LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: San Bernardino City Unified School District

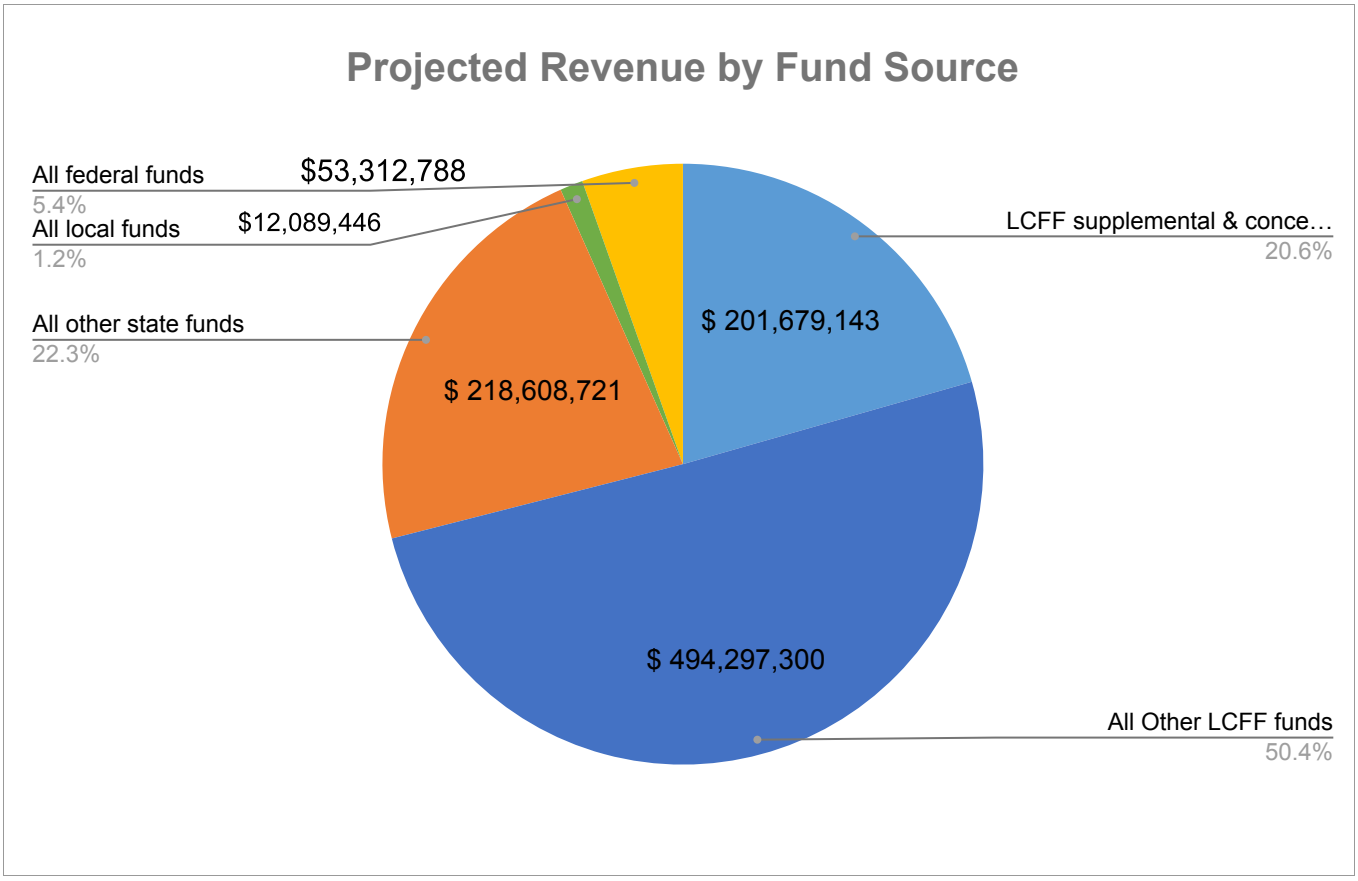
CDS Code: 36 67876 00000000

School Year: 2024-2025

LEA contact information: Trieste Huey - 909.381.1155
Director of Fiscal Services
trieste.huey@sbcusd.k12.ca.us

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 (Low-Income, English learners, and Foster Youth students).

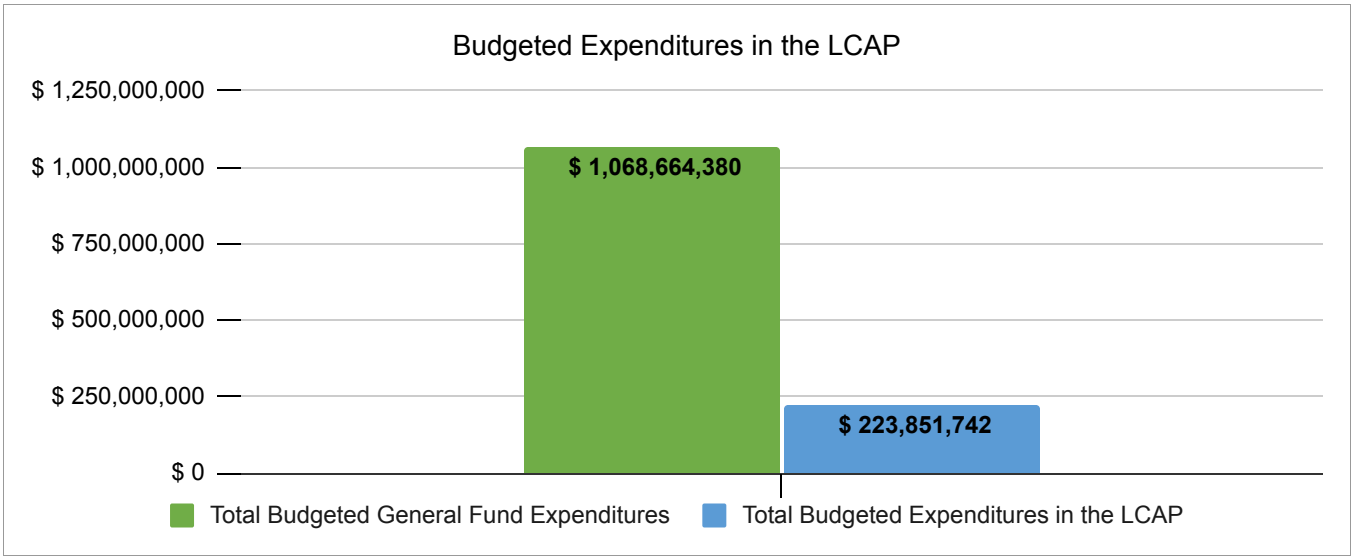
Budget Overview for the 2024-2025 School Year



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

The text description for the above chart is as follows: The total revenue projected for San Bernardino City Unified School District is $979,987,398.27, of which $695,976,443.00 is Local Control Funding Formula (LCFF), $218,608,721.00 is other state funds, $12,089,446.18 is local funds, and $53,312,788.09 is federal funds. Of the $695,976,443.00 in LCFF Funds, $201,679,143.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much San Bernardino City Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

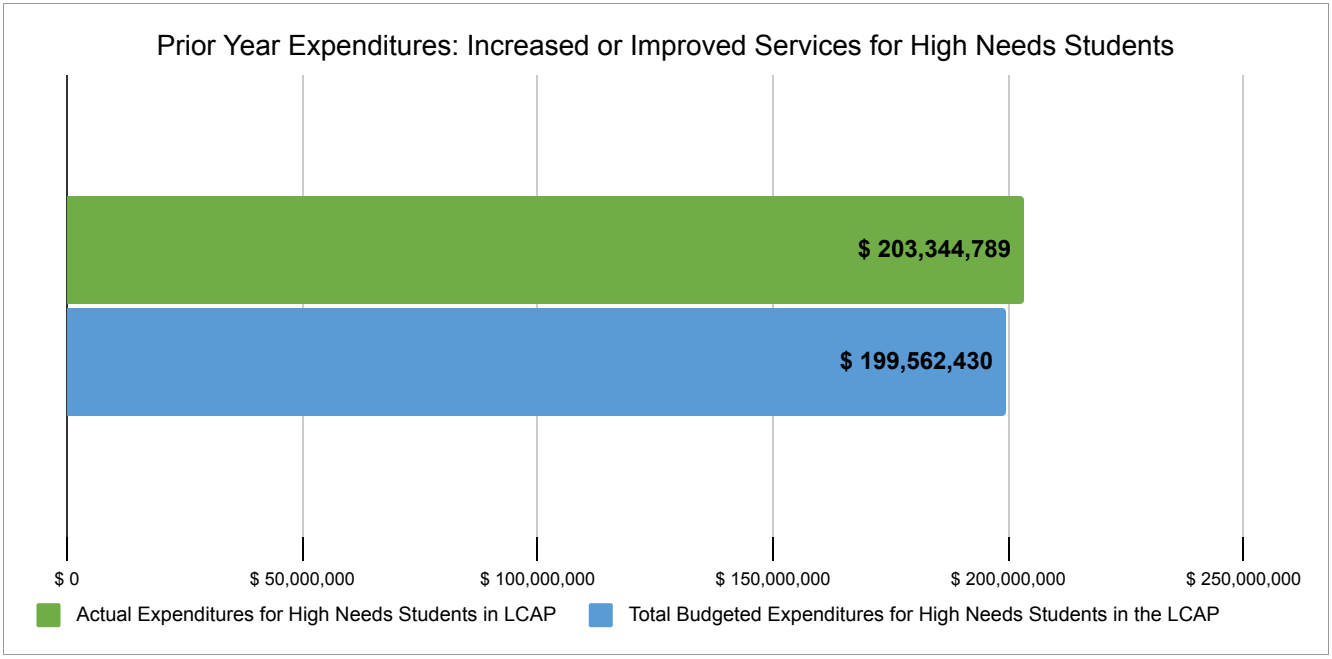
The text description of the above chart is as follows: San Bernardino City Unified School District plans to spend $1,068,664,380.00 for the 2024-2025 school year. Of that amount, $223,851,742.00 is tied to actions/services in the LCAP and $844,812,638.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the 2024-2025 school year that are not included in the LCAP, support the base programs including expenditures such as site and departmental staffing, operational support, school police, athletics, Before and After School Programming, Adult Education programs, facilities, and maintenance. Restricted funding is used to support its identified purpose.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, San Bernardino City Unified School District is projecting it will receive $201,679,143.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino City Unified School District plans to spend $201,679,143.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, San Bernardino City Unified School District's LCAP budgeted $199,562,430.00 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District actually spent $203,344,789.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino City Unified School District	Ana M. Applegate, Assistant Superintendent of Educational Services	Ana.Applegate@sbcusd.k12.ca.us (909) 473-2086

Goals and Actions

Goal

Goal #	Description
1	**Academic Achievement** Student academic performance, including English proficiency, will be at a "Standard Met" level or greater level, based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Mathematics), College and Career Pathway access, and vocational skills opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
1.1 Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA), and Math grades 3-8, 11	1.1 2018-2019 CAASPP Results **ELA**: All Students: 25 points below standard EL: 40.8 points below standard LI: 29 points below standard FY: 61.7 points below standard **Math:** All Students: 61.9 points below standard EL: 67.8 points below standard LI: 65.6 points below standard FY: 90.5 points below standard CAASPP scores not available for 2019-2020 or 2020-2021	1.1 2021 CAASPP not administered Local Assessment results: **STAR Spring 2021: ELA** (grades 3-8,11): All Students: 25.5% EL: 6.0% LI: 26.2% FY: 16.2% **STAR Spring 2021: Math** (grades 3-8, 11) All Students: 18.9% EL: 6.9% LI: 17.4% FY: 7.4%	1.1 2021-2022 CAASPP Results **ELA**: All Students: 44.9 points below standard EL: 64.8 points below standard LI: 49.3 points below standard FY: 65.6 points below standard **Math:** All Students: 90.2 points below standard EL: 102.7 points below standard LI: 94.4 points below standard FY: 112 points below standard	1.1 2022-2023 CAASPP Results **ELA**: All Students: 49.7 points below standard EL: 80.2 points below standard LI: 54.3 points below standard FY: 61.7 points below standard **Math:** All Students: 88.0 points below standard EL: 107.4 points below standard LI: 92.4 points below standard FY: 86.8 points below standard	1.1 SBCUSD will reach "Standard Met" in ELA on CAASPP by gaining: All: 25 scale score points EL: 40.8 scale score points LI: 29 scale score points FY: 61.7 scale score points SBCUSD will reach "Standard Met" in Math on CAASPP by gaining All: 25 scale score points EL: 30.9 scale score points LI: 28.7 scale score points FY: 53.6 scale score points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
1.2 NWEA Reading (K-12) NWEA Math (K-12) Percent on Track (at or above 61st percentile)	1.2 Fall 2021 **NWEA Reading** Percent on Track (at or above 61st percentile) All: 23.7% EL: 7.8% LI: 22.1% FY: 14.3% Fall 2021 **NWEA Math** Percent on Track All: 15.6% EL: 6.4% LI: 14.3% FY: 9.1%	1.2 Winter 2022 **NWEA Reading** Percent on Track (at or above 61st percentile) All: 20.2% EL: 6.1% LI: 18.7% FY: 14.1% Winter 2022 **NWEA Math** Percent on Track All: 14.4% EL: 5.7% LI: 13.1% FY: 8.3%	1.2 Winter 2023 **NWEA Reading** Percent on Track (at or above 61st percentile) All: 20.7% EL: 6.2% LI: 19.2% FY: 13.3% Winter 2023 **NWEA Math** Percent on Track All: 16.6% EL: 7.4% LI: 15.2% FY: 9.6%	1.2 Fall 2023 **NWEA Reading** Percent on Track (at or above 61st percentile) All: 21.3% EL: 6.7% LI: 20.1% FY: 13.2% Fall 2023 **NWEA Math** Percent on Track All: 18.5% EL: 8.0% LI: 17.4% FY: 9.0%	1.2 SBCUSD will increase NWEA Reading by the following percent on track: All: 8% EL: 23.9% LI: 9.6% FY: 17.4% SBCUSD will increase NWEA Math by the following percent on track: All: 8% EL: 17.2% LI: 9.3% FY: 14.5%
1.3 Four-Year Cohort Graduation Rate	1.3 Four-Year Cohort Graduation Rate Class of 2020: 86.8% EL: 75.7% LI: 86.6% FY: 69.7%	1.3 Four-Year Graduation Rate Class of 2020-2021: 85.2% EL: 70.1% LI: 84.7% FY: 69.0%	1.3 Four-Year Graduation Rate Class of 2021-2022: 89.7% EL: 81.1% LI: 89.7% FY: 83.3%	1.3 Four-Year Graduation Rate Class of 2022-2023: 90.3% EL: 80.7% LI: 90.2% FY: 74.6%	1.3 SBCUSD will increase the 4-year cohort graduation rate to 92% by improving: All: 5.2 percentage points EL: 16.3 percentage points LI: 5.4 percentage points FY: 22.3 percentage points
1.4 District overall average daily attendance rate (ADA)	1.4 2019-2020 ADA: 94.3% EL: 94.7% LI: 94.2% FY: 93.3%	1.4 2020-2021 ADA: 91.3% EL: 92.7% LI: 90.8% FY: 89.9%	1.4 2021-2022 ADA: 85.1% EL: 87.4% LI: 86.0% FY: 86.2%	1.4 2022-2023 ADA: 88.9% EL: 91.0% LI: 90.1% FY: 90.5%	1.4 SBCUSD will increase ADA rate to 96% All: increase by 1.7 percentage points EL: increase by 1.3 percentage points LI: increase by 1.8 percentage points FY: increase by 2.7 percentage points
1.5 Rate of students that pass Advanced Placement (AP) exams with a score of 3 or higher	1.5 2019-2020: 48.6% of students who took AP exams passed them with a score of 3 or higher EL: 60.0% LI: 49.0% FY: * Data is suppressed if the student population is less than 11	1.5 2020-2021: 32.3% of students who took AP exams passed them with a score of 3 or higher EL: 64.9% LI: 32.4% FY: * Data is suppressed if the student population is less than 11	1.5 2021-2022: 40.2% of students who took AP exams passed them with a score of 3 or higher EL: 43.3% LI: 40.3% FY: * Data is suppressed if the student population is less than 11	1.5 2022-2023: 39.0% of students who took AP exams passed them with a score of 3 or higher EL: 59.8% LI: 38.5% FY: * Data is suppressed if the student population is less than 11	1.5 SBCUSD will increase the reported AP exam passing rate to 80% All: increase 31.4 percentage points EL: increase 20 percentage points LI: increase 31 percentage points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
1.6 International Baccalaureate Diplomas	1.6 2019-2020: Rate of students who are in IB and earned an IB Diploma 44% at Arroyo Valley High School and 51% at Cajon High School.	1.6 2020-2021: Rate of students who are in IB and earned an IB Diploma: 67% at Arroyo Valley High and 58% at Cajon High School.	1.6 2021-2022: Rate of students who are in IB and earned an IB Diploma: 44% at Arroyo Valley High and 48% at Cajon High School.	1.6 2022-2023: Rate of students who are in IB and earned an IB Diploma: 25% at Arroyo Valley High and 26% at Cajon High School.	1.6 SBCUSD will increase the amount of students who earn the International Baccalaureate Diplomas by 30%. Arroyo: 87.1% Cajon: 75.4%
1.7 International Baccalaureate (IB) Assessments	1.7 2019-2020: Rate of students completing IB exams with 4 or higher: 50% at Arroyo Valley High School and 52% at Cajon High School.	1.7 2020-2021: Rate of students completing IB exams with 4 or higher: 52% at Arroyo Valley High School and 61% at Cajon High School.	1.7 2021-2022: Rate of students completing IB exams with 4 or higher: 63.8% at Arroyo Valley High School and 45% at Cajon High School.	1.7 2022-2023: Rate of students completing IB exams with 4 or higher: 48% at Arroyo Valley High School and 38% at Cajon High School.	1.7 SBCUSD will increase the rate of students completing IB exams with 4 or higher by 10%. Arroyo: 57.2% Cajon: 67.1%
1.8 CA School Dashboard College/Career Indicator (A-G completion rate)	1.8 2020: 4-Year A-G Completion Rate: 38.4% EL: 18.1% LI: 37.1% FY: 13.2%	1.8 2021: 4-Year A-G Completion Rate: 38.2% EL: 13.7% LI: 36.9% FY: 15.0%	1.8 2022: 4-Year A-G Completion Rate: 38.9% EL: 18.3% LI: 37.8% FY: 16%	1.8 2023: 4-Year A-G Completion Rate: 39.5% EL: 13.9% LI: 38.2% FY: 13.6%	1.8 SBCUSD will increase the A-G Completion Rate to 45% by improving: All: 6.6 percentage points EL: 26.9 percentage points LI: 7.9 percentage points FY: 31.8 percentage points
1.9 College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads)	1.9 2019-2020 College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads) Percent of Graduates Prepared based on CTE Pathways Completion: All: 36.4% EL: 9.0% LI: 35.5% FY: 30.0%	1.9 2020-2021 College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads) Percent of Graduates who completed at least one CTE Pathway: All: 31.4% EL: 16.7% LI: 30.9% FY: 11.1%	1.9 2021-2022: College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th-year grads) Percent of Graduates who completed at least one CTE Pathway: All: 30.4% EL: 15.1% LI: 30.5% FY: 20%	1.9 2022-2023: College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th-year grads) Percent of Graduates who completed at least one CTE Pathway: All: 31.1% EL: 16.1% LI: 30.6 % FY:15.6 %	1.9 SBCUSD will increase College/Career Indicator-Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads) by 45% All: 8.6 percentage points EL: 36 percentage points LI: 9.5 percentage points FY: 15 percentage points
1.10 Percentage of English Learners receiving an overall score of 4 on the ELPAC/percentage of students who become English proficient through their ELPAC score	1.10 2018-2019: 42% making progress toward English language proficiency	1.10 2020-2021: ELPAC Summative Data: 7.81% of All EL students received an overall score of 4 on the ELPAC	1.10 2021-2022: ELPAC Summative Data: 11.06% of All EL students received an overall score of 4 on the ELPAC 50.3% making progress toward English language proficiency.	1.10 2022-2023: ELPAC Summative Data: 13.86% of All EL students received an overall score of 4 on the ELPAC 48.5% making progress toward English language proficiency.	1.10 SBCUSD will increase the percentage of students making progress toward English language proficiency by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
1.11 English Learner (EL) reclassification rate	1.11 2019-2020: 22.6% reclassified English Learners	1.11 2020-2021: 5.6% reclassified English Learners	1.11 2021-2022: 7.5% reclassified English Learners	1.11 2022-2023: 10% reclassified English Learners	1.11 SBCUSD will increase the reported English Learner reclassification rate by 1%
1.12 Middle school drop out rates	1.12 2019-2020: 0.5% of middle school students dropped out	1.12 2020-2021: 0.8% of middle school students dropped out	1.12 2021-2022: 0.4% of middle school students dropped out	1.12 2022-2023: 0.3% of middle school students dropped out	1.2 SBCUSD will maintain a middle school dropout rate of less than 1% All: 0.8%
1.13 High school dropout rates	1.13 2019-2020: 6.0% of high school students dropped out	1.13 2020-2021 8.3% of high school students dropped out EL: 18.2% LI: 8.6% FY: 22.4%	1.13 2021-2022: 5.9% of high school students dropped out EL: 13.1% LI: 6% FY: 8.3%	1.13 2022-2023: 5.5 % of high school students dropped out EL: 12.1% LI: 5.6% FY: 22.0%	1.13 SBCUSD will decrease the high school dropout rate by 1% All: 8.22% EL: 18% LI: 8.5% FY: 22.2%
1.14 Rate of teacher misassignment	1.14 2019-2020: 87 total misassignments	1.14 2020-2021: 58 total misassignment	1.14 2021-2022: 0 total misassignments	1.14 2021-2022: 38 total misassignments	1.14 SBCUSD will have no findings of teacher misassignment
1.15 Student access to standards-aligned instructional materials	1.15 2020-2021: 100% of students have access to standards-aligned materials	1.15 2020-2021: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.15 2021-2022: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.15 2022-2023: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.15 100% of SBCUSD students will have access to standards -aligned materials
1.16 Implementation of Common Core State Standards (CCSS) for all students including English Learner students	1.16 2020-2021: 100% implementation of CCSS for all students, including English Learner students	1.16 2020-2021: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.16 2021-2022: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.16 2022-2023: 100% of students have access to standards-aligned instructional materials Full implementation and Sustainability	1.16 SBCUSD will have 100% implementation of CCSS for all students
1.17 Students access to enrollment in all required areas of study	1.17 2020-2021: All students will have access and enrollment in a broad course of study	1.17 2020-2021: All students will have access and enrollment in a broad course of study	1.17 2021-2022: All students will have access and enrollment in a broad course of study	1.17 2022-2023: All students will have access and enrollment in a broad course of study	1.17 SBCUSD will provide all students with access and enrollment in a broad course of study

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-2024 school year students continue to demonstrate learning gaps. With the exception of Goal 1, Action 10, all of the 2023-2024 LCAP Goal 1 Actions for Academic Achievement were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved SBCUSD 2023-2024 LCAP. SBCUSD experienced the following successes during the implementation of the 2023-2024 LCAP:

- 2023-2024 LCAP Goal 1, Action 1 Advanced Learner Programs supported students taking more than 2,000 AP exams
- 2023-2024 LCAP Goal 1, Action 2 International Baccalaureate (IB) supported five IB coordinators. One challenge we experienced in this action is the need for additional professional development of IB teachers and staff. This is needed to improve the implementation of the program and maintain IB status; however, the professional development was under budgeted and not all staff was able to attend.
- 2023-2024 LCAP Goal 1, Action 3 Magnet Programs were supported at 13 schools.
- 2023-2024 LCAP Goal 1, Action 4 College and Career Readiness developed and enhanced CTE pathways with 10 earning gold certification and 19 earning silver certification. Students were supported with College and Career Guidance including college application and FAFSA support, access to the California College Guidance Initiative (CCGI) platform, work-based learning experiences, dual enrollment/articulated courses, and college field trips.
- 2023-2024 LCAP Goal 1, Action 5 Advancement Via Individual Determination (AVID) programs were continued at each school with many Elementary schools becoming certified and nearly all secondary schools achieving certification.
- 2023-2024 LCAP Goal 1, Action 6 English Learner Student Achievement provided extra High School Counselors, Educational Assistant III, English Learner Facilitators (ELFs), supplemental materials, professional development for schools, student field trips, and a summer bridge program.
- 2023-2024 LCAP Goal 1, Action 7 Foster Youth Support Services provided tutoring and mentoring, backpacks and school supplies, college field trips, Help Everyone Attain Resiliency Togetherness & Success (H.E.A.R.T.S) program, professional development for staff, and transportation for students in Foster Care.
- 2023-2024 LCAP Goal 1, Action 8 Transportation supported 6,599 bus riders. One challenge we experienced in this action was the invoicing of services from the transportation vendors. The delay in invoicing made it more difficult to monitor the implementation of this action and other actions that had transportation costs.
- 2023-2024 LCAP Goal 1, Action 9 Multilingual Education provided 9 additional teachers to support multilingual education programs.
- 2023-2024 LCAP Goal 1, Action 10 Smaller Class Sizes provided additional teachers at all levels to decrease the ratio of students to teachers.
-

- 2023-2024 LCAP Goal 1, Action 11 Academic Competitions allowed students to participate in competitions such as Debate, SeaPerch, and Speech. One challenge we experienced in this area was the lack of participation and use of centralized funding.
- 2023-2024 LCAP Goal 1, Action 12 Professional Development was provided by Elementary Instruction in the areas of AVID, Universal Design for Learning (UDL), literacy, mathematics, science, and GATE education. Secondary Education provided professional development to more than 3,000 teachers in the areas of Math, English, History, Science, Ethnic Studies, and PE.
- 2023-2024 LCAP Goal 1, Action 13 Access and Opportunities provided additional personnel, materials, and professional development at school sites.
- 2023-2024 LCAP Goal 1, Action 14 Technology provided devices for students to access digital content, hotspots for students that require internet access at home, interactive displays in each learning space at schools, and software/licenses (e.g., Pear Deck, Screencastify, KAMI, Seesaw, Formative Assessment, and Hoonuit).
- 2023-2024 LCAP Goal 1, Action 15 Visual and Performing Arts (VAPA) was recognized by the National Association of Music Merchants for the fourth year in a row for its outstanding support of music education.
- 2023-2024 LCAP Goal 1, Action 16 Cal-SAFE provided instructional support, resources, and access to transportation for participating students.
- 2023-2024 LCAP Goal 1, Action 17 Tutoring allowed for academic intervention to be offered at more than half of our schools.
- 2023-2024 LCAP Goal 1, Action 18 Library Aides helped students select reading-level appropriate books, modeled proficient reading, and supported on-campus literacy events and programs.
- 2023-2024 LCAP Goal 1, Action 19 Academic Direct Student Support provided an intervention Teacher on Special Assignment at each site, as well as small group instruction support for the lowest-performing schools.
- 2023-2024 LCAP Goal 1, Action 20 Recruitment and Retention of Experienced Staff allowed for the development of certificated recruitment events and coaching and mentoring opportunities.
- 2023-2024 LCAP Goal 1, Action 21 Educational Field Trips provided 447 field trips.
- 2023-2024 LCAP Goal 1, Action 22 Supplemental Materials provided intervention materials to be used in classrooms and intervention models. Materials were also provided to support the Literacy Task Force, the Writing Symposium, and Districtwide Science Fair.
- 2023-2024 LCAP Goal 1, Action 23 Science, Technology, Engineering, Arts, and Math (STEAM) began the planning process at each of the pilot schools with several schools ready to open a STEAM space.

Goal 1, Action 10 Smaller Class Size had a substantive difference in the implementation as additional teachers were added to lower the class size in response to data analysis of the CA Dashboard. This resulted in an increase in spending in this action as we increased services for EL, LI, and FY students.

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

The following actions had material differences between budgeted expenditures and estimated actual expenditures.

Expenditures in excess of budgeted amounts for the following contributing actions:

Action 1.10 Smaller Class Sizes Budgeted- $31,058,142 Estimated Actuals- $41,046,487. Based on extensive Educational Feedback, the budget for Smaller Class sizes was increased to allow for more staff to provide individualized instruction, and support growing programs such as AVID, Pathways, and Dual Language, ultimately leading to increased learning in small learning communities.

Expenditures less than budgeted amounts for the following contributing actions:

Action 1.9 Multilingual Education Budgeted- $4,111,616 Estimated Actuals- $987,832. This action was over-budgeted during budget development. The overbudgeted amount was transferred to Action 1.10.

Action 1.18 Library Aides Budgeted- $855,194 Estimated Actuals- $634,266. There are six vacancies in this action. Substitute library aides filled the positions, yet their cost is not the same as a permanent employee. There was no impact on the implementation of the action.

Action 1.20 Recruitment and Retention of Experienced Staff Budgeted- $4,509,570 Estimated Actuals- $2,787,992. This action was overbudgeted in certificated teachers during budget development. The overbudgeted amount was transferred to Action 1.10.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The combined impact of the actions in Goal 1 throughout the 3-year LCAP cycle (2021-2022, 2022-2023, and 2023-2024) effectively improved the outcomes of the related metrics associated with showing growth and improvement in student's academic achievement.

<u>Goal 1 Metrics demonstrated effectiveness in the following data:</u>

- Metric 1.2 NWEA Reading (K-12) NWEA Math (K-12) Percent on Track (at or above 61st percentile): Baseline data was established prior to the COVID-19 Pandemic. When comparing Reading scores for year 1 (endemic phase of COVID-19) to year 3, we saw increases as follows: 1.1 percentage points for all students, 0.6 percentage point for EL, and 1.4 percentage points for LI. When comparing Math scores for year 1 to year 3, we saw increases as follows: 4.1 percentage points for all students, 2.3 percentage points for EL, and 4.3 percentage points for LI. Actions impacted: Goal 1, Actions 1, 2, 5, 9, 10, 11, 12, 13, 17, 18, 19, 21, 22, and 23.

- Metric 1.3 Four-Year Cohort Graduation Rate: When comparing baseline results to year 3 results, we saw increases as follows: 3.5 percentage points for all students, 5 percentage points for EL, 3.6 percentage points for LI, and 4.9 percentage points for FY. Actions impacted: Goal 1, Action 16.

- Metric 1.4 District overall average daily attendance rate (ADA): Baseline data was established prior to the COVID-19 Pandemic. When comparing year 2 (post COVID-19 pandemic) to year 3 results, we saw increases as follows: 3.8 percentage points for all students, 3.6 percentage points for EL, 4.1 percentage points for LI, and 4.3 percentage points for FY. Actions impacted: Goal 1, Actions 8, 15, and 16.

- Metric 1.5 Rate of students that pass Advanced Placement (AP) exams with a score of 3 or higher: Baseline data was established prior to the COVID-19 Pandemic. When comparing year 2 (post COVID-19 pandemic) to year 3 results, we saw increases as follows: 16.5 percentage points for all students. Actions impacted: Goal 1, Action 1.

- Metric 1.8 CA School Dashboard College/Career Indicator (A-G completion rate): Baseline data was established prior to the COVID-19 Pandemic. When comparing year 2 (post COVID-19 pandemic) to year 3 results, we saw increases as follows: 0.6 percentage points for all students and 0.4 percentage points for LI. When comparing baseline results to year 3 results, we saw an increase as follows: 1.1 percentage points for LI and 0.4 percentage points for FY. Actions impacted: Goal 1, Action 4.

- Metric 1.9 College/Career Indicator- Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th-year grads): When comparing baseline results to year 3 results, we saw an increase as follows: 5.3 percentage points for all students, 7.1 percentage points for EL, and 14.4 percentage points for FY. When comparing year 2 and year 3 results, we saw an increase as follows: 07. percentage points for all students,1 percentage point for EL, and 0.1 percentage points for LI. Actions impacted: Goal 1, Action 4. Actions impacted: Goal 1, Action 4.

- Metric 1.10 Percentage of English Learners receiving an overall score of 4 on the ELPAC/percentage of students who become English proficient through their ELPAC score: When comparing baseline and year 3 results, we saw increases as follows: 6.5 percentage points increase in the percentage of students making progress toward English language proficiency. When comparing year 1 results with year 3 results, we also saw an increase of 6.05 percentage points of all EL students receiving an overall score of 4 on the ELPAC. Actions impacted: Goal 1, Action 6.

- Metric 1.11 English Learner (EL) reclassification rate: Baseline data was established prior to the COVID-19 Pandemic. When comparing year 2 (post COVID-19 Pandemic) and 3 results, we increased EL proficiency by 2.5 percentage points. Actions impacted: Goal 1, Action 6.

- Metric 1.12 Middle school dropout rates: When comparing baseline and year 3 results, we improved the percentage of students dropping out by 0.2 percentage points. Actions impacted: Goal 1, Action 16.

- Metric 1.13 High school dropout rates: When comparing baseline and year 3 results, we improved the percentage of students dropping out by 0.5 percentage points for all students. When comparing year 1 and year 3 results, we improved the percentage of students dropping out by 6.1 percentage points for EL, 3 percentage points for LI, and 0.4 of a percentage point for FY. Actions impacted: Goal 1, Action 16.

- Metric 1.14 Rate of teacher misassignment: When comparing baseline to year 3 results, we improved by 49 misassignments. Actions impacted: Goal 1, Action 20.

- Metric 1.15 Student access to standards-aligned instructional materials: When comparing baseline to year 3 results, we maintained 100% implementation of access to standards-aligned materials. Actions impacted: Goal 1, Action 14.

- Metric 1.16 Implementation of Common Core State Standards (CCSS) for all students including English Learner students: When comparing baseline to year 3 results, we maintained 100% implementation of CCSS for all students. Actions impacted: Goal 1, Action 14.

- Metric 1.17 Students access to enrollment in all required areas of study: When comparing baseline to year 3 results, we maintained 100% implementation of access to a broad course of study. Actions impacted: Goal 1, Action 14.

Goal 1 Metric that demonstrated some progress:

- Metric 1.1 Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA), and Math grades 3-8, 11: When comparing baseline data to year three data for ELA, we saw a decrease as follows: 24.7 points for all students, 39.4 points for EL, 25.3 for LI; however, we were able to maintain distance from standard for the FY student group in ELA. When comparing baseline data to year three data for Math, we saw a decrease as follows: 26.1 points for all students, 39.6 points for EL, 26.8 for LI; however, we were able to improve outcomes for FY students by 3.7 points. Actions impacted: Goal 1, Actions 1, 2, 3, 5, 7, 14, 20, and 23.

Goal 1 Metrics demonstrated lack of progress:

- Metric 1.6 International Baccalaureate Diplomas: when comparing baseline to year 3 results there was a decrease of 19 percentage points at Arroyo Valley High School and 25 percentage points at Cajon High School. Actions impacted: Goal 1, Action 2.

- Metric 1.7 International Baccalaureate (IB) Assessments: when comparing baseline to year 3 results there was a decrease of 2 percentage points at Arroyo Valley High School and 14 percentage points at Cajon High School. Actions impacted: Goal 1, Action 2.

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

During educational partner engagement for the next three-year LCAP Cycle, SBCUSD determined the importance of the previously identified areas and goals and how the District will maintain the course. In the 2024-2025 LCAP, the district is revising our metrics to ensure they are closely aligned with our strategic goals and provide a precise measure of our progress. This update, including addressing all required metrics, is crucial for accurately monitoring student performance and making informed decisions based on data to improve student outcomes. By enhancing these metrics, the district aims to gain a better understanding of achievements and identify areas that require further attention.

The following actions will remain in the 2024-2025 SBCUSD LCAP.

1.1 Advanced Learner Programs

1.2 International Baccalaureate (IB): three metrics are used to measure this action. While we did not realize improvement in CAASPP ELA and Math data districtwide, we did have success for EL and LI in metric 1.2 NWEA Reading (K-12) NWEA Math (K-12) Percent on Track (at or above 61st percentile). When comparing Reading scores for year 1 to year 3, we saw increases as follows: 0.6 of a percentage point for EL and 1.4 percentage points for LI. When comparing Math scores for year 1 to year 3, we saw increases as follows: 2.3 percentage points for EL and 4.3 percentage points for LI.

1.3 Magnet Programs: This action will be modified in the implementation and will be decreased.

1.4 College and Career Readiness

1.5 Advancement Via Individual Determination (AVID)

1.6 English Learner Student Achievement.

1.7 Foster Youth Support Services

1.8 Transportation

1.9 Multilingual Education has been clarified and renamed to Language Other Than English (LOTE) Teachers

1.10 Smaller Class Sizes

1.12 Professional Development

1.13 Access and Opportunities

1.14 Technology

1.15 Visual and Performing Arts (VAPA)

1.16 Cal-SAFE

1.18 Library aides

1.19 Academic Direct Student Support

1.20 Recruitment and Retention of Experienced Staff: We also use the following metric to measure this action: Metric 1.14: Rate of Teacher Misassignment. When comparing baseline to year 3 results, we improved by 49 misassignments. Actions impacted: Goal 1, Actions 20.

1.21 Educational Field Trips

1.22 Supplemental Materials

1.23 Science, Technology, Engineering, Arts, and Math (STEAM)

As a result of reflection on prior practice, the following actions will not continue in the 2024-2027 SBCUSD LCAP:

1.11 Academic Competitions

1.17 Tutoring

Two new actions have been added to the 2024-2025 SBCUSD LCAP:

1.11 Middle School Support Class Teachers based on increased needs in the area of CAASPP ELA and Math and Educational Partner feedback.

1.17 Differentiated Assistance for Student Achievement.

Goal

Goal #	Description
2	**School Climate/Campus Environment** In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are clean, safe, well maintained, drug free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, citation, and chronic absenteeism rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
2.1 SBCUSD Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey)	2.1 2020-2021: Student Sense of Belonging: School Connectedness Elementary: overall 74% favorable EL: 72% LI: 74% FY: 72% Secondary: overall 57% favorable EL: 64% LI: 57% FY: 52%	2.1 2021-2022: Student Sense of Belonging: School Connectedness Elementary: overall 73% favorable EL: 73% LI: 73% FY: 65% Secondary: overall 55% favorable EL: 60% LI: 55% FY: 53%	2.1 2022-2023: Student Sense of Belonging: School Connectedness Elementary: overall 72% favorable EL: 72% LI: 72% FY: 71% Secondary: overall 52% favorable EL: 55% LI: 52% FY: 52%	2.1 2023-2024: Student Sense of Belonging: School Connectedness Elementary: overall 71% favorable EL: 72% LI: 71% FY: 70% Secondary: overall 52% favorable EL: 53% LI: 52% FY: 54%	2.1 Elementary: SBCUSD will increase student connectedness to 80% favorable All: 7 percentage points EL: 7 percentage points LI: 7 percentage points FY: 15 percentage points Secondary: SBCUSD will increase student connectedness to 75% favorable All: 20 percentage points EL: 15 percentage points LI: 20 percentage points FY: 22 percentage points
2.2 SBCUSD Student Safety (CORE Student Culture and Climate Survey)	2.2 2020-2021: Student Culture and Climate Survey Elementary: overall 77% favorable EL: 75% LI: 77% FY: 67% Secondary: overall 82% favorable EL: 79% LI: 81% FY: 81%	2.2 2021-2022: Student Culture and Climate Survey Elementary: overall 67% favorable EL: 67% LI: 67% FY: 60% Secondary: overall 71% favorable EL: 69% LI: 71% FY: 74%	2.2 2022-2023: Student Culture and Climate Survey Elementary: overall 75% favorable EL: 73% LI: 75% FY: 75% Secondary: overall 75% favorable EL: 75% LI: 75% FY: 75%	2.2 2023-2024: Student Culture and Climate Survey Elementary: overall 74% favorable EL: 73% LI: 74% FY: 77% Secondary: overall 75% favorable EL: 76% LI: 75% FY: 79%	2.2 Elementary: SBCUSD will increase student sense of safety to 75% favorable All: 8 percentage points EL: 8 percentage points LI: 8 percentage points FY: 15 percentage points Secondary: SBCUSD will increase student sense of safety to 80% favorable All: 9 percentage points EL: 11 percentage points LI: 9 percentage points FY: 6 percentage points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
2.3 Overall suspension rate	2.3 2019-2020: (August-March only, due to school closures): 3.7% EL: 2.7% LI: 4.0% FY: 7.4% 2018-2019: (full year): 5.5%	2.3 2020-2021: Zero students were suspended because school was 100% virtual.	2.3 2021-2022: 4.7% students have suspended EL: 3.5% LI: 4.9% FY: 7.1%	2.3 2022-2023: 5.1% students have suspended EL: 3.7% LI: 5.2% FY: 10.4%	2.3 SBCUSD will reduce the suspension rate to 3% All: -0.7 percentage points EL: maintain LI: -1 percentage point FY: -4.4 percentage points
2.4 Overall chronic absenteeism rate	2.4 2019-2020: 16.5% chronically absent (K-12) EL: 12.8% LI: 16.9% FY: 19.4%	2.4 2020-2021: 24.1% chronically absent (K-12) EL: 22.4% LI: 25.7% FY: 27.4%	2.4 2021-2022: 44% chronically absent (K-12) EL: 42.5% LI: 45.2% FY: 42.8%	2.4 2022-2023: 34.7% chronically absent (K-12) EL: 31.6% LI: 35.9% FY: 30.0%	2.4 SBCUSD will decrease the overall chronic absenteeism rate to 15% All: decrease 1.5 percentage points EL: maintain LI: decrease 1.9 percentage points FY: decrease 4.4 percentage points
2.5 Expulsion rate	2.5 2019-2020: 0.1% Expelled (35 students) EL: 0.0% (3 students) LI: 0.1% (32 students) FY: 0% (0 students)	2.5 2020-2021: 0% Expelled because schools were closed.	2.5 2021-2022: 0.2% Expelled (95 students) EL: 0.1% (13 students) LI: 0.2% (89 students) FY: 0.1% (1 student)	2.5 2022-2023: 0.2% Expelled (85 students) EL: 0.2% (18 students) LI: 0.2% (81 students) FY: 0.3% (2 students)	2.5 SBCUSD will maintain an expulsion rate at or below 0.09% All: -0.01 percentage points EL: Maintain LI: -0.01 percentage points FY: Maintain
2.6 Rate of facilities in “Good Repair” Standard according to the CA Dashboard *Revised May 2023*	2.6 2019-2020: 100% of facilities in “Good Repair”	2.6 2020-2021: SBCUSD schools were closed, so this data point was not collected.	2.6 2021-2022: 93% of facilities in “Good Repair" Standard according to the CA Dashboard	2.6 2022-2023: 100% of facilities in “Good Repair" Standard according to the CA Dashboard	2.6 SBCUSD will maintain 100% of facilities in “Good Repair” Standard according to the CA Dashboard *Revised May 2023*

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

During 2023-2024, the SBCUSD continued supporting student wellness and building systems to support the whole child. As we increase and improve these services, our students can more easily focus on their academic success. There were no substantive differences in the implementation of the actions in Goal 2. SBCUSD noted the following successes during the implementation of 2023-2024:

- 2023-2024 LCAP Goal 2, Action 1 Health Aides provided a 6-hour Health Aide at each of our schools and Goal 2, Action 6 Registered Nurses provided additional Registered Nurses to support the implementation of Hazel Health and support vision, hearing, and dental screenings. This increased and improved support allowed for 6,904 Hazel Health visits with 17,853 instructional hours recovered. We provided 70 school dental events and ensured that 87% of students received a vision and hearing screening. We completed 87% of our kinder oral health assessments within the first three weeks of the school year.
- 2023-2024 LCAP Goal 2, Action 2 Counseling Support Staff and Materials provided a centralized point of contact to provide professional development, resources, and materials for school site counselors to complete anti-bullying lessons, sexual harassment lessons, provide small group and individual counseling, and support attendance. We experienced vacancies in this action that required specialized credentials and additional recruitment.
- 2023-2024 LCAP Goal 2, Action 3 Wellness Staff and Materials provided a centralized point of contact to provide professional development, resources, and materials for site wellness representatives and counselors to provide Social Emotional Wellness lessons, wrap-around referrals, and coping skill support. We experienced vacancies in this action that required specialized credentials and additional recruitment.
- 2023-2024 LCAP Goal 2, Action 4 Mental Health Therapy Staff and Materials provided mental health therapists to provide Tier 3 support to students through the 178 HEART referrals at 24 schools, 1,000+ wrap-around referrals, and site requests for support.
- 2023-2024 LCAP Goal 2, Action 5 Climate and Culture Staff and Materials provided a centralized point of contact to provide professional development, resources, and materials to support the implementation of PBiS. We experienced one vacancy in this action that required specialized credentials and additional recruitment. The vacancy did not lead to a substantive difference in the implementation nor expenditures of this action.
- 2023-2024 LCAP Goal 2, Action 7 Counselors provided counselors at the Elementary level to provide 3,200+ small group and individual counseling, 250+ suicide risk assessments, PBiS support, attendance support, and social-emotional learning (29,275 incidents) anti-bullying, and sexual harassment lessons.
- 2023-2024 LCAP Goal 2, Action 8 Cadet Corps provided support for the implementation of the Cadet Corps program at 10 schools (middle and high school levels) including competition participation, providing uniforms, and stipends for the teacher.
- 2023-2024 LCAP Goal 2, Action 9 Crossing Guards provided 84 crossing guards at 56 schools. The implementation of Late Start and having start and end times of all schools within the same 30-minute window has increased the need for crossing guards due to increased traffic and reported traffic concerns.

- 2023-2024 LCAP Goal 2, Action 10 Youth Court provided a forum to host Youth Court and provided staffing that was able to support the Restorative Justice practice by processing 63 Youth Court cases. In 2024-2025, we will add M2.1 (Panorama Student Sense of Belonging) along with M2.7 (Expulsion) as metrics used to monitor the progress of this action.
- 2023-2024 LCAP Goal 2, Action 11 Attendance Incentives and Support and 12 Attendance Staff provided a staff member and incentives at each school site dedicated to improving attendance, removing barriers, and improving school-to-home communication. This resulted in an improvement of 9.3% in chronic absenteeism when comparing years 2 and 3.
- 2023-2024 LCAP Goal 2, Action 13 Bringing Hope to Saturdays provided an enrichment program at 35 schools and an increase of 6 sites when compared to year 2. The SBCUSD had more schools wanting to participate than was budgeted. In 2024-2025, we will add M2.1 (Panorama Student Sense of Belonging) along with M2.2 (Panorama Student Culture and Climate Survey) as metrics used to monitor the progress of this action.
- 2023-2024 LCAP Goal 2, Action 14 Student Leadership Advisory Council established SLAC that met 9 times this year to build student leadership. SLAC students completed two service-learning projects. One challenge experienced with SLAC was the cost of transportation as the number of students participating nearly doubled with the inclusion of middle school students.
- 2023-2024 LCAP Goal 2, Action 15 Elementary Vice Principals provided 17 Vice Principals at 30 elementary schools to support a positive school climate and campus environment. The SBCUSD has experienced challenges in this area with the split assignment for 13 of the Vice Principal positions. We are addressing this challenge through professional development and coaching.

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

The following actions had material differences between budgeted expenditures and estimated actual expenditures.

Expenditures in excess of budgeted amount for the following contributing actions:

Action 2.13 Bringing Hope to Saturdays Budgeted- $458,558 Estimated Actuals- $642,545. As schools developed their Attendance Plan, more schools included this support in their tiered plan. As a result, we had more schools wanting to participate than was budgeted.

Expenditures less than budgeted amounts for the following contributing actions:

Action 2.3 Wellness Staff and Materials Budgeted- $2,523,541 Estimated Actuals- $2,010,877. We experienced vacancies in this action that required specialized credentials and additional recruitment.

Action 2.4 Mental Health Therapy Staff and Materials Budgeted- $1,054,078 Estimated Actuals- $793,724. We experienced vacancies in this action that required specialized credentials and additional recruitment.

Action 2.6 Additional Nurses Budgeted- $1,827,215 Estimated Actuals- $1,354,071. We experienced vacancies in this action that required specialized credentials and additional recruitment.

Action 2.11 Attendance Incentives and Support Budgeted- $200,000 Estimated Actuals- $113,806. As schools developed their Attendance Plan, they included incentives funded at the site level to support attendance improvement. As a result, we did not use all of the funds budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The combined impact of the actions in Goal 2 throughout the 3-year LCAP cycle (2021-2022, 2022-2023, and 2023-2024) effectively improved the outcomes of the related metrics associated with showing growth and improvement in school climate/campus environment.

Goal 2 Metrics demonstrated effectiveness in the following data:

- Metric 2.1 SBCUSD Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey): Based on the comparison of baseline elementary data to year 3 data, there was a slight change with 1-3 percentage points variance (EL- maintained, LI -3%, and FY -1%). Despite the COVID-19 pandemic, we were able to maintain a sense of belonging and connectedness at the elementary level with only slight changes. This is particularly important as we transitioned from in-person to distance learning and then returned back for in-person learning within the scope of this LCAP cycle. This is also true for one of our most vulnerable populations- our secondary Foster Youth population. Actions impacted: Goal 2, Actions 1, 2, 3, 4, 5, 6, 7, 8, 14, and 15.

- Metric 2.2 SBCUSD Student Safety (CORE Student Culture and Climate Survey): We experienced growth at the elementary level for Foster Youth students with a growth of 10 percentage points when comparing the baseline year to the year 3 outcome. We also experienced growth in both the elementary and secondary levels for all student groups and schoolwide when comparing year 1 and year 2. Year 2 is when we returned to in-person learning. Since returning to in-person instruction, we have maintained the percentages with the increased and improved services. Action impacted: Goal 2, Action 9.

- Metric 2.4 Overall Chronic Absenteeism Rate: Baseline data was established prior to the COVID-19 Pandemic. Upon returning to in-person instruction, we saw a reduction in Chronic Absenteeism when comparing year 2 (post COVID-19 pandemic) and 3 outcomes for all students, EL, LI, and FY students. The rate for all students improved by 9.3 percentage points. The rate for EL improved by 10.9 percentage points. The rate for LI improved by 9.3 percentage points. The rate for FY improved by 12.8 percentage points. Actions impacted: Goal 2, Actions 2, 7, 11, 12, 14, and 15.

- Metric 2.6 Rate of facilities in “Good Repair” Standard according to the CA Dashboard: We met our expected outcome of 100% in the baseline year, year 2, and year 3. No actions were assigned to this metric.

Goal 2 Metrics demonstrated lack of progress:

- Metric 2.3 Overall Suspension Rate: The return to in-person instruction has demonstrated a higher need for increased and improved services to improve the suspension rate. We saw an increase of 1.4 percentage points for all students, 1 percentage point for EL, 1.2 percentage points for LI, and 3 percentage points for FY when comparing the baseline data to the year 3 outcome. Actions impacted: Goal 2, Actions 7, 14, and 15.

- Metric 2.5 Expulsion Rate: The return to in-person instruction has demonstrated a higher need for increased and improved services to improve the expulsion rate. We saw an increase of 0.1 of a percentage point for all students, 0.2 of a percentage point for EL, 0.1 of a percentage point for LI, and 0.3 of a percentage point for FY when comparing the baseline data to the year 3 outcome. Actions impacted: Goal 2, Actions 7, 8, 10, and 13.

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

During educational partner engagement for the next three-year LCAP Cycle SBCUSD determined the importance of the previously identified areas and goals and how the District will maintain the course. The following actions will remain in the 2024-2025 LCAP.

2.1 Health Aides

2.7 Counselors, Four metrics were used to measure effectiveness. While we did not realize improvement in suspension and expulsion data, we did have success for LI and FY students in metric 2.4 Chronic Absenteeism Rates. We also saw improvement for FY for metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey). When comparing year 2 to year 3 chronic absenteeism results, the rate for LI improved by 9.3 percentage points, and the rate for FY improved by 12.8 percentage points. When comparing year 2 and year 3 metric 2.1, FY students increased by 2 percentage points.

2.8 Cadet Corps- two metrics were used to measure effectiveness. While we did not realize improvement in expulsion data, we did have success for EL and maintained LI in metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey). When comparing year 2 and year 3 metric 2.1, secondary EL students grew by 1 percentage point and LI students maintained progress.

2.10 Youth Court- two metrics were used to measure effectiveness. While we did not realize improvement in expulsion data, we did have success for EL and FY and maintained LI in metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey). When comparing year 2 and year 3 metric 2.1, secondary EL students grew by 1 percentage point, secondary FY students grew by 4 percentage points, and LI students maintained progress.

2.13 Bringing Hope to Saturdays- two metrics were used to measure effectiveness. While we did not realize improvement in expulsion data, we did have success for EL and FY and maintained LI in metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey). When comparing year 2 and year 3 metric 2.1, secondary EL students grew by 1 percentage point, secondary FY students grew by 4 percentage points, and secondary LI students maintained progress.

2.14 Student Leadership Advisory Council- three metrics were used to measure effectiveness. While we did not realize improvement in suspension data, we did have success for LI students in metric 2.4 Chronic Absenteeism Rates and maintained LI levels in metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey). When comparing year 2 to year 3 metric

2.15 Elementary Vice Principals- three metrics were used to measure effectiveness. While we did not realize improvement in suspension data, we did have success for EL, LI, and FY students in metric 2.4 Chronic Absenteeism Rates, improved FY results in metric 2.1 Student Sense of Belonging: School Connectedness (CORE Student Culture and Climate Survey) and maintained EL levels for the same metric. When comparing year 2 to year 3 chronic absenteeism results, the rate for all students improved by 9.3 percentage points. The rate for EL improved by 10.9 percentage points. The rate for LI improved by 9.3 percentage points. The rate for FY improved by 12.8 percentage points. When comparing year 2 and year 3 metric 2.1, secondary LI students maintained progress.

After Educational Partner input and completing data and financial analysis, the following actions will change for the 2024-2025 LCAP:

2.2 Counseling Support Staff and Materials has changed to “Counseling Centralized Support Staff.” This action will only include personnel.

2.3 Wellness Staff and Materials has changed to “Wellness Centralized Support Staff.” This action will only include personnel.

2.4 Mental Health Therapy Staff and Materials has changed to “Mental Health Therapy Staff.” This action will only include personnel.

2.5 Climate and Culture Staff and Materials has changed to “Climate and Culture Centralized Support Staff.” This action will only include personnel.

We will add a new action for Student Wellness and Support Services Materials. This action will be Goal 2, Action 11.

2.6 Additional Nurses will be renamed “Additional Registered Nurses” to provide better clarity.

2.9 Crossing Guards will be renamed “Campus Safeguards” to increase services.

2.11 Attendance Incentives and Support and 2.12 Attendance Staff will be combined and titled “Attendance Staff and Support.” Incentives will no longer be funded through this action. This action will be Goal 2, Action 12.

In the 2024-2025 LCAP, the district is revising our metrics to ensure they are closely aligned with our strategic goals and provide a precise measure of our progress. This update, including addressing all required metrics, is crucial for accurately monitoring student performance and making informed decisions based on data to improve student outcomes. By enhancing these metrics, the district aims to gain a better understanding of achievements and identify areas that require further attention.

Goal

Goal #	Description
3	**Student, Family, and Community Involvement and Support** SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through the network of resources, allies, and alliances.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Mid-Year Outcome	Desired Outcome for 2023–2024
3.1 Parent input on decision making	3.1 2020-2021: Local Indicator: District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation	3.1 2020-2021: District's progress in building capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation	3.1 2021-2022: District's progress in building capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation	3.1 2022-2023: District's progress in building capacity of and supporting family members to effectively engage in advisory groups and decision-making: Initial Implementation	3.1 Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation
3.2 Family School Communication Percent Favorable	3.2 2020-2021 Family School Communication 71% favorable	3.2 2021-2022 Family School Communication 75% favorable EL: 80% LI: 74% FY: 70%	3.2 2022-2023 Family School Communication 78% favorable EL: 81% LI: 77% FY:* Data is suppressed if the student population is less than 10	3.2 2023-2024 Family School Communication 80% favorable EL: 82% LI: 78% FY: 79%	3.2 SBCUSD will increase the percent favorable of Family School Communication survey responses to 80% favorable All: 5 percentage points EL: maintain LI: 6 percentage points FY: 5 percentage points
3.3 Parent-Family Engagement Percent Favorable	3.3 2020-2021 Parent-Family Engagement 57% favorable	3.3 2021-2022 Parent-Family Engagement 60% favorable EL: 62% LI: 59% FY: 53%	3.3 2022-2023 Parent-Family Engagement 63% favorable EL: 65% LI: 62% FY:* Data is suppressed if the student population is less than 10	3.3 2023-2024 Parent-Family Engagement 65% favorable EL: 66% LI: 64% FY: 68%	3.3 SBCUSD will increase the percent favorable of Parent-Family Engagement survey responses to 70% favorable All: 10 percentage points EL: 8 percentage points LI: 11 percentage points FY: 17 percentage points

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All of the 2023-2024 LCAP Goal 3 Actions were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. SBCUSD noted the following successes during the implementation of the 2023-2024 LCAP:

- 2023-2024 LCAP Goal 3, Action 1 Family Engagement was implemented by the Family Engagement Department, which provided training, workshops, and opportunities for parents to get involved in District decision-making processes to build capacity. The Family Engagement Department developed a new Family Engagement plan through their participation in the Community Engagement Initiative (CEI). The SBCUSD is part of the third cohort of CEI participants. The CEI is part of the California Statewide System of Support. Throughout the participation, families, school and district leaders, Family Engagement department staff, and community partners completed a root-cause analysis and developed a plan centered on the following priorities: Continue hiring Site Parent Liaisons; Continue Parent Leadership opportunities through the Superintendent Parent Advisory Council (SPAC) and Family Leadership Institute (FLI); Provide professional development to help schools and departments more effectively support families in increasing academic achievement and social/emotional well-being; Collaborate with departments to provide parent perspective and Family Engagement support; Continue to build a community through partnerships; and Support sites with their Family Engagement plans. One challenge the District experienced with this action is the turnover of Parent Volunteer Workers. The position is limited hours, and, once trained, the employees seek positions that offer more hours. To mitigate this turnover, the Personnel Commission has a presence at family advisory meetings to recruit new employees.
- 2023-2024 LCAP Goal 3, Action 2 Interpretation and Translation Services was implemented by the Communications Department, which provided supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the District, as well as to engage the community as partners. Funds allowed us to increase and improve services by increasing on-demand phone/video services by 110%. We increased on-site interpretation services by 93% compared to 2022-2023. We also were able to provide written translations of over 210 documents. Languages we were able to support include Spanish, Arabic, ASL, Chinese, Mandarin, Vietnamese, Russian, Samoan, Japanese, Bengali, Central Khmer, Indonesian, Hmong, Tonga, Thai, and Tagalog.
- 2023-2024 LCAP Goal 3, Action 3 Targeted Enrollment Support was implemented by the Enrollment and Placement Services Department, which advertised District programs and Enrollment Fairs to increase student enrollment as described in the approved LCAP. We were also able to host specialized enrollment fairs to support English Learner, Low-Income, and Foster Youth enrollment in pathway offerings and signature programs such as GATE, STEAM, magnet programs, and Dual Immersion.

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

The following actions had material differences between budgeted expenditures and estimated actual expenditures.

Expenditures less than budgeted amounts for the following contributing actions:

Goal 3, Action 1 Family Engagement: Budgeted- $5,207,453 Estimated Actuals- $4,392,049. Due to the high turnover in the Parent Volunteer Worker position, there were unspent funds in this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The combined impact of the actions in Goal 3 throughout the 3-year LCAP Cycle (2021-2022, 2022-2023, and 2023-2024) effectively improved the outcomes of the related metrics associated with showing growth and improvement in student, family, and community involvement and support.

<u>Goal 3 Metrics demonstrated effectiveness in the following data:</u>

- Metric 3.1 Parent Input on Decision Making: During years 1 and 2 we received a level of “Full Implementation” on the Local Indicator. Action impacted: Goal 3, Action 1 and 2.

- Metric 3.2 Family School Communication Percent Favorable: We experienced the following growth schoolwide from the baseline date to Year 3: increased by 9 percentage points. In year 1, we were able to disaggregate the data by English Learner (EL), Low-Income (LI), and Foster Youth (FY). We experienced a growth of 1 percentage point for EL when comparing year 1 to year 3. We experienced a growth of 4 percentage points for LI when comparing year 1 to year 3. We experienced a growth of 9 percentage points for FY when comparing year 1 to year 3. Action impacted: Goal 3, Action 2 and 3.

- Metric 3.3 Parent-Family Engagement Percent Favorable: We experienced the following growth schoolwide from the baseline date to Year 3: increased by 8 percentage points. In year 1, we were able to disaggregate the data by EL, LI, and FY. We experienced a growth of 5 percentage points for EL when comparing year 1 to year 3. We experienced a growth of 5 percentage points for LI when comparing year 1 to year 3. We experienced a growth of 15 percentage points for FY when comparing year 1 to year 3. Action impacted: Goal 3, Action 1.

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

There are no anticipated changes to the actions for the 2024-2025 LCAP

In the 2024-2025 LCAP, the district is revising our metrics to ensure they are closely aligned with our strategic goals and provide a precise measure of our progress. This update, including addressing all required metrics, is crucial for accurately monitoring student performance and making informed decisions based on data to improve student outcomes. By enhancing these metrics, the district aims to gain a better understanding of achievements and identify areas that require further attention.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.
    - *o* 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.

California Department of Education
November 2023

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
San Bernardino City Unified School District	Ana M. Applegate, Assistant Superintendent of Educational Services	Ana.Applegate@sbcusd.k12.ca.us (909) 473-2086

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

San Bernardino City Unified School District (SBCUSD) is in San Bernardino, the 17th largest city in California. Geographically, the area features the beautiful San Bernardino Mountains and National Forest, Little Mountain, and Perris Hill.

SBCUSD was established in 1964 and is currently the eighth-largest school district in the state. It has 74 schools, Transitional Kindergarten (TK) through high school, including 49 elementary schools, 11 middle schools, 6 comprehensive high schools, 2 continuation high schools, 2 special schools (including the Virtual Academy), 2 special education schools, and 7 child development centers to serve our diverse students. The 12 state-funded charter schools in SBCUSD must create their own Local Control and Accountability Plan (LCAP).

The Unduplicated Pupil Percentage (UPP) of students classified as English Learners (EL), Low-Income (LI), and Foster Youth (FY) is 92.44%. SBCUSD is made up of approximately 44,712 students, with 23% English Learners, 5.8% of which are Long Term English Learners (LTELs), 91% Low-Income, 0.8% Foster Youth, 9% Students Experiencing Homelessness, 14% Students with Disabilities, and 9% students identified as Gifted and Talented (GATE). The student population comprises a variety of ethnicities, with 83.01% identifying as Hispanic or Latino, 8.45% African American, 3.98% White, 1.35% Asian, 1.78% Two or more races, and 0.97% identifying as another race. While most students who classify as English Learners speak Spanish, many languages are spoken by students throughout the District, including Vietnamese, Khmer, Arabic, Filipino, Samoan, Hindi, Punjabi, Hmong, and Thai.

Our District employs 9,036 staff members. Of the 9,036 positions, 47% are Certificated Staff members, 29% are Classified Staff members, 21% are Non-Classified Staff members, and 3% are Managers.

Our District welcomed Mr. Mauricio Arellano as our Superintendent near the conclusion of the 2022-2023 school year. As the newly appointed Superintendent, his primary goal was understanding every facet of the District. He actively engaged Educational Partners in listening sessions with teachers, staff, students, parents, and community members to grasp their perspectives, concerns, and aspirations. Thorough data analysis and comprehensive needs assessments provided insights to inform his five-year Superintendent's plan. SBCUSD

S-H-I-N-E-S and #SBCUSD2030 are a product of the listening sessions. SBCUSD is focused on cultivating purposeful futures for students, building on the legacy of what has been done throughout the past years, and making SBCUSD SHINE a match congruent to what Educational Partners are looking for. SHINES is an acronym for SB Strong; High expectations for academics and innovation to be college/or career ready; Involvement of students, family, community, staff, and parents; Nutrition, wellness, mental health; Equity lens as a foundation; safe, secure, and attractive learning environments and facilities.

Equity Multiplier Schools:
Per the description on the California Department of Education's website, the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Based on the eligibility criteria, the schools below were identified. Each school engaged their Educational Partners within their school community to develop a plan to address (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 credentialing, subject matter preparation, and retention of the school's educators, if applicable. The goals and action plans for the identified school sites can be found in this document in goals 4 through 20.

School Name	Non-Stability Rate	Free and Reduced Priced Meal Program Percentage	2024-2025 LCAP Goal
San Andreas High	62.81%	94.99%	4
Sierra High	59.12%	95.44%	5
Alternative Learning Center	58.43%	93.26%	6
District (Home and Hospital)	48.35%	82.42%	7
Virtual Academy	42.20%	93.89%	8
Yvonne Harmon	36.40%	81.82%	9
Arrowhead Elementary	33.33%	97.27%	10
San Bernardino High	29.86%	94.16%	11
Barton Elementary	29.73%	94.05%	12
Del Vallejo Middle	28.91%	96.27%	13
Captain Leland Norton Elementary	28.43%	96.79%	14
Juanita Blakely Jones Elementary	27.67%	97.63%	15
Pacific High	27.62%	95.84%	16
Hunt Elementary	27.05%	97.72%	17
Indian Springs High	25.96%	95.33%	18
Del Rosa Elementary	25.38%	95.85%	19
Highland Pacific Elementary	25.08%	92.05%	20

Reflections: Annual Performance

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

San Bernardino City Unified School District (SBCUSD) observed progress and many successes based on a review of the California School Dashboard, and local metrics, as well as National, State, and local recognitions and events.

Goal 1: Academic Achievement

EL Progress on CAASPP ELA increased 15.4 points and on CAASPP Math increased 4.7 points, the rate of EL students that passed AP exams with a score of 3 or higher increased 16.5 percentage points. The percentage of EL students receiving an overall score of 4 on the ELPAC Summatice increased 2.8 percentage points and EL reclassification rate increased 2.5 percentage points (2024-2025 Goal 1, Action 6).

NWEA ELA all students increased 0.6 of a percentage point and LI students increased 0.7 of a percentage point (2024-2025 Goal 1, Actions 1-3, 5, 9-14, 18-23).

NWEA Math all students increased 5.0 percentage points, EL increased 2.5 percentage points, and LI increased 5.1 percentage points (2024-2025 Goal 1, Actions 1-3, 5, 9-14, 18-23).

Overall District average daily attendance increased 3.8 percentage points, EL increased 3.6 percentage points, LI increased 4.1 percentage points, and FY increased 4.3 percentage points (2024-2025 Goal 1, Actions 8 and 15).

High school dropout rates decreased 0.4 of a percentage point, EL decreased 1 percentage point, and LI decreased 0.4 of a percentage point (2024-2025 Goal 1, Action 16).

College/Career Indicator A-G Completion rate all students increased 0.7 of a percentage point, EL students increased 1.0 percentage point, and LI increased 0.1 of a percentage point (2024-2025 Goal 1, Action 4).

Graduation Rate all students increased 0.6 of a percentage point and LI increased 0.5 of a percentage point (2024-2025 Goal 1, Action 16).

SBCUSDs LCAP supports a total of 51 pathways, 10 gold and 19 silver certified Career Technical Education (CTE) Pathways (2024-2025 Goal 1, Action 4).

SBCUSD is also proud to host many events to support the implementation of LCAP actions. The District hosts the only Latino History Bee in California, where middle and high school students test their knowledge of Latin-American and Hispanic history, showcasing Latino and Hispanic culture (2024-2025 Goal 1, Action 6). Elementary and Secondary schools received AVID certification by completing the requirements and demonstrating the full implementation of an AVID program (2024-2025 Goal 1, Action 5).

The Literacy Task Force is committed to increasing literacy rates by engaging our District community, creating opportunities to build awareness around the importance of reading, and creating literacy publications to inform and celebrate literacy. This includes the Literacy Fair held in March 2024, where hundreds of scholars participated in in-person activities and programs to support in-class literacy instruction (2024-2025 Goal 1, Action 22).

The Access to Learning for All Students (ATLAS) Department held a Youth Summit for students in foster care to provide students and families with resources (2024-2025 Goal 1, Action 7).

Goal 2: School Climate/Campus Environment

Chronic absenteeism rate decreased for all students 9.3 percentage points, EL decreased 10.9 percentage points, LI decreased 9.3 percentage points, and FY decreased 12.8 percentage points (2024-2025 Goal 2, Actions 1, 6, 9, 12).

The Student Wellness and Support Services (SWSS) Department provided many services including: 6,904 Hazel Health visits, 70 school dental events, 793 IEHP Navigator Referrals, 98% of students with completed immunizations before school started, 87% of students received a vision and hearing screen documented in Aeries, and 87% of kindergarten oral health assessments completed in three weeks (2023-2024 Goal 2, Actions 1 and 3-6).

Counselors provided the following services/supports: 3,200+ Small Group Counseling/SEL sessions, 250+ Suicide Risk Assessments, 30,825 Academic sessions, 9,571 College & Career sessions, 29,275 Social-Emotional-Behavioral sessions, 82,598 Multiple Category sessions (2024-2025 Goal 2, Actions 2 and 7).

Mental health supports that were provided include: 178 Students receiving HEART mental health therapy at 24 Schools and 1,000+ Students receiving Victor Community Support Services mental health therapy (2024-2025 Goal 2, Action 4).

Collaboration with Cities and County to evaluate walking routes, crosswalks and the need for supplemental crossing guards. We've added 84 crossing guards at 56 school sites based on additional support needed in high-traffic areas (2024-2025 Goal 2, Action 9).

Goal 3: Student, Family, and Community Involvement and Support

The Family Engagement Department developed a new Family Engagement plan through their participation in the Community Engagement Initiative (CEI). One challenge the District experienced with this action is the turnover of Parent Volunteer Workers. The position is limited hours, and, once trained, the employees seek positions that offer more hours. To mitigate this turnover, the Personnel Commission has a presence at family advisory meetings to recruit new employees (2024-2025 Goal 3, Action 3).

To support increased interpretation and translation by providing supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the District, as well as to engage the community as partners. Funds allowed us to increase and improve services by increasing on-demand phone/video services by 110%. We increased on-site interpretation services by 93% compared to 2022-2023. We also were able to provide written translations of over 210 documents. Languages we were able to support include Spanish, Arabic, ASL, Chinese, Mandarin, Vietnamese, Russian, Samoan, Japanese, Bengali, Central Khmer, Indonesian, Hmong, Tonga, Thai, and Tagalog (2024-2025 Goal 3, Action 2).

We hosted specialized enrollment fairs to support English Learner, Low-Income, and Foster Youth enrollment in pathway offerings and signature programs such as GATE, STEAM, magnet programs, and Dual Immersion (2024-2025 Goal 3, Action 3).

Recognitions and Celebrations

In August 2023, the SBCUSD Board of Education welcomed the first of nine **student board members** who will rotate at different board meetings (2024-2025 Goal 2, Action 14). In October 2023, the California PBiS Coalition recognized the following **PBiS award-winning schools: Bronze-** Arroyo Valley High School, Holcomb Elementary, Fairfax Elementary, Lincoln Elementary, Hillside Elementary, Palm Elementary, and Urbita Elementary; **Silver-** Arrowview Middle School, Oehl Elementary, Barton Elementary, Bradley Elementary, Belvedere Elementary, Brown Elementary, Bing Wong Elementary, Brown Elementary, Chavez Middle School, Child Development, Davidson Elementary, Cole Elementary, Del Vallejo Middle School, Curtis Middle School, Emmerton Elementary, Cypress Elementary, Golden Valley Middle School, Gomez Elementary, Monterey Elementary, Henry Elementary, Muscoy Elementary, Lytle Creek Elementary, North Park Elementary, Marshall Elementary, North Verdemont Elementary, Paakuma' K-8, Serrano Middle School, Parkside Elementary, Thompson Elementary, Rio Vista Elementary, Warm Springs Elementary, San Gorgonio High School, and Wilson Elementary; **Gold-** Anton Elementary, Indian Springs High School, Arrowhead Elementary, Jones Elementary, Cajon High School, Kendall Harmon Complex, Hunt Elementary, Kimbark Elementary, Lankershim Elementary, Riley Elementary, Newmark Elementary, Roosevelt Elementary, Pacific High School, Rodriguez Prep, Alessandro Elementary, and San Andreas High School (2024-2025 Goal 2, Actions 2, 3, 4, 5, and 7). In March 2024, Middle College High School was recognized by the State Superintendent of Instruction, Tony Thurmond, as a 2024 California Exemplary **Dual Enrollment** School (2024-2025 Goal 1, Actions 1 and 4). Also in October 2023, the SBCUSD Board recognized Sierra High School for being named one of America's Healthiest Schools by the **Alliance for a Healthier Generation** (2024-2025 Goal 2, Actions 1, 3, 4, and 6). In November 2023, No Kid Hungry recognized Dr. Janice Gordon, Barton; Tamika Casey, Cole; Breanna York, Hunt; and Dorothy McIntosh, Bing Wong for implementing the **breakfast-in-the-classroom programs** at their campuses (2024-2025 Goal 2, Action 3). In December 2023, CSBA awarded SBCUSD with a Golden Bell Award for our trailblazing **Undercover Anti-Bullying Program** (2024-2025 Goal 2, Actions 2, 5, 7, 10). Also in December 2023, the SBCUSD **Visual & Performing Arts (VAPA)** program was recognized with a Tree of Life Award for generous contributions to the arts by the San Bernardino Symphony Orchestra at the Symphony's recent Gala (2024-2025 Goal 1, Action 15). In January 2024, the District celebrated several teacher award winners: Christina Liera, Muscoy Dual Immersion Kindergarten Teacher, for winning this year's **CABE Teacher of the Year Award** (2024-2025 Goal 1, Actions 6, 9, 10, and 20); San Andreas High School ELA/ELD teacher Dan Jimenez is the California League of Educators (CLE) Region 10 **Educator of the Year** (2024-2025 Goal 1, Actions 6, 9, 10, and 20); and Chavez Middle School Social Studies **Demonstration Teacher** Gina Baragone, has been selected for an Inland Empire Council for the Social Studies History-Social Studies **Educator of Excellence Award** for 2023–2024 (2024-2025 Goal 1, Action 12 and 20). In March 2024, the SBCUSD Board of Education recognized Golden Valley High School for its 2024 **National Schools to Watch designation** (2024-2025 Goal 1, Actions 1 and 13). Also in March, ACSA Region 12 announced Tex Acosta as the 2024 **Administrator of the Year for Curriculum & Instruction** (2024-2025 Goal 1, Action 6 and 20). In May 2024, Captain Leland F. Norton Elementary was recognized by the California Department of Education as a **Green Ribbon School** (2024-2025 Goal 1, Actions 13 and 23). Also in May 2024, the SBCUSD Board of Education celebrated the following: Warm Springs Dolphins Cheer Team, which recently won first place at the National SHARP competition and performed a modified version of their **award-winning routine** at the meeting (2024-2025 Goal 2, Action 5); Mr. Hector Murrieta for being named the California Continuation Education Association Plus **Administrator of the Year** (2024-2025 Goal 1, Actions 13 and 20); and Dr. Juanita Watkins for being named the Dorothy Inghram **Educator of the Year** (2024-2025 Goal 1, Actions 13 and

20). In June 2024, the Board of Education celebrated Angelica Martinez, MYP Coordinator and English Teacher at Arroyo Valley High School, for her 2023–2024 Cal State University, San Bernardino **Resident Teacher Award** (2024-2025 Goal 1, Action 2). In 2023, SBCUSD was recognized by the **NAMM Foundation Best Communities for Music Education** for Outstanding Support of Music Education Enriching the Lives of Children and Advancing Student Achievement (2024-2025 Goal 1, Action 15).

The San Bernardino City Unified School District (SBCUSD) has identified the following metrics (which will remain unchanged during the three-year LCAP cycle) using the following criteria:

- Any District-Level metric that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any District-Level student group that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any school within the District 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 District that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

This data is organized first by the District-Level and then by school level. The following acronyms are used in the table below: Schoolwide (ALL), English Learner (EL), Low-Income (LI), Hispanic (HI), Students with Disabilities (SWD), African American (AA), Homeless/Foster Youth (HOM), White (WH), Two or More (TM), PI (Pacific Islander).

	English Language Arts (ELA)	Math	Suspension
District Level	EL, HOM, SWD, AA	EL	PI, AA, FY

School	English Language Arts (ELA)	Math	English Learner Progress Indicator (ELPI)
Arrowhead	ALL, EL, LI, HI	ALL, LI, HI	37.5% Making Progress
Barton	ALL, EL, LI, SWD, HI	EL, LI, SWD, HI	N/A
Bing Wong	EL	SWD	N/A
Holcomb	EL, SWD	SWD	N/A
Bradley	N/A	SWD	N/A
Cole	ALL, EL, LI, SWD, HI	SWD	34.4% Making Progress
Cypress	SWD	SWD	N/A
Davidson	N/A	N/A	35.4% Making Progress
Del Rosa	ALL, EL, LI, SWD, HI	ALL, EL, LI, HI	33.8% Making Progress
Emmerton	N/A	N/A	44.7% Making Progress
Henry	SWD	SWD	N/A

Brown	EL, SWD	AA	N/A
Dominguez	ALL, EL, LI, SWD, HI	ALL, EL, LI, SWD, HI	N/A
Highland Pacific	ALL, EL, LI, SWD, HI	ALL, EL, LI, HI	40.5% Making Progress
Inghram	ALL, EL, LI, and HI	EL	N/A
Hunt	ALL, LI, SWD, AA,HI	N/A	N/A
Jones	EL, SWD	EL, SWD	N/A
Kendall	SWD	N/A	N/A
Lankershim	ALL, EL, LI, SWD, HI	EL, SWD, AA	N/A
Lincoln	EL	EL	N/A
Lytle Creek	ALL, EL, HOM, LI, SWD, HI	HOM, SWD	41.8% Making Progress
Marshall	EL	N/A	N/A
Monterey	ALL, EL, LI, HI	ALL, EL, LI, HI	40% Making Progress
Muscoy	EL, HOM, SWD	EL, SWD	N/A
Newmark	ALL, EL, LI, HI	ALL, EL, LI, HI	N/A
North Park	N/A	N/A	44.2% Making Progress
Oehl	EL, LI, SWD	ALL, EL, LI, SWD, HI	37.1% Making Progress
Paakuma	SWD	N/A	N/A
Palm	SWD	SWD	N/A
Parkside	N/A	LI	22.7% Making Progress
Alessandro	SWD	SWD	N/A
Riley	SWD	SWD	N/A
Rio Vista	EL, SWD	SWD	N/A
Anton	ALL, EL, LI, HI	ALL EL, LI, HI	N/A
Urbita	ALL, EL, LI, HI	N/A	30% Making Progress
Vermont	SWD	N/A	N/A
Warm Springs	ALL, EL, LI, HI	N/A	N/A
Arrowview	HOM	ALL, EL, HOM, LI, AA	N/A
Chavez	EL, SWD	N/A	N/A
Curtis	EL, HOM, SWD, AA	EL, HOM, AA	N/A
Del Vallejo	ALL, EL, HOM, LI, HI	EL, HOM, LI, HI	N/A
Golden Valley	EL, SWD	EL, AA	N/A
King	ALL, EL, HOM, LI, SWD, AA, HI	ALL, EL, HOM, LI, SWD, AA, HI	39.7% Making Progress
Serrano	EL	EL, HOM	N/A
Shandin Hills	ALL, EL, HOM, LI, SWD, AA, HI, WH	ALL, EL, LI, SWD, AA, HI, WH	N/A
Arroyo Valley	HOM, SWD	HOM	39.2% Making Progress
Cajon	EL, SWD, AA	EL, AA, SWD	N/A
Indian Springs	EL	ALL, EL, LI, SWD, HI	N/A

Pacific	ALL, EL, LI, SWD	ALL, LI, SWD, HI	N/A
San Bernardino	ALL, EL, LI, SWD, HI	SWD	N/A
San Gorgonio	EL, SWD	LI, SWD, HI	N/A
San Andreas	ALL, LI, HI	ALL, LI, HI	N/A
Sierra	ALL, LI, HI	ALL, LI, HI	23.1% Making Progress

School	Chronic Absenteeism	Suspension
Barton	AA	ALL, EL, HOM, LI, HI, SWD, AA
Belvedere	N/A	EL, SWD
Holcomb	N/A	AA
Bradley	HOM	AA
Cole	HOM	AA
Cypress	AA	N/A
Del Rosa	N/A	HOM
Brown	HOM	SWD, AA
E. Neal Roberts	SWD	N/A
Fairfax	EL	SWD
Highland Pacific	ALL, EL, LI, AA	ALL, EL, LI, SWD, AA, HI
Inghram	ALL, EL, LI, AA	N/A
Kimbark	SWD, WH	N/A
Lankershim	N/A	ALL, EL, HOM, LI, SWD, HI
Lincoln	HOM	N/A
Monterey	HOM	N/A
Mt. Vernon	N/A	ALL, EL, LI, HI
Newmark	N/A	SWD, AA
North Park	TM	AA
North Verdemont	EL, SWD, WH	EL
Oehl	SWD	AA
Paakuma	AA	LI, SWD, HI
Palm	EL	N/A
Parkside	AA, HOM, SWD	AA
Rio Vista	HOM	N/A
Salinas	HOM	N/A
Anton	HOM, SWD	ALL, LI, AA, HI
Thompson	HOM, LI	AA
Urbita	SWD	N/A

Vermont	HOM, SWD	N/A
Warm Springs	N/A	AA
Arrowview	HOM	AA
Chavez	SWD	AA, SWD
Curtis	N/A	HOM
Del Vallejo	ALL, EL, HOM, LI, AA, HI	N/A
Golden Valley	HOM, AA	ALL, EL, HOM, LI, SWD, AA, HI
King	ALL, EL, HOM, LI, SWD, AA, HI	AA
Serrano	N/A	ALL, LI, SWD, AA
Shandin Hills	HOM, AA, WH	ALL, EL, HOM, LI, SWD, AA, HI
Arroyo Valley	N/A	WH
Cajon	N/A	AA, EL
Indian Springs	N/A	HOM, SWD
Pacific	N/A	WH
San Bernardino	N/A	ALL, EL, HOM, LI, SWD, HI, TM
San Gorgonio	N/A	ALL, EL, HOM, LI, SWD, WH, TM

School	Graduation Rate	College and Career Indicator
Pacific	SWD	N/A
San Gorgonio	N/A	SWD
San Andreas	N/A	ALL, EL, HOM, LI, SWD, AA, HI
Sierra	SWD, AA	ALL, EL, HOM, LI, SWD, AA, HI

Reflections: Technical Assistance

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

The SBCUSD was identified in 2023-2024 for Differentiated Assistance, for African American students in the ELA and Math academic areas, as well as suspension. A team attended the San Bernardino County Office of Education Differentiated Assistance Workshop on Monday, February 5th, 2024. Participants included the Assistant Superintendent of Educational Services, the Director of Categorical Programs, the Director of Accountability and Educational Technology (AET), and the Director of Equity and Targeted Student Achievement (ETSA), as well as a Program Specialist, a parent representative of the District's District African American Advisory Council. The team began the Plan, Do, Study, Act process during which a root cause analysis was identified for the Math academic achievement of African American students. The work will align with the African American Task Force recommendations, TIIP Policy, and ETSA Department supports. To address the area of identification, there are 16 actions listed in Goal 21.

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.

Arrowhead Elementary
Del Rosa Elementary
Highland Pacific Elementary
Monterey Elementary
Roger Anton Elementary
Martin Luther King Jr. Middle
San Andreas High
Shandin Hills Middle
Sierra High

Support for Identified Schools

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

The District utilizes the School Plan for Student Achievement (SPSA) collaborative process to meet the requirements of Comprehensive School Improvement (CSI) plans.

The SPSA requirements for CSI were presented to the site leaders in a whole-group format, followed by subsequent meetings for support and technical assistance. The presentation entailed an explanation of the requirements integrated into the SPSA.

The Categorical Programs Department comprises the Director, Coordinator, and six Program Specialists. Each school is assigned a Program Specialist who works closely with the site leader and their team throughout the year. To prepare the sites and provide technical assistance, the Categorical Programs Department partners with each CSI school to support them through the collaborative planning process. Sites review their calendars and set dates to engage their Educational Partners through systems such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), student and teacher leadership teams, Professional Development Team (PDT), town hall meetings, Open House, as well as a variety of events such as Coffee with the Principal and family nights. Additionally, parents complete an annual District Panorama Parent Survey, which provides information/input at the District level and each identified school site. The site describes its engagement process in its SPSA within the section titled “Purpose, Involvement, Resource Inequities.”

As additional support, each school received a dashboard outlining the current data. Along with Educational Partners, each school analyzed the data to identify common themes, strengths, challenges, and opportunities for improvement. During this time, sites conducted their root-cause analysis and identified resource inequities. The site summarized its data analysis, root-cause analysis, and resource inequities in its SPSA within the section titled “Purpose, Involvement, Resource Inequities.”

In the SPSA section titled “2023-2024 Program Evaluation – Needs Assessment,” the schools used qualitative and quantitative data to determine effectiveness and ineffectiveness. The data analysis, root-cause analysis, resource inequities, and evaluation were used to develop new goals and to create the site’s Needs Assessment. The schools developed goals for English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, Suspension, Parent-Family Engagement, Graduation Rate (High Schools), and College and Career (High Schools). The Needs Assessment and goals informed the development of the SPSA section titled “LCAP and Title I Action Plan.” Each site’s Action Plan includes evidenced-based actions designed to address the needs identified during the Needs Assessment and to address the resource inequities.

Each school site included the following requirements in its SPSA: a collaboratively developed plan that is informed by all indicators, including student performance against long-term goals; SMART goals with assigned metrics and expected outcomes; evidence-based interventions, strategies, and activities; and approval by the School Site Council (SSC).

Once a draft of the SPSA was complete, it was presented over at least two meetings to ensure that Educational Partners had sufficient opportunities to provide feedback and input. Once approved by SSC, the plan was submitted to the Categorical Programs Department.
The Categorical Programs Department reads through each plan to ensure the requirements have been met before submitting the plan to the School Board for approval.

Once the plans are approved, the site begins the implementation and monitoring process. These processes are guided by the School Site Council Monitoring Record which requires sites to present their plan again at the beginning of the school year, provide regular budget and data updates, and seek feedback from Educational Partners. The cycle of evaluating and updating their SPSA begins again in the Winter of each school year.

Ongoing Centralized Support
One of the core components of the District-Level CSI plan is to build the capacity of educators, staff, and administrators through professional development. Professional development will be provided to CSI schools and staff that support them on evidence-based topics such as Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), Professional Learning Communities (PLC), Teacher Clarity, using data such as NWEA to inform teaching and CORE Coaching. Educators, staff, and administrators will have the opportunity to attend various interactive workshops at the District and Site level, including one-on-one coaching sessions, periodic “open house” skill clinics, and theme-based workshops held either in-person or virtually.

Monitoring and Evaluating Effectiveness

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

The San Bernardino City Unified School District (SBCUSD) collaborates with Educational Partners, including site administrators, support staff (program facilitators, classified staff), parents, and community members representing the nine CSI schools. Throughout the improvement process cycle, several meetings are hosted for Educational Partners to stay abreast of School Plan for Student Achievement (SPSA) and Comprehensive School Improvement (CSI) requirements and to provide input for the needs they believe are important to address. Plans are reviewed and/or revised and evaluated by site leaders and Educational Partners. The evaluation process includes examining the effectiveness of the actions in alignment with the site metrics and allocated funds. Based on the results, all Educational Partners revise plans and begin another improvement cycle.

The District utilizes the School Site Council (SSC) Monitoring Record to guide sites in monitoring and evaluating the implementation and effectiveness of the CSI school plans. The SSC Monitoring Record includes specific “check-in” dates to ensure interventions/activities are monitored throughout the school year. The SSC Monitoring Record provides a timeline, as well as specific data to monitor and report during the School Site Council and English Learner Advisory Committee meetings. An example from the timeline is, “SPSA Monitoring #1: Using District and Site-based metrics identified in the SPSA Goals; Present summary of District and Site Formative Student Data for ELA, Math, and Title I Intervention Programs including English Learners, African American, and ATSI identified student groups (example: NWEA, iReady, Learning Center program assessments, universal screener data, chronic absenteeism, suspensions, etc.).” Time is given during the meetings for input and planning the next steps. All findings become part of the Comprehensive Needs Assessment in the school’s SPSA.

Using a team approach, there is a five-step process for monitoring and evaluating the CSI plans.

1. Each identified CSI school has a central office staff member (Program Specialist) assigned to provide direct support and technical guidance in allocating the funds and selecting appropriate interventions.

2. The SSC Monitoring Record is utilized for guidance and as a monitoring timeline.

3. CSI plans are read by Categorical Programs staff, and guidance is given for schools to address any identified issues.

4. The Director of Categorical Programs reviews CSI funding allocated to sites and meets with each CSI school principal to discuss and ensure the funding is used appropriately, according to the Every Student Succeeds Act (ESSA) requirements.

5. Plans and implementation are evaluated using the CA Dashboard, SBCUSD site data, and classroom/program walkthrough data to ensure the quality implementation of each identified intervention. Additionally, the annual SPSA/CSI review includes the section of the SPSA where each expenditure/program is considered for effectiveness. The areas to address are consistent with the State's evaluation process addressing three areas: 1) What is effective? 2) What has not been effective? 3) What are the next steps?

The California Dashboard is a key data point for monitoring student progress and in-depth evaluation. Monitoring data also includes calendars, walk-through logs, reflections, and notes about coaching sessions, as well as assessment data and grades. At the end of the year, site leaders and their teams hold meaningful discussions with Educational Services staff regarding appropriate steps to take as the SPSA/CSI plans are developed for the following year.

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
SBCUSD employees, SBCUSD families, and Community Partners	The District invited all SBCUSD employees, families, and community partners to participate in the Superintendent Forums and share their thoughts on the current and future direction of SBCUSD. The forums took place on August 28, August 29, September 6, and September 12, 2023.
All Educational Partners ● Teachers ● Principals ● Administrators ● Other school personnel ● Local bargaining units ● Parents ● Students	The District reached out to all Educational Partners to advise of LCAP Community meetings dates on March 6th, 2024 and May 23rd, 2024 throughout the districtwide communication system, e-mails, social media, and the district website. At each school site, during a regularly scheduled staff meeting between March 1st and May 9, 2024 teachers and other school personnel were provided with information about the centralized supports in 2023-2024 LCAP, they were given time to have collaborative discussions and participated in a districtwide ThoughtExchange. An LCAP survey that opened from March 1 through May 10, 2024, was provided for all Educational Partners members via e-mails, social media, and the district website. Additionally, the districtwide communication system was used to send an invitation to parents to complete the survey, and information was provided on how to access the survey. The survey gathered community input regarding views on “What are the most important things the District needs to do to support and increase success, for every student, over the next three years?”

Educational Partner(s)	Process for Engagement
Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic, African American, and Pacific Islander students	LCAP Community meetings took place on March 6, 2024, and May 23, 2024, bringing together Educational Partners from the community. These sessions were conducted in person and also facilitated through Zoom to accommodate participants unable to attend in person. The objectives covered various aspects, including LCFF Funding, available resources, LCAP goals, planned actions, and the progress toward achieving these goals through metrics embedded within the LCAP. An overview of the 2023 California's School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. Additionally, outcomes for English Language Arts and Math were provided with data pertaining to the graduation rate, college/career readiness, suspensions, and expulsions were all made available to educational partners in attendance. Discussion took place to gather input and to listen to our Educational Partners' concerns regarding the needs of their children and how the district can provide support. Input was provided as to what goals and actions should be maintained, deleted, or added in the 2024-2025 LCAP.
Students	Students participated in a ThoughtExchange from September 18 through September 25, 2024, to gather input regarding what is working well, what needs polishing and what is missing in the District. A total of 3,841 high school students participated, provided 3,521 thoughts, and 76,844 ratings.
District Advisory Council (DAC)	Three hybrid meetings on the following dates and corresponding topics: October 12, 2023 LCAP Summary and Monitoring February 8, 2024 LCAP Mid-Year Update May 9, 2024 Annual LCAP Update and Draft of the 2024-2025 LCAP
District African American Parent Advisory Council (DAAAC)	Two hybrid meetings on the following dates and corresponding topics: November 2, 2023 LCAP Summary and Monitoring March 7, 2024 LCAP Mid-Year Update
District English Learner Advisory Committee (DELAC)	Two hybrid meetings on the following dates and corresponding topics: October 6, 2023 LCAP Summary and Monitoring March 1, 2024 LCAP Mid-Year Update

Educational Partner(s)	Process for Engagement
Community Advisory Committee (CAC)	Two hybrid meetings on the following dates and corresponding topics: November 16, 2023 LCAP Summary and Monitoring February 15, 2024 LCAP Mid-Year Update
Student Leadership Advisory Council (SLAC)	Two hybrid meetings on the following dates and corresponding topics: October 16, 2023 LCAP Summary and Monitoring March 11, 2024 LCAP Mid-Year Update
Superintendent's Parent Advisory Council (SPAC)	Three hybrid meetings on the following dates and corresponding topics: October 23, 2023 LCAP Summary and Monitoring February 26, 2024 LCAP Mid-Year Update
Governing Board	The Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on January 16, 2024.
SELPA Administrator Consultation	The 2024-2025 LCAP draft was presented to the area SELPA Administrator on April 25, 2024
District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC)	The 2024-2025 LCAP draft was presented to the DAC and DELAC on May 23, 2024. Questions and comments were taken for the Superintendent to respond to in writing and posted on the District website on June 14, 2024.
School Board Community Members	The 2024-2025 LCAP draft was posted publicly on the district website on June 4, 2024. The 2024-2025 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 4, 2024, for the Public Hearing. The 2024-2025 LCAP was adopted during the June 18, 2024 regularly scheduled Board of Education Meeting.
Equity Multiplier Schools Parent Advisory meetings, District-Level meetings, community meetings, and ThoughtExchange	Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Alternative Learning Center, Arrowhead Elementary, Barton Elementary, Del Rosa Elementary, Del Vallejo Elementary, Home and Hospital, Yvonne Harmon, Highland Pacific Elementary, Hunt Elementary, Indian Springs High, Juanita Blakely Jones Elementary, Captain Leland Norton Elementary, Pacific High, San Andreas High, San Bernardino High, Sierra High, Virtual Academy were

Educational Partner(s)	Process for Engagement
	identified as Equity Multiplier Schools. As a result, these schools will be provided funding to address the needs of the lowest-performing student groups on the 2023 California School Dashboard. A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Through this process, a goal and actions specific to the school have been added to the 2024-2025 LCAP to support student achievement and promote a healthy school climate. Each school utilized a ThoughtExchange survey to gather additional input on developing their Equity Multiplier goal. This survey was open from April 25, 2024, through May 9, 2024. The survey was shared via ParentSquare to the school community, via email to staff, and posted in common areas throughout the school. The input was used in the development of their Equity Multiplier goal. Each Equity Multiplier school consulted with district staff, school classified and certificated staff, as well as the following Educational Partner groups on the dates listed: **San Andreas High:** School Site Council (SSC) on May 9, 2024; District technical assistance on March 8, 2024 and April 16, 2024. **Sierra High:** SSC on May 10, 20204; District technical assistance on March 8, 2024 and April 20, 2024. **Alternative Learning Center:** SSC on May 7, 2024; English Learners Advisory Council (ELAC) on May 7, 2024; District technical assistance on March 8, 2024 and April 29, 2024. **Virtual Academy:** SSC on May 7, 2024; ELAC on May 7, 2024; District technical assistance on March 8, 2024 and April 29, 2024. **Yvonne Harmon:** SSC on May 22, 2024; District technical assistance on March 8, 2024 and May 2, 2024. **Arrowhead Elementary:** SSC on May 14, 2024; ELAC on May 14, 2024; District technical assistance on March 8, 2024 and April 23, 2024. **San Bernardino High:** SSC on May 7, 2024; ELAC on May 7, 2024; District technical assistance on March 8, 2024 and May 2, 2024. **Barton Elementary:** SSC on May 3, 2024; ELAC on May 3, 2024; District technical assistance on March 8, 2024 and April 24, 2024. **Del Vallejo:** SSC on April 16, 2024 and April 30, 2024; District technical assistance on March 8, 2024 and May 3, 2024.

Educational Partner(s)	Process for Engagement
	Captain Leland Norton Elementary: SSC on April 25, 2024; District technical assistance on March 8, 2024 and May 1, 2024. **Juanita Blakely Jones Elementary:** SSC on May 3, 2024; ELAC on May 3, 2024; District technical assistance on March 8, 2024 and April 26, 2024. **Pacific High:** SSC on April 24, 2024 and May 13, 2024; ELAC on May 6, 2024; District technical assistance on March 8, 2024 and April 24, 2024. **Hunt Elementary:** SSC on May 2, 2024; ELAC on May 2, 2024; AAPAC on May 2, 2024; District technical assistance on March 8, 2024 and April 24, 2024; Equity and Targeted Student Achievement (ETSA) Department May 14, 2024. **Indian Springs High:** SSC on May 7, 2024; ELAC on May 7, 2024; District technical assistance on March 8, 2024 and April 23, 2024. **Del Rosa Elementary:** SSC on May 7, 2024; District technical assistance on March 8, 2024 and May 3, 2024. **Highland Pacific Elementary:** SSC on April 25, 2024 and May 9, 2024; ELAC on April 25, 2024 and May 9, 2024, District technical assistance on March 8, 2024 and April 24, 2024; ETSA on May 9. 2024. **District Home and Hospital Students:** CAC presentation on April 18, 2024; SELPA April 25, 2024; District technical assistance on May 9, 2024.

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

The development of SBCUSD's LCAP was significantly shaped by consultations with our Educational Partners, including teachers, parents, students, and community members. Their feedback was instrumental in guiding the refinement and finalization of the LCAP, ensuring it aligns with the needs and aspirations of our community.

Summary of Input:

The major themes and ideas gathered as well as corresponding 2024-2025 LCAP Actions include the following:

- **Consistent instruction to improve academic achievement.**
  Actions Influenced: Goal 1, Action 1, 2, 3, 5, 15, 16, 18, 20, 22; Goal 2, 8, 14; Goal 3, Action 2
  Source: Staff Input Survey, Students

- **Pathways (including computer science, financial wellness, and electives) and CTE courses that provide "Life Experience" learning such as financial literacy, college application support, job skills, taxes, etc.**
  Actions Influenced: Goal 1, Action 4; Goal 2, Action 14; Goal 3, Action 1
  Source: Superintendent's Forum, Students, Staff Input Survey, DAC, DELAC, SLAC, SPAC

- **Multilingual Education, English Language Development, and newcomer support**
  Actions Influenced: Goal 1, Action 6, 9; Goal 3, Action 2
  Source: DAC, DELAC, SPAC, Community Meetings, Staff Input Survey

- **Cultural Education**
  Actions Influenced: Goal 1, Action 6, 9; Goal 21, Actions 6, 8, 11-16
  Source: Staff Input Survey, DAAAC, DELAC, SLAC, SPAC

- **Access and Opportunities**
  Actions Influenced: Goal 1, Action 13
  Source: Staff Input Survey, DAC

- **Bussing, passing periods, and support for tardies**
  Actions Influenced: Goal 1, Action 8; Goal 2, Actions 9, 12, 13
  Source: Students

- **Smaller Class Size**
  Actions Influenced: Goal 1, Actions 9, 10; Goal 21, Actions 1-3
  Source: Community Meetings, Students, DAC, DAAAC, DELAC, SLAC, SPAC

- **Targeted Interventions and Multi-tiered Support: A focus on tailored interventions and support for both students and teachers, including multiple instructional modalities and prioritizing specific areas of need.**
  Actions Influenced: Goal 1, Actions 7, 11, 13, 17, 19, 22; Goal 2, Actions 1-7, 10, 11, 12, 13; Goal 21, Action 1, 2, 7
  Source: CAC, SELPA, Staff Input Survey, Board of Education

- **Professional Development and job training**
  Actions Influenced: Goal 1, Action 6, 12, 20; Goal 21, Actions 4-6
  Source: Superintendent's Forum, Staff Input Survey, Community Meetings, DAC, DAAAC, DELAC, SLAC, SPAC

- **Technology and WiFi**
  Actions Influenced: Goal 1, Action 14
  Source: Students, Staff Input Survey

- **More opportunities for performing arts**
  Actions Influenced: Goal 1, Action 15
  Source: Students

- **Academic Field Trips**
  Actions Influenced: Goal 1, Action 21; Goal 21, Actions 13-15
  Source: Superintendent's Forum, DAC, DAAAC, DELAC, CAC, SELPA, SPAC

- **Special Education inclusion support in General Education classrooms**
  Actions Influenced: Goal 1, Action 22
  Source: CAC, SELPA

- **Innovation, Science, Technology, Engineering, Arts, and Math (STEAM), and Extended Learning**
  Actions Influenced: Goal 1, Actions 4, 13, 14, 21, 23; Goal 21, Action 1
  Source: Community Meetings, DAAAC, CAC, SELPA, Staff Input Survey

- **Extracurricular Activities**
  Actions Influenced: Goal 2, Action 8, 13, 14
  Source: Staff Input Survey, DAC, DELAC, SLAC, SPAC, Board of Education

- **Mental Health, Wellness, Counselors, and Social-Emotional Learning (SEL): Highlighting the importance of promoting SEL in schools and increasing mental health support, including the provision of mental health centers at each school.**

Actions Influenced: Goal 2, Actions 1-7, 11; Goal 21, Action 3
Source: Superintendent's Forum, Staff Input Survey, Community Meetings, DAC, Students, DAAAC, DELAC, SPAC, Board of Education

- **Family and Community Engagement: Emphasis on enhancing family involvement and maintaining strong home-school connections to support student success.**
Actions Influenced: Goal 3, Actions 1-3; Goal 21, Actions 10-15
Source: Superintendent's Forum, Staff Input Survey, Community Meetings, DAC, DAAAC, DELAC, SPAC

- **Equity Multiplier Implementation and Support**
Actions Influenced: Goals 4-20
Source: Board of Education, Staff Input Survey

- Differentiated Assistance
Actions Influenced: Goal 21
Source: Board of Education, DAAAC

- **SANKOFA**
Actions Influenced: Goal 21, Action 8
Source: Board of Education, Community Meetings, DAAAC

Concerns:
- **Special Education staffing system**
Action taken: addressed in the SELPA plan
Source: Superintendent's Forum, CAC

- **Special Education inclusion**
Action taken: addressed in the SELPA plan; addressed in the Superintendent's SBCUSD SHINES Vision 2030
Source: DAAAC, CAC, SELPA, SPAC

- **Vice Principal and Counselor caseloads**
Action taken: Goal 2, Action 15 Elementary Vice Principals- The SBCUSD has experienced challenges in this area with the split assignment for 13 of the Vice Principal positions. We are addressing this challenge through professional development and coaching.
Source: Superintendent's Forum, DAAAC, SPAC

- **Nutrition: food options and food tasting**
Action taken: launched Operation Innovation in 2023-2024 to allow student input for meal choices; addressed in the

Superintendents SBCUSD SHINES Vision 2030
Source: Superintendent's Forum, Students, DAAAC, DELAC

- **Behavior and accountability**
Action taken: addressed at a Tier 1 level; addressed in the Superintendents SBCUSD SHINES Vision 2030
Source: Staff Input Survey, Community Meetings, DAC, DAAAC, SLAC

- **Restroom cleanliness and safety**
Action taken: being addressed at a Tier I level with custodial, supervisory, and administrative support; addressed in the Superintendent's SBCUSD SHINES Vision 2030
Source: Students, DELAC

- **Shade**
Action taken: new cafeteria tables and umbrellas will be added in 2024-2025; addressed in the Superintendent's SBCUSD SHINES Vision 2030
Source: Students

- **Lack of CPR training for staff and students**
Action taken: addressed in the LCAP Federal Addendum
Source: CAC

Program Refinement:

In refining our programs, we engaged in a comprehensive consultation process with our Educational Partners, including teachers, parents, community leaders, and students. Their insights and feedback played a crucial role in shaping our approach to several key areas:

Refining the priority of the Virtual Academy option to be more robust and attract more students by offering other ways of learning can be found in Goal 1, Actions 4, 12, 13, and 14. This can also be found in Goal 7, Actions 1-10.

Refining the priority of a SANKOFA program that is committed to putting resources, time, and effort to be inclusive of culturally sensitive instruction, aspirational figures, and opportunities to celebrate their culture with themselves and our community can be found in Goal 21, Action 8.

Refining the priority of CTE programs that continue to grow can be found in Goal 1, Actions 1, 2, 4, 5, 9, and 14. This can also be found in Goal 2, Action 14.

Refining the priority of early intervention and intervention systems through the Multi-Tiered System of Supports can be found in Goal 1, Actions 11 and 19.

Refining the programs supported by the Student Wellness and Support Services (SWSS) to provide clarity can be found in Goal 2, Actions 2, 3, 4, 5, 6, and 11.

Refining the support available for attendance to provide clarity can be found in Goal 2, Action 12.

By incorporating the diverse perspectives of our educational partners, we were able to make informed adjustments and improvements across these priority areas, ultimately fostering a more supportive and effective learning environment for all students.

Equity Multiplier:

During the development of the Comprehensive Needs Assessment (CNA), each school analyzed State and local data over several meetings. This information was presented during meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), leadership teams, town hall meetings, and other means (as applicable to each school). The needs were prioritized based on the data analysis of the CA Dashboard ensuring that all metrics at the lowest performance levels were addressed. Additionally, the site actively sought and integrated feedback from all of their Educational Partners, including teachers, parents, students, and community organizations. The needs that were identified, coupled with the Educational Partner feedback, were then addressed with evidence-based interventions that were supplemental to the school's base, LCAP, and Title I programs. As a result, the following needs will be addressed with Equity Multiplier funds at each of the following school sites:

San Andreas High: Additional Classroom Teachers (Goal 4, Action 2), Academic Coaching (Goal 4, Action 1), Intervention Staffing (Goal 4, Actions 3, 4, 7, and 8), Professional Development (Goal 4, Action 6, 9, and 10), Tutoring/Intervention (Goal 4, Actions 3, 4, 7, and 8), and Program Implementation Staffing (Goal 4, Actions 5, 11, and 12).

Sierra High: Intervention Staffing (Goal 5, Actions 5, 6, and 7), Professional Development (Goal 5, Actions 1, 2, and 3), Tutoring/Intervention (Goal 5, Actions 5, 6, and 7), and Program Implementation Staffing (Goal 5, Actions 8 and 9).

Alternative Learning Center: Intervention Staffing (Goal 6, Action 1), Professional Development (Goal 6, Action 1), and Tutoring/Intervention (Goal 6, Action 2).

Virtual Academy: Additional Classroom Teachers (Goal 7, Actions 2 and 3), Intervention Staffing (Goal 7, Actions 1, 2, 3, 5, 6, and 8), Professional Development (Goal 7, Action 2) , Tutoring/Intervention (Goal 7, Action 4), Supplemental Materials (Goal 7, Action 7), and Program Implementation Staffing (Goal 7, Action 2, 9, and 10).

Yvonne Harmon: Intervention Staffing (Goal 8, Action 1).

Arrowhead Elementary: Intervention Staffing (Goal 9, Action 4), Professional Development (Goal 9, Actions 3 and 4), Tutoring/Intervention (Goal 9, Action 1), Supplemental Materials (Goal 9, Action 5), and Supplemental Subscriptions (Goal 9, Action 6).

San Bernardino High: Additional Classroom Teachers (Goal 10, Action 5), Academic Coaching (Goal 10, Actions 1 and 2), Intervention Staffing (Goal 10, Action 3, 5, 7, and 9), Professional Development Goal 10, Actions 6, 7, and 9), Tutoring/Intervention (Goal 10, Action 8), and Program Implementation Staffing (Goal 10, Action 4 and 11).

Barton Elementary: Intervention Staffing (Goal 11, Actions 2, 3, 8, and 10), Professional Development (Goal 11, Actions 3, 5, 6, and 7), and Supplemental Materials (Goal 11, Actions 1, 4, and 9).

Del Vallejo: Academic Coaching (Goal 12, Action 1) and Intervention Staffing (Goal 12, Actions 2 and 3).

Captain Leland Norton Elementary: Intervention Staffing (Goal 13, Action 3), Professional Development (Goal 13, Actions 1, 5, and 6), Tutoring/Intervention (Goal 13, Action 5), Supplemental Materials (Goal 13, Action 2), Supplemental Subscriptions (Goal 13, Action 4), and Program Implementation Staffing (Goal 13, Actions 6 and 7).

Juanita Blakely Jones Elementary: Intervention Staffing (Goal 14, Actions 1 and 7), Professional Development (Goal 14, Action 1, 2, and 5), Supplemental Materials (Goal 14, Action 4), Supplemental Subscriptions (Goal 14, Action 3), and Program Implementation Staffing (Goal 14, Action 8).

Pacific High: Academic Coaches (Goal 15, Action 4), Supplemental Materials (Goal 15, Action 3), Intervention Staffing (Goal 15, Action 2 and 4), Professional Development (Goal 15, Action 1).

Hunt Elementary: Intervention Staffing (Goal 16, Action 1, and 3), Professional Development (Goal 16, Action 2, and 5), and Program Implementation Staffing (Goal 16, Action 4 and 6).

Indian Springs High: Additional Classroom Teacher (Goal 17, Action 1), Academic Coaches (Goal 17, Action 3), Intervention Staffing (Goal 17, Action 2), and Professional Development (Goal 17, Action 4, 5, and 6).

Del Rosa Elementary: Intervention Staffing (Goal 18, Action 4), Professional Development (Goal 18, Action 1, 2, and 3), and Program Implementation (Goal 18, 5 and 6).

Highland Pacific Elementary: Intervention Staffing (Goal 19, Action 1, 4, 6, and 9), Professional Development (Goal 19, Action 5 and 11), Tutoring/Intervention (Goal 19, Action 1 and 4), Supplemental Materials (Goal 19, Action 2 and 3), Supplemental Subscriptions (Goal 19, Action 7), and Program Implementation Staffing (Goal 19, Action 8, 10, and 12).

District Home and Hospital Students: Professional Development (Goal 20, Action 1).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**High Expectations for academics and innovation to be College and/or Career Ready with an Equity and Inclusion Lens as a Foundation:** Through a lens of equity and inclusion, San Bernardino City Unified School District (SBCUSD) will uphold high expectations for academic achievement and innovation, ensuring that all students are prepared for college and/or career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Academic Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 7: Access to a Broad Course of Study

Priority 8: Outcomes in a Broad Course of Study

An explanation of why the LEA has developed this goal.

During the development of the District's Comprehensive Needs Assessment (CNA), we analyzed and presented State and local data over several meetings. This information was presented during meetings such as DAC, DELAC, DAAAC, SPAC, SLAC, CAC, and LCAP Community Meetings. The needs were prioritized based on the data analysis of the CA Dashboard ensuring that all metrics at the lowest performance levels were addressed. Additionally, the District actively sought and integrated feedback from all of their Educational Partners, (including Parents, Students, Teachers, Principals and Administrators, Other School Personnel, Local Collective Bargaining Units, Parent Advisory Committee (DAC), English Language Parent Advisory Committee (DELAC), and SELPA. Throughout the CNA and input gathering process, the critical need to address academics was apparent. These needs aligned with our Superintendent's feedback gathered during his Superintendent Forums and the development of the five-year Superintendent's plan titled, "SBCUSD SHINES."

Additionally, we conducted an analysis of required metrics including:

- M1.24 (rate of students that pass Advanced Placement [AP] exams with a score of 3 or higher), which identified the needs addressed in Goal 1, Action 1.

- M1.25 (rate of students who are in IB and earned an IB Diploma) and M1.26 (rate of students completing IB exams with a score of 4 or higher), which identified the needs addressed in Goal 1, Action 2.

- M1.27 (Priority 4: Early Assessment Program % of students prepared for College ELA) and M1.28 (Early Assessment Program % of students prepared for College Math), which identified the needs addressed in Goal 1, Action 17.

- M1.40 (Programs and Services for Students with Disabilities), which identified the needs addressed in the SELPA plan. The data was discussed during our SELPA consultation as part of the LCAP development process.

This collective goal was designed to address student academic performance, including English proficiency, to meet or exceed the "Standard Met" level, as defined by rigorous core content standards, culminating in the attainment of a high school diploma. Additionally, SBCUSD will emphasize access to A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, College and/or Career programs, and opportunities to develop vocational skills. These initiatives are essential in preparing students for success beyond graduation, equipped with the knowledge and skills needed to thrive in diverse academic and professional settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	M1.1 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M1.1 2022-2023: **District Level** All: -49.7 DFS EL: -80.2 DFS LI: -54.3 DFS FY: -61.7 DFS HOM: -74.2 DFS SWD: -123.2 DFS AA: -75.4 DFS	M1.1 2023-2024: Available in 2025-2026 LCAP	M1.1 2024-2025: Available in 2026-2027 LCAP	M1.1 2025-2026: **District Level** All: 25.9 DFS EL: 32.6 DFS LI: 58.5 DFS FY: 51.1 DFS HOM: 38.6 DFS SWD: -47.6 DFS AA: 37.4 DFS	N/A
M1.2	M1.2 CAASPP ELA DFS **Elementary School Level** *Data Source: CA Dashboard*	M1.2 2022-2023: **Arrowhead** All: -81.4 DFS EL: -112.7 DFS LI: -81.9 DFS HI: -91.3 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Arrowhead** All: -9.4 DFS EL: -40.7 DFS LI: -9.9 DFS HI: -19.3 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level** *Data Source: CA Dashboard*	M1.2 2022-2023: **Barton** All: -96.1 DFS EL: -108.9 DFS LI: -96.2 DFS SWD: -127.2 DFS HI: -98.6 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Barton** All: -24.1 DFS EL: -36.9 DFS LI: -24.2DFS SWD: -55.2 DFS HI: -26.6 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Bing Wong** EL: -74.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Bing Wong** EL:-2.8 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Holcomb** EL: -79.9 DFS SWD: -121.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Holcomb** EL: -7.9 DFS SWD: -49.8 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Cole** All: -72.9 DFS EL: -90.3 DFS LI: -73.4 DFS SWD: -138.2 DFS HI: -78.7 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Cole** All: -0.9 DFS EL: -18.3 DFS LI: -1.4 DFS SWD: -66.2 DFS HI: -6.7 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Cypress** SWD: -115.1 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Cypress** SWD: -43.1 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Del Rosa** All: -93.2 DFS EL: -104.3 DFS LI: -94.4 DFS SWD: -125.5 DFS HI: -93.2 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Del Rosa** All: -21.2 DFS EL: -32.3 DFS LI: -22.4 DFS SWD: -53.5 DFS HI: -21.2 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Henry** SWD: -142.7 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Henry** SWD: -70.7 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Brown** EL: -72.8 DFS SWD: -121.4 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Brown** EL: -0.8 DFS SWD: -70.7 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Dominguez** All: -78.6 DFS EL: -83.3 DFS LI: -80.5 DFS SWD: -137.7 DFS HI: -80.9 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Dominguez** All: -6.6 DFS EL: -11.3 DFS LI: -8.5 DFS SWD: -65.7 DFS HI: -8.9 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Highland Pacific** All: -87.8 DFS EL: -101.4 DFS LI: -91.6 DFS SWD: -84.6 DFS HI: -88 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Highland Pacific** All: -15.8 DFS EL: -29.4 DFS LI: -19.6 DFS SWD: -12.6 DFS HI: -16	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Inghram** All: -73.9 DFS EL: -104.6 DFS LI: -71.9 DFS HI: -76.3 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Inghram** All: -1.9 DFS EL: -32.6 DFS LI: 0.1 DFS HI: -0.7 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Hunt** All: -77.2 DFS LI: -78 DFS SWD: -123.7 DFS AA: -103.7 DFS HI: -72.7 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Hunt** All: -5.2 DFS LI: -6 DFS SWD: -51.7 DFS AA: -31.7 DFS HI: -0.7 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Jones** EL: -83.1 DFS SWD: -107.9 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Jones** EL: -11.1 DFS SWD: -35.9 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Kendall** SWD: -102.2 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Kendall** SWD: -30.2 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lankershim** All: -72 DFS EL: -86.4 DFS LI: -73.3 DFS SWD: -134.6 DFS HI: -74 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lankershim** All: 0 DFS EL: -14.4 DFS LI: -1.3 DFS SWD: -62.6 DFS HI: -2 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lincoln** EL: -112.5 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lincoln** EL: -40.5 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lytle Creek** All: -72.6 DFS EL: -75.3 DFS HOM: -99.9 DFS LI: -74.2 DFS SWD: -199 DFS HI: -72.2 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lytle Creek** All: -0.6 DFS EL: -3.3 DFS HOM: -27.9 DFS LI: -2.2 DFS SWD: -127 DFS HI: -0.2 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Marshall** EL: -81.1 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Marshall** EL:-9.1 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Monterey** All: -92 DFS EL: -94.7 DFS LI: -94.2 DFS HI: -97.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Monterey** All: -20 DFS EL: -22.7 DFS LI: -22.2 DFS HI: -25.8 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Muscoy** EL: -74.5 DFS HOM: -74.9 DFS SWD: -119 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Muscoy** EL: -2.5 DFS HOM: -2.9 DFS SWD: -47 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Newmark** All: -92.6 DFS EL: -109.8 DFS LI: -94.3 DFS HI: -90.3 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Newmark** All: -20.6 DFS EL: -37.8 DFS LI: -22.3 DFS HI: -18.3 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Oehl** EL: -80.4 DFS LI: -72 DFS SWD: -150 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Oehl** EL: -8.4 DFS LI: 0 DFS SWD: -78 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Paakuma** SWD: -82.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Paakuma** SWD: -10.8 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Palm** SWD: -98.5 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Palm** SWD: -26.5 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Ramona-Alessandro** SWD: -119.5 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Ramona-Alessandro** SWD: -47.5 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Riley** SWD: -132.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Riley** SWD: -60.8 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Rio Vista** EL: -76.7 DFS SWD: -107.8 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Rio Vista** EL: -4.7 DFS SWD: -35.8 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Anton** All: -75.3 DFS EL: -93.7 DFS LI: -78 DFS HI: -76.7 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Anton** All: -3.3 DFS EL: -21.7 DFS LI: -0.9 DFS HI: -4.7 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Urbita** All: -70.9 DFS EL: -71.7 DFS LI: -72.9 DFS HI: -71.5 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Urbita** All: 1.1 DFS EL: 0.3 DFS LI: -0.9 DFS HI: 0.5 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Vermont** SWD: -119.2 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Vermont** SWD: -47.2 DFS	N/A
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Warm Springs** All: -82.4 DFS EL: -91.3 DFS LI: -82.6 DFS HI: -82 DFS	M1.2 2023-2024: Available in 2025-2026 LCAP	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Warm Springs** All: -10.4 DFS EL: -19.3 DFS LI: -10.6 DFS HI: -10 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.3	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Arrowview** HOM: -85.1 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Arrowview** HOM: -8.9 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Chavez** EL: -142.1DFS SWD: -166.8 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Chavez** HOM: -65.9 DFS SWD:-90.6 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Curtis** EL: -81 DFS HOM: -83.7 DFS SWD: -159.3 DFS AA: -105.6 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Curtis** EL: -4.8 DFS HOM: -7.5 DFS SWD: -83.1 DFS AA: -19.4 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Del Vallejo** All: -107.3 DFS EL: -123 DFS HOM: -104.9 DFS LI: -107.7 DFS HI: -105.5 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Del Vallejo** All: -31.1 DFS EL: -46.8 DFS HOM: -28.7 DFS LI: -31.5 DFS HI: -29.3 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Golden Valley** EL: -81.2 DFS SWD: -108.2 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Golden Valley** EL: -5 DFS SWD: -32 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **King** All: -106.1 DFS EL: -136.3 DFS HOM: -111.9 DFS LI: -105.9 DFS SWD: -169.3 DFS AA: -152.3 DFS HI: -102.2 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **King** All: -29.9 DFS EL: -60.1 DFS HOM: -35.7 DFS LI: -29.7 DFS SWD: -93.1 DFS AA: -76.1 DFS HI: -26 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Serrano** EL: -83 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Serrano** EL: -6.8 DFS	N/A
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Shandin Hills** All: -88.7 DFS EL: -122.3 DFS HOM: -85.8 DFS LI: -91.6 DFS SWD: -145.7 DFS AA: -105.7 DFS HI: -88.8 DFS WH: -79.4 DFS	M1.3 2023-2024: Available in 2025-2026 LCAP	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Shandin Hills** All: -12.5 DFS EL: -46.1 DFS HOM: -9.6 DFS LI: -15.4 DFS SWD: -69.5 DFS AA: -12.5 DFS HI: -12.6 DFS WH: -3.2 DFS	N/A
M1.4	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Arroyo Valley** HOM: -95.6 DFS SWD: -145.7 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Arroyo Valley** HOM: -5.9 DFS SWD: -56 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Cajon** EL: -113.2 DFS SWD: -161.8 DFS AA: -63.3 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Cajon** EL: -23.5 DFS SWD: -72.1 DFS AA: 26.4 DFS	N/A
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Indian Springs** EL: -105.6 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Indian Springs** EL: -15.9 DFS	N/A
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Pacific** All: -47.6 DFS EL: -123 DFS LI: -51.1 DFS SWD: -130 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Pacific** All: 42.1 DFS EL: -33.3 DFS LI: 38.6 DFS SWD: -40.3 DFS	N/A
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Bernardino** All: -55.5 DFS EL: -115.6 DFS LI: -59.4 DFS SWD: -155 HI: -49 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Bernardino** All: 34.2 DFS EL: -25.9 DFS LI: 30.3 DFS SWD: -65.3 DFS HI: 40.7 DFS	N/A
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Gorgonio** EL: -135.8 DFS SWD: -146.1 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Gorgonio** EL: -46.1 DFS SWD: -56.4 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Andreas** All: -140.4 DFS LI: -138.4 DFS HI: -137.1 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Andreas** All: -50.7 DFS LI: -48.7 HI: -47.4	N/A
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Sierra** All: -142.1 DFS LI: -141.6 DFS HI: -133.8 DFS	M1.4 2023-2024: Available in 2025-2026 LCAP	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Sierra** All: -52.4 DFS LI: -51.9 DFS HI: -44.1 DFS	N/A
M1.5	M1.5 Priority 4: CAASPP Math DFS **District Level**	M1.5 2022-2023: **District Level** All: -88.0 DFS EL: -107.4 DFS LI: -92.4 DFS FY: -86.8 DFS	M1.5 2023-2024: Available in 2025-2026 LCAP	M1.5 2024-2025: Available in 2026-2027 LCAP	M1.5 2025-2026: **District Level** All: -7.6 DFS EL: 10.2 DFS LI: 25.2 DFS FY: 30.8 DFS	N/A
M1.6	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Arrowhead** All: -107.2 DFS LI: -110.4 DFS HI: -101.9 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Arrowhead** All: -36.7 DFS LI: -39.9 DFS HI: -31.4 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Barton** EL: -114.3 DFS LI: -110.1 DFS SWD: -137 DFS HI: -107.5 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Barton** EL: -43.8 DFS LI: -39.6 DFS SWD: -66.5 DFS HI: -37 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Bing Wong** SWD: -120.1 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Bing Wong** SWD: -49.6 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Holcomb** SWD: -129.1 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Holcomb** SWD: -58.6 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Bradley** SWD: -112.1 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Bradley** SWD: -41.6 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Cole** SWD: -155.8 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Cole** SWD: -85.3 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Cypress** SWD: -131.5 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Cypress** SWD: -61 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Del Rosa** All: -110 DFS EL: -116.9 DFS LI: -110.8 DFS HI: -109 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Del Rosa** All: -39.5 DFS EL: -46.4 DFS LI: -40.3 DFS HI: -38.5 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Henry** SWD: -157.8 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Henry** SWD: -87.3 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Brown** AA: -121.3 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Brown** AA: -50.8 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Dominguez** All: -115.6 DFS EL: -118.4 DFS LI: -115.8 DFS SWD: -175.8 DFS HI: -117.6 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Dominguez** All: -45.1 DFS EL: -47.9 DFS LI: -45.3 DFS SWD: -105.3 DFS HI: -47.1 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Highland Pacific** All: -105.7 DFS EL: -117.5 DFS LI: -111.6 DFS HI: -110.6 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Highland Pacific** All: -35.2 DFS EL: -47 DFS LI: -41.1 DFS HI: -40.1 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Inghram** EL: -122.4 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Inghram** EL: -51.9 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Jones** EL: -102.8 DFS SWD: -118.2 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Jones** EL: -32.3 DFS SWD: -47.7 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lankershim** EL: -101.2 DFS SWD: -157.9 DFS AA: -111.4 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lankershim** EL: -30.7 DFS SWD: -87.4 DFS AA: -40.9 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lincoln** EL: -115.6 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lincoln** EL: -45.1 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lytle Creek** HOM: -105.6 DFS SWD: -201.5 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lytle Creek** HOM: -35.1 DFS SWD: -131 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Monterey** All: -116.6 DFS EL: -117 DFS LI: -118.1 DFS HI: -115.5 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Monterey** All: -46.1 DFS EL: -46.5 DFS LI: -47.6 DFS HI: -45 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Muscoy** EL: -96.4 DFS SWD: -133.9 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Muscoy** EL: -25.9 DFS SWD: -63.4 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Newmark** All: -109.7 DFS EL: -116.2 DFS LI: -110.4 DFS HI: -107 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Newmark** All: -39.2 DFS EL: -45.7 DFS LI: -39.9 DFS HI: -36.5 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Oehl** All: -102.1 DFS EL: -110.8 DFS LI: -109 DFS SWD: -182.9 DFS HI: -102.2 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Oehl** All: -31.6 DFS EL: -40.3 DFS LI: -38.5 DFS SWD: -112.4 DFS HI: -31.7 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Palm** SWD: -99.3 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Palm** SWD: -28.8 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Parkside** LI: -98.1 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Parkside** LI: -27.6 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Ramona-Alessandro** SWD: -126.2 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Ramona-Alessandro** SWD: -55.7 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Riley** SWD: -129.5 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Riley** SWD: -59 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Rio Vista** SWD: -113.2 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Rio Vista** SWD: 42.7 DFS	N/A
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Anton** All: -101.5 DFS EL: -113.7 DFS LI: -104.2 DFS HI: -100.2 DFS	M1.6 2023-2024: Available in 2025-2026 LCAP	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Anton** All: -31 DFS EL: -43.2 DFS LI: -33.7 DFS HI: -29.7 DFS	N/A
M1.7	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Arrowview** All: -115.1 DFS EL: -131.9 DFS HOM: -154.3 DFS LI: -116.1 DFS AA: -140.4 DFS HI: -113.6 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Arrowview** All: -25.7 DFS EL: -42.5 DFS HOM: -64.9 DFS LI: -26.7 DFS AA: -25.7 DFS HI: -24.2 DFS	N/A
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Curtis** EL: -148.1 DFS HOM: -143.5 DFS AA: -169.9 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Curtis** EL: -58.7 DFS HOM: -54.1 DFS AA: -80.5 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Del Vallejo** EL: -175.2 DFS HOM: -160.3 DFS LI: -156.8 DFS HI: -156 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Del Vallejo** EL: -85.8 DFS HOM: -70.9 DFS LI: -67.4 DFS HI: -66.6	N/A
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Golden Valley** EL: -136.2 DFS AA: -111.2 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Golden Valley** EL: -46.8 DFS AA: -21.8 DFS	N/A
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **King** All: -144 DFS EL: -166.9 DFS HOM: -144 DFS LI: -143.5 DFS SWD: -199 DFS AA: -193.4 DFS HI: -139.9 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **King** All: -54.6 DFS EL: -77.5 DFS HOM: -54.6 DFS LI: -54.1 DFS SWD: -109.3 DFS AA: -104 DFS HI: -50.5 DFS	N/A
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Serrano** EL: -145.8 DFS HOM: -126.2 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Serrano** EL: -56.4 DFS HOM: -36.8 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Shandin Hills** All: -139 DFS EL: -164.3 DFS LI: -141.5 DFS SWD: -186 DFS AA: -160.3 DFS HI: -139.6 DFS WH: -113.7 DFS	M1.7 2023-2024: Available in 2025-2026 LCAP	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Shandin Hills** All: -49.6 DFS EL:-74.9 DFS LI: -52.1 DFS SWD: -96.6 DFS AA: -70.9 DFS HI: -50.2 DFS WH: -24.3 DFS	N/A
M1.8	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Arroyo Valley** HOM: -161.9 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Arroyo Valley** HOM: -64.7 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Cajon** EL: -189.4 DFS SWD: -215 DFS AA: -134.1 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Cajon** EL: -92.2 DFS SWD: -117.8 DFS AA: -36.9 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Indian Springs** All: -129.4 DFS EL: -182.7 DFS LI: -128.9 DFS SWD: -210.9 DFS HI: -132.5 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Indian Springs** All: -32.2 DFS EL: -85.5 DFS LI: -31.7 DFS SWD: -90.3 DFS HI: -35.3 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Pacific** All: -136 DFS LI: -138.5 DFS SWD: -187.5 DFS HI: -134.5 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Pacific** All: -38.8 DFS LI: -41.3 DFS SWD: -90.3 DFS HI: -37.3 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Bernardino** SWD: -214.6 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Bernardino** SWD: -117.4 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Gorgonio** LI: -128.1 DFS SWD: -228.1 DFS HI: -125.4 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Gorgonio** LI: -30.9 DFS SWD: -130.9 DFS HI: -28.2 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Andreas** All: -221.1 DFS LI: -219.2 DFS HI: -217.3 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Andreas** All: -123.9 DFS LI: -122 DFS HI: -120.1 DFS	N/A
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Sierra** All: -221.9 DFS LI: -222.6 DFS HI: -216.8 DFS	M1.8 2023-2024: Available in 2025-2026 LCAP	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Sierra** All: -124.7 DFS LI: -125.4 DFS HI: -119.6 DFS	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.9	M1.9 NWEA Reading (K-12) Percent on Track (at or above 61st percentile) **District Level** *Data Source: SBCUSD NWEA Database*	M1.9 Winter 2024: **District Level** All: 21.3% EL: 5.4% LI: 19.8% FY: 12.9%	M1.9 2023-2024: Available in 2025-2026 LCAP	M1.9 2024-2025: Available in 2026-2027 LCAP	M1.9 2025-2026: **District Level** All: 51.3% EL: 37.1% LI: 49.8% FY: 42.9%	N/A
M1.10	M1.10 NWEA Reading (K-6) Percent on Track (at or above 61st percentile) **Elementary School Level** *Data Source: SBCUSD NWEA Database*	M1.10 Winter 2024: **Elementary** All: 19.8% EL: 7.1% LI: 18.7% FY: 12.3%	M1.10 Winter 2025: Available in 2025-2026 LCAP	M1.10 Winter 2026: Available in 2026-2027 LCAP	M1.10 Winter 2027: **Elementary** All: 49.8% EL: 37.1% LI: 48.7% FY: 42.3%	N/A
M1.11	M1.11 NWEA Reading (6-8) Percent on Track (at or above 61st percentile) **Middle School Level** *Data Source: SBCUSD NWEA Database*	M1.11 Winter 2024: **Middle School** All: 22.4% EL: 1.4% LI: 19.9% FY: 15.9%	M1.11 Winter 2025: Available in 2025-2026 LCAP	M1.11 Winter 2026: Available in 2026-2027 LCAP	M1.11 Winter 2027: **Middle School** All: 54.24% EL: 31.4% LI: 49.9% FY: 45.9%	N/A
M1.12	M1.12 NWEA Reading (9-12) Percent on Track (at or above 61st percentile) **High School Level** *Data Source: SBCUSD NWEA Database*	M1.12 Winter 2024: **High School** All: 23% EL: 1.8% LI: 21.8% FY: 10.1%	M1.12 Winter 2025: Available in 2025-2026 LCAP	M1.12 Winter 2026: Available in 2026-2027 LCAP	M1.12 Winter 2027: **High School** All: 53% EL: 31.8% LI: 51.8% FY: 40.1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.13	M1.13 NWEA Math (K-12) Percent on Track (at or above 61st percentile) **District Level** *Data Source: SBCUSD NWEA Database*	M1.13 Winter 2024: **District Level** All: 21.6% EL: 9.9% LI: 20.3% FY: 11.5%	M1.13 Winter 2025: Available in 2025-2026 LCAP	M1.13 Winter 2026: Available in 2026-2027 LCAP	M1.13 Winter 2027: **District Level** All: 51.6% EL: 39.9% LI: 50.3% FY: 41.5%	N/A
M1.14	M1.14 NWEA Math (K-6) Percent on Track (at or above 61st percentile) **Elementary School Level** *Data Source: SBCUSD NWEA Database*	M1.14 Winter 2024: **Elementary** All: 20.2% EL: 11.6% LI: 19.2% FY: 12%	M1.14 Winter 2025: Available in 2025-2026 LCAP	M1.14 Winter 2026: Available in 2026-2027 LCAP	M1.14 Winter 2027: **Elementary** All: 50.2% EL: 41.6% LI: 49.2% FY: 42%	N/A
M1.15	M1.15 NWEA Math (6-8) Percent on Track (at or above 61st percentile) **Middle School Level** *Data Source: SBCUSD NWEA Database*	M1.15 Winter 2024: **Middle School** All: 21.5% EL: 3.3% LI: 19.1% FY: 11.4%	M1.15 Winter 2025: Available in 2025-2026 LCAP	M1.15 Winter 2026: Available in 2026-2027 LCAP	M1.15 Winter 2027: **Middle School** All: 51.5% EL: 33.3% LI: 49.1% FY: 41.4%	N/A
M1.16	M1.16 NWEA Math (9-12) Percent on Track (at or above 61st percentile) **High School Level** *Data Source: SBCUSD NWEA Database*	M1.16 Winter 2024: **High School** All: 24.9% EL: 6.4% LI: 23.6% FY: 10.2%	M1.16 Winter 2025: Available in 2025-2026 LCAP	M1.16 Winter 2026: Available in 2026-2027 LCAP	M1.16 Winter 2027: **High School** All: 54.9% EL: 36.4% LI: 53.6% FY: 40.2%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.17	M1.17 Priority 8: CA School Dashboard College/Career Indicator **District Level** *Data Source: CA Dashboard*	M1.17 2022-2023: **District Level** All: 38.7% EL: 13.4% LI: 37.7% FY: 14.5%	M1.17 2023-2024: Available in 2025-2026 LCAP	M1.17 2024-2025: Available in 2026-2027 LCAP	M1.17 2025-2026: **District Level** All: 68.7% EL: 53.4% LI: 68.7% FY: 54.5%	N/A
M1.18	M1.18 College/Career Indicator **High School Level** *Data Source: CA Dashboard*	M1.18 2022-2023: **San Gorgonio** SWD: 7.9%	M1.18 2023-2024: Available in 2025-2026 LCAP	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **San Gorgonio** SWD: 37.9%	N/A
	M1.18 College/Career Indicator **High School Level**	M1.18 2022-2023: **San Andreas** All: 2.1% EL: 0% HOM: 0% LI: 2.1% SWD: 0% AA: 0% HI: 2.2%	M1.18 2023-2024: Available in 2025-2026 LCAP	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **San Andreas** All: 32.1% EL: 30% HOM: 30% LI: 32.1% SWD: 30% AA: 30% HI: 32.2%	N/A
	M1.18 College/Career Indicator **High School Level**	M1.18 2022-2023: **Sierra** All: 1.1% EL: 0% HOM: 1.2% LI: 1.1% SWD: 0% AA: 0% HI: 1.2%	M1.18 2023-2024: Available in 2025-2026 LCAP	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **Sierra** All: 31.1% EL: 30% HOM: 31.2% LI: 31.1% SWD: 30% AA: 31.1% HI: 31.2%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.19	M.19 Priority 4: CTE Pathway Completion Percentage Rate *Data Source: CALPADS 3.19*	M1.19 2022-2023: All: 31.7% EL: 19.6% LI: 31.1% FY: 17.8%	M1.19 2023-2024: Available in 2025-2026 LCAP	M1.19 2024-2025: Available in 2026-2027 LCAP	M1.19 2025-2026: All: 61.7% EL: 49.6% LI: 61.1% FY: 47.8%	N/A
M1.20	M1.20 A-G Completion Percentage Rate and CTE Pathway Completion Percentage Rate *Data Source: CALPADS 1.22 and 3.19*	M1.20 2022-2023: All: 17.4% EL: 7.1% LI: 16.6% FY: 4.5%	M1.20 2023-2024: Available in 2025-2026 LCAP	M1.20 2024-2025: Available in 2026-2027 LCAP	M1.20 2025-2026: All: 47.4% EL: 37.1% LI: 46.6% FY: 34.5%	N/A
M1.21	M1.21 Priority 4: CA Dashboard English Learner Progress Indicator (ELPI) **District Level** *Data Source: CA Dashboard*	M1.21 **District Level** 2022-2023: EL: 48.5% LTEL: 37.8%	M1.21 2023-2024: Available in 2025-2026 LCAP	M1.21 2024-2025: Available in 2026-2027 LCAP	M1.21 2025-2026: EL: 78.5% LTEL: 67.8%	N/A
M1.22	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level** *Data Source: CA Dashboard*	M1.22 2022-2023: **Arrowhead** 37.5% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Arrowhead** 67.5% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Cole** 34.4% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Cole** 64.4% making progress	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Davidson** 35.4% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Davidson** 65.4% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Del Rosa** 33.8% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Del Rosa** 63.8% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Emmerton** 44.7% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Emmerton** 74.7% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Highland Pacific** 40.5% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Highland Pacific** 70.5% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Lytle Creek** 41.8% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Lytle Creek** 71.8% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Monterey** 40% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Monterey** 70% making progress	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **North Park** 44.2% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **North Park** 74.2% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Oehl** 37.1% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Oehl** 67.1% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Parkside** 22.7% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Parkside** 52.7% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Urbita** 30% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Urbita** 60% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **King** 39.7% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **King** 69.7% making progress	N/A
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Arroyo Valley** 39.2% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Arroyo Valley** 69.2% making progress	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator (ELPI) **School Level**	M1.22 2022-2023: **Sierra** 23.1% making progress	M1.22 2023-2024: Available in 2025-2026 LCAP	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Sierra** 53.1% making progress	N/A
M1.23	M1.23 Priority 4: English Learners Reclassification Rate **District Level** *Data Source: SBCUSD Internal AET*	M1.23 2022-2023: **District Level** EL: 10% LTEL: 19.1%	M1.23 2023-2024: Available in 2025-2026 LCAP	M1.23 2024-2025: Available in 2026-2027 LCAP	M1.23 2025-2026: **District Level** EL: 40.1% LTEL: 49.1%	N/A
M1.24	M1.24 Priority 4: Rate of students that pass Advanced Placement (AP) Exams with a score of 3 or higher *Data Source: SBCUSD AET AP Data File*	M1.24 2022-2023: All: 29.9% EL: 64.4% LI: 29.1% FY: 33.3	M1.24 2023-2024: Available in 2025-2026 LCAP	M1.24 2024-2025: Available in 2026-2027 LCAP	M1.24 2025-2026: All: 59.9% EL: 94.4% LI: 59.1% FY: 63.3%	N/A
M1.25	M1.25 Rate of students who are in IB and earned an IB Diploma *Data Source: SBCUSD Internal Calculation*	M1.25 2022-2023: All: 15.6% LI: 12.0%	M1.25 2023-2024: Available in 2025-2026 LCAP	M1.25 2024-2025: Available in 2026-2027 LCAP	M1.25 2025-2026: All: 18.6% LI: 18.0%	N/A
M1.26	M1.26 Rate of students completing IB exams with a score of 4 or higher *Data Source: SBCUSD Internal* Calculation	M1.26 2022-2023: All: 45.5% LI: 46.7	M1.26 2023-2024: Available in 2025-2026 LCAP	M1.26 2024-2025: Available in 2026-2027 LCAP	M1.26 2025-2026: All: 75.5% LI: 76.7%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.27	M1.27 Priority 4: Early Assessment Program % of students prepared for College ELA *Data Source: SBCUSD CAASPP Records*	M1.27 2022-2023: All: 55.41% EL: 7.68% LI: 46.04% FY: 22.42%	M1.27 2023-2024: Available in 2025-2026 LCAP	M1.27 2024-2025: Available in 2026-2027 LCAP	M1.27 2025-2026: All: 67.4% EL: 34.5% LI: 65.5% FY: 37.1%	N/A
M1.28	M1.28 Priority 4: Early Assessment Program % of students prepared for College Math *Data Source: SBCUSD CAASPP Records*	M1.28 2022-2023: All: 27.35% EL: 2.47% LI: 16.94 FY: 3.74%	M1.28 2023-2024: Available in 2025-2026 LCAP	M1.28 2024-2025: Available in 2026-2027 LCAP	M1.28 2025-2026: All: 43.3% EL: 30.6% LI: 42.2% FY: 30%	N/A
M1.29	M1.29 Priority 5: Attendance Rates District overall average daily attendance rate (ADA) **District Level** *Data Source: Internal IT Calculation*	M1.29 2022-2023: **District Level** All: 90.3% EL: 91.0% LI: 90.1% FY: 90.5%	M1.29 2023-2024: Available in 2025-2026 LCAP	M1.29 2024-2025: Available in 2026-2027 LCAP	M1.29 2025-2026: **District Level** All: 97.8% EL: 98.5% LI: 97.6% FY: 98%	N/A
M1.30	M1.30 Priority 5: Middle School Dropout Rate *Data Source: CALPADS 1.8c and 1.17*	M1.30 2022-2023: All: 0.01% EL: 0.01% LI: 0.01% FY: 0.06%	M1.30 2023-2024: Available in 2025-2026 LCAP	M1.30 2024-2025: Available in 2026-2027 LCAP	M1.30 2025-2026: All: 0.0% EL: 0.0% LI: 0.0% FY: 0.0%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.31	M1.31 Priority 5: High School Dropout Rate *Data Source: CA Dashboard*	M1.31 2022-2023: All: 5.5% EL: 12.1% LI: 5.6% FY: 22%	M1.31 2023-2024: Available in 2025-2026 LCAP	M1.31 2024-2025: Available in 2026-2027 LCAP	M1.31 2025-2026: All: 2.6% EL: 3.1% LI: 2.6% FY: 19%	N/A
M1.32	M1.32 Priority 5: High School Graduation Rate **District Level** *Data Source: CA Dashboard*	M1.32 2022-2023: All: 90.3% EL: 81.1% LI: 90.2% FY: 73.4%	M1.32 2023-2024: Available in 2025-2026 LCAP	M1.32 2024-2025: Available in 2026-2027 LCAP	M1.32 2025-2026: All: 96.3% EL: 87.1% LI: 96.2% FY: 79.4	N/A
M1.33	M1.33 High School Graduation Rate **School Level** *Data Source: CA Dashboard*	M1.33 2022-2023: **Pacific** SWD: 51.3%	M1.33 2023-2024: Available in 2025-2026 LCAP	M1.33 2024-2025: Available in 2026-2027 LCAP	M1.33 2025-2026: **Pacific** SWD: 81.3%	N/A
	M1.33 High School Graduation Rate **School Level**	M1.33 2022-2023: **Sierra** SWD: 63.3% AA: 65.8%	M1.33 2023-2024: Available in 2025-2026 LCAP	M1.33 2024-2025: Available in 2026-2027 LCAP	M1.33 2025-2026: **Sierra** SWD: 93.3% AA: 95.8%	N/A
M1.34	M1.34 Priority 7: Course Access *Data Source: CA Dashboard*	M1.34 2022-2023: 100%	M1.34 2023-2024: Available in 2025-2026 LCAP	M1.34 2024-2025: Available in 2026-2027 LCAP	M1.34 2025-2026: 100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.35	M1.35 Priority 1: Fully Credentialed and Appropriately Assigned Teachers *Data Source: CALSAAS Report*	M1.35 2022-2023: 0.07% of Teacher Mis-assignments	M1.35 2023-2024: Available in 2025-2026 LCAP	M1.35 2024-2025: Available in 2026-2027 LCAP	M1.35 2025-2026: 0.00% of Teacher Mis-assignments	N/A
M1.36	M1.36 Priority 1: Access to Standards- Aligned Instructional Materials *Data Source: CA Dashboard*	M1.36 2022-2023: 100% of students have access to standards-aligned instructional materials: Full Implementation and Sustainability on the 2023 CA Dashboard	M1.36 2023-2024: Available in 2025-2026 LCAP	M1.36 2024-2025: Available in 2026-2027 LCAP	M1.36 2025-2026: 100% of SBCUSD students will continue to have access to standards-aligned instructional materials: Full Implementation and Sustainability on the CA Dashboard	N/A
M1.37	M1.37 Priority 2: Implementation of State Standards *Data Source: CA Dashboard*	M1.37 2022-2023: 100% of students have access to Full Implementation of state standards on the 2023 CA Dashboard	M1.37 2023-2024: Available in 2025-2026 LCAP	M1.37 2024-2025: Available in 2026-2027 LCAP	M1.37 2025-2026: 100% of SBCUSD students will continue to have access to the implementation of state standards on the CA Dashboard	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.38	M1.38 CA Science Test (CAST) % of students who Met/Exceeded Standards *Data Source: CAST Records*	M1.38 2022-2023: 5th Grade CAST All: 16.47% EL: 3.19% LI: 14.97% FY: 4.35% 8th Grade CAST All: 19.03% EL: 1.50% LI: 17.65% FY: 4.76%	M1.38 2023-2024: Available in 2025-2026 LCAP	M1.38 2024-2025: Available in 2026-2027 LCAP	M1.38 2025-2026: 5th Grade CAST All: 46.5% EL: 33.2% LI: 45% FY: 34.4% 8th Grade CAST All: 49% EL: 31.5% LI: 47.7% FY: 34.8%	N/A
M1.39	M1.39 Dual Enrollment Completion Rate *Data Source: Aeries/CALPADS*	M1.39 Class of 2023 All: 22.5% EL: 8.6% LI: 22.5% FY: 8.4%	M1.39 2023-2024: Available in 2025-2026 LCAP	M1.39 2024-2025: Available in 2026-2027 LCAP	M1.39 Class of 2026 All: 52.5% EL: 38.6% LI: 52.5% FY: 38.4%	N/A
M1.40	M1.40 Priority 7: Programs and Services for Students with Disabilities *Data Source: Special Ed. Internal Data*	M1.40 2023-2024: 94 out of 100 students who have 50 plus hours within the transition curriculum	M1.40 2023-2024: Available in 2025-2026 LCAP	M1.40 2024-2025: Available in 2025-2026 LCAP	M1.40 2026-2027: 100 out of 100 students who have 50 plus hours within the transition curriculum	N/A
M1.41	M1.41 A-G Completion Percentage Rate *Data Source: CALPADS 1.22*	M1.41 2022-2023: All: 39.5% EL: 13.9% LI: 38.2% FY: 13.6%	M1.41 2023-2024: Available in 2025-2026 LCAP	M1.41 2024-2025: Available in 2026-2027 LCAP	M1.41 2025-2026: All: 69.5% EL: 43.9% LI: 68.2% FY: 43.6%	N/A

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Advanced Learner Programs	1.1 The Elementary Instruction and Secondary Education Departments will enhance the rigor of Advanced Learner Programs (Vanguard, GATE, etc.) principally directed for English Learners, Low-Income, and Foster Youth students to improve ELA and Math achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$841,917	Yes
1.2	International Baccalaureate (IB)	1.2 The Secondary Education Department will provide access to International Baccalaureate (IB) principally directed for English Learners, Low-Income, and Foster Youth students to enhance the rigor of learning as measured by M1.10, M1.11, M1.12, M1.14, M1.15, and M1.16.	$1,852,558	Yes
1.3	Magnet Programs	1.3 The Enrollment and Placement Services Department will provide access to magnet programs principally directed for English Learners and Low-Income students to increase their access to rigorous learning environments as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$1,986,276	Yes
1.4	College and Career Readiness	1.4 The College and Career Success Department will provide personnel to coordinate academic services principally directed for English Learners and Low-Income students to support increases in A-G and Career Technical Education (CTE) completion rates as measured by M1.17, M1.18, M1.19, M1.20, M1.39, and M1.41.	$6,545,894	Yes
1.5	Advancement Via Individual Determination (AVID)	1.5 The Elementary Instruction and Secondary Education Departments will implement AVID principally directed for English Learners, Low-Income, and Foster Youth students to increase college and career preparedness as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$1,451,700	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Student Achievement	1.6 The Multilingual Programs Department will provide personnel to coordinate English Language Development (ELD), progress monitoring, and professional development principally directed for English Learners and Long Term English Learners to increase their language proficiency and reclassification rates as measured by M1.21, M1.22, and M1.23.	$10,995,982	Yes
1.7	Foster Youth Support Services	1.7 The Access to Learning for All Students (ATLAS) Department will provide access to physical and mental health services and academic support services limited for Foster Youth students to increase academic achievement in core content areas as measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7 and M1.8.	$1,232,166	Yes
1.8	Transportation	1.8 The Transportation Services Department will provide transportation services principally directed to English Learners, Low-Income, and Foster Youth students to ensure access to in-person instruction as measured by M1.29.	$20,408,000	Yes
1.9	Language Other Than English (LOTE) Teachers	1.9 The Human Resources Department will hire and retain certificated teachers principally directed to support English Learners, Low-Income, and Foster Youth students to support the implementation of supplemental Multilingual Education Programs such as Transitional Bilingual Education, Dual Language Education, and Language Other Than English as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$1,159,927	Yes
1.10	Smaller Class Sizes	1.10 The Human Resources Department will improve the ratio of instructional personnel to students in order to reduce class sizes beyond the collective bargaining agreement class size maximums principally directed to support English Learners, Low-Income, and Foster Youth students by improving learning experiences at the elementary and secondary levels as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$21,200,402	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Middle School Support Class Teachers	1.11 The Human Resources Department will provide a Middle School Support Class Teacher to each middle school to support Low-Income and Foster Youth students to provide ELA and Math intervention as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.30.	$1,050,000	Yes
1.12	Professional Development	1.12 The Elementary Instruction and Secondary Education Departments will increase staff capacity and teacher clarity through ongoing professional development, including training in social-emotional learning mental health, grading practices, implementation of standards-aligned curriculum, and instructional best practices principally directed to English Learners, Low-Income, and Foster Youth students to improve their educational experience as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$15,382,934	Yes
1.13	Access and Opportunities	1.13 The Categorical Programs Department will provide site-based personnel, supplemental instructional programs and materials, technology, professional development, and parent-family engagement opportunities, based on the needs of individual schools as outlined in each school's School Plan for Student Achievement to support and improve the English Language Arts and Mathematics instructional programs. Although all students will benefit from access and opportunities, this action is principally directed at English Learners, Low-Income, and Foster Youth students as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16. ● Provide hourly pay and extended year pay ● Provide staffing (i.e. Support Staff, family engagement staff, teachers, aides, guest teachers, college interns, etc.) ● Provide staff with training (i.e. conferences, consultants, books, etc.) ● Provide instructional materials (i.e. instructional supplies, intervention consumable materials, technology, etc.) Each School Site's School Plan for Student Achievement (SPSA) is available using this link.	$31,331,109	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Technology	1.14 The Information Technology and Accountability & Educational Technology Departments will supplement online programs and services by providing additional technology and support, above and beyond the Williams requirement principally directed for English Learners, Low-Income, and Foster Youth students to improve student achievement in ELA and Math as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.36.	$8,150,254	Yes
1.15	Visual and Performing Arts (VAPA)	1.15 The Elementary Instruction and Secondary Education Departments will provide opportunities for students to engage in the Visual and Performing Arts through music and arts programs principally directed for English Learners, Low-Income, and Foster Youth students to increase daily attendance as measured by M1.29.	$4,424,147	Yes
1.16	Cal-SAFE	1.16 The Specialized Services Department will increase the availability of support services by providing Cal-SAFE resources principally directed for expectant/parenting students who are English Learner, Low-Income, and Foster Youth to improve academic achievement as measured by M1.31, M1.32, and M1.33.	$1,859,691	Yes
1.17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	1.17 The Educational Services division will provide MTSS Teachers on Special Assignment to school sites to coordinate targeted intervention for English Learners, Low-Income, and Foster Youth students to increase academic achievement in core content areas as measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7 and M1.8.	$11,546,339	Yes
1.18	Library Aides	1.18 The Categorical Programs Department will providing sites with Library Aides to support early literacy principally directed to Low-Income and Foster Youth students to increase reading proficiency as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$869,101	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Academic Direct Student Support	1.19 The Educational Services division will provide personnel directly working with English Learners, Low-Income, and Foster Youth students to aggressively improve ELD, ELA, and Math skills and knowledge as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$3,206,000	Yes
1.20	Recruitment and Retention of Experienced Staff	1.20 The Human Resources Department will recruit, hire, and retain highly qualified, experienced staff for schools with the highest English Learners, Low-Income, and Foster Youth students to improve achievement in ELA, Math, and ELD as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$2,328,096	Yes
1.21	Educational Field Trips	1.21 The Categorical Programs Department will allocate funds to schools to be used on Educational Field Trips principally directed for English Learners, Low-Income, and Foster Youth students to promote active learning and broaden students' perspectives by providing meaningful real-world experiences of California Standards that are aligned with classroom instruction as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.38.	$4,500,000	Yes
1.22	Supplemental Materials	1.22 The Elementary Instruction and Secondary Education Departments will provide supplemental instructional materials principally directed for English Learners, Low-Income, and Foster Youth students to support the implementation of intervention programs, literacy programs, support classes, and academic programs to improve academic achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$5,119,773	Yes
1.23	Science, Technology, Engineering, Arts, and Math (STEAM)	1.23 The STEAM Department will pilot the STEAM Framework principally directed at English Learners, Low-Income, and Foster Youth students to improve academic achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.38.	$3,091,685	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	**Safe, Secure, and Attractive Learning Environments and Facilities Promoting Nutrition, Wellness, and Mental Health:** To bolster student academic achievement and promote engagement, San Bernardino City Unified School District (SBCUSD) is committed to providing safe, secure, and inviting learning environments that also prioritize nutrition, wellness, and mental health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services and Conditions at schools

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our goal is to ensure that all students learn in spaces that are clean, well-maintained, and free from drugs, fostering an atmosphere conducive to both academic and personal growth. We will place a strong emphasis on promoting social-emotional learning and nurturing positive relationships among students and staff. By prioritizing these aspects, we aim to reduce suspension, and chronic absenteeism rates, creating a supportive atmosphere where students can thrive academically, physically, and emotionally.

During the Comprehensive Needs Assessment, the SBCUSD and Educational Partners reviewed both local and State data. The needs included promoting wellness, health, and safe and secure learning environments. In the 2024-25 LCAP, the district is revising the metrics to ensure they are closely aligned with our strategic goals and provide a precise measure of our progress. This update, including addressing all required metrics, is crucial for accurately monitoring student performance and making informed decisions based on data to improve student outcomes. By enhancing these metrics, the district aims to gain a better understanding of achievements and identify areas that require further attention.

Additionally, we conducted an analysis of required metrics including:

- M2.8 (Priority 1: Instances where Facilities DO NOT meet the “Good Repair” Standard), which identified the needs addressed in the Facilities Master Plan developed by the Facilities Department. This information was discussed during the Superintendent's Forums as an area that Educational Partners would like to see improvement. The feedback and input was incorporated into the Superintendent’s 5-year plan titled. “SBCUSD SHINES.”

The needs coupled with the Educational Partner feedback and input, metric adjustments, and alignment with “SBCUSD SHINES” were used to develop this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	M2.1 Panorama: Student Sense of Belonging *Data Source: SBCUSD Panorama Ed Dashboard*	M2.1 2023-2024: Student Sense of Belonging: School Connectedness **Elementary**: overall 71% favorable EL: 72% LI: 73% FY: 70% **Secondary:** overall 52% favorable EL: 53% LI: 52 % FY: 54%	M2.1 2024-2025: Available in 2025-2026 LCAP	M2.1 2025-2026 Available in 2026-2027 LCAP	M2.1 2026-2027: Student Sense of Belonging: School Connectedness **Elementary**: overall 74% favorable EL: 75% LI: 76% FY: 73% **Secondary**: overall 54% favorable EL: 54% LI: 55% FY: 55%	N/A
M2.2	M2.2 Panorama: Student Culture and Climate Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M2.2 2023-2024: Student Culture and Climate Survey **Elementary**: overall 74% favorable EL: 73% LI: 74% FY: 77% **Secondary**: overall 75% favorable EL: 76% LI: 75% FY: 79%	M2.2 2024-2025: Available in 2025-2026 LCAP	M2.2 2025-2026 Available in 2026-2027 LCAP	M2.2 2026-2027: Student Culture and Climate Survey **Elementary:** overall 77% favorable EL: 75% LI: 77% FY: 80% **Secondary**: overall 78% favorable EL: 79% LI: 78% FY: 82%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.3	M2.3 Priority 5: Chronic Absenteeism Rate **District Level** *Data Source: CA Dashboard*	M2.3 2022-2023: Chronically absent (K-12) All: 34.7% EL: 31.6% LI: 35.9% FY: 30.0%	M2.3 2023-2024 Available in 2025-2026 LCAP	M2.3 2024-2025 Available in 2026-2027 LCAP	M2.3 2025-2026: Chronically absent (K-12) All: 31.7% EL: 28.6% LI: 31.7% FY: 27%	N/A
M2.4	M2.4 Chronic Absenteeism Rate **School Level** *Data Source: CA Dashboard*	M2.4 2022-2023: Chronically absent **Barton** AA: 53.1%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Barton** AA: 50.1%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Bradley** HOM: 40%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Bradley** HOM: 37%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Cole** HOM: 53.7%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Cole** HOM: 50.7%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Cypress** AA: 52.8%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Cypress** AA: 49.8%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Roberts** SWD: 39.1%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Roberts** SWD: 36.1%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Fairfax** EL: 47.7%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Fairfax** EL: 44.7%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Brown** HOM: 35.2%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Brown** HOM: 32.2%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Highland Pacific** All: 46% EL: 41.7% LI: 47.9% AA: 61.9%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Highland Pacific** All: 43% EL: 38.7% LI: 44.9% AA: 58.9%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Inghram** All: 48.4% EL: 45.6% LI: 48.7% AA: 46.9%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Inghram** All: 45.4% EL: 42.6% LI: 45.7% AA: 43.9%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Kimbark** SWD: 34.3% WH: 27.4%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Kimbark** SWD: 31.3% WH: 24.4%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Lincoln** HOM: 49.3%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Lincoln** HOM: 46.3%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Salinas** HOM: 42.4%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Salinas** HOM: 39.4%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Monterey** HOM: 50%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Monterey** HOM: 47%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **North Park** TM: 29%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **North Park** TM: 26%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **North Verdemont** EL: 31.6% SWD: 37% WH: 26.9%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **North Verdemont** EL: 28.6% SWD: 34% WH: 23.9%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Oehl** SWD: 45.1%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Oehl** SWD: 42.1%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Paakuma** AA: 24.2%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Paakuma** AA: 21.2%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Palm** EL: 34.7%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Palm** EL: 31.7%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Parkside** HOM: 53.3% SWD: 49.5% AA: 39.7%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Parkside** HOM: 50.3% SWD: 46.5% AA: 36.7%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Rio Vista** HOM: 50%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Rio Vista** HOM: 47%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Anton** HOM: 56% SWD: 56.5%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Anton** HOM: 53% SWD: 53.5%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Thompson** HOM: 45.2% LI: 37.8%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Thompson** HOM: 42.2% LI: 34.8%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Urbita** SWD: 32.6%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Urbita** SWD: 29.6%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Vermont** HOM: 38.1% SWD: 49.2%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Vermont** HOM: 35.1% SWD: 46.2%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Arrowview** HOM: 49.5%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Arrowview** HOM: 46.5%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Chavez** SWD: 43.4%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Chavez** SWD: 40.4%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Del Vallejo** All: 41.9% EL: 40.8% HOM: 50.7% LI: 42% AA: 47.4% HI: 40.3%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Del Vallejo** All: 38.9% EL: 37.8% HOM: 47.7% LI: 39% AA: 44.4% HI: 37.3%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Golden Valley** HOM: 50.6% AA: 49.3%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Golden Valley** HOM: 47.6% AA: 46.3%	N/A
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **King** All: 39.6% EL: 41.8% HOM: 37.7% LI: 39.7% SWD: 48% AA: 45.2% HI: 38.6%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **King** All: 36.6% EL: 38.8% HOM: 34.7% LI: 36.7% SWD: 45% AA: 42.2% HI: 35.6%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Shandin Hills** HOM: 47.4% AA: 45% WH: 39.6%	M2.4 2023-2024 Available in 2025-2026 LCAP	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Shandin Hills** HOM: 44.4% AA: 42% WH: 36.6%	N/A
M2.5	M2.5 Priority 6: Suspension Rate **District Level** *Data Source: CA Dashboard*	M2.5 2022-2023: Rate of students that have been suspended at least once **District Level** All: 5.1% EL: 3.7% LI: 5.2% FY: 10.4% AA: 9.9% PI: 7.1%	M2.5 Available in 2025-2026 LCAP	M2.5 Available in 2026-2027 LCAP	M2.5 2025-2026: Rate of students that have been suspended at least once **District Level** All: 3.6% EL: 2.2% LI: 3.6% FY: 7.4% AA: 6.9% PI: 4.1%	N/A
M2.6	M2.6 Suspension Rate **School Level** *Data Source: CA Dashboard*	M2.6 2022-2023: Rate of students that have been suspended at least once **Barton** All: 6.6% EL: 7% HOM: 9.2% LI: 6.7% SWD: 8.4% AA: 8.6% HI: 6.2%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Barton** All: 5.1% EL: 5.5% HOM: 7.7% LI: 5.2% SWD: 6.9% AA: 7.1% HI: 4.7%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Belvedere** EL: 5.8% SWD: 11.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Belvedere** EL: 4.3% SWD: 10%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Holcomb** AA: 7.6%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Holcomb** AA: 6.1%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Bradley** AA: 7.9%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Bradley** AA: 6.4%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Cole** AA: 10.9%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Cole** AA: 9.4%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Del Rosa** HOM: 10.2%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Del Rosa** HOM: 8.7%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Fairfax** SWD: 6.7%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Fairfax** SWD: 5.2%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Brown** SWD: 9.7% AA: 7.6%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Brown** SWD: 8.2% AA: 6.1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Highland Pacific** All: 9.2% EL: 6.5% LI: 9.6% SWD: 8.7% AA: 17.4% HI: 8.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Highland Pacific** All: 7.7% EL: 5% LI: 8.1% SWD: 7.2% AA: 15.9% HI: 6.8%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Lankershim** All: 3.1% EL: 3.5% HOM: 6.3% LI: 3.2% SWD: 6.8% HI: 3.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Lankershim** All: 1.6% EL: 2% HOM: 4.8% LI: 1.7% SWD: 5.3% HI: 1.8%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Mt. Vernon** All: 3.7% EL: 3.2% LI: 3.9%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Mt. Vernon** All: 2.2% EL: 1.7% LI: 2.4%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 3.9%			HI: 2.4%	
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Newmark** SWD: 6.2% AA: 10.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Newmark** SWD: 4.7% AA: 8.8%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **North Park** AA: 7.1%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **North Park** AA: 5.6%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **North Verdemont** EL: 7.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **North Verdemont** EL: 5.8%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Oehl** AA: 6.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Oehl** AA: 4.8%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Paakuma** LI: 4.5% SWD: 6.7% HI: 3.8%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Paakuma** LI: 3% SWD: 5.2% HI: 2.3%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Parkside** AA: 7.4%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Parkside** AA: 5.9%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Anton** All: 3.5% LI: 3.7% AA: 6.4% HI: 3.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Anton** All: 2% LI: 2.2% AA: 4.9% HI: 2%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Thompson** AA: 8.8%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Thompson** AA: 7.3%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Warm Springs** AA: 11.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Warm Springs** AA: 10%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Arrowview** AA: 21.4%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Arrowview** AA: 19.9%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Chavez** AA: 19% SWD: 23.3%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Chavez** AA: 17.5% SWD: 22.9%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Curtis** HOM: 18.8%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Curtis** HOM: 17.3%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Golden Valley** All: 15.5% EL: 15% HOM: 23.9% LI: 16% SWD: 19.3% AA: 25% HI: 14.2%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Golden Valley** All: 14% EL: 13.5% HOM: 22.4% LI: 14.5% SWD: 17.8% AA: 23.5% HI: 12.7%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **King** AA: 17.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **King** AA: 16%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Serrano** All: 13.6% LI: 13% SWD: 12.5% AA: 25%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Serrano** All: 12.1% LI: 11.5% SWD: 11% AA: 23.5%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Shandin Hills** All: 12.4% EL: 12.7% HOM: 16.5% LI: 12.7% SWD: 10.5% AA: 22.2% HI: 11.8%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Shandin Hills** All: 10.9% EL: 11.2% HOM: 15% LI: 11.2% SWD: 9% AA: 20.7% HI: 10.3%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Arroyo Valley** WH: 28.9%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Arroyo Valley** WH: 27.4%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Cajon** EL: 10.3% AA: 12.6%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Cajon** EL: 8.8% AA: 11.1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Indian Springs** HOM: 9.9% SWD: 11.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Indian Springs** HOM: 8.4% SWD: 10%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Pacific** WH: 10.5%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Pacific** WH: 9%	N/A
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **San Bernardino** All: 11.4% EL: 12.9% HOM: 14.4% LI: 11.5% SWD: 16.6% HI: 10.9% TM: 16.2%	M2.6 2023-2024 Available in 2025-2026 LCAP	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **San Bernardino** All: 9.9% EL: 11.4% HOM: 12.9% LI: 10% SWD: 15.1% HI: 9.4% TM: 14.7%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **San Gorgonio** All: 10.9% EL: 11.7% HOM: 13.4% LI: 11.2% SWD: 18.1% WH: 16% TM: 23.9%	M2.6 2023-2024: Available in 2025-2026 LCAP	M2.6 2024-2025: Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **San Gorgonio** All: 9.4% EL: 10.2% HOM: 11.9% LI: 9.7% SWD: 16.6% WH: 14.5% TM: 22.4%	N/A
M2.7	M2.7 Priority 6: Expulsion Rate *Data Source: CA Dashboard*	M2.7 2022-2023: Rate of Students Expelled All: 0.2% EL: 0.2% LI: 0.2% FY: 0.3%	M2.7 2023-2024: Available in 2025-2026 LCAP	M2.7 2024-2025: Available in 2026-2027 LCAP	M2.7 2025-2027: Rate of Students Expelled All: 0.2% EL: 0.2% LI: 0.2% FY: 0.3%	N/A
M2.8	M2.8 Priority 1: Instances where Facilities DO NOT meet the “Good Repair” Standard *Data Source: CA Dashboard*	M2.8 2022-2023: Zero	M2.8 2023-2024: Available in 2025-2026 LCAP	M2.8 2024-2025: Available in 2026-2027 LCAP	M2.8 2025-2026: Zero	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Aides	2.1 The Student Wellness & Support Services Department will provide health support including a health coordinator, nurses and health aides at school sites principally directed for English Learners and Low-Income students to improve the physical wellness of students as measured by M2.3 and M2.4.	$3,708,021	Yes
2.2	Districtwide Counseling Coordination	2.2 The Student Wellness and Support Services Department will provide counseling support staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the wellness of students as measured by M2.1.	$1,030,562	Yes
2.3	Districtwide Wellness Coordination	2.3 The Student Wellness and Support Services Department will provide wellness staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the wellness of students as measured by M2.1.	$634,821	Yes
2.4	Mental Health Therapy Services	2.4 The Student Wellness and Support Services Department will provide mental health therapy staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the mental health of students as measured by M2.1.	$1,143,003	Yes
2.5	Districtwide Climate and Culture Coordination	2.5 The Student Wellness and Support Services Department will provide staff that focus on the climate and culture of school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the climate and culture of school sites as measured by M2.1.	$1,144,328	Yes
2.6	Expanded Registered Nursing Services	2.6 The Student Wellness & Support Services Department will provide additional registered nurses at school sites principally directed to English Learners and Low-Income students to improve the physical wellness of students as measured by M2.3 and M2.4.	$1,809,627	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Counselors	2.7 Counselors at the site level will provide support principally directed to English Learners, Low-Income, and Foster Youth students to improve mental health and social-emotional wellness as measured by M2.1.	$12,367,506	Yes
2.8	Cadet Corps	2.8 Secondary Education will provide the Cadet Corps program principally directed at English Learners, Low-Income, and Foster Youth students at six middle and four high schools to develop leadership, citizenship, patriotism, academic excellence, and basic military knowledge, health, wellness, and fitness as measured by M1.30, M1.31 and M1.34.	$83,825	Yes
2.9	Crossing Guards	2.9 The Safety & Emergency Management office will provide crossing guards at high-traffic crosswalks near elementary, middle, and high schools principally directed to English Learners and Low-Income students to promote safety as measured by M2.1, M2.2, M2.3, and M2.4.	$1,700,000	Yes
2.10	Youth Court	2.10 The Positive Youth Development Department will implement the Restorative Youth Court and Restorative Practices principally directed at English Learners, Low-Income, and Foster Youth students to help cultivate a positive youth identity as measured by M2.1 and M2.7.	$1,211,721	Yes
2.11	Student Wellness and Support Services (SWSS) Materials	2.11 The Student Wellness & Support Services Department will provide wellness materials principally directed at English Learners, Low-Income, and Foster Youth students to improve mental health and wellness of students as measured by M2.1 and M2.2.	$1,500,000	Yes
2.12	Attendance Monitoring and Assistance	2.12 The Positive Youth Development Department will provide attendance staff and support at all school sites principally directed at English Learners and Low-Income students to help improve student attendance as measured by M2.3 and M2.4.	$5,952,699	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Bringing Hope to Saturdays	2.13 The Positive Youth Development Department will provide a Bringing Hope to Saturdays Enrichment program principally directed at English Learners, Low-Income, and Foster Youth students to help improve student sense of belonging as measured by M2.1 and M2.2.	$476,703	Yes
2.14	Student Leadership Advisory Council	2.14 The Superintendent's Students Leadership Advisory Council will implement community service projects principally led by English Learners, Low-Income, and Foster Youth students to develop student leadership as measured by M2.1 and M2.2.	$125,500	Yes
2.15	Elementary Vice Principals	2.15 The Human Resources Department will provide Elementary Vice Principals to high-population elementary schools principally directed at English Learners, Low-Income, and Foster Youth students to help improve the school climate and campus environment at the elementary school level as measured by M2.1, M2.2, M2.5 and M2.6.	$3,312,259	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	**Involvement of Students, Family, Community, Staff, and Parents:** San Bernardino City Unified School District (SBCUSD) is committed to actively engaging and involving students, families, caregivers, the community, and staff as collaborative partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

Our focus is on fostering collaboration and utilizing the collective expertise and resources available. We prioritize enhancing academic achievement, supporting career development, and providing essential social services through a comprehensive network of resources, allies, and alliances.

Along with the analysis of the CA Dashboard Local Indicators, the SBCUSD Educational Partners reviewed local data from families and students who completed the Panorama survey. The results of this survey indicated inconsistent growth. The feedback and input during the development of the LCAP were used to develop this goal. Additionally, the goal was aligned with the work of the Family Engagement Department as they collaboratively developed a new Family Engagement plan through their participation in the Community Engagement Initiative (CEI). The SBCUSD is part of the third cohort of CEI participants. The CEI is part of the California Statewide System of Support. Throughout the participation, families, school and district leaders, Family Engagement department staff, and community partners completed a root-cause analysis and developed a plan centered on the following priorities: Continue hiring Site Parent Liaisons; Continue Parent Leadership opportunities through the Superintendent Parent Advisory Council (SPAC) and Family Leadership Institute (FLI); Provide professional development to help schools and departments more effectively support families in increasing academic achievement and social/emotional well-being; Collaborate with departments to provide parent perspective and Family Engagement support; Continue to build a community through partnerships; and Support sites with their Family Engagement plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	M3.1 Priority 3: Parent Involvement and Family Engagement *Data Source: CA Dashboard*	M3.1 2022-2023: Section 1: Building Relationships Between School Staff and Families: Average score of 3 Initial implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.5 Initial/Full Implementation Section 3: Seeking Input for Decision-Making: Average score of 3.25 Initial Implementation	M3.1 2023-2024: Available in 2025-2026 LCAP	M3.1 2024-2025: Available in 2026-2027 LCAP	M3.1 2025-2026: Relationships Between School Staff and Families: Average score of 5 Full Implementation and Sustainability Section 2: Building Partnerships for Student Outcomes: Average score of 5 Full Implementation and Sustainability Section 3: Seeking Input for Decision-Making: Average score of 5 Full Implementation and Sustainability	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.2	M3.2 Family-School Communication Percent Favorable on Panorama Family Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M3.2 2023-2024: Panorama Family-School Communication All: 80% favorable EI: 82% LI: 78% FY: 79%	M3.2 2024-2025: Available in 2025-2026 LCAP	M3.2 2025-2026: Available in 2026-2027 LCAP	M3.2 2026-2027: Panorama Family-School Communication All: 83% favorable EI: 85% LI: 81% FY: 82%	N/A
M3.3	M3.3 Parent-Family Engagement Percent Favorable on Panorama Family Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M3.3 2023-2024: Panorama Parent-Family Engagement All: 65% favorable EI: 66% LI: 64% FY: 68%	M3.3 2024-2025: Available in 2025-2026 LCAP	M3.3 2025-2026: Available in 2026-2027 LCAP	M3.3 2026-2027: Panorama Parent-Family Engagement All: 68% favorable EI: 69% LI: 67% FY: 71%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	3.1 The Family Engagement Department will support students and families of English Learners, Low-Income, and Foster Youth students to get involved in district decision-making processes to build their capacity by providing training, workshops, and opportunities as measured by M3.1 and M3.3.	$4,196,101	Yes
3.2	Interpretation and Translation Services	3.2 The Communications Department will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the District to engage the community as partners in the education of English Learners, Low-Income, and Foster Youth students as measured by M3.1 and M3.2.	$540,000	Yes
3.3	Targeted Enrollment Support	3.3 The Enrollment and Placement Services Department will provide targeted enrollment support for English Learners, Low-Income, and Foster Youth students as measured by M3.1 and M3.2.	$208,516	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	**Equity Multiplier - San Andreas High School** By the end of the 2027 school year, students at San Andreas High School will improve academic achievement in ELA (student groups include: All, Low-Income, and Hispanic students) and Math (student groups include: All, Low-Income, and Hispanic students) as measured by M4.1 and M4.2. Further, San Andreas will improve metrics associated with the College and Career Indicator (CCI) (student groups include: All, African American, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities) as measured by M1.18.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 8: Outcomes to a Broad Course of Study

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at San Andreas schoolwide, in particular focusing on Low-Income and Hispanic students. Further analysis showed a need for support in the areas that make up the CCI schoolwide and for African American, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities. The needs align with feedback received from educational partners, who have emphasized the ongoing need for support in ELA, Math, and CCI. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Additional Classroom Teachers (Goal 4, Action 2), Academic Coaching (Goal 4, Action 1), Intervention Staffing (Goal 4, Actions 3, 4, 7, and 8),Professional Development (Goal 4, Action 6, 9, and 10), Tutoring/Intervention (Goal 4, Actions 3, 4, 7, and 8), and Program Implementation Staffing (Goal 4, Actions 5, 11, and 12). To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading, NWEA Math, and the CCI. These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	M4.1 NWEA Reading Percent on Target *Data Source: San Andreas NWEA Database*	M4.1 Winter 2024: All: 6.7% LI: 6.4% HI: 6.3%	M4.1 Winter 2025: Available in 2025-2026 LCAP	M4.1 Winter 2026: Available in 2026-2027 LCAP	M4.1 Winter 2027: All: 36.7% LI: 36.4% HI: 36.3%	N/A
M4.2	M4.2 NWEA Math Percent on Target *Data Source: San Andreas NWEA Database*	M4.2 Winter 2024: All: 2.5% LI: 2.3% HI: 2.7%	M4.2 Winter 2025: Available in 2025-2026 LCAP	M4.2 Winter 2026 Available in 2026-2027 LCAP	M4.2 Winter 2027: All: 32.5% LI: 32.3% HI: 32.7%	N/A
M1.18	M1.18 College and Career Indicator *Data Source: San Andreas CA Dashboard*	M1.18 2022-2023 (% prepared) All: 2.1% EL: 0% HOM: 0% LI: 2.1% SWD: 0% AA: 0% HI: 2.2%	M1.18 2023-2024 Available in 2025-2026 LCAP	M1.18 2024-2025 Available in 2026-2027 LCAP	M1.18 2025-2026 (% prepared) All: 32.1% EL: 30% HOM: 30% LI: 32.1% SWD: 30% AA: 30% HI: 32.2%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Coaching (0.5 FTE)	A Certificated Instructional Coach will be hired to provide coaching to teachers to guide them in creating engaging lessons and using structured collaborative strategies for all students, schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$71,462	No
4.2	Provide Math Support Classes (0.5 FTE)	A certificated teacher will be hired to teach math support classes, focusing on math remediation and literacy to help fill learning gaps for all students, schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$67,451	No
4.3	Saturday and Summer School Interventions	Teachers will be provided with supplemental additional hours to support students during Saturday and summer school for all students, schoolwide and to LI, HI, EL, HOM, SWD, and AA students to improve academic achievement in English Language Arts, Math, and the CCI as measured by M4.1, M4.2, and M1.18.	$63,900	No
4.4	Extended Learning- Intervention Instruction	Teachers will provide supplemental intervention instruction beyond the instructional day that will be offered schoolwide and to LI, HI, EL, HOM, SWD, and AA students to improve academic achievement in English Language Arts, Math, and the CCI as measured by M4.1, M4.2, and M1.18.	$21,600	No
4.5	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with supplemental additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$30,240	No

Action #	Title	Description	Total Funds	Contributing
4.6	Professional Development- Resident Guest Teachers and Guest Teachers	Four Resident Guest Teachers will provide the release time to attend supplemental professional development, collaborate, plan lessons, and provide intervention schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$220,000	No
4.7	Small Group Intervention- Instructional Assistants and EAIII	Instructional Assistants/Tutor and Educational Assistants III will work an Extended Work Year or in a Limited Term position to work directly with students in small group schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$31,680	No
4.8	Small Group Instruction- College Student Interns	College Student Interns will provide supplemental small group instruction schoolwide and for LI and HI student groups to improve academic achievement in ELA and Math as measured by M4.1 and M4.2.	$70,000	No
4.9	Professional Development- Conferences	School staff will attend supplemental professional development conferences, such as Teacher Clarity, to gain instructional capacity and increase student metacognition, including schoolwide and for LI and HI students to improve instruction in writing across the curriculum in all core subject areas that leads to improved student achievement in ELA and Math as measured by M4.1 and M4.2.	$71,285	No
4.10	Professional Development- Consultants for Math and ELA	The District will provide vetted consultants (including Kagan, Elevated Achievement Group, and Pearson) to provide supplemental professional development, coaching, and data analysis support to teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math as measured by M4.1 and M4.2.	$56,000	No

Action #	Title	Description	Total Funds	Contributing
4.11	Additional Technology and Clerical Support for Program Implementation	Clerical staff and the Micro-Computer Specialist will provide additional technology support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide, LI, and HI students as they participate in the Equity Multiplier Plan to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$16,441	No
4.12	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$35,715	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	**Equity Multiplier - Sierra High School** By the end of the 2027 school year students at Sierra High School will improve academic achievement schoolwide in ELA (including Low-Income and Hispanic students) and Math (including Low-Income and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Sierra High School will improve the graduation rate of African American students and Students with Disabilities, as well as improve the amount of English Learner students who are making progress towards English language proficiency. Further, Sierra will improve metrics associated with the College and Career Indicator (CCI) (student groups include: All, English Learners, Homeless, Low-Income, Students with Disabilities, African American, and Hispanic) as measured by M1.18.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Outcomes to a Broad Course of Study

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Sierra High School schoolwide, in particular focusing on Low-Income and Hispanic students. The needs align with feedback received from educational partners, who have emphasized the ongoing need for support in ELA, Math, Graduation Rate, and CCI. Educational Partners have emphasized the ongoing need for support in ELA and Math, to improve the graduation rate of African American students and Students with Disabilities, and improve the amount of English Learner students who are making progress toward English language proficiency. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for all students, Low-Income and Hispanic students, the CA Dashboard for the graduation rate of African American and Students with Disabilities, as well as the CA Dashboard for English Learners making progress towards English language proficiency. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 5, Actions 5, 6, and 7), Professional Development (Goal 5, Actions 1, 2, and 3), Tutoring/Intervention (Goal 5, Actions 5, 6, and 7), and Program Implementation Staffing (Goal 5, Actions 8 and 9). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF),

Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	M5.1 NWEA Reading Percent on Target *Data Source: Sierra NWEA Database*	M5.1 Winter 2024: All: 4.7% LI: 4.6% HI: 5%	M5.1 Winter 2025: Available in 2025-2026 LCAP	M5.1 Winter 2026: Available in 2026-2027 LCAP	M5.1 Winter 2027: All: 34.7% LI: 34.6% HI: 35%	N/A
M5.2	M5.2 NWEA Math Percent on Target *Data Source: Sierra NWEA Database*	M5.2 Winter 2024: All: 4.3% LI: 4.4% HI: 4.6%	M5.2 Winter 2025: Available in 2025-2026 LCAP	M5.2 Winter 2026: Available in 2026-2027 LCAP	M5.2 Winter 2027: All: 34.3% LI: 34.4% HI: 34.6%	N/A
M5.3	M5.3 English Learner Progress Indicator *Data Source: Sierra CA Dashboard*	M5.3 2022-2023: EL: 23.1% making progress	M5.3 2023-2024: Available in 2025-2026 LCAP	M5.3 2024-2025: Available in 2026-2027 LCAP	M5.3 2025-2026: EL: 53.1% making progress	N/A
M5.4	M5.4 Graduation Rate *Data Source: Sierra CA Dashboard*	M5.4 2022-2023: SWD: 63.3% AA: 65.8%	M5.4 2023-2024: Available in 2025-2026 LCAP	M5.4 2024-2025: Available in 2026-2027 LCAP	M5.4 2025-2026: SWD: 93.3% AA: 95.8%	N/A
M1.18	M1.18 College and Career Indicator *Data Source: Sierra CA Dashboard*	M1.18 2022-2023 (% prepared) All: 1.1% EL: 0% HOM: 1.2% LI: 1.1% SWD: 0% AA: 0% HI: 1.2%	M1.18 2023-2024 Available in 2025-2026 LCAP	M1.18 2024-2025 Available in 2026-2027 LCAP	M1.18 2025-2026 (% prepared) All: 31.1% EL: 30% HOM: 31.2% LI: 31.1% SWD: 30% AA: 31.1% HI: 31.2%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development- Consultants for ELA and Math	The District will provide vetted consultants (including Elevated Achievement Group) to provide supplemental professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math as measured by M5.1 and M5.2.	$117,000	No
5.2	Professional Development- ELA and Math	Sierra High School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math Schoolwide, LI and HI students as measured by M5.1 and M5.2.	$90,000	No
5.3	Curriculum and Instruction Collaboration	Sierra High School will provide supplemental additional hourly pay to teachers to develop ELA and Math curriculum and instructional plans to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math Schoolwide, LI and HI students as measured by M5.1 and M5.2.	$40,000	No
5.4	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and EL, HOM, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and CCI as measured by M5.1, M5.2, and M1.18.	$250,892	No
5.5	Graduation Tiered Support- Resident Guest Teacher	Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention for AA and SWD to improve graduation rates as measured by M5.4.	$142,247	No
5.6	Intervention- College Student Interns	College Student Interns will provide intervention schoolwide and EL, HOM, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and CCI as measured by M5.1, M5.2, and M1.18.	$43,000	No

Action #	Title	Description	Total Funds	Contributing
5.7	Extended Learning Intervention Instruction	Teachers will provide additional supplemental intervention instruction beyond the instructional day that will be offered Schoolwide and to LI and HI students to improve academic achievement in English Language Arts and Math as measured by M5.1 and M5.2.	$40,000	No
5.8	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with additional supplemental hours to plan and coordinate all intervention services under the Equity Multiplier program for Schoolwide, LI and HI students to improve student achievement in ELA, Math, and EL Progress as measured by M5.1, M5.2, and M5.3.	$25,000	No
5.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$37,108	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	**Equity Multiplier - Alternative Learning Center** By the end of the 2027 school year students at Alternative Learning Center (ALC) will improve academic achievement in Math schoolwide (including Low-Income students and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. ALC will also reduce chronic absenteeism rates schoolwide and for Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

The CA Dashboard for the Alternative Learning Center (ALC) does not have performance level colors for Chronic Absenteeism, English Learner Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics as there are no statistically significant groups tested/measured. Despite the lack of performance level, the school site analyzed the data available on the CA Dashboard. The analysis highlighted the need to focus on Math schoolwide, and in particular focusing on Low-Income and Hispanic students. Additionally, a need to focus on Chronic Absenteeism for Hispanic students was identified. This analysis aligned with the needs demonstrated on the NWEA Math assessment and internal attendance data. Additionally, this need aligns with feedback received from educational partners, who have emphasized the ongoing need for support in Math and to reduce chronic absenteeism rates schoolwide and for Hispanic students. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading Map Growth Assessment with a focus on analyzing outcomes for all students, Low-Income and Hispanic students, the CA Dashboard for chronic absenteeism rates schoolwide and for Hispanic students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 6, Action 1), Professional Development (Goal 6, Action 1), and Tutoring/Intervention (Goal 6, Action 2). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	M6.1 NWEA Math (K-12) Percent on Track (at or above 61st percentile) *Data Source: ALC NWEA Database*	M6.1 Winter 2024: All: 12.2% LI: 10.5% HI: 17.2%	M6.1 Winter 2025: Available in 2025-2026 LCAP	M6.1 Winter 2026: Available in 2026-2027 LCAP	M6.1 Winter 2027: All: 42.2% LI: 40.5% HI: 47.2%	N/A
M6.2	M6.2 Chronic Absenteeism *Data Source: CA Dashboard*	M6.2 2022-2023: All: 18.2% HI: 18.2%	M6.2 2023-2024: Available in 2025-2026 LCAP	M6.2 2024-2025: Available in 2026-2027 LCAP	M6.2 2025-2026: All: 15.2% HI:15.2%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Tiered Support Program- Guest Teacher	Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention schoolwide and for LI and HI students to improve academic achievement in Math and lower chronic absenteeism as measured by M6.1 and M6.2.	$55,000	No
6.2	Mentoring, Tutoring, and Resource Support- Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in Math schoolwide and for LI and HI students to improve academic achievement in math and lower chronic absenteeism as measured by M6.1 and M6.2.	$34,255	No
6.3	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$4,427	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
7	**Equity Multiplier - Virtual Academy** By the end of the 2027 school year students at Virtual Academy will improve academic achievement in English Language Arts (ELA) schoolwide (including English Learners, Homeless, Students with Disabilities, African American, and White students) and Math schoolwide (including Homeless, Students with Disabilities, and African American, and Low-Income students) by increasing the percentage of students on track as shown in the metric section for this goal. Virtual Academy will also improve the chronic absenteeism rate of Students with Disabilities, African American, and White students as well as improve the amount of English Learner students who are making progress towards English language proficiency.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

The CA Dashboard for the Virtual Academy does not have performance level colors for Chronic Absenteeism, English Learner Progress, Graduation Rate, Suspension, English Language Arts, and Mathematics as this is the school's first CA Dashboard. Despite the lack of performance level, the school site analyzed the data available on the CA Dashboard at the schoolwide and student group level. The analysis highlighted the need to focus on English Language Arts (ELA) schoolwide (including English Learners, Homeless, Students with Disabilities, African American, and White students) and Math schoolwide (including Homeless, Students with Disabilities, and African American, and Low-Income students). Additionally, needs were highlighted for the chronic absenteeism rate of Students with Disabilities, African American, and White students as well as improvement needed in the amount of English Learner students who are making progress towards English language proficiency. These needs were echoed when analyzing internal data from NWEA Reading, NWEA Math, attendance, and the progress of English Learners. These needs align with feedback received from educational partners, who have emphasized the ongoing need for increased support. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners, Homeless, Low-Income, Students with Disabilities, African American, and White students. Virtual Academy is committed to improving the progress of English Learners toward English language proficiency and seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism rate schoolwide and for Students with Disabilities, White students, and African American students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Additional Classroom Teachers (Goal 7, Actions 2 and 3), Intervention Staffing (Goal 7, Actions 1, 2, 3, 5, 6, and 8),

Professional Development (Goal 7, Action 2) , Tutoring/Intervention (Goal 7, Action 4), Supplemental Materials (Goal 7, Action 7), and Program Implementation Staffing (Goal 7, Action 2, 9, and 10). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	M7.1 NWEA Reading Percent on Target *Data Source: Virtual Academy NWEA Database*	M7.1 Winter 2024 TK-8: All: 24.2% EL: 6.1% HOM: 11.1% SWD: 4.1% AA: 22.2% WH: 57.1% Winter 2024 HS: All: 27.4% EL: 0% HOM: 14.3% SWD: 9.4% AA: 23.1% WH: 53.8%	M7.1 Winter 2025: Available in 2025-2026 LCAP	M7.1 Winter 2026: Available in 2026-2027 LCAP	M7.1 Winter 2027 TK-8: All: 54.2% EL: 51.1% HOM: 56.1% SWD: 49.1% AA: 52.2% WH: 87.1% Winter 2027 HS: All: 57.4% EL: 54% HOM: 59.3% SWD: 54.4% AA: 53.1% WH: 83.8%	N/A
M7.2	M7.2 NWEA Math Percent on Target *Data Source: Virtual Academy NWEA Database*	M7.2 Winter 2024 TK-8: All: 12.1% EL: 9.1% HOM: 5.6% SWD: 6.1% AA: 7.4% LI: 11.7% Winter 2024 HS: All: 7.1% EL: 0% HOM: 0% SWD: 3.1% AA: 0% LI: 7.5%	M7.2 Winter 2025: Available in 2025-2026 LCAP	M7.2 Winter 2026: Available in 2026-2027 LCAP	M7.2 Winter 2027 TK-8: All: 42.1% EL: 46.1% HOM: 41.6% SWD: 42.1% AA: 43.4% LI: 41.7% Winter 2027 HS: All: 37.1% EL: 39% HOM: 39% SWD: 39.1% AA: 39% LI: 39.1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.3	M7.3 Chronic Absenteeism *Data Source: CA Dashboard*	M7.3 2022-2023: SWD: 4.8% AA: 7.4% WH: 10%	M7.3 2023-2024: Available in 2025-2026 LCAP	M7.3 2024-2025: Available in 2026-2027 LCAP	M7.3 2025-2026: SWD: 1.8% AA: 1.4% WH: 1%	N/A
M7.4	M7.4 English Learner Progress Indicator *Data Source: CA Dashboard*	M7.4 2022-2023: EL: 37.3% making progress	M7.4 2023-2024: Available in 2025-2026 LCAP	M7.4 2024-2025: Available in 2026-2027 LCAP	M7.4 2025-2026: EL: 67.3% making progress	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Tiered Support Program- Guest Teacher	The Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention in ELA and Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA and Math), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$165,000	No
7.2	Professional Development and Intervention Coordination- Program Facilitator	The Equity Multiplier Program Facilitator will provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), and overseeing the implementation of the intervention programs schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$330,000	No
7.3	Additional Support Classes- Secondary Support Teacher	Virtual Academy will hire two secondary support teachers to teach extra support classes for secondary using standards, frameworks, and research schoolwide and for EL, HOM, SWD, AA, and White students to improve academic achievement in ELA and Math as measured by M7.1	$390,000	No
7.4	Mentoring, Tutoring, and Resource Support- Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$164,262	No
7.5	Intervention- College Student Interns	College Student Interns will provide small group instruction support in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$43,500	No

Action #	Title	Description	Total Funds	Contributing
7.6	Support for parents and students- Community Resource Worker Limited Term Assignment	Virtual Academy will hire a Community Resource Worker to provide support to parents and students by connecting them with community services for SWD and AA students to improve Chronic Absenteeism as measured by M7.3.	$99,000	No
7.7	Supplemental Materials for Intervention	Virtual Academy will purchase supplemental and intervention materials to provide additional standards based practice schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$12,711	No
7.8	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.3. Anticipated costs include reimbursable mileage and additional hours for staff.	$5,000	No
7.9	Additional Support Staff for Program Implementation	Clerical staff will provide additional support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide and for EL, LI, SWD, AA, and WH, Math schoolwide and for HOM, LI, SWD, AA, and WH and English Learner progress schoolwide to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$5,000	No
7.10	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$60,238	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
8	**Equity Multiplier - Yvonne Harmon** By the end of the 2027 school year, Yvonne Harmon will improve the chronic absenteeism rate of Students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

The CA Dashboard for Yvonne Harmon does not have performance level colors for English Learner Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics as there are no statistically significant groups tested/measured. There are individual performance level colors for Chronic Absenteeism. There is one Special Day Class Moderate/Severe that was assigned to Yvonne Harmon in 2023-2024 with 13 students enrolled. Out of the 13 students, 11 students participated in state assessments. For the 2024-2025 school year, this class has been moved to Kendall Elementary. The CA Dashboard analysis highlighted the need to focus on Chronic Absenteeism for Students with Disabilities. Additionally, internal attendance data points as well as feedback when consulting the Special Education Department and Kendall Elementary highlighted the need to focus on Chronic Absenteeism as 100% of the students are chronically absent. These needs align with feedback received from educational partners, who have emphasized the ongoing need for increased support. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the California Dashboard with a focus on analyzing outcomes for students with disabilities. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the California Dashboard with a focus on analyzing outcomes for students with disabilities. These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	M8.3 Chronic Absenteeism *Data Source: CA Dashboard*	M8.3 2022-2023: All: 100% SWD: 100%	M8.3 2023-2024: Available in 2025-2026 LCAP	M8.3 2024-2025: Available in 2026-2027 LCAP	M8.3 2025-2026: All: 97% SWD: 97%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide for Students with Disabilities to improve chronic absenteeism as measured by M8.1.	$47,637	No
8.2	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$2,363	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
9	**Equity Multiplier - Arrowhead Elementary** By the end of the 2027 school year students at Arrowhead Elementary will improve academic achievement in ELA schoolwide (including English Learner students, Low-Income students, and Hispanic students) and Math schoolwide (including Low-Income students and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Arrowhead Elementary will also improve the amount of English Learner students who are making progress toward English language proficiency.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Arrowhead Elementary School, in particular focusing on English Learners, Low-Income, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment and California Dashboard for English Learner Progress with a focus on analyzing outcomes for English Learners, Low-Income, and Hispanic students. Arrowhead Elementary is committed to improving English Learners' progress toward English language proficiency. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 9, Action 4), Professional Development (Goal 9, Actions 3 and 4), Tutoring/Intervention (Goal 9, Action 1), Supplemental Materials (Goal 9, Action 5), and Supplemental Subscriptions (Goal 9, Action 6). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	M9.1 NWEA Reading Percent on Target *Data Source: Arrowhead NWEA Database*	M9.1 Winter 2024: All: 17.3% EL: 15.1% LI: 16.8% HI: 19%	M9.1 2023-2024: Available in 2025-2026 LCAP	M9.1 2024-2025: Available in 2026-2027 LCAP	M9.1 Winter 2027: All: 47.3% EL: 45.1% LI: 46.8% HI: 49%	N/A
M9.2	M9.2 NWEA Math Percent on Target *Data Source: Arrowhead NWEA Database*	M9.2 Winter 2024: All: 22.1% LI: 21.1% HI: 23.9%	M9.2 2023-2024: Available in 2025-2026 LCAP	M9.2 2024-2025: Available in 2026-2027 LCAP	M9.2 Winter 2027: All: 52.1% LI: 51.1% HI: 53.9%	N/A
M9.3	M9.3 English Learner Progress Indicator *Data Source: CA Dashboard*	M9.3 2022-2023: 37.5% making progress	M9.3 2023-2024: Available in 2025-2026 LCAP	M9.3 2024-2025: Available in 2026-2027 LCAP	M9.3 2025-2026: 67.5% making progress	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Tutoring Outside of Instructional Hours	A vetted vendor will provide contracted services to offer supplemental tutoring in ELA and Math school wide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$108,000	No
9.2	Additional Standards-Based Practice- Supplemental Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$35,000	No
9.3	Professional Development- Consultants for ELA and Math	The District will provide vetted consultants/contracted services (including supplemental subscription Professional Development) to provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$10,000	No
9.4	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1, M9.2, and M9.3.	$138,160	No
9.5	Intervention Materials	Arrowhead Elementary will purchase intervention materials to use in the Learning Academy to provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$39,786	No
9.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$16,415	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
10	**Equity Multiplier - San Bernardino High** By the end of the 2027 school year students at San Bernardino High School will improve academic achievement schoolwide in ELA (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) and Math in particular Students with Disabilities by increasing the percentage of students on track as shown in the metric section for this goal. San Bernardino High School will reduce the suspension rate schoolwide (including English Learners, Homeless, Low-Income, Students with Disabilities, Hispanic, and students who are two or more races).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide at San Bernardino High School, in particular focusing on English Learners, Low-Income, Students with Disabilities, and Hispanic students as well as Math, with a particular focus on Students with Disabilities. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. San Bernardino High School also identified the need to reduce the suspension rate of English Learners, Homeless, Low-Income, Students with Disabilities, Hispanics, and students who are two or more races. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment and the California Dashboard for Suspension rate. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Additional Classroom Teachers (Goal 10, Action 5), Academic Coaching (Goal 10, Actions 1 and 2), Intervention Staffing (Goal 10, Action 3, 5, 7, and 9), Professional Development Goal 10, Actions 6, 7, and 9), Tutoring/Intervention (Goal 10, Action 8), and Program Implementation Staffing (Goal 10, Action 4 and 11). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M10.1	M10.1 NWEA Reading Percent on Target *Data Source: San Bernardino High School NWEA Database*	M10.1 Winter 2024: All: 20.3% EL: 0.6% LI: 9.7% SWD: 1.1% HI: 19.5%	M10.1 Winter 2025: Available in 2025-2026 LCAP	M10.1 Winter 2026: Available in 2026-2027 LCAP	M10.1 Winter 2027: All: 50.3% EL: 30.6% LI: 49.7% SWD: 31.8% HI: 49.5%	N/A
M10.2	M10.2 NWEA Math Percent on Target *Data Source: San Bernardino High School NWEA Database*	M10.2 Winter 2024: SWD: 5.6%	M10.2 Winter 2025: Available in 2025-2026 LCAP	M10.2 Winter 2026: Available in 2026-2027 LCAP	M10.2 Winter 2027: SWD: 35.6%	N/A
M10.3	M10.3 Suspension *Data Source: CA Dashboard*	M10.3 2022-2023: All: 11.4% EL: 12.9% HOM: 14.4% LI: 11.5% SWD: 16.6% HI: 10.9% TM: 16.2%	M10.3 2023-2024: Available in 2025-2026 LCAP	M10.3 2024-2025: Available in 2026-2027 LCAP	M10.3 2025-2026: All: 9.9% EL: 11.4% HOM: 12.9% LI: 10% SWD: 15.1% HI: 9.4% TM: 14.7%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Academic Coaching for ELA	San Bernardino High School will hire an ELA Coach to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve ELA schoolwide and for EL, SWD, LI, and HI students as measured by M10.1.	$286,238	No
10.2	Academic Coaching for Math	San Bernardino High School will hire a Math Coach to provide Math coaching to the Math Department teachers to improve math achievement for SWD as measured by M10.2.	$257,285	No
10.3	Intervention Specialist for Behavior and Restorative Practices	San Bernardino High School will hire an Intervention Specialist to provide small group behavior intervention, facilitate restorative practices, and support the creation of behavior support plans for students to improve behavior management and reduce the suspension rate schoolwide and for EL, HOM, LI, SWD, HI, and students with two or more races as measured by M10.3.	$460,000	No
10.4	Coordination of Learning Interventions- Additional Duty	The school administrator will provide the school site Teachers, Counselors, and Teachers on Special Assignment (TOSA) with additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for EL, SWD, LI, and HI students in ELA and SWD in Math to improve academic achievement in English Language Arts and Math as measured by M10.1 and M10.2.	$22,859	No
10.5	ELA Support Classes	San Bernardino High School will hire an FTE to teach ELA Support Sections schoolwide and for EL, SWD, LI, and HI students in ELA to improve academic achievement in ELA as measured by M10.1.	$175,000	No

Action #	Title	Description	Total Funds	Contributing
10.6	Professional Development-Conferences	San Bernardino High School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA schoolwide and for EL, SWD, LI, and HI students and Math achievement for SWD and lower suspension rates that lead to improved student achievement in ELA and Math and lower suspension rates for EL, HOM, LI, SWD, HI, and students with two or more races as measured by M10.1, M10.2, and M10.3	$127,576	No
10.7	Professional Learning-Collaboration	Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, and plan lessons for teachers to improve instruction in ELA schoolwide and for EL, SWD, LI, and HI students and Math achievement for SWD that leads to improved student achievement in ELA and Math as measured by M10.1 and M10.2.	$75,000	No
10.8	Extended Learning Intervention Instruction	Teachers will provide supplemental intervention instruction beyond the instructional day that will be offered schoolwide for ELA and in Math for SWD to improve academic achievement in English Language Arts and Math as measured by M10.1 and M10.2.	$75,000	No
10.9	Teacher Clarity and Professional Learning Community (PLC) Professional Development	Vetted consultants will provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math which leads to improved student achievement in ELA and Math as measured by M10.1 and M10.2.	$70,000	No
10.10	Active Supervision	Resident Guest Teachers will be hired to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide to reduce Suspension rates as measured by M10.3.	$221,105	No
10.11	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$87,795	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
11	**Equity Multiplier - Barton Elementary** By the end of the 2027 school year students at Barton Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income students, Students with Disabilities, and Hispanic students) and Math (including English Learner students, Low-Income students, Students with Disabilities, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Barton Elementary will reduce chronic absenteeism for African American students as well as the amount of students being suspended schoolwide (including English Learners, Homeless, Low-Income, Students with Disabilities, African American, and Hispanic students).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts schoolwide (ELA) and Math at Barton Elementary, in particular focusing on English Learners, Low-Income, Students with Disabilities, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners, Low-Income, Students with Disabilities, and Hispanic students. Barton Elementary seeks to create a supportive environment that fosters student engagement to lower the suspension rate schoolwide and for English Learners, Homeless, Low-Income, Students with Disabilities, African American, and Hispanic students and reduce chronic absenteeism by removing barriers to attendance for African American students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 11, Actions 2, 3, 8, and 10), Professional Development (Goal 11, Actions 3, 5, 6, and 7), and Supplemental Materials (Goal 11, Actions 1, 4, and 9). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M11.1	M11.1 NWEA Reading Percent on Target *Data Source: Barton NWEA Database*	M11.1 Winter 2024: All: 13.1% EL: 7.6% LI: 13.1% SWD: 1.3% HI: 14.1%	M11.1 Winter 2025 Available in 2025-2026 LCAP	M11.1 Winter 2026 Available in 2026-2027 LCAP	M11.1 Winter 2027: All: 43.1% EL: 37.6% LI: 43.1% SWD: 31.3% HI: 44.1%	N/A
M11.2	M11.2 NWEA Math Percent on Target *Data Source: Barton NWEA Database*	M11.2 Winter 2024: All: 13.1% EL: 7.4% LI: 11.1% SWD: 2.5% HI: 11.6%	M11.2 Winter 2025 Available in 2025-2026 LCAP	M11.2 Winter 2026 Available in 2026-2027 LCAP	M11.2 Winter 2027: All: 41.4% EL: 43.4% LI: 41.1% SWD: 41.5% HI: 41.6%	N/A
M11.3	M11.3 Suspension *Data Source: CA Dashboard*	M11.3 2022-2023: All: 6.6% EL: 7.0% HOM: 9.2% LI: 6.7% SWD: 8.4% AA: 8.6% HI: 6.2%	M11.3 2023-2024: Available in 2025-2026 LCAP	M11.3 2024-2025: Available in 2026-2027 LCAP	M11.3 2025-2026: All: 5.1% EL: 5.5% HOM: 5.3% LI: 5.2% SWD: 4.5% AA: 4.6% HI: 4.7%	N/A
M11.4	M11.4 Chronic Absenteeism *Data Source: CA Dashboard*	M11.4 2022-2023: AA: 53.1%	M11.4 2023-2024: Available in 2025-2026 LCAP	M11.4 2024-2025: Available in 2026-2027 LCAP	M11.4 2025-2026: AA: 47.1%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Sensory Room	Based on Educational Partner feedback and as a response to Suspension data analysis, Barton Elementary will establish a sensory room to provide a space to allow students to calm down, participate in other means of correction, and to de-escalate behaviors schoolwide and for EL, HOM, LI, SWD, AA, and HI students to reduce the suspension rate as measured by M11.3.	$50,000	No
11.2	Sensory Room Support- Resident Guest Teachers	Resident Guest Teacher will be hired to provide support in the Sensory Room schoolwide and for English Learner EL, HOM, LI, SWD, AA, and HI students to reduce the suspension rate as measured by M11.3.	$72,000	No
11.3	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M11.1 and M11.2.	$239,215	No
11.4	Intervention Materials	Barton Elementary will purchase intervention materials to use in the Learning Center to provide additional standards-based practice using supplemental materials schoolwide and for EL, LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M11.1 and M11.2.	$40,000	No
11.5	Professional Development for ELA and Math	Barton Elementary will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA, Math, Engagement, and Restorative Practices, which will lead to improved student achievement in ELA, Math, Chronic Absenteeism, and Suspension as measured by M11.1, M11.2, M11.3, and M11.4.	$60,000	No

Action #	Title	Description	Total Funds	Contributing
11.6	Professional Development-Consultants for ELA and Math	The District will provide vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M11.1 and M11.2.	$80,000	No
11.7	Organized Supports	The District will provide vetted consultants to provide organized sports during non-instructional times schoolwide EL, HOM, LI, SWD, AA, and HI to improve chronic absenteeism and suspension rates as measured by M11.3 and M11.4.	$50,000	No
11.8	Intervention and Mentoring-College Student Interns	College Student Interns will provide mentorship schoolwide and for EL, HOM, LI, SWD, AA, and HI students to improve Chronic Absenteeism and Suspension as measured by M11.3 and M11.4.	$29,000	No
11.9	Organized Sports Equipment	Barton Elementary will purchase organized sports equipment to use on the playground to provide structured activities schoolwide and for EL, HOM, LI, SWD, AA, and HI students to improve Chronic Absenteeism and Suspension as measured by M11.3 and M11.4.	$6,000	No
11.10	Intervention- Instructional Assistants	Instructional Assistants will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide and for EL, LI, SWD, and HI students to improve academic achievement in English Language Arts and Math as measured by M11.1 and M11.2.	$14,618	No
11.11	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$31,785	No

Goal

Goal #	Description	Type of Goal
12	**Equity Multiplier - Del Vallejo Middle School** By the end of the 2027 school year students at Del Vallejo Middle School will improve academic achievement in ELA schoolwide (including English Learners, Homeless, Low-Income, and Hispanic students) and Math (including English Learners, Homeless, Low-Income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Del Vallejo Middle School will reduce chronic absenteeism schoolwide (including English Learners, Homeless, Low-Income, African American, and Hispanic students).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide at Del Vallejo Middle School, in particular focusing on English Learners, Homeless, Low-Income, and Hispanic students as well as support in Math for English Learners, Homeless, Low-Income, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment. Del Vallejo Middle School seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism rate schoolwide as well as for English Learners, Homeless, Low-Income, African American, and Hispanic students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Academic Coaching (Goal 12, Action 1) and Intervention Staffing (Goal 12, Actions 2 and 3). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M12.1	M12.1 NWEA Reading Percent on Target *Data Source: Del Vallejo NWEA Database*	M12.1 2024 Winter: All: 8.5% EL: 0% HOM: 4.1% LI: 8.8% HI: 8.5%	M12.1 Winter 2025: Available in 2025-2026 LCAP	M12.1 Winter 2026: Available in 2026-2027 LCAP	M12.1 Winter 2027: All: 38.5% EL: 39% HOM: 40.1% LI: 38.8% HI: 38.5%	N/A
M12.2	M12.2 NWEA Math Percent on Target *Data Source: Del Vallejo NWEA Database*	M12.2 2024 Winter: EL: 0.9% HOM: 3.1% LI: 6.3% HI: 6.9%	M12.2 Winter 2025: Available in 2025-2026 LCAP	M12.2 Winter 2026: Available in 2026-2027 LCAP	M12.2 Winter 2027: EL: 36.9% HOM: 36.1% LI: 36.3% HI: 36.9%	N/A
M12.3	M12.3 Chronic Absenteeism *Data Source: CA Dashboard*	M12.3 2022-2023: All: 41.9% EL: 40.8% HOM: 50.7% LI: 42.0% AA: 47.4% HI: 40.3%	M12.3 2023-2024: Available in 2025-2026 LCAP	M12.3 2024-2025: Available in 2026-2027 LCAP	M12.3 2025-2026: All: 38.9% EL: 37.8% HOM: 38.7% LI: 39% AA: 38.4% HI: 37.3%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	ELA Literacy Coaching	Del Vallejo Middle School will hire an ELA Literacy Coach to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve student achievement in ELA as measured by M12.1.	$420,000	No
12.2	Chronic Absenteeism Case Management	A Resident Guest Teacher will be hired to provide tiered support in small group, individualized, and/or intervention and case management schoolwide and for EL, HOM, LI, AA, and HI students identified as at-risk for chronic absenteeism to reduce Chronic Absenteeism Rates as measured by M12.3.	$55,109	No
12.3	Intervention Small Group Instruction	A partial FTE, Resident Guest Teachers, and College Student Interns will be hired to provide ELA and Math tiered intervention support and case management schoolwide and for EL, HOM, LI, and HI students to improve student achievement in ELA as measured by M12.1 and M12.2.	$249,964	No
12.4	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$35,964	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
13	**Equity Multiplier - Captain Leland Norton Elementary** By the end of the 2027 school year students at Captain Leland Norton Elementary will improve the amount of English Learner students who are making progress towards English language proficiency.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language proficiency at Norton Elementary. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need to improve the progress of English Learners toward English language proficiency. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the CA Dashboard with a focus on analyzing outcomes for English Learner students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 13, Action 3), Professional Development (Goal 13, Actions 1, 5, and 6), Tutoring/Intervention (Goal 13, Action 5), Supplemental Materials (Goal 13, Action 2), Supplemental Subscriptions (Goal 13, Action 4), and Program Implementation Staffing (Goal 13, Actions 6 and 7). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable). Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M13.1	M13.1 English Learner Progress Indicator *Data Source: CA Dashboard*	M13.1 2022-2023: 44.1% making progress	M13.1 2023-2024: Available in 2025-2026 LCAP	M13.1 2024-2025: Available in 2026-2027 LCAP	M13.1 2025-2026: 74.1% making progress	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Professional Development- ELD and Writing	Vetted consultants will provide professional development and coaching (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in writing and English Language Development (ELD) that leads to improved student achievement in English Learner Progress as measured by M13.1	$75,093	No
13.2	Intervention Materials	Norton Elementary School will purchase intervention materials to use in the classroom and during intervention instruction to provide additional standards-based practice using supplemental materials for EL students to improve student achievement in English Learner Progress as measured by M13.1	$50,000	No
13.3	Intervention- Resident Guest Teachers	Resident Guest Teachers will be hired to provide tiered intervention for EL students to improve student achievement in English Learner Progress as measured by M13.1	$300,602	No
13.4	Additional Standards-Based Practice- Supplemental Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions for EL students to improve student achievement in English Learner Progress as measured by M13.1	$23,000	No
13.5	Intervention Planning	Norton Elementary School will provide supplemental additional hourly pay to teachers to develop ELD curriculum, parent workshops, tutoring, and planning to improve student achievement in English Learner Progress as measured by M13.1	$50,000	No
13.6	Teacher PD and Collaboration	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, and plan lessons for EL students to improve student achievement in English Learner Progress as measured by M13.1	$94,000	No
13.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$29,398	No

Goal

Goal #	Description	Type of Goal
14	**Equity Multiplier - Juanita Blakely Jones Elementary** By the end of the 2027 school year students at Juanita Blakely Jones (Jones) Elementary will improve the amount of English Learner students who are making progress toward English language proficiency as well as improve academic achievement in ELA (including English Learners and Students with Disabilities) and Math (including English Learners and Students with Disabilities) by increasing the percentage of students on track as shown in the metric section for this goal. Jones Elementary will reduce the amount of students being suspended schoolwide.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Learner students' progress towards English proficiency, English Language Arts (ELA), and Math at Jones Elementary, in particular focusing on English Learners and Students with Disabilities. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners and Students with Disabilities. Jones Elementary seeks to create a supportive environment that fosters student engagement to lower the suspension rate schoolwide. Although not at the lowest performance level, the suspension rate increased 1.4% on the CA Dashboard. Educational Partner input emphasized the need for intervention to prevent this metric from increasing further. Lastly, the Comprehensive Needs Assessment showed an increasing need to support English Learners as the ELPI metric declined 2.1%. This resulted in an orange designation on the CA Dashboard. Educational Partner input supported the creation of additional EL supports to improve this metric. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 14, Actions 1 and 7), Professional Development (Goal 14, Action 1, 2, and 5), Supplemental Materials (Goal 14, Action 4), Supplemental Subscriptions (Goal 14, Action 3), and Program Implementation Staffing (Goal 14, Action 8). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M14.1	14.1 NWEA Reading Percent on Target *Data Source: Jones NWEA Database*	14.1 Winter 2024: EL: 5% SWD: 3%	14.1 Winter 2025: Available in 2025-2026 LCAP	14.1 Winter 2026: Available in 2026-2027 LCAP	14.1 Winter 2027: EL: 35% SWD: 33%	N/A
M14.2	M14.2 NWEA Math Percent on Target *Data Source: JonesNWEA Database*	M14.2 Winter 2024: EL: 10.9% SWD: 6.1%	M14.2 Winter 2025: Available in 2025-2026 LCAP	M14.2 Winter 2026: Available in 2026-2027 LCAP	M14.2 Winter 2027: EL: 40.9% SWD: 36.1%	N/A
M14.3	M14.3 English Learner Progress Indicator (Data Source: CA SBCUSD Dashboard)	M14.3 2022-2023: 46.2% making progress	M14.3 2023-2024: Available in 2025-2026 LCAP	M14.3 2024-2025: Available in 2026-2027 LCAP	M14.3 2025-2026: EL: 76.2% making progress	N/A
M14.4	M14.4 Suspension (Data Source: CA SBCUSD Dashboard)	M14.4 2022-2023: All: 1.8%	M14.4 2023-2024: Available in 2025-2026 LCAP	M14.4 2024-2025: Available in 2026-2027 LCAP	M14.4 2025-2026: All: 0.3%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
14.1	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL and SWD to improve student achievement in ELA and Math as measured by M14.1, M14.2 and M14.3.	$244,830	No
14.2	ELA and Math Professional Development- Contracted Services/Consultant	The District will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL and SWD students and schoolwide in Math as well as EL and SWD students as measured by M14.1 and M14.2.	$106,621	No
14.3	Additional Standards-Based Practice- Supplemental Subscriptions	Jones Elementary will provide access to an online behavior management system subscription to teachers schoolwide to lower the suspension rate as measured by M14.4.	$5,000	No
14.4	Supplemental Materials	Jones Elementary will provide supplemental materials to teachers to use with the behavior management system schoolwide to lower the suspension rate as measured by M14.4.	$1,000	No
14.5	Professional Development- Consultant for PLC	The District will provide a vetted consultant to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to the site leader to improve instructional supervision in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL and SWD students and schoolwide in Math as well as EL and SWD students as measured by M14.1 and M14.2.	$80,000	No

Action #	Title	Description	Total Funds	Contributing
14.6	Increased Support for Early Literacy	The Library Assistant will work an Extended Work Year or in a Limited Term position to work directly with students to model prosodic reading and support early literacy schoolwide and for EL and SWD to improve student achievement in ELA and Math as measured by M14.1, M14.2, and M14.3.	$35,000	No
14.7	Increased Student Supervision	The Recreation Aides will work an Extended Work Year or in a Limited Term position to work directly with students to provide increased supervision and support PBiS schoolwide to lower the suspension rate as measured by M14.4.	$35,000	No
14.8	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$25,170	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
15	**Equity Multiplier - Pacific High** By the end of the 2027 school year students at Pacific High School will improve academic achievement schoolwide in ELA (including English Learners, Low-Income, and Students with Disabilities) and schoolwide Math (including Low-Income, Students with Disabilities, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Pacific High School will reduce the suspension rate of White students, and improve the graduation rate of Students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Pacific High School, in particular focusing on English Learners, Low-Income, Students with Disabilities, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment. Pacific High School seeks to create a supportive environment that fosters student engagement to lower the suspension rate for White students and improve the graduation rate of Students with Disabilities. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Academic Coaches (Goal 15, Action 4), Supplemental Materials (Goal 15, Action 3), Intervention Staffing (Goal 15, Action 2 and 4), Professional Development (Goal 15, Action 1). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M15.1	NWEA Reading Percent on Target *Data Source: Pacific NWEA Database*	M15.1 Winter 2024: All: 17.6% EL: 0.6% LI: 17.1% SWD: 4.5%	M15.1 Winter 2025: Available in 2025-2026 LCAP	M15.1 Winter 2026: Available in 2026-2027 LCAP	M15.1 Winter 2027: All: 47.6% EL: 45.6% LI: 47.1% SWD: 46.5%	N/A
M15.2	M15.2 NWEA Math Percent on Target *Data Source: Pacific NWEA Database*	M15.2 Winter 2024: All: 18.1% LI: 17.2% SWD: 5.7% HI: 17.9%	M15.2 Winter 2025: Available in 2025-2026 LCAP	M15.2 Winter 2026: Available in 2026-2027 LCAP	M15.2 Winter 2027: All: 48.1% LI: 47.2% SWD: 48.7% HI: 47.9%	N/A
M15.3	M15.3 Suspension *Data Source: CA Dashboard*	M15.3 2022-2023: WH: 10.5%	M15.3 2023-2024: Available in 2025-2026 LCAP	M15.3 2024-2025: Available in 2026-2027 LCAP	M15.3 2025-2026: WH: 6.0%	N/A
M15.4	M15.4 Graduation Rate *Data Source: CA Dashboard*	M15.4 2022-2023: SWD: 51.3%	M15.4 2023-2024: Available in 2025-2026 LCAP	M15.4 2024-2025: Available in 2026-2027 LCAP	M15.4 2025-2026: SWD: 96.3%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
15.1	Professional Development- ELA and Math Professional Development Contracted Services/Consultant	The District will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL, LI, and SWD students and schoolwide in Math as well as LI, SWD, and HI students as measured by M15.1 and M15.2.	$300,000	No
15.2	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention in ELA schoolwide and for EL, LI, and SWD and in Math schoolwide and for LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M15.1 and M15.2	$794,659	No
15.3	Intervention Professional Development for Online Subscriptions	The District will provide vetted contracted services (including supplemental subscription Professional Development) to provide professional development, coaching, and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve student achievement in ELA, Math, Suspension, and on-time graduation specifically for EL (ELA), LI (ELA and Math), SWD (ELA, Math, and Graduation), HI (Math), and WH (Suspension) as measured by M15.1, M15.2, and M15.3.	$7,104	No
15.4	Students with Disabilities Caseload Management and Coaching	A pull-out teacher will be hired to manage a caseload of Students with Disabilities and provide coaching to teachers in the areas of ELA and math to support Special Education students to improve student achievement in ELA and Math and attainment of a high school diploma as measured by M15.1, M15.2, and M15.3	$296,235	No
15.5	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$69,341	No

Goal

Goal #	Description	Type of Goal
16	**Equity Multiplier - Hunt Elementary** By the end of the 2027 school year students at Hunt Elementary will improve academic achievement in ELA schoolwide (including Low-Income, Students with Disabilities, African American, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide at Hunt Elementary in particular focusing on Low-Income, Students with Disabilities, African American, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading Map Growth Assessment with a focus on analyzing outcomes for Low-Income, Students with Disabilities, African American, and Hispanic students. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 16, Action 1, and 3), Professional Development (Goal 16, Action 2, and 5), and Program Implementation Staffing (Goal 16, Action 4 and 6). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M16.1	M16.1 NWEA Reading Percent on Target *Data Source: Hunt NWEA Database*	M16.1 Winter 2024: All: 11.4% LI: 11.1% SWD: 7.3% AA: 9.1% HI: 11.9%	M16.1 Winter 2025 Available in 2025-2026 LCAP	M16.1 Winter 2026 Available in 2026-2027 LCAP	M16.1 Winter 2027: All: 41.4% LI: 41.1% SWD: 37.3% AA: 39.1% HI: 41.9%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
16.1	ELA and Writing Intervention- Resident Guest Teacher	Resident Guest Teachers will provide release time and intervention in English Language Arts and Writing schoolwide and for LI, SWD, AA, and HI students to improve student achievement in ELA as measured by M16.1	$534,888	No
16.2	Professional Development for Literacy and Writing- Contracted Services/Consultant	The District will provide vetted consultants to provide coaching and professional development (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in Literacy and Writing which leads to improved student achievement in ELA as measured by M16.1.	$65,000	No
16.3	ELA and Writing Intervention- College Student Intern	College Student Interns will provide small group instruction in English Language Arts and Writing, schoolwide and for LI, SWD, AA, and HI students to improve academic achievement in ELA as measured by M16.1.	$29,000	No
16.4	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with supplemental additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for LI, SWD, AA, and HI students to improve academic achievement in English Language Arts as measured by M16.1.	$11,000	No
16.5	Professional Development for ELA	Hunt Elementary will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA to improve academic achievement in English Language Arts as measured by M16.1.	$20,000	No
16.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$32,730	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
17	**Equity Multiplier - Indian Springs High School** By the end of the 2027 school year students at Indian Springs High School will improve academic achievement in ELA (including English Learners students) and Math schoolwide (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Indian Springs High School will reduce the suspension rate of Homeless students and Students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Indian Springs High School, in particular focusing on English Learners. Low-Income, Students with Disabilities, and Hispanic Students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment. Indian Springs High School seeks to create a supportive environment that fosters student engagement to lower the suspension rate as well as the Suspension rate of Homeless and Students with Disabilities. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Additional Classroom Teacher (Goal 17, Action 1), Academic Coaches (Goal 17, Action 3), Intervention Staffing (Goal 17, Action 2), and Professional Development (Goal 17, Action 4, 5, and 6). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M17.1	M17.1 NWEA Reading Percent on Target *Data Source: Indian Springs NWEA Database*	M17.1 Winter 2024: EL: 1.8%	M17.1 Winter 2025 Available in 2025-2026 LCAP	M17.1 Winter 2026 Available in 2026-2027 LCAP	M17.1 Winter 2027: EL: 46.8%	N/A
M17.2	M17.2 NWEA Math Percent on Target *Data Source: Indian Springs NWEA Database*	M17.2 Winter 2024: All: 21.5% EL: 4.7% LI: 20.9% SWD: 5.9% HI: 21.5%	M17.2 Winter 2025 Available in 2025-2026 LCAP	M17.2 Winter 2026 Available in 2026-2027 LCAP	M17.2 Winter 2027: All: 51.5% EL: 49.7% LI: 50.9% SWD: 50.9% HI: 51.5%	N/A
M17.3	M17.3 Suspension *Data Source: CA Dashboard*	M17.3 2022-2023: HOM: 9.9% SWD: 11.55%	M17.3 2023-2024: Available in 2025-2026 LCAP	M17.3 2024-2025: Available in 2026-2027 LCAP	M17.3 2025-2026: HOM: 5.4% SWD: 5.5%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
17.1	Math Support FTEs	Indian Springs High School will pay for 2.0 FTEs to teach 12 additional Math Support sections of Math support for Math I and Math III schoolwide and for English Learners (EL) to improve achievement in Math achievement as measured by M17.2.	$988,268	No
17.2	Active Supervision	Resident Guest Teachers will provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention for Homeless (HOM) students and Students with Disabilities (SWD) to reduce Suspension rates as measured by M17.3.	$432,226	No
17.3	ELA Coaching	Indian Springs High School will pay for 0.5 FTE to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve EL student achievement in ELA as measured by M17.1.	$391,118	No
17.4	Professional Development- Consultants for ELA and Math	The District will provide vetted consultants to provide coaching, and data analysis support to teachers beyond District-level and School Plan for Student Achievement planned Professional Development to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M17.1 and M17.2.	$133,906	No
17.5	Professional Development for ELA and Math- Conferences	Indian Springs High School will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math beyond District-level and School Plan for Student Achievement planned Professional Development that leads to improved student achievement in ELA and Math as measured by M17.1 and M17.2.	$133,906	No

17.6	Professional Development for Behavior	Indian Springs High School will fund professional development conferences and workshops beyond District-level and School Plan for Student Achievement planned Professional Development for teachers to improve behavior management and reduce the suspension rate for HOM and SWD as measured by M17.3.	$133,906	No
17.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$109,781	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
18	**Equity Multiplier - Del Rosa Elementary** By the end of the 2027 school year students at Del Rosa Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) and Math schoolwide (including English Learners, Low-Income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Del Rosa Elementary will increase the amount of English Learner students who are making progress towards English language proficiency and reduce the suspension rate of homeless students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Del Rosa Elementary schoolwide, in particular focusing on English Learners, Low-Income, Students with Disabilities, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners, Low-Income, Students with Disabilities, and Hispanic students. Del Rosa Elementary is committed to improving English Learners' progress toward English language proficiency, we will assess progress through the California Dashboard for English Learner Progress. Del Rosa Elementary also seeks to create a supportive environment that fosters student engagement to lower the suspension rate of Homeless students, we will assess progress through the California Dashboard. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 18, Action 4), Professional Development (Goal 18, Action 1, 2, and 3), and Program Implementation (Goal 18, 5 and 6). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M18.1	M18.1 NWEA Reading Percent on Target *Data Source: Del Rosa NWEA Database*	M18.1 Winter 2024: All: 18.1% EL: 6.5% LI: 18% HI: 17.3% SWD: 4.7%	M18.1 Winter 2025 Available in 2025-2026 LCAP	M18.1 Winter 2026 Available in 2026-2027 LCAP	M18.1 Winter 2027: All: 49.1% EL: 51.5% LI: 48% HI: 47.3% SWD: 49.7%	N/A
M18.2	M18.2 NWEA Math Percent on Target *Data Source: Del Rosa NWEA Database*	M18.2 Winter 2024: All: 19.8% EL: 13% LI: 18.3% HI: 18.9%	M18.2 Winter 2025 Available in 2025-2026 LCAP	M18.2 Winter 2026 Available in 2026-2027 LCAP	M18.2 Winter 2027: All: 49.8% EL: 49.0% LI: 48.3% HI: 48.9%	N/A
M18.3	M18.3 English Learner Progress Indicator *Data Source: CA Dashboard*	M18.3 2022-2023: EL: 33.8% making progress	M18.3 2023-2024: Available in 2025-2026 LCAP	M18.3 2024-2025: Available in 2026-2027 LCAP	M18.3 2025-2026: EL: 63.8% making progress	N/A
M18.4	M18.4 Suspension *Data Source: CA Dashboard*	M18.4 2022-2023: HOM: 10.2%	M18.4 2023-2024: Available in 2025-2026 LCAP	M18.4 2024-2025: Available in 2026-2027 LCAP	M18.4 2025-2026: HOM: 1.2%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
18.1	Professional Development in ELA, Writing, and Math	Vetted consultants will provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$99,197	No
18.2	Professional Development in Classroom Management and Social-Emotional Learning	Vetted consultants will provide professional development and coaching support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve classroom management and lower suspension rates for homeless youth as measured by M18.4	$20,000	No
18.3	Professional Development Conferences in ELA, Writing, and Math	Del Rosa Elementary School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$105,000	No
18.4	Professional Development and Collaboration- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention for teachers to improve student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$407,668	No
18.5	Additional Support Staff for Program Implementation	Clerical staff will provide support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide as they participate in the Equity Multiplier Plan to improve academic achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$20,000	No
18.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$32,332	No

Insert or delete rows, as necessary.Goal

Goal

Goal #	Description	Type of Goal
19	**Equity Multiplier - Highland Pacific Elementary** By the end of the 2027 school year students at Highland Pacific Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students) and Math schoolwide (including English Learners, Low-Income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Highland Pacific Elementary will reduce the suspension rate schoolwide and of English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students as well as reduce the chronic absenteeism rate schoolwide and of English Learners, Low-Income, and African American students. Highland Pacific Elementary will also improve the amount of English Learner students who are making progress toward English language proficiency.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math schoolwide at Highland Pacific Elementary, in particular focusing on English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 19, Action 1, 4, 6, and 9), Professional Development (Goal 19, Action 5 and 11), Tutoring/Intervention (Goal 19, Action 1 and 4), Supplemental Materials (Goal 19, Action 2 and 3), Supplemental Subscriptions (Goal 19, Action 7), and Program Implementation Staffing (Goal 19, Action 8, 10, and 12). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M19.1	M19.1 NWEA Reading Percent on Target *Data Source: Highland Pacific NWEA Database*	M19.1 Winter 2024: All: 10.2% EL: 2.2% LI: 9.8% SWD: 10% AA: 17.4% HI: 8.5%	M19.1 Winter 2025: Available in 2025-2026 LCAP	M19.1 Winter 2026: Available in 2026-2027 LCAP	M19.1 Winter 2027: All: 40.2% EL: 41.2% LI: 39.8% SWD: 40.0% AA: 47.4% HI: 41.5%	N/A
M19.2	M19.2 NWEA Math Percent on Target *Data Source: Highland Pacific NWEA Database*	M19.2 Winter 2024: All: 8.6% EL: 2.4% LI: 8.4% HI: 8.2%	M19.2 Winter 2025: Available in 2025-2026 LCAP	M19.2 Winter 2026: Available in 2026-2027 LCAP	M19.2 Winter 2027: All: 38.6% EL: 38.4% LI: 38.4% HI: 38.2%	N/A
M19.3	M19.3 English Learner Progress Indicator *Data Source: CA Dashboard*	M19.3 2022-2023: EL: 40.5% making progress	M19.3 2023-2024: Available in 2025-2026 LCAP	M19.3 2024-2025: Available in 2026-2027 LCAP	M19.3 2025-2026: EL: 70.5% making progress	N/A
M19.4	M19.4 Chronic Absenteeism *Data Source: CA Dashboard*	M19.4 2022-2023: All: 46% EL: 41.7% LI: 47.9% AA: 61.9%	M19.4 2023-2024: Available in 2025-2026 LCAP	M19.4 2024-2025: Available in 2026-2027 LCAP	M19.4 2025-2026: All: 43% EL: 38.7% LI: 44.9% AA: 40.9%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M19.5	M19.5 Suspension *Data Source: CA Dashboard*	M19.5 2022-2023: All: 9.2% EL: 6.5% LI: 9.6% SWD: 8.7% AA: 17.4% HI: 8.3%	M19.5 2023-2024: Available in 2025-2026 LCAP	M19.5 2024-2025: Available in 2026-2027 LCAP	M19.5 2025-2026: All: 7.7% EL: 5% LI: 8.1% SWD: 7.2% AA: 8.0% HI: 6.8%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
19.1	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention in ELA and Math schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2	$145,734	No
19.2	Printing and Instructional Materials	Highland Pacific Elementary will purchase intervention materials to use in the Learning Center to provide additional standards-based practice schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$28,322	No
19.3	Supplemental Books	Highland Pacific Elementary will purchase additional books schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$28,000	No
19.4	Active Supervision	Recreational Aides will work in an Extended Work Year or in a Limited Term position to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide and for EL, LI, SWD, AA, and HI students to reduce Suspension rates as measured by M19.5.	$29,000	No
19.5	Professional Collaboration and Intervention- Additional Hours	Highland Pacific Elementary will provide additional hours for Staff to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and to increase English Learners Progress as measured by M19.1, M19.2 and M19.3.	$8,500	No
19.6	Building Parent Capacity	Highland Pacific Elementary will provide family workshops to families to improve student achievement in ELA, Math, and to increase English Learners Progress as measured by M19.1, M19.2 and M19.3.	$3,582	No

Action #	Title	Description	Total Funds	Contributing
19.7	Supplemental Subscriptions	Highland Pacific Elementary will provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$5,000	No
19.8	Intervention Coordination and Planning	The school administrator will provide the school site Resource Teacher and Teacher on Special Assignment (TOSA) with additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$19,800	No
19.9	Library Assistants to Support Literacy	The Library Assistant will work an Extended Work Year or in a Limited Term position to provide additional library access, model effective reading, and support literacy schoolwide and for LI and HI students to improve academic achievement in English Language Arts as measured by M19.1.	$10,000	No
19.10	Additional Support Staff for Program Implementation	Clerical staff will provide additional clerical support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide, LI and HI students as they participate in the Equity Multiplier Plan to improve academic achievement in English Language Arts and Math as measured by M19.1 and M19.2.	$15,000	No
19.11	Professional Development and Consultants for Math and ELA	The District will provide vetted consultants to provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math as measured by M19.1 and M19.2.	$35,000	No
19.12	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$16,266	No

Goal

Goal #	Description	Type of Goal
20	**Equity Multiplier: Home and Hospital** By the end of the 2027 school year, Home and Hospital will improve the chronic absenteeism rate of Students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

The CA Dashboard does not exist for students participating in the Home and Hospital program. The needs of students participating were identified based on internal achievement and non-achievement data points as well as feedback when consulting the Special Education Department. The Special Education Department maintains a data dashboard with student data for those participating in the Home and Hospital program. The greatest need identified was Chronic Absenteeism as the participating students had many gaps in their school attendance due to health issues. These needs align with feedback received from educational partners, who have emphasized the ongoing need for increased support. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the California Dashboard with a focus on analyzing outcomes for students with disabilities. These actions were determined after the design of the District-level services/activities for 2024-2027 to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M20.1	M20.1 Chronic Absenteeism *Data Source: CA Dashboard*	M20.1 2022-2023: All: 18.2% SWD: 24.3%	M20.1 2023-2024: Available in 2025-2026 LCAP	M20.1 2024-2025: Available in 2026-2027 LCAP	M20.1 2025-2026: All: 0% SWD: 0%	N/A

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
20.1	Professional Development- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide for SWD to improve chronic absenteeism as measured by M20.1.	$91,261	No
20.2	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.	$4,527	No

Goal

Goal #	Description	Type of Goal
21	**Differentiated Assistance** By the end of the 2027 school year the San Bernardino City Unified School District will improve achievement on the CA Dashboard in ELA, Math, and Suspension for African American students.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

A multi-disciplinary team comprised of instructional and management staff and a parent representative met to analyze the student outcomes for our African American students in ELA, Math, and Suspension. We reviewed the action plan, analysis, and feedback from Educational Partners that was developed during the African American Task Force meetings. On the 2022-2023 CA Dashboard, the African American students maintained their progress in English Language Arts by growing 1.1 points Distance From Standard (DFS) with a performance level color of red. On that same Dashboard, the African American students increased one performance level in Math from red to orange by improving 6.8 points DFS. For Suspension, the African American students increased by 0.3 percentage points remaining at the red performance level. The African American student group was not identified for Differentiated Assistance in the area of Chronic Absenteeism due to their improvement of 11.8 percentage points moving from the very high (equivalent to the red performance level) performance level to the yellow performance level.

The SBCUSD was identified in 2023-2024 for Differentiated Assistance for African American students in the ELA and Math academic areas as well as suspension. A team attended the San Bernardino County Office of Education Differentiated Assistance Workshop on Monday, February 5th, 2024. Participants included the Assistant Superintendent of Educational Services, the Director of Categorical Programs, the Director of Accountability and Educational Technology (AET), and the Director of Equity and Targeted Student Achievement (ETSA), as well as a Program Specialist, a parent representative of the District's District African American Advisory Council. The team began the Plan, Do, Study, Act process during which a root cause analysis was conducted for African American student academic achievement. The African American Task Force was reignited during the 2023-2024 school Year. The African American Task Force had a defined purpose as follows: To promote and ensure the success of African American students. The African American Task Force met on November 8, 2023, February 7, 2024, and on June 11, 2024. During the first African American Task Force meeting, the Equity Targeted Student Achievement (ETSA) Department shared the work they have been doing to improve outcomes for African American students. Steps taken thus far include hiring more staff; integrating supports for math, reading, and college and career success, creating professional development to show teachers how to close learning gaps, and identifying novel ways to engage African American parents. During the second meeting, the African American Task Force collaborated with District departments and community organizations. Departments and the organizations shared the work that

they’re doing to address African American student outcomes. During the last meeting, the African American Task Force reviewed end of year data, identified successes and challenges, and discussed next steps. The Differentiated Assistance team reviewed the action plan, analysis, and feedback from Educational Partners that was gathered during the African American Task Force meetings.The Goal was designed to align with the African American Task Force recommendations, Targeted Instruction Improvement Policy (TIIP) Policy, and ETSA Department supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M21.1	M21.1 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M21.1 2022-2023: AA: -75.4 DFS	M21.1 Winter 2025: Available in 2025-2026 LCAP	M21.1 Winter 2026: Available in 2026-2027 LCAP	M21.1 2025-2026: AA: 0.2 DFS	N/A
M21.2	M21.2 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in Math Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M21.2 2022-2023: AA: -118.8 DFS	M21.2 Winter 2025: Available in 2025-2026 LCAP	M21.2 Winter 2026: Available in 2026-2027 LCAP	M21.2 2025-2026: AA: -48.3	N/A
M21.3	M21.3 Suspension *Data Source: CA Dashboard*	M21.3 2022-2023: AA: 9.9%	M21.3 2023-2024: Available in 2025-2026 LCAP	M21.3 2024-2025: Available in 2026-2027 LCAP	M21.3 2025-2026: AA: 8.4%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
21.1	Intervention Staffing	The Equity Targeted Student Achievement (ETSA) Department provides Equity Resident Guest Teachers to school sites to provide small-group intervention instruction to improve African American student outcomes in ELA and Math as measured by M21.1 and M21.2.	$1,941,000	No
21.2	High School Push-In Tutoring	The ETSA Department provides push-in tutors to high school Math students to provide instructional support, reteaching, and intervention instruction to improve African American student outcomes in Math as measured by M21.2	$590,000	No
21.3	Equity Counseling Services	The ETSA Department provides one Equity Counselor at Pacific High School, San Bernardino High School, and Indian Springs High School to provide guidance counseling services, case management, and to organize wrap-around services for African American Students to improve African American student outcomes in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$421,561	No
21.4	Coaching and Professional Development for Teachers	The ETSA Program Specialists will provide in-class coaching, modeling, and professional development to teachers as part of an Equity ELA and Equity Math team in order to improve student achievement in ELA and Math as measured by M21.1 and M21.2.	$2,544,618	No
21.5	Professional Development-Conferences	The ETSA Department will coordinate attendance to conferences for department and SBCUSD staff to build their capacity in Culturally Relevant Teaching practices, equity and inclusion, intervention, school leadership, Restorative Justice practices, Other Means of Correction, and family/community engagement leading to improved instruction and support in order to improve outcomes for African American students in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$116,700	No

Action #	Title	Description	Total Funds	Contributing
21.6	Gap-Closing Professional Development for Staff	The ETSA Department will provide multiple opportunities for SBCUSD staff to attend the Gap-Closing Teaching Professional Development 4-day training to build their capacity in Culturally Relevant Teaching practices, equity, and inclusion leading to improved instruction and support in order to improve outcomes for African American students in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$307,000	No
21.7	Extended Learning Time-Saturday and Summer Programs	The ETSA Department will provide extended learning opportunities to students beyond the academic calendar to address learning gaps, provide intervention, and support the transition from one grade/level to the next leading to improved instruction and support in order to improve outcomes for African American students in ELA and Math as measured by M21.1 and M21.2.	$82,000	No
21.8	SANKOFA Instructional Magnet Program	The ETSA Department will offer the SANKOFA Magnet Program and transportation to Hunt Elementary, Del Vallejo Middle School, and Pacific High School to students	$1,913,361	No
21.9	Black Honor Roll	The ETSA Department will host at least two community events that will honor the achievement and growth of African American students in grades TK-12 leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$74,000	No
21.10	Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC)	The ETSA Department will host at least 7 DAAAC meetings annually at a central location. The Department will further assist sites in establishing an AAPAC and hold meetings. The purpose of DAAAC and AAPAC is to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$7,200	No

Action #	Title	Description	Total Funds	Contributing
21.11	African American Task Force	The ETSA will utilize our African American Task Force to gather feedback, develop action plans, and build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$5,000	No
21.12	Family Engagement and Community Empowerment	The ETSA Department and Family Engagement Department will host family events based on parent input to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$28,000	No
21.13	Academic Field Trips	The ETSA Department will provide Academic Field Trips for students to support classroom instruction in ELA and Math leading to improved outcomes in ELA and Math as measured by M21.1 and M21.2.	$26,000	No
21.14	Historically Black Colleges and Universities (HBCUs) Tour	The ETSA Department will coordinate an annual field trip for students to tour HBCUs to learn about the process for enrolling in college leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$107,500	No
21.15	Footsteps to Freedom Tour	The ETSA Department will coordinate annual participation in the Footsteps to Freedom Tour to extend learning for parents, staff, and community members to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$625,000	No
21.16	Inland Empire (I.E.) Black Grad	The ETSA Department will coordinate annual participation in the IE Grad ceremony that will honor the graduation of African American students leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$23,400	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$201,679,143	$26,448,488

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
42.597%	0%	$0	42.597%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1- Advanced Learner Programs **1.5-** Advancement Via Individual Determination (AVID) **1.9-** Language Other Than English (LOTE) Teachers **1.10-** Smaller Class Sizes **1.12-** Professional Development **1.13-** Access and Opportunities **1.14-** Technology **1.19-** Academic Direct Student Support **1.20-** Recruitment and Retention of	**<u>Districtwide Data</u>** **NWEA Reading M1.9** **Winter 2024** — **Identified Gap** All: 21.3% — District Average EL: 5.4% — EL: 15.9% points lower LI: 19.8% — LI: 1.5 % points lower FY: 12.9% — FY: 8.4 % points lower **NWEA Math M1.13** **Winter 2024** — **Identified Gap** All: 21.6% — District Average EL: 9.9% — EL: 11.7 % points lower LI: 20.3% — LI: 1.3 % points lower FY: 11.5% — FY: 10.1 % points lower The NWEA Reading and Math data demonstrates a disparity between the All student group and EL, LI, and FY students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Educational Partner input emphasizes the need for **specialized programs** such as Advanced Learner Programs, AVID, and Magnet Programs to reach all learners (1.1	**1.1- Advanced Learner Programs:** The action is designed to enhance the rigor of Advanced Learner Programs by offering professional development opportunities, including GATE certification for teachers, conferences, and workshops, so that District staff are better able to differentiate instruction in order to meet the needs of EL, LI, and FY students who participate in Advanced Learner Programs. SBCUSD's National Center for Research on Gifted Education cites the following Siegle, D., Gubbins, E. J., O'Rourke, P., Langley, S. D., Mun, R. U., Luria, S. R., ... and Plucker, J. A. (2016). Barriers to Underserved Students' Participation in Gifted Programs and Possible Solutions. Journal for the Education of the Gifted, 39(2), 103–131. The action is being provided on an LEA-wide basis. By offering professional development opportunities such as GATE certification for teachers and specialized workshops, the District aims to equip staff with the necessary skills to effectively differentiate instruction, ensuring that advanced learner programs cater to the diverse needs of EL, LI, and FY students. Funds for Advanced Learning Programs are provided LEA-wide to ensure equitable access to enriched educational	These actions will be measured by the metrics identified in the action description: M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Experienced Staff **1.22-** Supplemental Materials	and 1.5). Feedback strongly supports the need for **intervention** and **access to Supplemental Materials** (Actions 1.13, 1.19, and 1.22). Further, Educational Partner input from site staff supports **professional development** needed to address a wide range of learners (Actions 1.12). Feed	opportunities, foster academic excellence, and cultivate critical thinking and innovation skills among all students, regardless of their background or socioeconomic status, thereby promoting a culture of academic rigor and excellence across the district. **1.5- Advancement Via Individual Determination (AVID):** In order to address this condition of our EL, LI, and FY students, we will develop and implement AVID that is designed to increase college and career preparedness. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between EL, LI, and FY, ELA and Math NWEA data versus Districtwide data at the elementary, middle, and high school levels. Implementing AVID LEA-wide ensures consistent support and resources for all EL, LI, and FY students across elementary, middle, and high schools, fostering equitable opportunities for college and career readiness. This comprehensive approach is expected to yield significant improvements in ELA and Math NWEA data, narrowing the achievement gap between EL, LI, and FY students districtwide. **1.9- Language Other Than English (LOTE) Teachers** are provided LEA-wide. In order to address the condition of our EL, LI, and FY students, we will implement Multilingual Education by providing language support, promote cultural understanding, and foster an inclusive environment that enhances learning opportunities and outcomes of all unduplicated students. The efficacy of this action will be measured by a	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		significant increase in ELA and Math EL, LI, and FY NWEA scores. LOTE Teachers are provided LEA-wide to ensure equitable access to multilingual education, fostering linguistic diversity and supporting the diverse needs of students across the District. **1.10- Smaller Class Sizes** are provided LEA-wide and designed to address identified needs, this action, along with pedagogical reform, includes class size reductions at the elementary and secondary levels in core content areas to improve teacher-student ratios. Although research indicates that class size reduction, done in isolation, is not effective in improving student achievement, SBCUSD has combined the strategy with the implementation of Response to Intervention (RTI). With the class ratio of 33:1 at the elementary level and 35:1 at the secondary level, for the core content areas, there is a great need for additional staff in the classroom to support RTI. What Works Clearinghouse rates RTI with a Strong Level of Evidence when it provides intensive, systematic small-group instruction to students who score below the benchmark score on the Universal Assessment (WWC: Helping Students Who Struggle With Reading: Response to Intervention (RTI) and multilevel intervention in primary grades). The action is provided across the LEA. The action is expected to lead to a significant increase in ELA and Math EL, LI, and FY NWEA scores. Smaller Class Sizes are provided LEA-wide to facilitate more personalized instruction, fostering greater student-teacher interaction and enhancing	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		academic engagement and achievement across diverse learner profiles and needs. **1.12- Professional Development:** To address the needs, the District has begun the work of scaling professional development in the area of Universal Design for Learning (UDL) and Professional Learning Communities (PLCs). UDL and PLCs will also be embedded in the action above, in order to have a positive effect on student achievement, as teachers and staff plan lessons around the effective, recognition, and strategic networks of UDL within their PLCs. SBCUSD designed the action based on the following: Support for the implementation of Universal Design for Learning comes from the California ELA/ELD Framework (English Language Arts/ English Language Development Framework). The District's work with Professional Learning Communities is supported by DuFour et al. Revisiting professional learning communities at work: Proven insights for sustained, Substantive School Improvement. The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI, EL, and FY NWEA scores. Professional development is offered LEA-wide to ensure consistency, efficacy, and growth among all educators, fostering a cohesive and knowledgeable teaching community dedicated to student success. **1.13- Access and Opportunities:**To address the needs, a root-cause analysis is annually performed by each school site, in order to determine needs-driven and context-specific site-based personnel, supplemental instructional	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		programs and materials, technology, professional development, and parent-family engagement opportunities. The activities are articulated as evidenced-based activities in the School Plan for Student Achievement, in order to support and improve the English Language Arts and Mathematics instructional programs for unduplicated student groups. SBCUSD designed the action based on the following: The Needs Assessment Guidebook from the US Department of Education emphasizes the impact of implementing actions that are needs-driven and context-specific (Needs assessment guidebook - office of elementary and secondary education) as key drivers for school improvement. The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI, EL, and FY NWEA scores. Access and Opportunities are offered LEA-wide to ensure equitable access to resources and support, fostering a cohesive educational environment conducive to student achievement across all schools. **1.14- Technology:** In order to address the condition of our LI students, we will provide technology that is designed to supplement online programs and services to improve student achievement in ELA and Math. ● Provide staffing to support technology (e.g., Computer Specialists, helpdesk staff, etc.) ● Provide access to online programs and services (i.e., Google, Gaggle, etc.) ● Provide access to educational technology to support classroom instruction (i.e. laptops, tablets,	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		desktops, interactive TVs, amplification systems, etc.) The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between Low-Income, ELA and Math NWEA data versus Districtwide data at the elementary, middle, and high school levels. Technology is offered LEA-wide to provide equal access to digital resources, enhance teaching and learning experiences, and prepare students for success in a technology-driven world. **1.19- Academic Direct Student Support:** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA and Math skills and knowledge through the Response to Intervention model. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group, systematic instruction to students who score below the benchmark score on universal screening (WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades). The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI, EL, and FY NWEA scores. Academic Direct student support is offered LEA-wide to ensure consistent and comprehensive assistance for all students, promoting academic success and equitable opportunities for learning.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		1.20- Recruitment and Retention of Experienced Staff are provided LEA-wide. Research consistently highlights the positive impact of experienced educators on student outcomes. Research by Hanushek, Kain, and Rivkin (2005) found that a 1 standard deviation increase in teacher quality led to a 0.12 standard deviation improvement in student achievement. Experienced teachers bring a wealth of pedagogical knowledge, instructional expertise, and classroom management skills, enabling them to effectively engage students and facilitate deeper learning experiences. Additionally, their experience equips them with a deep understanding of curriculum standards, instructional strategies, and assessment techniques, allowing them to tailor instruction to meet diverse student needs. The stability and continuity provided by experienced staff members also foster a positive learning environment, building strong relationships with students and creating a sense of trust and support. ● Provide staff to support hiring and retention: (e.g., Assistant Director, Coordinator, support staff, etc.) ● Provide Competitive and Comparable Salaries ● Host recruitment fairs and actively seek experienced staffing candidates ● Develop coaching and mentoring structures The action is being provided on an LEA-wide basis. The action is expected to lead to a significant increase in ELA and Math EL, LI, and FY NWEA scores. Recruitment and Retention of Experienced Staff is offered LEA-wide to attract	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and maintain high-quality educators, fostering a stable and effective teaching workforce vital for student achievement and educational excellence across all schools. **1.22- Supplemental Materials:** To address the needs, the action includes providing supplemental materials to support intervention, literacy programs, support classes and academic programs. The provision of supplemental materials will allow for individualized support, differentiated instruction, reinforcement and practice, and extended learning opportunities. SBCUSD designed the action based on the following: What Works Clearinghouse rates RTI with a Strong Level of Evidence when it provides intensive, systematic small-group instruction to students who score below the benchmark score on the Universal Assessment (WWC: Helping Students Who Struggle With Reading: Response to Intervention (RTI) and multilevel intervention in primary grades). The action is being provided on an LEA-Wide basis and is expected to lead to a significant increase in ELA and Math EL, LI, and FY NWEA scores. Supplemental materials are offered LEA-wide to provide equitable access to resources that enrich learning experiences, catering to diverse educational needs and promoting student success across all schools.	
1.3- Magnet Programs	**<u>Districtwide Data</u>** **NWEA Reading M1.9 M1.13** **Winter 2024** All: 21.3% EL: 5.4% **NWEA Math** **Winter 2024** All: 21.6% EL: 9.9%	**1.3- Magnet Programs:** To prevent potential disparities among English Learner (EL) and Low-Income (LI) student groups in our Magnet Programs, we will continue to develop and implement these programs, expanding educational offerings to ensure equitable	These actions will be measured by the metrics identified in the action description: M1.9 and M1.13

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI: 19.8% LI: 20.3% **<u>Arrowhead Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** **NWEA Math Winter 2024** All: 4 pts below All: 0.5 pts above EL: 9.7 pts above EL: 10.9 pts above LI: 3 pts below LI: 0.8 pts above **<u>Belvedere Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** **NWEA Math Winter 2024** All: 1 pts above All: 6.3 pts below EL: 3.5 pts above EL: 3 pts below LI: 0.3 pts above LI: 13.4 pts below **<u>Salinas Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** **NWEA Math Winter 2024** All: 4.3 pts above All: 4.6 pts above EL: 2.9 pts above EL: 6.8 pts above LI: 6.1 pts above LI: 5.4 pts above **<u>Highland Pacific Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** **NWEA Math Winter 2024** All: 11.1 pts below All:13 pts below EL: 3.2 pts below EL: 7.5 pts below LI: 10 pts below LI: 11.9 pts below	opportunities for all students. Currently, there are no disparities among EL and LI student groups across all schools under the Magnet Programs. ● Provide staff at specialized Magnet Programs at 12 elementary schools and 1 middle school (e.g., program specialist, resource teacher, instructional aides, educational assistants, clerical staff, and recreational aides) The action is being provided on a schoolwide basis and is expected to continue narrowing the gap between Low-Income and English Learners ELA and Math NWEA data versus Districtwide data at the Elementary and Middle school levels. Magnet Programs are offered Schoolwide to enhance educational diversity and innovation, attract a diverse student body, and provide specialized curricula that address the unique needs and interests of students within the District.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hillside Disparity (stated as percentage point differences) **NWEA Reading Winter 2024** All: 17.5 pts above EL: 6.9 pts above LI: 17 pts above **NWEA Math Winter 2024** All: 22.2 pts above EL: 6.1 pts above LI: 23.3 pts above **Kimbark Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 25.9 pts above EL: 5.7 pts above LI: 24.2 pts above **NWEA Math Winter 2024** All: 22.5 pts above EL: 15.1 pts above LI: 18 pts above **North Park Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 15.9 pts above EL: 7.8 pts above LI: 15.9 pts above **NWEA Math Winter 2024** All: 16.7 pts above EL: 14.2 pts above LI: 17.7 pts above **Anton Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 6 pts below EL: 1.5 pts above LI: 5.9 pts below **NWEA Math Winter 2024** All: 10 pts below EL: 0.7 pts below LI: 9.3 pts below **Oehl Disparity**		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(stated as percentage point differences) **NWEA Reading Winter 2024** All: 3.7 pts below EL: 2.2 pts above LI: 4.9 pts below **NWEA Math Winter 2024** All: 7.5 pts below EL: 1.6 pts above LI: 6.8 pts below **Palm Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 14.1 pts above EL: 11.3 pts above LI: 13.5 pts above **NWEA Math Winter 2024** All: 16 pts above EL: 13.2 pts above LI: 14.8 pts above **Thompson Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 8.2 pts above EL: 14.1 pts above LI: 10.5 pts above **NWEA Math Winter 2024** All: 8.9 pts above EL: 12.2 pts above LI: 9.8 pts above **Richardson Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 29.5 pts above EL: 3.7 pts above LI: 29 pts above **NWEA Math Winter 2024** All: 40.4 pts above EL: 21.9 pts above LI: 42.1 pts above The NWEA Reading and Math data that demonstrates a disparity between the All		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student group and EL and LI students is listed above. Those areas highlight the need for increased services to be provided to respond to the needs of these identified student groups. The increased services have led to other areas where the magnet school is higher than the district data. Increased and Improved services are needed to both address the need and maintain the progress. Educational Partner input continues to support Magnet Programs with feedback that the programs should be expanded to be offered at additional schools.		
1.11- Middle School Support Class Teachers	**<u>Middle School Data</u>** **NWEA Reading M1.11** **NWEA Math M1.15** **Winter 2024** **Winter 2024** All: 22.4% All: 21.5% EL: 1.4% EL: 3.3% LI: 19.9% LI: 19.1% **<u>Arrowview Disparity</u>** (stated as percentage point differences) **NWEA Reading** **NWEA Math** **Winter 2024** **Winter 2024** All: 11.7 pts below All: 10.9 pts below EL: 0.1 pts below EL: 2.4 pts below LI: 9.2 pts below LI: 8.5 pts below **<u>Curtis Disparity</u>** (stated as percentage point differences) **NWEA Reading** **NWEA Math** **Winter 2024** **Winter 2024**	**1.11- Middle School Support Class Teachers:** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA and Math skills and knowledge through the Response to Intervention model. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group, systematic instruction to students who score below the benchmark score on universal screening (*WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades*). The action is being provided on a schoolwide basis to provide targeted academic support and intervention, ensuring that all students meet educational standards and achieve success in key subject areas and is expected to lead to a	These actions will be measured by the metrics identified in the action description: M1.11 and M1.15

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 9.5 pts below EL: 0.8 pts below LI: 7 pts below All: 14.3 pts below EL: 2.5 pts below LI: 11.7 pts below **Del Vallejo Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 13.9 pts below EL: 1.4 pts below LI: 11.1 pts below **NWEA Math Winter 2024** All: 15.4 pts below EL: 2.4 pts below LI: 12.8 pts below **Golden Valley Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 8.6 pts below EL: 0.4 pts above LI: 6.6 pts below **NWEA Math Winter 2024** All: 11.5 pts below EL: 1.5 pts below LI: 9.5 pts below **King Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 13.8 pts below EL: 0.6 pts below LI: 11.3 pts below **NWEA Math Winter 2024** All: 13.6 pts below EL: 0.9 pts below LI: 11.4 pts below **Serrano Disparity** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 2 pts below EL: 0.2 pts above **NWEA Math Winter 2024** All: 9.1 pts below EL: 0.7 pts below	significant increase in ELA and Math LI and FY NWEA scores.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI: 0.4 pts below LI: 7.7 pts below **<u>Shandin Hills Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** / **NWEA Math Winter 2024** All: 12.8 pts below / All: 14.4 pts below EL: 0.6 pts below / EL: 1 pts below LI: 11.4 pts below / LI: 12.5 pts below The NWEA Reading and Math data demonstrates a disparity between the All student group and LI and FY students for the middle school sites, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Educational Partner input has been very supportive of adding in support for intervention at all levels and in all subject areas.		
1.18- Library Aides	**<u>Districtwide Data</u>** **NWEA Reading Elementary Schools** **M1.9** / **M1.10** All: 21.3% / All: 1.5% pts lower LI: 19.8% / LI: 1.1% pts lower FY: 12.9% / FY: 0.6% pts lower **Middle School Data** **NWEA Reading Elementary Schools** **M1.11** / **M1.10**	**1.18- Library Aides:** To address the needs, students take the NWEA assessment multiple times throughout the year and receive a Zone of Proximal Development (ZPD), which comes from Lev Vygotsky's theory of learning. The library aide assists students in selecting books within their ZPD and models the correct Rate, Accuracy, Prosody (RAP) of a fluent reader during interactive shared book reading. In addition to Vygotsky's theory of learning, SBCUSD designed the action based on the following: What Works Clearinghouse rates interactive shared book	These actions will be measured by the metrics identified in the action description: M1.9 and M1.10

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 22.4% All: 2.6% pts lower LI: 19.9% LI: 1.2% pts lower FY: 15.9% FY: 3.6% pts lower **High School Data** **Elementary Schools** **NWEA Reading** **M1.12** **M1.10** All: 23% All: 3.2% pts lower LI: 21.8% LI: 3.1% pts lower FY: 10.1% FY: 2.2% pts higher District-Level disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI and FY students for the Elementary school sites, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Middle School disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI and FY students for the Elementary school sites, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. High School disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI students for the Elementary school sites, thus highlighting the need for increased services to be provided to	reading as having potentially positive effects. The action is being provided on a schoolwide basis and is expected to lead to a significant increase in LI and FY NWEA scores. Library aides are offered at elementary school sites to foster early literacy, support reading development, and enhance students' research skills by ensuring consistent access to library resources and assistance.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	respond to the needs of these identified student groups. Educational Partner input continues to support the addition of staff to improve early literacy achievement scores.		
1.17- Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA)	**CAASPP ELA M1.1** **2022-2023 Identified Gap** All: -49.7 DFS District Average EL: -80.2 DFS EL: 30.5 pts lower LI: -54.3 DFS LI: 4.6 pts lower FY: -61.7 DFS FY: 12 pts lower **CAASPP Math M1.5** **2022-2023 Identified Gap** All: -88 DFS District Average EL: -107.4 DFS EL: 19.4 pts lower LI: -92.4 DFS LI: 4.4 pts lower FY: -86.8 DFS FY: 1.2 pts better The CAASPP ELA data above demonstrates a disparity between the All and EL, LI, and FY. The CAASPP Math data above demonstrates a disparity between the All and EL and LI students. These disparities highlight the need for increased services to be provided to respond to unduplicated students' needs to provide support and opportunities of growth in ELA and Math. The increased and improved services are needed to maintain progress for FY students in Math. Educational Partner input has been very supportive of adding support for intervention at	**1.17- Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA):** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA and Math skills and knowledge through the Response to Intervention model. This position will also oversee the MTSS model at their assigned school site. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group, systematic instruction to students who score below the benchmark score on universal screening (WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades). The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI and EL CAASPP scores. MTSS TOSAs are provided LEA-wide to implement and coordinate comprehensive, data-driven strategies that address diverse student needs, promote academic success, and improve overall school performance across the entire District.	These actions will be measured by the metrics identified in the action description: M1.1 and M1.5

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	all levels and in all subject areas. Specifically, the input has asked for a single point of contact for educators and families to oversee intervention systems, the MTSS model, and support intervention groups based on PLC data analysis and grouping.		
1.2- International Baccalaureate (IB)	**<u>Elementary School Data M1.10 and M1.14</u>** **NWEA Reading Winter 2024** / **NWEA Math Winter 2024** All: 19.8% / All: 20.2% EL: 7.1% / EL: 11.6% LI: 18.7% / LI: 19.2% FY: 12.3% / FY: 12% **<u>Bob Holcomb Elementary</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** / **NWEA Math Winter 2024** All: 1.7 pts below / All: 1.0 pts below EL: 0.8 pts below / EL: 0.6 pts above LI: 0.7 pts below / LI: 0.3 pts above FY: 3.2 pts below / FY: 2.9 pts below For Bob Holcomb, the NWEA Reading data above demonstrates a disparity between All, EL, LI, and FY student groups when compared to Elementary School data. For NWEA Math, disparities exist between the All, EL, and FY student groups when compared to Elementary School data. **<u>Middle School Data M1.11 and M1.15</u>** **NWEA Reading Winter 2024** / **NWEA Math Winter 2024**	**1.2- International Baccalaureate (IB):** In order to address this condition of our EL, LI, and FY students, we will develop and implement International Baccalaureate (IB) which has been selected to address the need for enhanced rigor. The action is being provided on a schoolwide basis at Bob Holcomb Elementary, Cesar E. Chavez Middle School, Cajon High School, and Arroyo Valley High School. The District will continue maintaining programs to ensure growth continues for EL, LI, and FY students at Arroyo Valley and Cajon High School in NWEA Reading (to prevent gaps from returning at Cajon) and to ensure we are continuing to increase access for unduplicated student groups.The action is expected to continue leading to a narrowing of the gap between EL, LI, and FY in Math NWEA data and English Learner NWEA Reading data versus Districtwide data at the High School level. International Baccalaureate programs are provided at specific school sites to deliver a rigorous, globally-recognized curriculum that enhances academic excellence and prepares students for success in a competitive, international environment.	This action will be measured by the metrics identified in the action description: M1.10, M1.11, M1.12, M.14, M1.15, and M1.16

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 22.4% EL: 1.4% LI: 19.9% FY: 15.9% All: 21.5% EL: 3.3% LI: 19.1% FY: 11.4% **<u>Cesar E. Chavez Middle School</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 3.9 pts above EL: 1.4 pts below LI: 3.9 pts above FY: 10.8 pts above **NWEA Math Winter 2024** All: 2.8 pts below EL: 3.3 pts below LI: 2.2 pts below FY: 8.6 pts above For Cesar E. Chavez Middle School, the NWEA Reading data above demonstrates a disparity between All and EL student groups when compared to Middle School data. For NWEA Math, disparities exist between the All, EL, and LI student groups when compared to Middle School data. **<u>High School Data M1.12 and M1.16</u>** **NWEA Reading Winter 2024** All: 23% EL: 1.8% LI: 21.8 FY: 10.1% **NWEA Math Winter 2024** All: 24.9% EL: 6.4% LI: 23.6% FY: 10.2% **<u>Arroyo Valley</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** All: 2.1 pts below **NWEA Math Winter 2024** All: 1 pt below		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 0 pts difference EL: 2.2 pts below LI: 1.6 pts below LI: 0.3 pts below FY: 4.8 pts below FY: 3.1 pts above **<u>Cajon</u>** (stated as percentage point differences) **NWEA Reading Winter 2024** **NWEA Math Winter 2024** All: 9.6 pts above All: 7.6 pts above EL: 1.9 pts above EL: 5.5 pts above LI: 8.2 pts above LI: 6.8 pts above FY: 4.2 pts below FY: 5.6 pts above For Arroyo Valley, the NWEA Reading data above demonstrates a disparity between All and LI and FY. For Arroyo Valley, the NWEA Math data above demonstrates a disparity between All and EL and LI. For Cajon, the increased and improved services have led to closing of the gaps with only one gap remaining between NWEA Reading All and FY. The disparities highlight the need for increased services to be provided to respond to unduplicated students' needs to provide support and opportunities of growth in ELA and Math. The increased and improved services are needed to maintain progress for student groups in ELA and Math. Educational Partner feedback supports IB while also looking to improve the		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implementation at both Cajon and Arroyo Valley as the program can conflict with student interest in sports, afterschool programs, CTE pathways, AP classes (at Arroyo Valley), and electives.		
1.4- College and Career Readiness	**College and Career Indicator M1.17** **2022-2023** **Identified Gap** All: 38.7% District Average EL: 13.4% EL: 25.3 % pts lower LI: 37.3% LI: 1.4 % pts lower **CTE Pathway Completion M1.19** **2022-2023** **Identified Gap** All: 31.7% District Average EL: 19.6% EL: 12.1 % pts less LI: 31.1% LI: 0.6 % pts less **A-G and CTE Pathway Completion M1.20** **2022-2023** **Identified Gap** All: 17.4% District Average EL: 7.1% EL: 10.3 % pts less LI: 16.6% LI: 0.8 % pts less **Dual Enrollment Completion Rate M1.39** **2022-2023** **Identified Gap** All: 22.5% District Average EL: 8.6% EL: 13.9 % pts less LI: 22.5% LI: no difference **A-G Completion Rate M1.41** **2022-2023** **Identified Gap** All: 39.5% District Average EL: 13.9% EL: 25.6 % pts lower LI: 38.2% LI: 1.3 % pts lower	**1.4- College and Career Readiness:** In order to address the condition of our EL and LI students, we will develop and implement College and Career support that is designed to coordinate academic services in order to support increases in student A-G and CTE completion. This action will support the implementation of A-G aligned career pathways and increased access to Dual Enrollment courses. This action will further provide targeted college and career readiness programs, including vocational training, internship opportunities, and personalized counseling, to equip students with the skills and resources necessary for success in post-secondary education and the workforce. The action is being provided on a Schoolwide-basis and is expected to lead to a significant increase in A-G and CTE Completion rates of EL and LI students versus Districtwide completion rates. Funds for College and Career programs are provided LEA-wide to ensure equitable access to resources and opportunities for all students, preparing them for post-secondary success regardless of their individual economic status.	This action will be measured by the metrics identified in the action description: M1.17, M1.19, M1.20, M1.39, and M1.41.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The College and Career Indicator, CTE Pathway Completion, A-G and CTE Pathway Completion, Dual Enrollment Completion Rate, and A-G Completion Rate all show a disparity between the All and EL and LI. This highlights the need for increased and improved services. Educational Partner input supports the expansion of CTE Pathways that have A-G courses alignment.		
1.8- Transportation **1.15-** Visual and Performing Arts (VAPA)	**Average Daily Attendance M1.29** **2022-2023** **Identified Gap** All: 90.3% District Average EL: 91.0% EL: 0.7 % point greater LI: 90.1% LI: 0.2 % points less FY: 90.5% FY: 0.2 % points greater Based on the above data, there is a disparity between the “All” student group and LI students who have a lower average daily attendance rate. The increased and improved services have led to the closing of the gaps between All and EL and FY. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback supports providing transportation to students and VAPA programs to ensure students have support to attend school regularly and are engaged with enriching programs.	**1.8- Transportation:** In order to address this condition of our EL, LI, and FY students, we will develop and implement transportation that is designed to ensure access to in-person instruction. The action is being provided on an LEA-wide basis to prevent the disparity from further widening. The action is expected to lead to a continuous and significant increase in EL, LI, and FY student average daily attendance (ADA) rate in comparison to Districtwide ADA. Funds for transportation are provided LEA-wide to guarantee that all students have safe and reliable access to school, thereby promoting equal educational opportunities regardless of their geographic location. **1.15- Visual and Performing Arts (VAPA)** is provided LEA-wide and designed to address EL, LI, and FY student groups by offering increased access to VAPA programs such as Honor Choir at all levels, Orchestra Band, Digital Art, etc. The action is expected to lead to a continuous and significant increase in EL, LI, and FY student	This action will be measured by the metrics identified in the action description: M1.29

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		average daily attendance (ADA) rate in comparison to Districtwide ADA. Funds for Visual and Performing Arts are provided LEA-wide to ensure that all students can benefit from a well-rounded education that includes opportunities for creative expression and cultural enrichment.	
1.16- Cal-SAFE	**High School Dropout Rate M1.31** **2022-2023** **Identified Gap** All: 5.5% District Average EL: 12.1% EL: 6.6 % points greater LI: 5.6% LI: 0.1 % point greater FY: 22% FY: 16.5 % points greater **High School Graduation Rate M1.32** **2022-2023** **Identified Gap** All: 90.3% District Average EL: 81.1% EL: 9.2 % points lower LI: 90.2% LI: 0.1 % point lower FY: 73.4% FY: 16.9 % points lower Based on the above data, there is a disparity between the “All” student group, as it relates to high school unduplicated students’ dropout rate and graduation rate. Educational Partner responses to support for Cal-SAFE have been overwhelmingly positive. In particular, there is strong support for the provision of resources to participating students with over 100 participants attending the Cal-SAFE resource fair.	**1.16- Cal-SAFE:** To address the need and to maintain EI, LI, and FY student’s Average Daily Attendance Rate, the District will continue to implement Cal-SAFE. The action centers on implementing mentoring, case management, and providing educational resources and supplies. SBCUSD designed the action based on the following: Based on research from the National Library of Medicine, pregnant and parenting minors, with a multi-tiered system of support, have increased attendance and decreased dropout rates (AK; Reduced school dropout rates among adolescent mothers receiving school-based prenatal care). The action is being provided on a Schoolwide basis and is expected to lead to a significant increase in English Learners, Low-Income, and Foster Youth students versus Districtwide student data, in the following metrics: English Learners, Low-Income and Foster Youth student four-year cohort graduation rate, daily attendance rate, and middle and high school dropout rate. Funds for Cal-SAFE are provided to high schools to support the unique needs of pregnant and parenting students, ensuring they receive the necessary resources and services to continue their education and care for their children.	This action will be measured by the metrics identified in the action description: M1.31 and M1.32

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.21- Educational Field Trips **1.23-** Science, Technology, Engineering, Arts, and Math (STEAM)	**NWEA Reading M1.9** **Winter 2024** — **Identified Gap** All: 21.3% — District Average EL: 5.4% — EL: 15.9 % points lower LI: 19.8% — LI:1.5 % points lower FY: 12.9% — FY: 8.4 % points lower **NWEA Math M1.13** **Winter 2024** — **Identified Gap** All: 21.6% — District Average EL: 9.9% — EL: 11.7 % points lower LI: 20.3% — LI: 1.3 % points lower FY: 11.5% — FY: 10.1 % points lower **CAST 5th Grade M1.38** **2022-2023** — **Identified Gap** All: 16.47% — District Average EL: 3.19% — EL: 13.28 % points lower LI: 14.97% — LI: 1.5 % points lower FY: 4.35% — FY: 12.12 % points lower **CAST 8th Grade M1.38** **2022-2023** — **Identified Gap** All: 19.03% — District Average EL: 1.50% — EL: 17.53 % points lower LI: 17.65% — LI: 1.38 % points lower FY: 4.76% — FY: 14.27 % points lower Based on the above data, there is a disparity between the “All” student group and all unduplicated student groups.	**1.21- Educational Field Trips:** To address the needs, the action includes entrance fees and transportation costs for unduplicated students to attend educational field trips that are tied to the California Standards and aligned with classroom instruction. SBCUSD designed the action based on research studies (Falk & Balling, 2010; Knapp et al., 2011) that revealed language acquisition, increased motivation, and enhanced critical thinking experiential learning, narrowing the achievement gap and boosting learning outcomes. The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in Reading and Math LI, EL, and FY NWEA scores. Funds for Field Trips are provided LEA-wide to ensure all students have equal opportunities to enhance their learning through experiential, hands-on activities beyond the classroom, regardless of their school's financial resources. **1.23- Science, Technology, Engineering, Arts, and Math (STEAM):** To address the needs, SBCUSD designed the action based on the following: Several research studies have highlighted the benefits of incorporating STEAM (Science, Technology, Engineering, Arts, and Mathematics) education in TK-12 settings, particularly for low-income students, English learners, and Foster Youth students. A study conducted by Brown, Benford, and Harris (2018) found that STEAM education promotes creativity, critical thinking, problem-solving skills, and collaboration, which are vital for students' future success. Another research by Pellegrino and	These actions will be measured by the metrics identified in the action description: M1.9, M1.13, and M1.38.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner feedback continues to ask the District to expand offerings of STEAM to schoolsites throughout the District.	Hilton (2018) demonstrated that STEAM education can enhance engagement, motivation, and academic achievement for underrepresented students. Furthermore, a study by Scott, Pankowski, and Akerson (2020) highlighted how STEAM education can support language development and foster a positive learning environment for English learners. Similarly, a research study by Lechner et al. (2019) emphasized the positive impact of STEAM programs on the educational outcomes of Foster Youth, providing them with opportunities for skill-building, self-expression, and personal growth. This will include the development of cross-curricular lessons with STEAM embedded, development of STEAM learning spaces, and professional development for staff to implement the STEAM lessons and use the learning spaces. This action is being provided on an LEA-wide basis and is expected to lead to a significant increase in Reading and Math EL, LI, and FY NWEA scores. Funds for STEAM programs are provided district-wide to ensure that all students have access to high-quality education in Science, Technology, Engineering, Arts, and Mathematics, preparing them for future careers and fostering critical thinking and innovation skills.	
2.2- Districtwide Counseling Coordination **2.3-** Districtwide Wellness Coordination	**Student Sense of Belonging: School Connectedness M2.1** **2023-2024** **Elementary:** **Identified Gap** All: 71% favorable District Average EL: 72% EL: 1 % pt higher LI: 73% LI: 2 % pts higher	**2.2- Districtwide Counseling Coordination:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement this action that is designed to improve mental health and social-emotional wellness. The action is being provided on an LEA-wide basis.	This action will be measured by the metrics identified in the action description: M2.1

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4- Mental Health Therapy Services **2.5-** Districtwide Climate and Culture Centralized Coordination **2.7-** Counselors **2.13-** Bringing Hope to Saturdays	FY: 70% FY: 1 % pt lower **Secondary:** **Identified Gap** All: 52% favorable District Average EL: 53% EL: 1 % pt higher LI: 52 % LI: no difference FY: 54% FY: 2 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and FY students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and EL, LI, and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to address both the academic and mental/wellness health needs of our students to keep them at school and engaged in learning.	The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Director, Assistant Director, Counselors, Program Specialists, and clerical) Funds for districtwide counseling coordination are provided LEA-wide to ensure that all students have consistent access to comprehensive counseling services, supporting their academic, social, and emotional well-being across the entire district. **2.3- Districtwide Wellness Coordination:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement Wellness staff and materials that are designed to improve the wellness of students. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Program Specialists) Funds for Districtwide wellness coordination are provided LEA-wide to promote a cohesive and comprehensive approach to student health and well-being, ensuring equitable access to wellness resources and support for all students across the district.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2.4- Mental Health Therapy Services: To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement Mental Health Therapy Staff and materials that are designed to improve the mental health of students. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/ connectedness on the Climate and Culture Survey versus Districtwide data. Funds for mental health therapy services are provided LEA-wide to address the diverse needs of students, ensuring that all individuals have access to necessary support and resources to foster their emotional well-being and academic success. **2.5- Districtwide Climate and Culture Centralized Coordination:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement Climate and Culture Staff and materials that are designed to improve climate and culture. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Director, Assistant Director, Psychologist, Program Specialists, and clerical)	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Funds for districtwide climate and culture centralized coordination are provided LEA-wide to establish consistent and effective strategies for fostering positive school environments promoting equity and inclusion, and student engagement across all schools within the district. **2.7- Counselors:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will implement increased counselors and mental health services that are designed to improve the social-emotional wellness of students. The action is being provided on a School-wide basis. The action is expected to lead to a narrowing of the gap of responses that are favorable to student engagement/connectedness between the All student group and elementary FY student group as well as maintaining progress for EL, LI, and FY students at the secondary level on the Climate and Culture Survey versus Districtwide data. Funds for Counselors at Elementary and Middle Schools are provided school-wide to offer early intervention, social-emotional support, and academic guidance, fostering the holistic development and well-being of students during crucial stages of their educational journey. **2.13- Bringing Hope to Saturdays:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, the District will provide Bringing Hope to Saturdays enrichment program at all schools to provide opportunities for students to interact with their peers, teachers, and other	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		members of the school community fostering a sense of connection amongst unduplicated students. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. Funds for Bringing Hope to Saturdays are provided LEA-wide to offer additional learning opportunities and support to students, ensuring equitable access to educational enrichment beyond regular school hours.	
2.1- Health Aides **2.6-** Expanded Registered Nursing Services **2.12-** Attendance Monitoring and Assistance	**Chronic Absenteeism Rate M2.3** **2022-2023:** **Identified Gap** All: 34.7% District Average EL: 31.6% EL: 3.1 % pts lower FY: 30.0% FY: 4.7 % pts lower Based on the above data, there is a disparity between the "All" student group and EL and LI students who have a higher chronic absenteeism rate. The increased and improved services have led to the closing of the gaps between All and LI student groups. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback strongly supports providing support for student health including vision screening, glasses, teeth	**2.1- Health Aides:** In order to address the condition of our EL and LI students, we will develop and implement Health Aides that are designed to improve the physical wellness of students. This action will allocate Health Aides to school sites, enabling timely medical assistance, health education, and ongoing support to enhance the well-being and safety of students across various health-related needs. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. Funds for Health Aides are provided LEA-wide to ensure the health and safety of all students, supporting timely medical assistance and promoting well-being throughout the entire school community. **2.6- Expanded Registered Nursing Services:** In order to address the condition of our EL and LI students, we will develop and implement	This action will be measured by the metrics identified in the action description: M2.3

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sealants and dental services, and support for the Hazel Health program implementation. Educational Partner feedback on Hazel Health supports the implementation of the program at all sites to reduce absenteeism and provide telehealth services. Educational Partner feedback continues to support the need for additional Registered Nurses to provide increased medical support to students throughout the District.	Expanded Registered Nursing Services that are designed to improve physical wellness of students. This action will deploy additional Registered Nurses to school sites, facilitating comprehensive healthcare services, health screenings, medication management, and health education programs to ensure the optimal well-being and safety of students while supporting their academic success. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. Funds for expanded Registered Nursing Services are provided LEA-wide to offer comprehensive healthcare support, ensuring the well-being and safety of all students and staff across the entire school district. **2.12- Attendance Monitoring and Assistance:** In order to address the condition of our EL and LI students, we will provide Attendance Monitoring and Assistance at all schools that are designed to improve chronic absenteeism. This action will strengthen attendance monitoring and support at school sites by allocating additional attendance staff, implementing data-driven strategies for early intervention and outreach, and providing resources to address barriers to regular attendance, ensuring that every student has the opportunity to fully engage in their education and achieve academic success. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		unduplicated students in comparison to Districtwide. Funds for Attendance Monitoring and Assistance are provided LEA-wide to support student success by identifying and addressing barriers to regular school attendance, ensuring that every student has the opportunity to fully engage in their education.	
2.9- Crossing Guards	**Chronic Absenteeism Rate M2.3** **2022-2023:** **Identified Gap** All: 34.7% District Average EL: 31.6% EL: 3.1 % pts lower LI: 35.9% LI: 1.2 % pts higher Based on the above data, there is a disparity between the "All" student group and LI students who have a higher chronic absenteeism rate. The increased and improved services have led to the closing of gaps between the All and EL student groups. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. **Student Sense of Belonging: School Connectedness M2.1** **2023-2024** **Elementary:** **Identified Gap** All: 71% favorable District Average EL: 72% EL: 1 % pt higher LI: 73% LI: 2 % pts higher **Secondary:** **Identified Gap** All: 52% favorable District Average	**2.9- Crossing Guards:** To maintain the progress of EL and LI students, we will implement Crossing Guards that are designed to create learning environments that support positive attendance and support the climate and culture of the school. This action will deploy additional crossing guards at all levels (Elementary, Middle, and High School) through the District, based on high-traffic intersections that need additional staffing to foster a secure learning environment conducive to academic success. Research indicates that ELs often face additional challenges in navigating high-traffic areas safely due to language barriers and unfamiliarity with traffic rules and signs. A study by the National Highway Traffic Safety Administration (NHTSA) highlights that language barriers can impede the ability of EL students to understand and follow pedestrian safety instructions, increasing their risk in high-traffic areas. Furthermore, a report from the Safe Routes to School National Partnership emphasizes the need for tailored safety programs and resources to support ELs, ensuring they can travel safely to and from school. Research shows that LI students often face greater risks when crossing high-traffic areas due to factors such as limited access to safe infrastructure, higher	This action will be measured by the metrics identified in the action description: M2.1, M2.2, M2.3, and M2.4

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 53% EL: 1 % pt higher LI: 52 % LI: no difference Based on the analysis of the above data, we are seeing an improvement in the EL and LI student performance and the increased and improved services are needed to maintain progress for these student groups. At the Secondary level, the increased and improved services have led to the closing of gaps between the All and EL, LI, and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. **Student Culture and Climate Survey M2.2 2023-2024** **Elementary: Identified Gap** All: 74% favorable District Average EL: 73% EL: 1% pt lower LI: 74% LI: no difference FY: 77% FY: 3% pts higher **Secondary: Identified Gap** All: 75% favorable District Average EL: 76% EL: 1% pt higher LI: 75% LI: no difference FY: 79% FY: 4% pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and EL students. The increased and improved services are needed to maintain progress for	exposure to busy roads, and fewer resources for transportation safety education. According to a study published in the Journal of Safety Research, children from low-income families are more likely to walk to school and encounter dangerous traffic conditions, increasing their vulnerability to pedestrian accidents. Additionally, the National Center for Safe Routes to School reports that low-income communities frequently lack adequate pedestrian infrastructure, such as sidewalks and crosswalks, necessitating increased support and targeted interventions to ensure the safety of these students. Funds for crossing guards are provided LEA-wide to ensure the safety of all students as they travel to and from school, creating a secure and supportive environment across the entire district. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. The action is further expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of gaps between the All and EL, LI, and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to provide crossing guards at busy intersections (particularly due to late-start).		
2.11- Student Wellness and Support Services (SWSS) Materials **2.14-** Student Leadership Advisory Council	**Student Sense of Belonging: School Connectedness M2.1** **2023-2024** **Elementary:** **Identified Gap** All: 71% favorable District Average EL: 72% EL: 1% pt higher LI: 73% LI: 2% pts higher FY: 70% FY: 1% pt lower **Secondary:** **Identified Gap** All: 52% favorable District Average EL: 53% EL: 1% pt higher LI: 52% LI: no difference FY: 54% FY: 2% pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and FY students. The increased and improved services are needed to maintain progress for	**2.11- Student Wellness and Support Services (SWSS) Materials:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement Student Wellness and Support Services Materials that are designed to improve sense of belonging and connectedness. This action will enhance wellness and support services at school sites by providing additional materials such as mental health resources, coping mechanisms, and self-care strategies, fostering a supportive environment that prioritizes the holistic well-being of students and empowers them to thrive academically and emotionally. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and	This action will be measured by the metrics identified in the action description: M2.1 and M2.2

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and EL, LI, and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. **Student Culture and Climate Survey M2.2 2023-2024** **Elementary:** **Identified Gap** All: 74% favorable District Average EL: 73% EL: 1% pt lower LI: 74% LI: no difference FY: 77% FY: 3% pts higher **Secondary:** **Identified Gap** All: 75% favorable District Average EL: 76% EL: 1% pt higher LI: 75% LI: no difference FY: 79% FY: 4% pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and EL students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and EL, LI, and FY. The	Culture Survey versus Districtwide data. Funds for Student Wellness and Support Services materials are provided LEA-wide to ensure equitable access to resources that promote the mental, emotional, and social well-being of all students, fostering a supportive and inclusive school environment conducive to academic success. **2.14- Student Leadership Advisory Council:** To address the need of Elementary FY students and to maintain the status of EL, LI, and FY students at the secondary level, we will develop and implement a Student Advisory Council that is designed to increase student engagement by facilitating student leadership development by implementing community service projects. This action will support the Student Leadership Advisory Council, which was developed to empower students to actively participate in decision-making processes, voice their perspectives on school policies and programs, and collaborate with administrators to enhance the overall school experience, fostering leadership skills and promoting a sense of ownership and belonging among students. The actions are being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. Funds for Student Leadership Advisory Councils are provided LEA-wide to empower student voices in decision-making processes, foster leadership skills, and cultivate a sense of ownership and	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to address both the academic and mental/wellness health needs of our students to keep them at school and engaged in learning.	inclusivity within the school community, enhancing overall student engagement and well-being across the district.	
2.8- Cadet Corps	**Middle School Dropout Rate M1.30** **2022-2023 (student group data not available):** 0.3% **High School Dropout Rate M1.31** **2022-2023** — **Identified Gap** All: 5.5% — District Average EL: 12.1% — EL: 6.6 % pts higher LI: 5.6% — LI: 0.1 % pts higher FY: 22% — FY: 16.5 % pts higher **Course Access M1.34** **2023-2024** Standard Met Based on the above data, there is a disparity between the “All” student group, as it relates to high school unduplicated students’ dropout rate and graduation rate. Educational Partner responses to support for providing programs that build student discipline, self-regulation, and offer opportunities to participate in competitions.	**2.8- Cadet Corps:** To maintain the status of EL, LI, and FY students at the secondary level, we will implement the Cadet Corps program which is designed to decrease the dropout rate by providing an engaging program that allows students to participate in programs that occur during the instructional day and beyond. This action will establish a Cadet Corps at secondary school sites, offering leadership development, character-building activities, and opportunities for civic engagement and community service, aiming to instill discipline, teamwork, and responsibility in students while providing a pathway for personal growth and leadership. The action is being provided on a schoolwide basis and is expected to lead to improved dropout rates at the Middle and High School and ensure access to a broad course of study. Funds for Cadet Corps are provided on a schoolwide-basis to offer students leadership development opportunities, foster teamwork and discipline, and promote civic engagement and community service, enriching their educational experience and preparing them for future success.	This action will be measured by the metrics identified in the action description: M1.30, M1.31 and M1.34

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10- Youth Court	**Student Sense of Belonging: School Connectedness M2.1** **2023-2024** **Elementary:** **Identified Gap** All: 71% favorable District Average EL: 72% EL: 1 % pt higher LI: 73% LI: 2 % pts higher FY: 70% FY: 1 % pt lower **Secondary:** **Identified Gap** All: 52% favorable District Average EL: 53% EL: 1 % pt higher LI: 52% LI: no difference FY: 54% FY: 2 % pts higher **Expulsion Rate 2.7** **2023-2024** **Identified Gap** All: 0.2% District Average EL: 0.2% EL: no difference LI: 0.2% LI: no difference FY: 0.3% FY: 0.1 % pt higher Based on the above data for Elementary, there is a disparity between the “All” student group and FY students. The increased and improved services are needed to maintain progress for the EL and LI student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and EL, LI, and FY. The increased and improved services are needed	**2.10- Youth Court**: In order to maintain the status of EI, LI, and FY students, we will implement the Youth Court model which is designed to support the implementation of restorative and strength-based practices to empower students to be their best in school and beyond. The actions are being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data as well as reduce the expulsion rate. Funds for Youth Court are provided LEA-wide to implement a comprehensive restorative justice approach, empower student leaders to address disciplinary matters, and foster a supportive and inclusive school culture, promoting positive behavior and reducing recidivism across all schools within the district.	This action will be measured by the metrics identified in the action description: M2.1 and M2.7

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to provide other means of correction when addressing student discipline.		
2.15- Elementary Vice Principals	**Student Sense of Belonging: School Connectedness M2.1** **2023-2024** **Elementary:** **Identified Gap** All: 71% favorable District Average EL: 72% EL: 1 % pt higher LI: 73% LI: 2 % pts higher FY: 70% FY: 1 % pt lower Based on the above data for Elementary, there is a disparity between the “All” student group and FY students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. **Student Culture and Climate Survey M2.2** **2023-2024** **Elementary:** **Identified Gap** All: 74% favorable District Average EL: 73% EL: 1 % pt lower LI: 74% LI: no difference FY: 77% FY: 3 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and EL students. The increased and improved	**2.15- Elementary Vice Principals:** To address the needs of Elementary EL, LI, and FY students, we will implement Elementary Vice Principals that are designed to improve the campus environment at the elementary level. This action will allocate Elementary Vice Principals at school sites to enhance disciplinary management, academic support, and student supervision, implementing targeted intervention strategies, facilitating parent engagement, and promoting a positive school culture to ensure the holistic development and well-being of students. The actions are being provided on a schoolwide-basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey and reduce suspension versus Districtwide data. Funds for Elementary Vice Principals are provided school-wide to ensure effective leadership, discipline management, and academic support, fostering a safe and enriching learning environment conducive to the holistic development of young students.	This action will be measured by the metrics identified in the action description: M2.1 and M2.2

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback strongly supports this action with requests to increase the services if additional funding is available. There is feedback requesting the split positions be assigned to one site to increase relationship building opportunities between the staff, students, families, and school community.		
3.2- Interpretation and Translation Services **3.3-** Targeted Enrollment Support	**Parent Involvement and Family Engagement M3.1** **2022-2023:** Standard Met Section 1: Building Relationships Between School Staff and Families: Average score of 3 Initial implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.5 Initial/Full Implementation Section 3: Seeking Input for Decision-Making: Average score of 3.25 Initial **Panorama Family-School Communication M3.2** **2023-2024** / **Identified Gap** All: 80% favorable / District Average EL: 82% / EL: 2 % pts higher	**3.2- Interpretation and Translation Services:** In order to address the condition of our LI and FY students and to maintain EL student's progress, we will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the district and engage the community as partners in the education of EL, LI, and FY students. This action will expand Interpretation and Translation services, providing multilingual support for communication between students, parents, and staff, ensuring equitable access to educational resources, information, and opportunities for all members of the school community. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in Low-Income, English Learner, and Foster Youth favorable responses on the family communication survey versus Districtwide data. Funds for Interpretation and Translation Services are provided LEA-wide to facilitate effective	This action will be measured by the metrics identified in the action description: M3.1 and M3.2

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI: 78% LI: 2 % pts lower FY: 79% FY: 1 % pt lower Based on the above data, there is a disparity between the “All” student group and LI and FY students. The increased and improved services are needed to maintain progress for the EL student group and address the disparities described above. Educational Partner feedback strongly supports this action with requests to increase the services if additional funding is available. There is feedback requesting additional interpretation for American Sign Language (ASL).	communication among diverse Educational Partners, ensuring equitable access to educational information and resources for all students and families regardless of language barriers, thereby fostering a supportive and inclusive learning environment. **3.3- Targeted Enrollment Support:** In order to address the condition of our LI and FY students and to maintain EL student’s progress, we will implement communication engagement programs that are designed to build and facilitate partnerships with the community, as well as to benefit district initiatives and promote the achievement of students. This action will implement Targeted Enrollment Support by offering personalized guidance, resources, and assistance to students and families navigating enrollment processes, addressing barriers to access, and ensuring equitable participation in educational opportunities, ultimately fostering a welcoming and inclusive school environment. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap in EL, LI, and FY students favorable responses on the family engagement survey versus Districtwide data. Funds for Targeted Enrollment Support are provided LEA-wide to address systemic barriers to enrollment, ensuring equitable access to educational opportunities for all students and families across diverse communities, and fostering inclusive participation in the district's programs and services.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1- Family Engagement	**Parent Involvement and Family Engagement M3.1** 2022-2023: Standard Met Section 1: Building Relationships Between School Staff and Families: Average score of 3 Initial implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.5 Initial/Full Implementation Section 3: Seeking Input for Decision-Making: Average score of 3.25 Initial **Panorama Parent-Family Engagement M3.3** **2023-2024** — **Identified Gap** All: 65% favorable — District Average EL: 66% — EL: 1 % point better LI: 64% — LI: 1 % point lower FY: 68% — FY: 3 % points better Based on the above data, there is a disparity between the “All” student group and LI students. The increased and improved services are needed to maintain progress for the EL and FY student groups and address the disparities described above. Educational Partner feedback strongly supports the services provided such as Parent Volunteer Workers, workshops, training, resource fairs, and the work done within the Community Engagement Initiative.	**3.1- Family Engagement:** In order to address the condition of our LI students and to maintain the progress of EL and FY students, we will implement Family Engagement supports and programs that are designed to support students and families, as well as encourage them to get involved in the District decision-making process in order to build their capacity. This action will enhance Family Engagement at school sites by offering parent workshops, family literacy programs, community events, and personalized outreach initiatives, fostering stronger partnerships between families and schools to support student learning, well-being, and academic success. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap in EL and FY favorable responses on the family engagement survey versus Districtwide data. Funds for Family Engagement are provided LEA-wide to cultivate collaborative partnerships between schools, families, and communities, fostering student success, academic achievement, and holistic development through inclusive and culturally responsive practices.	This action will be measured by the metrics identified in the action description: M3.1 and M3.3

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6- English Learner Student Achievement	**ELPI M1.21** **2022-2023** **Identified Gap** EL: 48.5% No comparable data LTEL: 37.8% **EL Reclassification M1.23** **2022-2023** **Identified Gap** EL: 10% No comparable data LTEL: 19.1% Educational Partner feedback, particularly from our English Learner Advisory Committees and District English Learner Advisory Committee, supports the need for increased services to address the needs of English Learners. Specifically, the feedback requests intervention and primary language support for students as well as increased access to A-G courses, career pathways, and specialized programs.	**1.6- English Learner Student Achievement:** To address the needs, the action focuses on embedding language development throughout the day, as well as during protected time. The EL Framework emphasizes the need for protected time to implement designated and integrated English Language Development (ELD). Training to design schedules with built in protected time, will be provided to leaders and staff at school sites. The strategy comes from the California ELA/ELD Framework (English Language Arts/ English Language Development Framework). Teachers and staff will also receive high-quality professional development, from specialized staff, focusing on reciprocal teaching, text reconstruction, and evidenced-based strategies used to address the disparities in English Learner data points. The SBCUSD designed the action based on the following: The extent of evidence on What Works Clearinghouse for reciprocal teaching is medium to large. The rating from What Works Clearinghouse is mixed evidence. REL Southwest lists text reconstruction as a promising effective practice for English Learners (Promising and effective practices for English learner students: Implementing integrated and designated English language development) further citing Spycher, P.,	This action will be measured by the metrics identified in the action description: M1.21 and M1.23

		& Linn-Nieves, K. L. (2014). Reconstructing, deconstructing, and constructing complex texts. In P. Spycher (Ed.), The Common Core State Standards in English language arts/literacy for English language learners: Grades K-5. Alexandria, VA: TESOL Press. The action is expected to lead to a significant increase in EL students receiving an overall score of 4 on the ELPAC, and an increase in Reclassification rates. This action will bolster English Learner Student Achievement at school sites by providing targeted language instruction, bilingual support services, cultural competency training for staff, and access to language development resources, ensuring equitable opportunities for academic success and language proficiency among English Learner students. Funds for English Learner Student Achievement are provided LEA-wide to implement comprehensive language development programs, culturally responsive instruction, and targeted support services, ensuring equitable access to high-quality education and promoting the academic success and language proficiency of all English Learner students across the district.	
1.7- Foster Youth Support Services	**CAASPP ELA M1.1** **2022-2023** **Identified Gap** All: -49.7 DFS District Average FY: -61.7 DFS FY: 12 points lower **CAASPP Math M1.5** **2022-2023** **Identified Gap** All: -88 DFS District Average FY: -86.8 DFS FY: 1.2 points better	**1.7- Foster Youth Support Services:** SBCUSD's Foster Youth experience the greatest mobility and often have the greatest disparities in both academic and non-academic outcomes. To address the needs, the action centers on implementing trauma-informed practices, mentoring, case management, and providing educational resources and supplies. SBCUSD selected the action based on the following: The Regional Educational Laboratory cites (Therapeutic mentoring the impact of trauma for	This action will be measured by the metrics identified in the action description: M1.1 and M1.5

	The data above demonstrates a disparity between the All student group and the FY student group for both ELA and Math CAASPP. Increased and improved services are needed to continue to close the achievement gap for this student group. Educational Partner feedback supports the need for increased services to address the needs of Foster Youth Students. Specifically, the feedback requests additional resources, wrap-around services, transportation, and additional support such as tutoring.	Foster Youth) the importance of mentoring. The Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care supports providing transportation, educational resources and supplies, as well as case management, to ensure stability. The action is expected to lead to a significant increase in ELA and Math FY CAASPP scores. This action will bolster Foster Youth Support Services at school sites by offering personalized academic, social, and emotional support, liaising with foster care agencies, providing stability-focused interventions, and ensuring access to resources such as tutoring, counseling, and mentorship, ultimately promoting the well-being and academic success of foster youth students. Funds for Foster Youth Support Services are provided LEA-wide to address the unique needs and challenges faced by foster youth students, ensuring equitable access to comprehensive support services, stability-focused interventions, and educational resources across all schools within the district, thereby promoting their academic success and well-being.	

Insert or delete rows, as necessary.

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

Not applicable.

Additional Concentration Grant Funding

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

The San Bernardino City Unified School District received additional concentration grant funding to provide more direct service support to students within the District. During the 2023-2024 LCAP engagement process, Educational Partners expressed a need for lower class size, and support staff to provide intervention at school sites with the highest unduplicated student population (Low-Income, English Learners, and Foster Youth). SBCUSD utilizes the additional funds for teachers to support lower class sizes in grades K-3 (Goal 1, Action 10: Smaller Class Sizes), and will provide intervention staff, as needed, based on identified student needs at each school site with an unduplicated percentage greater than 55%, in order to assist sites in establishing Learning Labs and intervention systems (Goal 1, Action 19: Academic Direct Student Support).

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	No comparison schools, therefore not applicable	No comparison schools, therefore not applicable
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore not applicable	No comparison schools, therefore not applicable

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 473,457,111	$ 201,679,143	42.597%	0.000%	42.597%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 206,633,661	$ 15,960,259	$ -	$ 1,257,822	$ 223,851,741.89	$ 154,168,605	$ 69,683,137

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	Advanced Learner Programs	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 635,012	$ 206,905	$ 841,917	$ -	$ -	$ -	$ 841,917	0.000%
1	2	International Baccalaureate (IB)	All Unduplicated	Yes	Schoolwide	All	Holcomb, Chavez, Cajon, Arroyo Valley	ongoing	$ 848,712	$ 1,003,846	$ 1,852,558	$ -	$ -	$ -	$ 1,852,558	0.000%
1	3	Magnet Programs	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	Select Sites	ongoing	$ 1,986,276	$ -	$ 1,986,276	$ -	$ -	$ -	$ 1,986,276	0.000%
1	4	College and Career Readiness	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	High Schools	ongoing	$ 4,378,699	$ 2,167,195	$ 6,545,894	$ -	$ -	$ -	$ 6,545,894	0.000%
1	5	Advancement Via Individual Determination (AVID)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,451,700	$ 1,451,700	$ -	$ -	$ -	$ 1,451,700	0.000%
1	6	English Learner Student Achievement	English Learners	Yes	Limited	English Learners	All Schools	ongoing	$ 8,583,981	$ 2,412,001	$ 10,995,982	$ -	$ -	$ -	$ 10,995,982	0.000%
1	7	Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	ongoing	$ 936,166	$ 296,000	$ 1,232,166	$ -	$ -	$ -	$ 1,232,166	0.000%
1	8	Transportation	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 20,408,000	$ 20,408,000	$ -	$ -	$ -	$ 20,408,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,159,927	$ -	$ 1,159,927	$ -	$ -	$ -	$ 1,159,927	0.000%
1	10	Smaller Class Sizes	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 21,200,402	$ -	$ 21,200,402	$ -	$ -	$ -	$ 21,200,402	0.000%
1	11	Middle School Support Class Teachers	Foster Youth and Low-Income	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	ongoing	$ 1,050,000	$ -	$ 1,050,000	$ -	$ -	$ -	$ 1,050,000	0.000%
1	12	Professional Development	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 11,347,999	$ 4,034,935	$ 15,382,934	$ -	$ -	$ -	$ 15,382,934	0.000%
1	13	Access and Opportunities	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 22,050,855	$ 9,280,253	$ 31,331,109	$ -	$ -	$ -	$ 31,331,109	0.000%
1	14	Technology	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 3,498,156	$ 4,652,097	$ 8,150,254	$ -	$ -	$ -	$ 8,150,254	0.000%
1	15	Visual and Performing Arts (VAPA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 4,142,903	$ 281,245	$ 4,424,147	$ -	$ -	$ -	$ 4,424,147	0.000%
1	16	Cal-SAFE	All Unduplicated	Yes	Schoolwide	All	High Schools	ongoing	$ 1,811,691	$ 48,000	$ 1,859,691	$ -	$ -	$ -	$ 1,859,691	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on SPecial Assignment (TOSA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 11,546,339	$ -	$ 11,546,339	$ -	$ -	$ -	$ 11,546,339	0.000%
1	18	Library Aides	Foster Youth and Low-Income	Yes	Schoolwide	Foster Youth and Low-Income	Elementary Schools	ongoing	$ 869,101	$ -	$ 869,101	$ -	$ -	$ -	$ 869,101	0.000%
1	19	Academic Direct Student Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 3,156,000	$ 50,000	$ 3,206,000	$ -	$ -	$ -	$ 3,206,000	0.000%
1	20	Recruitment and Retention of Experienced Staff	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,077,496	$ 1,250,600	$ 2,328,096	$ -	$ -	$ -	$ 2,328,096	0.000%
1	21	Educational Field Trips	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 4,500,000	$ 4,500,000	$ -	$ -	$ -	$ 4,500,000	0.000%
1	22	Supplemental Materials	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 5,119,773	$ 5,119,773	$ -	$ -	$ -	$ 5,119,773	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,685,510	$ 1,406,175	$ 3,091,685	$ -	$ -	$ -	$ 3,091,685	0.000%
2	1	Health Aides	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 3,708,021	$ -	$ 3,708,021	$ -	$ -	$ -	$ 3,708,021	0.000%
2	2	Districtwide Counseling Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,030,562	$ -	$ 1,030,562	$ -	$ -	$ -	$ 1,030,562	0.000%
2	3	Districtwide Wellness Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 634,821	$ -	$ 634,821	$ -	$ -	$ -	$ 634,821	0.000%
2	4	Mental Health Therapy Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,143,003	$ -	$ 1,143,003	$ -	$ -	$ -	$ 1,143,003	0.000%
2	5	Districtwide Climate and Culture Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,144,328	$ -	$ 1,144,328	$ -	$ -	$ -	$ 1,144,328	0.000%
2	6	Expanded Registered Nursing Services	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 1,809,627	$ -	$ 1,809,627	$ -	$ -	$ -	$ 1,809,627	0.000%
2	7	Counselors	All Unduplicated	Yes	Schoolwide	All	Elementary and Middle Schools	ongoing	$ 12,367,506	$ -	$ 12,367,506	$ -	$ -	$ -	$ 12,367,506	0.000%
2	8	Cadet Corps	All Unduplicated	Yes	Schoolwide	All	Middle and High Schools	ongoing	$ 19,000	$ 64,825	$ 83,825	$ -	$ -	$ -	$ 83,825	0.000%
2	9	Crossing Guards	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ -	$ 1,700,000	$ 1,700,000	$ -	$ -	$ -	$ 1,700,000	0.000%
2	10	Youth Court	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,115,521	$ 96,200	$ 1,211,721	$ -	$ -	$ -	$ 1,211,721	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,500,000	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000	0.000%
2	12	Attendance Monitoring and Assistance	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 5,952,699	$ -	$ 5,952,699	$ -	$ -	$ -	$ 5,952,699	0.000%
2	13	Bringing Hope to Saturdays	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 275,000	$ 201,703	$ 476,703	$ -	$ -	$ -	$ 476,703	0.000%
2	14	Student Leadership Advisory Council	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 14,000	$ 111,500	$ 125,500	$ -	$ -	$ -	$ 125,500	0.000%
2	15	Elementary Vice Principals	All Unduplicated	Yes	Schoolwide	All	Elementary Schools	ongoing	$ 3,292,259	$ 20,000	$ 3,312,259	$ -	$ -	$ -	$ 3,312,259	0.000%
3	1	Family Engagement	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 2,631,903	$ 1,564,199	$ 4,196,101	$ -	$ -	$ -	$ 4,196,101	0.000%
3	2	Interpretation and Translation Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 540,000	$ 540,000	$ -	$ -	$ -	$ 540,000	0.000%
3	3	Targeted Enrollment Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 81,616	$ 126,900	$ 208,516	$ -	$ -	$ -	$ 208,516	0.000%
4	1	Instructional Coaching (0.5 FTE)	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 71,462	$ -	$ -	$ 71,462	$ -	$ -	$ 71,462	0.000%
4	2	Math Support Classes (0.5 FTE)	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 67,451	$ -	$ -	$ 67,451	$ -	$ -	$ 67,451	0.000%
4	3	Saturday and Summer School Interventions	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 63,900	$ -	$ -	$ 63,900	$ -	$ -	$ 63,900	0.000%
4	4	Extended Learning- Intervention Instruction	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 21,600	$ -	$ -	$ 21,600	$ -	$ -	$ 21,600	0.000%
4	5	Intervention Coordination and Planning	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 30,240	$ -	$ -	$ 30,240	$ -	$ -	$ 30,240	0.000%
4	6	Professional Development- Resident Guest Teachers and Guest Teachers	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 220,000	$ -	$ -	$ 220,000	$ -	$ -	$ 220,000	0.000%
4	7	Small Group Intervention- Instructional Assistants and EAIII	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 31,680	$ -	$ -	$ 31,680	$ -	$ -	$ 31,680	0.000%
4	8	Small Group Instruction- College Student Interns	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 70,000	$ -	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
4	9	Professional Development- Conferences	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years		$ 71,285	$ -	$ 71,285	$ -	$ -	$ 71,285	0.000%
4	10	Professional Development Consultants for Math and ELA	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years		$ 56,000	$ -	$ 56,000	$ -	$ -	$ 56,000	0.000%
4	11	Additional Technology and Clerical Support for Program Implementation	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 16,441	$ -	$ -	$ 16,441	$ -	$ -	$ 16,441	0.000%
4	12	Indirect Costs	All	No	Schoolwide	N/A	San Andreas High	3 Years		$ 35,715	$ -	$ 35,715	$ -	$ -	$ 35,715	0.000%

2024-2025 Total Planned Expenditure Table

5	1	Professional Development Consultants for ELA and Math	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years		$ 117,000	$ -	$ 117,000	$ -	$ -	$ 117,000	0.000%
5	2	Professional Development- ELA and Math	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years		$ 90,000	$ -	$ 90,000	$ -	$ -	$ 90,000	0.000%
5	3	Curriculum and Instruction Collaboration	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ 40,000	$ -	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
5	4	Professional Development and Intervention-Resident Guest Teachers	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ 250,892	$ -	$ -	$ 250,892	$ -	$ -	$ 250,892	0.000%
5	5	Graduation Tiered Support- Resident Guest Teacher	AA, SWD	No	Schoolwide	N/A	Sierra High	3 Years	$ 142,247	$ -	$ -	$ 142,247	$ -	$ -	$ 142,247	0.000%
5	6	Intervention- College Student Interns	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ 43,000	$ -	$ -	$ 43,000	$ -	$ -	$ 43,000	0.000%
5	7	Extended Learning Intervention Instruction	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ 40,000	$ -	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
5	8	Intervention Coordination and Planning	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ 25,000	$ -	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
5	9	Indirect Costs	All	No	Schoolwide	N/A	Sierra High	3 Years		$ 37,108	$ -	$ 37,108	$ -	$ -	$ 37,108	0.000%
6	1	Tiered Support Program- Guest Teacher	LI, HI	No	Schoolwide	N/A	Alternative Learning Center	3 Years	$ 55,000	$ -	$ -	$ 55,000	$ -	$ -	$ 55,000	0.000%
6	2	Mentoring, Tutoring, and Resource Support-Consultant	LI, HI	No	Schoolwide	N/A	Alternative Learning Center	3 Years		$ 34,255	$ -	$ 34,255	$ -	$ -	$ 34,255	0.000%
6	3	Indirect Costs	All	No	Schoolwide	N/A	Alternative Learning Center	3 Years		$ 4,427	$ -	$ 4,427	$ -	$ -	$ 4,427	0.000%
7	1	Tiered Support Program- Guest Teacher	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 165,000	$ -	$ -	$ 165,000	$ -	$ -	$ 165,000	0.000%
7	2	Professional Development and Intervention Coordination- Program Facilitator	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 330,000	$ -	$ -	$ 330,000	$ -	$ -	$ 330,000	0.000%
7	3	Additional Support Classes- Secondary Support Teacher	EL, HOM, SWD, AA, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 390,000	$ -	$ -	$ 390,000	$ -	$ -	$ 390,000	0.000%
7	4	Mentoring, Tutoring, and Resource Support-Consultant	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years		$ 164,262	$ -	$ 164,262	$ -	$ -	$ 164,262	0.000%
7	5	Intervention- College Student Interns	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 43,500	$ -	$ -	$ 43,500	$ -	$ -	$ 43,500	0.000%
7	6	Support for Parents and Students- Community Resource Worker Limited Term Assignment	SWD, AA	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 99,000	$ -	$ -	$ 99,000	$ -	$ -	$ 99,000	0.000%
7	7	Supplemental Materials for Intervention	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years		$ 12,711	$ -	$ 12,711	$ -	$ -	$ 12,711	0.000%
7	8	Home Visits and increased connections with parents/guardians	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 5,000	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
7	9	Additional Support Staff for Program Implementation	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 5,000	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
7	10	Indirect Costs	All	No	Schoolwide	N/A	Virtual Academy	3 Years		$ 60,238	$ -	$ 60,238	$ -	$ -	$ 60,238	0.000%
8	1	Professional Development and Intervention-Resident Guest Teachers	SWD	No	Schoolwide	N/A	Yvonne Harmon	3 Years	$ 47,637	$ -	$ -	$ 47,637	$ -	$ -	$ 47,637	0.000%
8	2	Indirect Costs	All	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 2,363	$ -	$ 2,363	$ -	$ -	$ 2,363	0.000%
9	1	Tutoring Outside of Instructional Hours	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 108,000	$ -	$ 108,000	$ -	$ -	$ 108,000	0.000%
9	2	Additional Standards-Based Practice- Supplemental Subscriptions	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 35,000	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
9	3	Professional Development- Consultants for ELA and Math	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
9	4	Professional Development and Intervention-Resident Guest Teachers	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ 138,160	$ -	$ -	$ 138,160	$ -	$ -	$ 138,160	0.000%
9	5	Intervention Materials	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 39,786	$ -	$ 39,786	$ -	$ -	$ 39,786	0.000%
9	6	Indirect Costs	All	No	Schoolwide	N/A	Arrowhead Elementary	3 Years		$ 16,415	$ -	$ 16,415	$ -	$ -	$ 16,415	0.000%
10	1	Academic Coaching for ELA	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 286,238	$ -	$ -	$ 286,238	$ -	$ -	$ 286,238	0.000%
10	2	Academic Coaching for Math	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 257,285	$ -	$ -	$ 257,285	$ -	$ -	$ 257,285	0.000%
10	3	Intervention Specialist for Behavior and Restorative Practices	EL, HOM, LI, SWD, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 460,000	$ -	$ -	$ 460,000	$ -	$ -	$ 460,000	0.000%
10	4	Coordination of Learning Interventions- Additional Duty	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 22,859	$ -	$ -	$ 22,859	$ -	$ -	$ 22,859	0.000%
10	5	ELA Support Classes	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	0.000%
10	6	Professional Development- Conferences	EL, SWD, LI, HI, HOM	No	Schoolwide	N/A	San Bernardino High	3 Years		$ 127,576	$ -	$ 127,576	$ -	$ -	$ 127,576	0.000%
10	7	Professional Learning- Collaboration	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 75,000	$ -	$ -	$ 75,000	$ -	$ -	$ 75,000	0.000%
10	8	Extended Learning Intervention Instruction	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 75,000	$ -	$ -	$ 75,000	$ -	$ -	$ 75,000	0.000%
10	9	Teacher Clarity and Professional Learning Community (PLC) Professional Development	EL, SWD, LI, HI, HOM	No	Schoolwide	N/A	San Bernardino High	3 Years		$ 70,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
10	10	Active Supervision	EL, HOM, LI, SWD, HI, TM	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 221,105	$ -	$ -	$ 221,105	$ -	$ -	$ 221,105	0.000%
10	11	Indirect Costs	All	No	Schoolwide	N/A	San Bernardino High	3 Years		$ 87,795	$ -	$ 87,795	$ -	$ -	$ 87,795	0.000%
11	1	Sensory Room	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
11	2	Sensory Room Support- Resident Guest Teachers	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ 72,000	$ -	$ -	$ 72,000	$ -	$ -	$ 72,000	0.000%
11	3	Professional Development and Intervention-Resident Guest Teachers	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ 239,215	$ -	$ -	$ 239,215	$ -	$ -	$ 239,215	0.000%
11	4	Intervention Materials	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 40,000	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
11	5	Professional Development for ELA and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 60,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
11	6	Professional Development- Consultants for ELA and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 80,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
11	7	Organized Sports	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
11	8	Intervention and Mentoring- College Student Interns	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ 29,000	$ -	$ -	$ 29,000	$ -	$ -	$ 29,000	0.000%
11	9	Organized Sports Equipment	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 6,000	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
11	10	Intervention- Instructional Assistants	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ 14,618	$ -	$ -	$ 14,618	$ -	$ -	$ 14,618	0.000%
11	11	Indirect Costs	All	No	Schoolwide	N/A	Barton Elementary	3 Years		$ 31,785	$ -	$ 31,785	$ -	$ -	$ 31,785	0.000%
12	1	ELA Literacy Coaching	All	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ 420,000	$ -	$ -	$ 420,000	$ -	$ -	$ 420,000	0.000%
12	2	Chronic Absenteeism Case Management	EL, HOM, LI, AA, HI	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ 55,109	$ -	$ -	$ 55,109	$ -	$ -	$ 55,109	0.000%
12	3	Intervention Small Group Instruction	EL, HOM, LI, HI	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ 249,964	$ -	$ -	$ 249,964	$ -	$ -	$ 249,964	0.000%
12	4	Indirect Costs	All	No	Schoolwide	N/A	Del Vallejo Middle	3 Years		$ 35,964	$ -	$ 35,964	$ -	$ -	$ 35,964	0.000%
13	1	Professional Development- ELD and Writing	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years		$ 75,093	$ -	$ 75,093	$ -	$ -	$ 75,093	0.000%
13	2	Intervention Materials	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years		$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
13	3	Intervention- Resident Guest Teachers	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ 300,602	$ -	$ -	$ 300,602	$ -	$ -	$ 300,602	0.000%
13	4	Additional Standards-Based Practice- Supplemental Subscriptions	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years		$ 23,000	$ -	$ 23,000	$ -	$ -	$ 23,000	0.000%
13	5	Intervention Planning	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ 50,000	$ -	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
13	6	Teacher PD and Collaboration	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ 94,000	$ -	$ -	$ 94,000	$ -	$ -	$ 94,000	0.000%
13	7	Indirect Costs	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years		$ 29,398	$ -	$ 29,398	$ -	$ -	$ 29,398	0.000%

2024-2025 Total Planned Expenditure Table

14	1	Professional Development and Intervention-Resident Guest Teachers	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ 244,830	$ -	$ -	$ 244,830	$ -	$ -	$ 244,830	0.000%
14	2	ELA and Math Professional Development-Contracted Services/Consultant	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years		$ 106,621	$ -	$ 106,621	$ -	$ -	$ 106,621	0.000%
14	3	Additional Standards-Based Practice- Supplemental Subscriptions	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years		$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
14	4	Supplemental Materials	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years		$ 1,000	$ -	$ 1,000	$ -	$ -	$ 1,000	0.000%
14	5	Professional Development- Consultant for PLC	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years		$ 80,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
14	6	Increased Support for Early Literacy	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ 35,000	$ -	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
14	7	Increased Student Supervision	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ 35,000	$ -	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
14	8	Indirect Costs	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years		$ 25,170	$ -	$ 25,170	$ -	$ -	$ 25,170	0.000%
15	1	Professional Development- ELA and Math PD Contracted Services/Consultant	EL, LI, SWD, HI	No	Schoolwide	N/A	Pacific High	3 Years		$ 300,000	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
15	2	Professional Development and Intervention-Resident Guest Teachers	EL, LI, SWD, HI	No	Schoolwide	N/A	Pacific High	3 Years	$ 794,659	$ -	$ -	$ 794,659	$ -	$ -	$ 794,659	0.000%
15	3	Intervention Professional Development for Online Subscriptions	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	3 Years		$ 7,104	$ -	$ 7,104	$ -	$ -	$ 7,104	0.000%
15	4	Students with Disabilities Caseload Management and Coaching	SWD	No	Schoolwide	N/A	Pacific High	3 Years	$ 296,235	$ -	$ -	$ 296,235	$ -	$ -	$ 296,235	0.000%
15	5	Indirect Costs	All	No	Schoolwide	N/A	Pacific High	3 Years		$ 69,341	$ -	$ 69,341	$ -	$ -	$ 69,341	0.000%
16	1	ELA and Writing Intervention- Resident Guest Teacher	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ 534,888	$ -	$ -	$ 534,888	$ -	$ -	$ 534,888	0.000%
16	2	Professional Development for Literacy and Writing-Contracted Services/Consultant	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years		$ 65,000	$ -	$ 65,000	$ -	$ -	$ 65,000	0.000%
16	3	ELA and Writing Intervention- College Student Intern	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ 29,000	$ -	$ -	$ 29,000	$ -	$ -	$ 29,000	0.000%
16	4	Intervention Coordination and Planning	All	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ 11,000	$ -	$ -	$ 11,000	$ -	$ -	$ 11,000	0.000%
16	5	Professional Development for ELA	All	No	Schoolwide	N/A	Hunt Elementary	3 Years		$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
16	6	Indirect Costs	All	No	Schoolwide	N/A	Hunt Elementary	3 Years		$ 32,730	$ -	$ 32,730	$ -	$ -	$ 32,730	0.000%
17	1	Math Support FTEs	EL	No	Schoolwide	N/A	Indian Springs High	3 Years	$ 988,268	$ -	$ -	$ 988,268	$ -	$ -	$ 988,268	0.000%
17	2	Active Supervision	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	3 Years	$ 432,226	$ -	$ -	$ 432,226	$ -	$ -	$ 432,226	0.000%
17	3	ELA Coaching	EL	No	Schoolwide	N/A	Indian Springs High	3 Years	$ 391,118	$ -	$ -	$ 391,118	$ -	$ -	$ 391,118	0.000%
17	4	Professional Development- Consultants for ELA and Math	All	No	Schoolwide	N/A	Indian Springs High	3 Years		$ 133,906	$ -	$ 133,906	$ -	$ -	$ 133,906	0.000%
17	5	Professional Development for ELA and Math-Conferences	All	No	Schoolwide	N/A	Indian Springs High	3 Years		$ 133,906	$ -	$ 133,906	$ -	$ -	$ 133,906	0.000%
17	6	Professional Development for Behavior	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	3 Years		$ 133,906	$ -	$ 133,906	$ -	$ -	$ 133,906	0.000%
17	7	Indirect Costs	All	No	Schoolwide	N/A	Indian Springs High	3 Years		$ 109,781	$ -	$ 109,781	$ -	$ -	$ 109,781	0.000%
18	1	Professional Development in ELA, Writing, and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years		$ 99,197	$ -	$ 99,197	$ -	$ -	$ 99,197	0.000%
18	2	Professional Development in Classroom Management and Social Emotional Learning	HOM	No	Schoolwide	N/A	Del Rosa Elementary	3 Years		$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
18	3	Professional Development Conferences in ELA, Writing, and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years		$ 105,000	$ -	$ 105,000	$ -	$ -	$ 105,000	0.000%
18	4	Professional Development and Collaboration-Resident Guest Teachers	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ 407,668	$ -	$ -	$ 407,668	$ -	$ -	$ 407,668	0.000%
18	5	Additional Support Staff for Program Implementation	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
18	6	Indirect Costs	All	No	Schoolwide	N/A	Del Rosa Elementary	3 Years		$ 32,332	$ -	$ 32,332	$ -	$ -	$ 32,332	0.000%
19	1	Professional Development and Intervention-Resident Guest Teachers	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 145,734	$ -	$ -	$ 145,734	$ -	$ -	$ 145,734	0.000%
19	2	Printing and Instructional Materials	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years		$ 28,322	$ -	$ 28,322	$ -	$ -	$ 28,322	0.000%
19	3	Supplemental Books	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years		$ 28,000	$ -	$ 28,000	$ -	$ -	$ 28,000	0.000%
19	4	Active Supervision	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 29,000	$ -	$ -	$ 29,000	$ -	$ -	$ 29,000	0.000%
19	5	Professional Collaboration and Intervention-Additional Hours	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 8,500	$ -	$ -	$ 8,500	$ -	$ -	$ 8,500	0.000%
19	6	Building Parent Capacity	EL	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 3,582	$ -	$ -	$ 3,582	$ -	$ -	$ 3,582	0.000%
19	7	Supplemental Subscriptions	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years		$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
19	8	Intervention Coordination and Planning	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 19,800	$ -	$ -	$ 19,800	$ -	$ -	$ 19,800	0.000%
19	9	Library Assistant to Support Literacy	LI, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 10,000	$ -	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
19	10	Additional Support Staff for Program Implementation	LI, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
19	11	Professional Development and Consultants for Math and ELA	All	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years		$ 35,000	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
19	12	Indirect Costs	All	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years		$ 16,266	$ -	$ 16,266	$ -	$ -	$ 16,266	0.000%
20	1	Professional Development- Resident Guest Teachers	SWD	No	Schoolwide	N/A	Home and Hospital	3 Years	$ 91,261	$ -	$ -	$ 91,261	$ -	$ -	$ 91,261	0.000%
20	2	Indirect Costs	All	No	Schoolwide	N/A	Home and Hospital	3 Years		$ 4,527	$ -	$ 4,527	$ -	$ -	$ 4,527	0.000%

2024-2025 Total Planned Expenditure Table

21	1	Intervention Staffing	AA	No	Schoolwide	N/A	Specific Schools	ongoing	$ 1,925,000	$ 16,000	$ 16,000	$ 1,925,000	$ -	$ -	$ 1,941,000	0.000%
21	2	High School Push-In Tutoring	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High	ongoing	$ -	$ 590,000	$ -	$ -	$ -	$ 590,000	$ 590,000	0.000%
21	3	Equity Counselling Services	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High	ongoing	$ 421,561	$ -	$ 421,561	$ -	$ -	$ -	$ 421,561	0.000%
21	4	Coaching and Professional Development for Teachers	AA	No	LEA-wide	N/A	All Schools	ongoing	$ 2,504,618	$ 40,000	$ 2,163,796	$ -	$ -	$ 380,822	$ 2,544,618	0.000%
21	5	Professional Development- Conferences	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 116,700	$ 116,700	$ -	$ -	$ -	$ 116,700	0.000%
21	6	Gap-Closing Professional Development for Staff	AA	No	LEA-wide	N/A	All Schools	ongoing	$ 287,000	$ 20,000	$ 20,000	$ 50,000	$ -	$ 237,000	$ 307,000	0.000%
21	7	Extended Learning Time- Saturday and Summer Programs	AA	No	LEA-wide	N/A	All Schools	ongoing	$ 50,000	$ 32,000	$ 32,000	$ -	$ -	$ 50,000	$ 82,000	0.000%
21	8	SANKOFA Instructional Magnet Program	AA	No	Schoolwide	N/A	Hunt Elementary, Del Vallejo Middle, Pacific High	ongoing	$ 1,743,361	$ 170,000	$ 1,913,361	$ -	$ -	$ -	$ 1,913,361	0.000%
21	9	Black Honor Roll	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 74,000	$ 74,000	$ -	$ -	$ -	$ 74,000	0.000%
21	10	Parent Advisory: DAAAC and AAPAC	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 7,200	$ 7,200	$ -	$ -	$ -	$ 7,200	0.000%
21	11	African American Task Force	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
21	12	Family Engagement and Community Empowerment	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 28,000	$ 28,000	$ -	$ -	$ -	$ 28,000	0.000%
21	13	Academic Field Trips	AA	No	Schoolwide	N/A	Hunt Elementary, Del Vallejo Middle, Pacific High	ongoing	$ -	$ 26,000	$ 26,000	$ -	$ -	$ -	$ 26,000	0.000%
21	14	Historically Black College and Universities (HBCU) Tour	AA	No	Schoolwide	N/A	High Schools	ongoing	$ -	$ 107,500	$ 107,500	$ -	$ -	$ -	$ 107,500	0.000%
21	15	Footsteps to Freedom Tour	AA	No	LEA-wide	N/A	All Schools	1 Year	$ -	$ 625,000	$ -	$ 625,000	$ -	$ -	$ 625,000	0.000%
21	16	Inland Empire (I.E.) Black Grad	AA	No	Schoolwide	N/A	High Schools	ongoing	$ -	$ 23,400	$ 23,400	$ -	$ -	$ -	$ 23,400	0.000%

2024-2025 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
$ 473,457,111	$ 201,679,143	42.597%	0.000%	42.597%	$ 201,679,143	0.000%	42.597%	**Total:**	$ 201,679,143
								LEA-wide Total:	$ 159,523,884
								Limited Total:	$ 12,228,148
								Schoolwide Total:	$ 29,927,110

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	Advanced Learner Programs	Yes	LEA-wide	All	All Schools	$ 841,917	0.000%
1	2	International Baccalaureate (IB)	Yes	Schoolwide	All	Holcomb, Chavez, Cajon, Arroyo Valley	$ 1,852,558	0.000%
1	3	Magnet Programs	Yes	Schoolwide	English Learners and Low-Income	Select Sites	$ 1,986,276	0.000%
1	4	College and Career Readiness	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 6,545,894	0.000%
1	5	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	All	All Schools	$ 1,451,700	0.000%
1	6	English Learner Student Achievement	Yes	Limited	English Learners	All Schools	$ 10,995,982	0.000%
1	7	Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	$ 1,232,166	0.000%
1	8	Transportation	Yes	LEA-wide	All	All Schools	$ 20,408,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	Yes	LEA-wide	All	All Schools	$ 1,159,927	0.000%
1	10	Smaller Class Sizes	Yes	LEA-wide	All	All Schools	$ 21,200,402	0.000%
1	11	Middle School Support Class Teachers	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	$ 1,050,000	0.000%
1	12	Professional Development	Yes	LEA-wide	All	All Schools	$ 15,382,934	0.000%
1	13	Access and Opportunities	Yes	LEA-wide	All	All Schools	$ 31,331,109	0.000%
1	14	Technology	Yes	LEA-wide	All	All Schools	$ 8,150,254	0.000%
1	15	Visual and Performing Arts (VAPA)	Yes	LEA-wide	All	All Schools	$ 4,424,147	0.000%
1	16	Cal-SAFE	Yes	Schoolwide	All	High Schools	$ 1,859,691	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on SPecial Assignment (TOSA)	Yes	LEA-wide	All	All Schools	$ 11,546,339	0.000%
1	18	Library Aides	Yes	Schoolwide	Foster Youth and Low-Income	Elementary Schools	$ 869,101	0.000%
1	19	Academic Direct Student Support	Yes	LEA-wide	All	All Schools	$ 3,206,000	0.000%
1	20	Recruitment and Retention of Experienced Staff	Yes	LEA-wide	All	All Schools	$ 2,328,096	0.000%
1	21	Educational Field Trips	Yes	LEA-wide	All	All Schools	$ 4,500,000	0.000%
1	22	Supplemental Materials	Yes	LEA-wide	All	All Schools	$ 5,119,773	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	LEA-wide	All	All Schools	$ 3,091,685	0.000%
2	1	Health Aides	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 3,708,021	0.000%
2	2	Districtwide Counseling Coordination	Yes	LEA-wide	All	All Schools	$ 1,030,562	0.000%
2	3	Districtwide Wellness Coordination	Yes	LEA-wide	All	All Schools	$ 634,821	0.000%
2	4	Mental Health Therapy Services	Yes	LEA-wide	All	All Schools	$ 1,143,003	0.000%
2	5	Districtwide Climate and Culture Coordination	Yes	LEA-wide	All	All Schools	$ 1,144,328	0.000%
2	6	Expanded Registered Nursing Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,809,627	0.000%
2	7	Counselors	Yes	Schoolwide	All	Elementary and Middle Schools	$ 12,367,506	0.000%
2	8	Cadet Corps	Yes	Schoolwide	All	Middle and High Schools	$ 83,825	0.000%
2	9	Crossing Guards	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,700,000	0.000%
2	10	Youth Court	Yes	LEA-wide	All	All Schools	$ 1,211,721	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	Yes	LEA-wide	All	All Schools	$ 1,500,000	0.000%
2	12	Attendance Monitoring and Assistance	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 5,952,699	0.000%
2	13	Bringing Hope to Saturdays	Yes	LEA-wide	All	All Schools	$ 476,703	0.000%
2	14	Student Leadership Advisory Council	Yes	LEA-wide	All	All Schools	$ 125,500	0.000%
2	15	Elementary Vice Principals	Yes	Schoolwide	All	Elementary Schools	$ 3,312,259	0.000%
3	1	Family Engagement	Yes	LEA-wide	All	All Schools	$ 4,196,101	0.000%
3	2	Interpretation and Translation Services	Yes	LEA-wide	All	All Schools	$ 540,000	0.000%
3	3	Targeted Enrollment Support	Yes	LEA-wide	All	All Schools	$ 208,516	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 199,562,430	$ 203,344,788.67

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	Advanced Learner Programs	Yes	$ 912,452	$ 886,023
1	2	International Baccalaureate (IB)	Yes	$ 1,018,662	$ 1,021,220
1	3	Magnet Programs	Yes	$ 2,233,547	$ 1,996,448
1	4	College and Career Readiness	Yes	$ 6,799,541	$ 6,244,600
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 1,443,524	$ 1,109,276
1	6	English Learner Student Achievement	Yes	$ 9,673,004	$ 10,326,526
1	7	Foster Youth Support Services	Yes	$ 1,250,171	$ 1,132,521
1	8	Transportation	Yes	$ 14,100,000	$ 14,100,000
1	9	Multilingual Education	Yes	$ 4,111,616	$ 987,832
1	10	Smaller Class Sizes	Yes	$ 31,058,142	$ 41,046,487
1	11	Academic Competitions	Yes	$ 17,100	$ 17,062
1	12	Professional Development	Yes	$ 15,405,757	$ 15,318,365
1	13	Access and Opportunities	Yes	$ 27,443,003	$ 30,594,983
1	14	Technology	Yes	$ 6,649,289	$ 6,296,986
1	15	Visual and Performing Arts (VAPA)	Yes	$ 4,017,570	$ 4,309,564
1	16	Cal-SAFE	Yes	$ 2,652,444	$ 2,456,276
1	17	Tutoring	Yes	$ 199,124	$ 65,180
1	18	Library Aides	Yes	$ 855,194	$ 634,266
1	19	Academic Direct Student Support	Yes	$ 13,034,139	$ 12,929,009
1	20	Recruitment and Retention of Experienced Staff	Yes	$ 4,509,570	$ 2,787,992
1	21	Educational Field Trips	Yes	$ 4,000,000	$ 4,000,000
1	22	Supplemental Materials	Yes	$ 4,415,209	$ 4,791,397
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$ 1,833,545	$ 1,712,505
2	1	Health Aides	Yes	$ 3,384,848	$ 3,765,224
2	2	Counseling Support Staff and Materials	Yes	$ 1,578,715	$ 1,405,313
2	3	Wellness Staff and Materials	Yes	$ 2,523,541	$ 2,010,877
2	4	Mental Health Therapy Staff and Materials	Yes	$ 1,054,078	$ 793,724
2	5	Climate and Culture Staff and Materials	Yes	$ 1,183,524	$ 1,049,791
2	6	Additional Nurses	Yes	$ 1,827,215	$ 1,354,071
2	7	Counselors	Yes	$ 12,702,590	$ 11,810,705
2	8	Cadet Corps	Yes	$ 95,443	$ 67,991
2	9	Crossing Guards	Yes	$ 1,536,387	$ 1,575,269
2	10	Youth Court	Yes	$ 833,767	$ 732,431
2	11	Attendance Incentives and Support	Yes	$ 200,000	$ 113,806
2	12	Attendance Staff	Yes	$ 5,346,406	$ 5,165,278
2	13	Bringing Hope to Saturdays	Yes	$ 458,558	$ 642,545
2	14	Student Leadership Advisory Council	Yes	$ 90,000	$ 65,919
2	15	Elementary Vice Principals	Yes	$ 3,232,302	$ 3,026,892
3	1	Family Engagement	Yes	$ 5,207,453	$ 4,392,049
3	2	Interpretation and Translation Services	Yes	$ 500,000	$ 450,688
3	3	Targeted Enrollment Support	Yes	$ 175,000	$ 157,699

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 203,344,789	$ 199,562,430	$ 203,344,789	$ (3,782,359)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Advanced Learner Programs	Yes	$ 912,452	$ 886,023	0.00%	0.00%
1	2	International Baccalaureate (IB)	Yes	$ 1,018,662	$ 1,021,220	0.00%	0.00%
1	3	Magnet Programs	Yes	$ 2,233,547	$ 1,996,448	0.00%	0.00%
1	4	College and Career Readiness	Yes	$ 6,799,541	$ 6,244,600	0.00%	0.00%
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 1,443,524	$ 1,109,276	0.00%	0.00%
1	6	English Learner Student Achievement	Yes	$ 9,673,004	$ 10,326,526	0.00%	0.00%
1	7	Foster Youth Support Services	Yes	$ 1,250,171	$ 1,132,521	0.00%	0.00%
1	8	Transportation	Yes	$ 14,100,000	$ 14,100,000	0.00%	0.00%
1	9	Multilingual Education	Yes	$ 4,111,616	$ 987,832	0.00%	0.00%
1	10	Smaller Class Sizes	Yes	$ 31,058,142	$ 41,046,487	0.00%	0.00%
1	11	Academic Competitions	Yes	$ 17,100	$ 17,062	0.00%	0.00%
1	12	Professional Development	Yes	$ 15,405,757	$ 15,318,365	0.00%	0.00%
1	13	Access and Opportunities	Yes	$ 27,443,003	$ 30,594,983	0.00%	0.00%
1	14	Technology	Yes	$ 6,649,289	$ 6,296,986	0.00%	0.00%
1	15	Visual and Performing Arts (VAPA)	Yes	$ 4,017,570	$ 4,309,564	0.00%	0.00%
1	16	Cal-SAFE	Yes	$ 2,652,444	$ 2,456,276	0.00%	0.00%
1	17	Tutoring	Yes	$ 199,124	$ 65,180	0.00%	0.00%
1	18	Library Aides	Yes	$ 855,194	$ 634,266	0.00%	0.00%
1	19	Academic Direct Student	Yes	$ 13,034,139	$ 12,929,009	0.00%	0.00%
1	20	Recruitment and Retention of	Yes	$ 4,509,570	$ 2,787,992	0.00%	0.00%
1	21	Educational Field Trips	Yes	$ 4,000,000	$ 4,000,000	0.00%	0.00%
1	22	Supplemental Materials	Yes	$ 4,415,209	$ 4,791,397	0.00%	0.00%
1	23	Science, Technology,	Yes	$ 1,833,545	$ 1,712,505	0.00%	0.00%
2	1	Health Aides	Yes	$ 3,384,848	$ 3,765,224	0.00%	0.00%
2	2	Counseling Support Staff and	Yes	$ 1,578,715	$ 1,405,313	0.00%	0.00%
2	3	Wellness Staff and Materials	Yes	$ 2,523,541	$ 2,010,877	0.00%	0.00%
2	4	Mental Health Therapy Staff	Yes	$ 1,054,078	$ 793,724	0.00%	0.00%
2	5	Climate and Culture Staff and	Yes	$ 1,183,524	$ 1,049,791	0.00%	0.00%
2	6	Additional Nurses	Yes	$ 1,827,215	$ 1,354,071	0.00%	0.00%
2	7	Counselors	Yes	$ 12,702,590	$ 11,810,705	0.00%	0.00%
2	8	Cadet Corps	Yes	$ 95,443	$ 67,991	0.00%	0.00%
2	9	Crossing Guards	Yes	$ 1,536,387	$ 1,575,269	0.00%	0.00%
2	10	Youth Court	Yes	$ 833,767	$ 732,431	0.00%	0.00%
2	11	Attendance Incentives and	Yes	$ 200,000	$ 113,806	0.00%	0.00%
2	12	Attendance Staff	Yes	$ 5,346,406	$ 5,165,278	0.00%	0.00%
2	13	Bringing Hope to Saturdays	Yes	$ 458,558	$ 642,545	0.00%	0.00%
2	14	Student Leadership Advisory	Yes	$ 90,000	$ 65,919	0.00%	0.00%
2	15	Elementary Vice Principals	Yes	$ 3,232,302	$ 3,026,892	0.00%	0.00%
3	1	Family Engagement	Yes	$ 5,207,453	$ 4,392,049	0.00%	0.00%
3	2	Interpretation and Translation	Yes	$ 500,000	$ 450,688	0.00%	0.00%
3	3	Targeted Enrollment Support	Yes	$ 175,000	$ 157,699	0.00%	0.00%

2023-2024 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)
$ 485,886,073	$ 203,344,789	0.00%	41.85%	$ 203,344,789	0.00%	41.85%	$0.00 - No Carryover	0.00% - No Carryover

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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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.
    - *o* 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.
    - *o* 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

- 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.

- 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.

- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023