.12%), Rolando (67.98%), Science, Technology, Engineering, Arts, and Math Academy (89.08%), and Sweetwater Springs (73.37%).

The following four sites have unduplicated student enrollment of 55% or less: Fletcher Hills Elementary (35.9%), La Mesa Arts Academy (49.75%), Lemon Avenue (49.07%), and Murray Manor Elementary (50%).

Concentration grant add-on funding has been strategically allocated to enhance support for unduplicated students. This includes funding for additional social workers and mental health supports at selected sites (Actions 2.5 and 2.6), as well as providing two Assistant Principals at each of the district's four middle schools. These Assistant Principals play a critical role in leading intervention programs for struggling students (Action 1.5), monitoring English learner progress and supporting reclassification efforts (Action 1.4), implementing restorative practices and alternatives to suspension (Action 2.7), overseeing targeted attendance initiatives for chronically absent students (Action 2.9), and assisting teachers with instructional strategies designed to support English learners and low-income students.

Concentration grant funding also supports Community Schools programming and family engagement efforts that provide unduplicated students with expanded access to tutoring, mentoring, wellness services, mental health referrals, food resources, and parent education opportunities (Actions 2.6, 2.13, 2.14, and 2.16). In addition to Concentration Grant funds, the district has leveraged other funding sources to reduce class sizes and address staffing needs at schools with unduplicated student populations of 55% or higher. This includes adding positions to mitigate the impact of teacher absences and ensure instructional continuity (Action 3.2).

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	23:1	19:1
Staff-to-student ratio of certificated staff providing direct services to students	12:1	15:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$115,974,792	23,508,522	20.270%	0.000%	20.270%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,431,679.01	$19,136,264.89	$7,337,699.76	$9,731,836.79	$67,637,480.45	$55,326,324.46	$12,311,155.99

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	Professional Learning and Coaching for Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,425,218.64	$0.00	$927,730.46	$424,692.03	$35,248.43	$37,547.72	$1,425,218.64	
1	1.2	Teachers on Special Assignment	All	No			All Schools	On-going	$150,546.79	$0.00	$0.00	$706.43	$0.00	$149,840.36	$150,546.79	
1	1.3	Professional Learning and Coaching for Certificated Administrators	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$933,921.44	$24,500.00	$557,908.47	$218,801.88	$0.00	$181,711.09	$958,421.44	
1	1.4	Regular Monitoring of Formative and Summative Student Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$830,185.61	$0.00	$734,319.21	$95,866.40	$0.00	$0.00	$830,185.61	
1	1.5	Intervention Programs (modified for the 2025-26 school year)	All	No			All Schools	On-going	$2,562,272.30	$0.00	$0.00	$2,562,272.30	$0.00	$0.00	$2,562,272.30	
1	1.6	Special Education	Students with Disabilities	No			All Schools	On-going	$1,066,348.48	$0.00	$183.45	$1,061,201.51	$4,963.52	$0.00	$1,066,348.48	
1	1.7	Dual Language Program	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Kempton TK-6	On-going	$2,646,647.26	$286,359.93	$2,864,437.49	$68,569.70	$0.00	$0.00	$2,933,007.19	
1	1.8	Collaboration Time for Classroom Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,238,479.58	$0.00	$2,815,458.55	$1,423,021.03	$0.00	$0.00	$4,238,479.58	
1	1.9	Additional Supports for Long Term English Learners (added for the 2025-26 school year).	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$221,086.78	$386,352.00	$108,579.11	$498,859.67	$0.00	$0.00	$607,438.78	
2	2.1	Professional Learning for Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$387,037.25	$22,224.35	$84,977.10	$92,685.43	$220,870.68	$10,728.39	$409,261.60	

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	2.2	Professional Learning for Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$187,383.01	$0.00	$17,160.50	$158,479.19	$0.00	$11,743.32	$187,383.01	
2	2.3	District Behavior Team Support	All	No			All Schools	On-going	$691,921.31	$0.00	$204,629.72	$334,938.12	$117,312.98	$35,040.49	$691,921.31	
2	2.4	Parent Empowerment Program (PEP)	All	No			All Schools	On-going	$448,783.59	$0.00	$0.00	$45,076.78	$139,616.42	$264,090.39	$448,783.59	
2	2.5	Social Emotional Learning	All	No			All Schools	On-going	$0.00	$6,836.73	$0.00	$6,836.73	$0.00	$0.00	$6,836.73	
2	2.6	Partnerships and Mentorships for Social-Emotional and Mental Health Supports	All	No			All Schools	On-going	$2,252,670.28	$0.00	$323,559.63	$1,151,994.12	$519,687.73	$257,428.80	$2,252,670.28	
2	2.7	Alternatives to Suspension (modified for the 2025-26 school year)	All	No			All Schools	On-going	$79,752.92	$0.00	$0.00	$79,752.92	$0.00	$0.00	$79,752.92	
2	2.8	Suspension Monitoring Teams	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.9	School Attendance Teams	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$1,293,298.54	$0.00	$1,293,298.54	$0.00	$0.00	$0.00	$1,293,298.54	
2	2.10	Link Program at SVA (discontinued for 2025-26 school year)						On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.11	Culture and Climate Survey	All	No			All Schools	On-going	$0.00	$30,501.47	$0.00	$30,501.47	$0.00	$0.00	$30,501.47	
2	2.12	Educational Partner Surveys	All	No			All Schools	On-going	$0.00	$30,500.00	$30,500.00	$0.00	$0.00	$0.00	$30,500.00	
2	2.13	Parent/Caregiver Outreach and Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$305,934.39	$24,182.87	$139,735.83	$157,119.05	$0.00	$33,262.38	$330,117.26	
2	2.14	Engaging Newcomer Families	All	No			All Schools	On-going	$181,377.15	$0.00	$0.00	$102,084.47	$0.00	$79,292.68	$181,377.15	
2	2.15	ELOP	All	No			All Schools	On-going	$4,929,616.39	$564,656.84	$0.00	$5,494,273.23	$0.00	$0.00	$5,494,273.23	
2	2.16	Community Schools	All	No			Specific Schools: AVO, BAN, CDO, HIG, KEM, LMD, LOM, LPE, RAN, ROL, STEAM, SVA, SWS	On-going	$2,526,315.20	$829,407.23	$0.00	$3,355,722.43	$0.00	$0.00	$3,355,722.43	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Appropriately Credentialed Staff Partnerships	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$0.00	$155,000.00	$155,000.00	$0.00	$0.00	$0.00	$155,000.00	
3	3.2	Class Size Targets	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,996,188.50	$0.00	$13,996,188.50	$0.00	$0.00	$0.00	$13,996,188.50	
3	3.3	Standards Aligned Materials	All	No			All Schools	On-going	$0.00	$1,459,300.00	$209,300.00	$1,250,000.00	$0.00	$0.00	$1,459,300.00	
3	3.4	Condition of Facilities	All	No			All Schools	On-going	$0.00	$250,000.00	$0.00	$0.00	$250,000.00	$0.00	$250,000.00	
3	3.5	Safe and Secure Facilities	All	No			All Schools	On-going	$4,796,858.02	$1,253,141.98	$0.00	$0.00	$6,050,000.00	$0.00	$6,050,000.00	
3	3.6	Transportation Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$3,823,983.22	$934,024.23	$4,758,007.45	$0.00	$0.00	$0.00	$4,758,007.45	
3	3.7	Child Nutrition Services	All	No			All Schools	On-going	$4,871,198.81	$3,799,952.36	$0.00	$0.00	$0.00	$8,671,151.17	$8,671,151.17	
3	3.8	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$800,000.00	$800,000.00	$0.00	$0.00	$0.00	$800,000.00	
3	3.9	Site Discretionary Funds	All	No			All Schools	On-going	$0.00	$1,261,406.00	$1,261,406.00	$0.00	$0.00	$0.00	$1,261,406.00	
3	3.10	Site Discretionary Allocation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$149,299.00	$0.00	$149,299.00	$0.00	$0.00	$0.00	$149,299.00	
4	4.1	Academic and Behavioral Support Resource Teacher	Students with Disabilities English Learners, Foster Youth, Low Income	No			All Schools Specific Schools: BancroftBancroft Elementary School	On-going	$145,000.00	$0.00	$0.00	$145,000.00	$0.00	$0.00	$145,000.00	
4	4.2	Release Days for Collaboration and Data Analysis	Students with Disabilities English Learners, Foster Youth, Low Income	No			All Schools Specific Schools: BancroftBancroft Elementary School		$0.00	$112,665.00		$112,665.00			$112,665.00	
4	4.3	Professional Development to Support Academic and Behavioral Outcomes	Students with Disabilities English Learners, Foster Youth, Low Income	No			All Schools Specific Schools: BancroftBancroft Elementar		$185,000.00	$0.00		$185,000.00			$185,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y School									
4	**4.4**	Instructional and Behavioral Support Materials	Students with Disabilities English Learners, Foster Youth, Low Income	No			All Schools Specific Schools: BancroftB ancroft Elementar y School		$0.00	$80,145.00		$80,145.00			$80,145.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$115,974,792	23,508,522	20.270%	0.000%	20.270%	$29,402,100.21	0.000%	25.352 %	**Total:**	$29,402,100.21
								LEA-wide Total:	$26,537,662.72
								Limited Total:	$0.00
								Schoolwide Total:	$2,864,437.49

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning and Coaching for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$927,730.46	
1	**1.3**	Professional Learning and Coaching for Certificated Administrators	Yes	LEA-wide	English Learners Low Income	All Schools	$557,908.47	
1	**1.4**	Regular Monitoring of Formative and Summative Student Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$734,319.21	
1	**1.7**	Dual Language Program	Yes	Schoolwide	English Learners	Specific Schools: Kempton TK-6	$2,864,437.49	
1	**1.8**	Collaboration Time for Classroom Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,815,458.55	
1	**1.9**	Additional Supports for Long Term English Learners (added for the 2025-26 school year).	Yes	LEA-wide	English Learners	All Schools	$108,579.11	

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	2.1	Professional Learning for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,977.10	
2	2.2	Professional Learning for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,160.50	
2	2.8	Suspension Monitoring Teams	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	
2	2.9	School Attendance Teams	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,293,298.54	
2	2.13	Parent/Caregiver Outreach and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,735.83	
3	3.1	Appropriately Credentialed Staff Partnerships	Yes	LEA-wide	English Learners	All Schools	$155,000.00	
3	3.2	Class Size Targets	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,996,188.50	
3	3.6	Transportation Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,758,007.45	
3	3.8	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
3	3.10	Site Discretionary Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,299.00	
4	4.1	Academic and Behavioral Support Resource Teacher				Specific Schools: Bancroft	$0.00	
4	4.2	Release Days for Collaboration and Data Analysis				Specific Schools: Bancroft		
4	4.3	Professional Development to Support Academic and Behavioral Outcomes				Specific Schools: Bancroft		
4	4.4	Instructional and Behavioral Support Materials				Specific Schools: Bancroft		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$66,091,582.95	$71,341,362.23

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**	Professional Learning and Coaching for Certificated Staff	Yes	$1,478,410.87	$1,425,218.64
1	**1.2**	Teachers on Special Assignment	No	$149,637.02	$150,546.79
1	**1.3**	Professional Learning and Coaching for Certificated Administrators	Yes	$1,129,613.82	$958,421.44
1	**1.4**	Regular Monitoring of Formative and Summative Student Data	Yes	$828,860.18	$830,185.61
1	**1.5**	Intervention Programs (modified for the 2025-26 school year)	No	$2,118,002.90	$2,562,272.30
1	**1.6**	Special Education	No	$1,183,054.18	$1,066,348.48
1	**1.7**	Dual Language Program	Yes	$3,348,338.33	$2,933,007.19
1	**1.8**	Collaboration Time for Classroom Teachers	Yes	$4,045,275.26	$4,238,479.58
1	**1.9**	Additional Supports for Long Term English Learners (added for the 2025-26 school year).	Yes	$697,027.95	$607,438.78
2	**2.1**	Professional Learning for Certificated Staff	Yes	$564,190.19	$409,261.60
2	**2.2**	Professional Learning for Classified Staff	Yes	$109,151.33	$187,383.02

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	**2.3**	District Behavior Team Support	No	$776,602.96	$691,921.31
2	**2.4**	Parent Empowerment Program (PEP)	No	$466,094.71	$448,783.59
2	**2.5**	Social Emotional Learning	No	$53,000.00	$6,836.73
2	**2.6**	Partnerships and Mentorships for Social-Emotional and Mental Health Supports	No	$3,983,720.25	$4,242,164.96
2	**2.7**	Alternatives to Suspension (modified for the 2025-26 school year)	No	$100,000.00	$79,752.92
2	**2.8**	Suspension Monitoring Teams	Yes	$0.00	$0
2	**2.9**	School Attendance Teams	Yes	$1,465,461.16	$1,293,298.54
2	**2.10**	Link Program at SVA (discontinued for 2025-26 school year)	Yes	$0.00	$0
2	**2.11**	Culture and Climate Survey	No	$26,000.00	$30,501.47
2	**2.12**	Educational Partner Surveys	No	$30,500.00	$30,500.00
2	**2.13**	Parent/Caregiver Outreach and Education	Yes	$339,862.30	$330,117.26
2	**2.14**	Engaging Newcomer Families	No	$175,622.83	$181,377.15
2	**2.15**	ELOP	No	$1,803,609.87	$5,494,273.23

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	2.16	Community Schools	No	$3,159,453.33	$3,355,722.43
3	3.1	Appropriately Credentialed Staff Partnerships	Yes	$155,000.00	$155,000.00
3	3.2	Class Size Targets	Yes	$12,652,730.06	$13,996,188.50
3	3.3	Standards Aligned Materials	No	$2,143,893.57	$2,184,368.64
3	3.4	Condition of Facilities	No	$400,000.00	$973,025.26
3	3.5	Safe and Secure Facilities	No	$6,118,317.01	$6,050,000.00
3	3.6	Transportation Services	Yes	$5,242,294.45	$4,758,007.45
3	3.7	Child Nutrition Services	No	$8,819,882.54	$8,671,151.17
3	3.8	Educational Technology	Yes	$800,000.00	$1,326,794.19
3	3.9	Site Discretionary Funds	No	$1,426,606.20	$1,528,561.00
3	3.10	Site Discretionary Allocation	Yes	$144,453.00	$144,453.00
4	4.1	Link Program at SVA (discontinued for the 2025-26 school year)	No	$156,916.68	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$23,073,758	$29,690,549.57	$29,924,048.40	($233,498.83)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Professional Learning and Coaching for Certificated Staff	Yes	$978,085.15	$927,730.46		
1	**1.3**	Professional Learning and Coaching for Certificated Administrators	Yes	$708,164.58	$557,908.47		
1	**1.4**	Regular Monitoring of Formative and Summative Student Data	Yes	$732,151.36	$734,319.21		
1	**1.7**	Dual Language Program	Yes	$3,277,317.33	$2,864,437.49		
1	**1.8**	Collaboration Time for Classroom Teachers	Yes	$2,863,612.09	$2,815,458.55		
1	**1.9**	Additional Supports for Long Term English Learners (added for the 2025-26 school year).	Yes	$222,027.95	$108,579.11		
2	**2.1**	Professional Learning for Certificated Staff	Yes	$263,374.96	$84,977.10		
2	**2.2**	Professional Learning for Classified Staff	Yes	$13,536.61	$17,160.50		
2	**2.8**	Suspension Monitoring Teams	Yes	$0.00	$0.00		
2	**2.9**	School Attendance Teams	Yes	$1,465,461.16	$1,293,298.54		
2	**2.10**	Link Program at SVA (discontinued for 2025-26 school year)	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.13**	Parent/Caregiver Outreach and Education	Yes	$172,340.87	$139,735.83		
3	**3.1**	Appropriately Credentialed Staff Partnerships	Yes	$155,000.00	$155,000.00		
3	**3.2**	Class Size Targets	Yes	$12,652,730.06	$13,996,188.50		
3	**3.6**	Transportation Services	Yes	$5,242,294.45	$4,758,007.45		
3	**3.8**	Educational Technology	Yes	$800,000.00	$1,326,794.19		
3	**3.10**	Site Discretionary Allocation	Yes	$144,453.00	$144,453.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$111,784,422	$23,073,758	0.0	20.641%	$29,924,048.40	0.000%	26.769%	$0.00	0.000%

Appendix A: Academic Performance - ELA				
School/Group	Baseline: End of Year 2022-2023	Year 1: End of Year 2023-2024	Year 2: End of Year 2024-2025	Target Outcome
AVO - SWD	4.00%	5.00%	6.00%	28.00%
BAN - EL	8.00%	12.00%	9.00%	32.00%
BAN - HISP	14.00%	16.11%	20.00%	32.00%
BAN - SWD	5.00%	8.00%	11.00%	29.00%
FLH - SWD	15.00%	20.00%	33.00%	33.00%
KEM - All students	17.00%	20.00%	23%	35.00%
KEM - HISP	18.00%	21.14%	22%	36.00%
KEM - SED	17.00%	19.00%	21%	35.00%
KEM - SWD	0.00%	4.00%	5%	24.00%
LMAAC - SWD	21.00%	23.00%	23%	39.00%
LMD - SWD	16.00%	13.00%	25%	34.00%
LOM - SWD	16.00%	12.00%	3%	34.00%
MAA - SWD	36.00%	30.00%	17%	48.00%
MUM - SWD	16.00%	18.00%	32%	34.00%
PKWY - EL	0.00%	8.00%	9%	24.00%
PKWY - SWD	15.00%	11.00%	11%	33.00%
RAN - SWD	4.00%	5.00%	8%	28.00%
STEAM - SWD	4.00%	5.00%	11%	28.00%
SVA - EL	4.00%	14.00%	9%	28.00%
SWS - SWD	0.00%	11.00%	9%	24.00%

Appendix B: Academic Performance - Math

School/Group	Baseline: End of Year 2022-2023	Year 1: End of Year 2023-2024	Year 2: End of Year 2024-2025	Target Outcome
District - HY	12.00%	13.45%	6.10%	30.00%
AVO - EL	17.00%	9.00%	22%	35.00%
AVO - SWD	0.00%	5.00%	6%	24.00%
BAN - ALL	13.00%	12.00%	16%	31.00%
BAN - EL	3.00%	4.00%	7%	27.00%
BAN - SWD	7.00%	5.00%	2%	31.00%
BAN - SED	13.00%	9.00%	14%	31.00%
BAN - HISP	9.00%	10.38%	14%	33.00%
FLH - SWD	15.00%	20.00%	26%	33.00%
KEM - ALL	11.00%	13.00%	13%	33.00%
KEM - EL	4.00%	10.00%	6%	28.00%
KEM - SWD	0.00%	2.00%	0%	24.00%
KEM - SED	12.00%	14.00%	11%	30.00%
KEM - HISP	11.00%	13.15%	13%	33.00%
LMD - SWD	8.00%	13.00%	16%	32.00%
LOM - SWD	6.00%	2.00%	11%	30.00%
NOR - SWD	7.00%	9.00%	19%	31.00%
PKWY - EL	2.00%	7.00%	6%	26.00%
RAN - EL	9.00%	5.00%	11%	33.00%
RAN - HISP	14.00%	11.38%	15%	32.00%
ROL - SWD	21.00%	19.00%	10%	36.00%
STEAM - SWD	1.00%	6.00%	7%	25.00%
STEAM - HY	11.00%	7.32%	9.30%	29.00%
SWS - SWD	4.00%	6.00%	7%	28.00%
TRUST - SED	11.00%	N/A	N/A	33.00%
TRUST - HISP	4.00%	N/A	N/A	28.00%

Appendix C: English Learner Perfomance Indicator (ELPI)				
School/Group	**Baseline: End of Year 2022-2023**	**Year 1: End of Year 2023-2024**	**Year 2: End of Year 2024-2025**	**Target Outcome**
CDO	43.80%	40%	23.30%	55%
LPE	35.40%	45.7%	34.30%	48%
MUM	41%	54.3%	42.30%	53%
SWS	40.30%	43.8%	52.40%	52%

Appendix D: Suspension Rates				
School/Group	**Baseline: End of Year 2022-2023**	**Year 1: End of Year 2023-2024**	**Year 2: End of Year 2024-2025**	**Target Outcome**
AA	8%	6.10%	6.40%	5.00%
AVO - AA	15.60%	0.00%	0%	9.60%
BAN - SWD	9%	10.00%	12.20%	6.00%
CDO - AA	8.50%	8.60%	3.60%	5.50%
FLH - SWD	8.60%	8.10%	5.50%	5.60%
FLH - SED	4.50%	4.80%	1.90%	3.00%
FLH - HISP	4.40%	1.50%	2.10%	2.90%
HIG - 2 OR MORE	7.10%	2.70%	0%	4.10%
KEM - ALL	3.30%	2.40%	0.60%	1.80%
KEM - SED	3.20%	2.60%	0.70%	1.70%
KEM - AA	9.8%%	6.70%	2.70%	6.80%
LMAAC - AA	12.20%	7.70%	4.70%	6.20%
LMAAC - SWD	9.1%	6.70%	4.50%	3.10%
LMD - EL	7%	1.10%	4.30%	4.00%
LMD - SWD	7.50%	2.80%	5.70%	4.50%
LMD - AA	10.90%	0.00%	1.60%	4.90%
LMD - 2 OR MORE	10%	0.00%	1.80%	4.00%
LEA - ALL	3.60%	2.40%	1.30%	2.10%
LEA - SWD	8.30%	6.50%	2.30%	5.30%
LEA - SED	5.10%	3.50%	2.30%	3.60%
LOM - AA	7.30%	3.80%	2%	4.30%
MAA - HISP	3.20%	1.00%	0%	1.70%
RAN - SWD	6.90%	2.70%	1.50%	3.90%
ROL - 2 OR MORE	8.60%	7.50%	0%	5.60%
SVA - HY	20.50%	4.00%	12.70%	11.50%
SVA - 2 OR MORE	12.50%	7.90%	8.60%	6.50%

Appendix E: Chronic Absenteeism Rates				
School/Group	**Baseline: End of Year 2022-2023**	**Year 1: End of Year 2023-2024**	**Year 2: End of Year 2024-2025**	**Target Outcome**
AVO - SWD	36.90%	26.5%	32.50%	21.90%
BAN - EL	49.40%	41.0%	38%	29.40%
BAN - HY	54.50%	65.2%	57.60%	34.50%
District - Asian	20.90%	15.6%	13.20%	14%
HIG - white	25.30%	17.1%	14%	13.30%
LEA - 2 or more races	21.20%	6.2%	11.40%	9.20%
LEA - all	21%	13.9%	14.90%	12%
LEA - EL	34.10%	19.1%	39.60%	19.10%
LEA - Hisp	25.10%	22.8%	24.50%	13.10%
LEA - SED	28.60%	21.0%	24.50%	16.60%
LEA - SWD	31.70%	29.3%	19.50%	16.70%
LMAAC - white	19.70%	13.3%	13%	10.70%
LMD - 2 or more races	23.30%	12.0%	9.40%	11.30%
LOM - EL	43%	25.9%	26.90%	28%
LPE - AA	26.70%	29.6%	27.60%	14.70%
MAA - all	29.9%	22.3%	12.40%	17.90%
MAA - EL	41.50%	27.4%	13%	26.50%
MAA - Hisp	35.30%	29.9%	15.20%	20.30%
MAA - SED	39.20%	29.6%	17%	24.20%
MAA - White	29.80%	15.8%	8.30%	17.80%
MUM - SED	37.20%	32.0%	23.30%	22.20%
MUR - 2 or more reaces	23.70%	12.0%	14.60%	11.70%
NOR - all	28.60%	22.0%	19.30%	16.60%
NOR - Hisp	41%	30.9%	27%	26%
NOR - SED	34.70%	26.7%	27.20%	19.70%
NOR - SWD	31.90%	27.0%	22%	16.90%
PKWY - all	25.70%	23.3%	22.10%	16.70%
PKWY - EL	35.70%	36.6%	39.40%	20.70%
PKWY - Hisp	30.10%	27.3%	27.60%	15.10%
PKWY - SED	31.60%	31.6%	29.80%	16.60%
PKWY - White	21.40%	16.6%	16.10%	9.40%
RAN - all	41.50%	33.3%	25.20%	25.50%
RAN - EL	47.70%	36.8%	26.00%	27.70%
RAN - Hisp	47%	35.8%	27.90%	27%
RAN - SED	43.70%	36.5%	28.90%	23.70%
RAN - SWD	51.20%	43.5%	28.80%	31.20%

ROL - 2 or more races	37.50%	28.0%	23.70%	22.50%
ROL - AA	37%	25.0%	21.90%	22%
ROL - SWD	36.30%	28.2%	20.80%	21.30%
STEAM - all	39.30%	31.9%	34.60%	24.30%
STEAM - EL	41.70%	28.4%	36.20%	26.70%
STEAM - FI	21.20%	4.2%	26.50%	9.20%
STEAM - Hisp	44.80%	35.4%	35.30%	24.80%
STEAM - HY	58.50%	57.1%	58.70%	38.50%
STEAM - White	26.90%	24.0%	25%	14.90%
SVA - 2 or more races	48.40%	38.9%	34%	28.40%
SVA - all	46.90%	37.0%	31.10%	31.90%
SVA - EL	53.40%	32.4%	30.60%	33.40%
SVA - Hisp	50%	35.8%	34.10%	30%
SVA - SED	49.40%	39.9%	33.90%	29.40%
SVA - SWD	50.90%	52.6%	41.80%	30.90%
SWS - 2 or more races	31.50%	38.9%	12.50%	16.50%

Appendix F: Panorama Student Survey Results
EOY 2025-2026

	All		MEL		SWD		FY		SED	
Group	F	S	F	S	F	S	F	S	F	S
On-Track in SEL	65%	61%	58%	58%	55%	50%	60%	65%	61%	57%
Self-Management	78%	68%	70%	62%	66%	58%	73%	64%	75%	65%
Growth Mindset	61%	54%	56%	51%	51%	47%	60%	47%	58%	52%
Self-Efficacy	52%	50%	41%	43%	36%	40%	36%	53%	46%	46%
Social Awareness	72%	65%	67%	62%	62%	58%	53%	62%	69%	63%
Grit	60%	55%	58%	55%	53%	48%	53%	61%	58%	53%
Emotion Regulation	50%	50%	45%	49%	45%	46%	47%	59%	47%	48%
School Climate	55%	48%	59%	53%	53%	49%	53%	70%	54%	47%
School Safety	59%	54%	50%	50%	54%	49%	60%	45%	55%	52%
Sense of Belonging	56%	51%	58%	56%	55%	50%	47%	62%	54%	50%
Supportive Relationships	90%	85%	88%	84%	89%	84%	87%	85%	89%	84%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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