



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Upland Unified School District

CDS Code: 36-75069-0000000

School Year: 2025-26

LEA contact information:

Lynn J. Carmen Day, Ed.D.

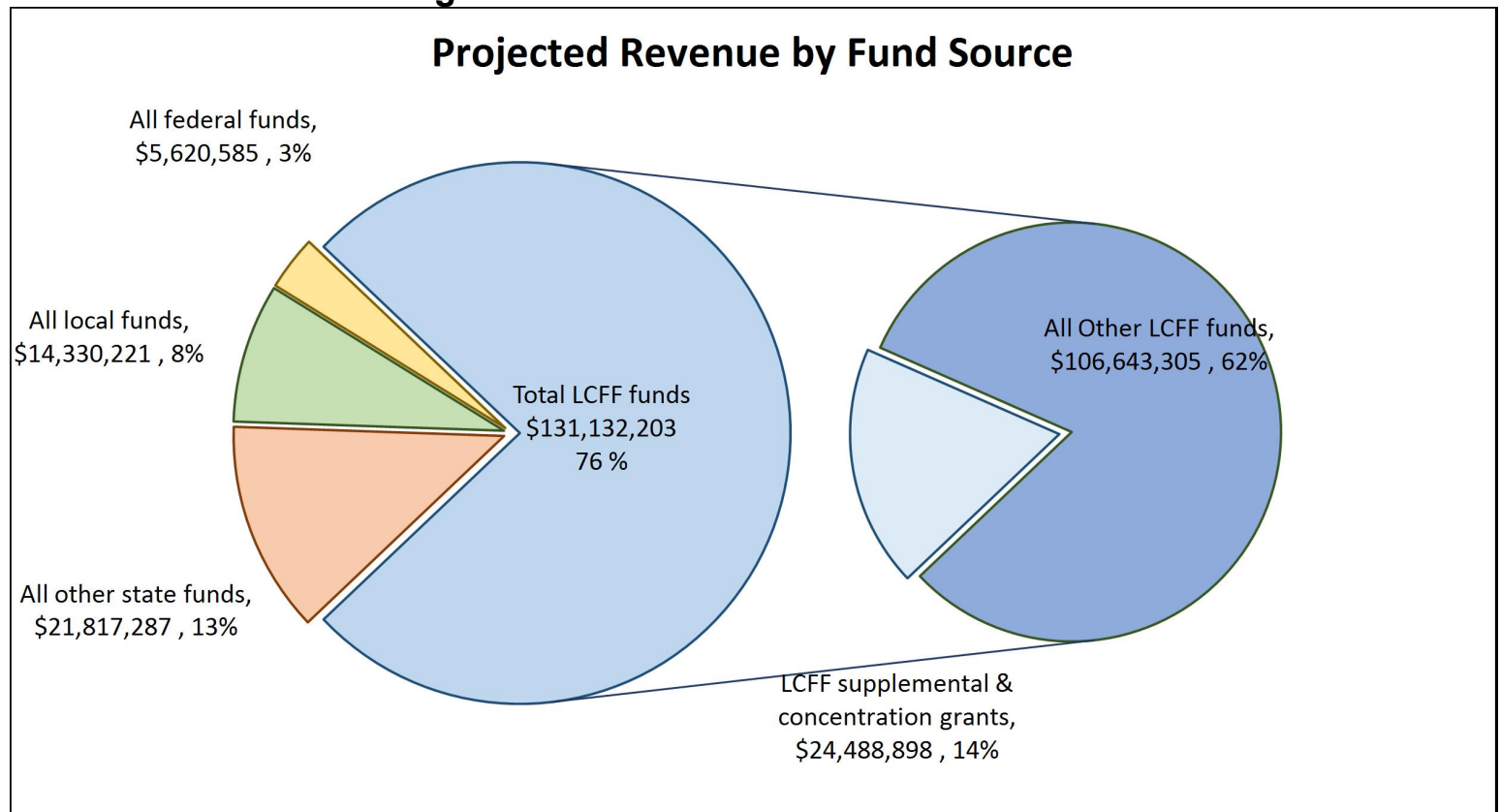
Superintendent

lcarmenday@upland.k12.ca.us

909-985-1864

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

Budget Overview for the 2025-26 School Year

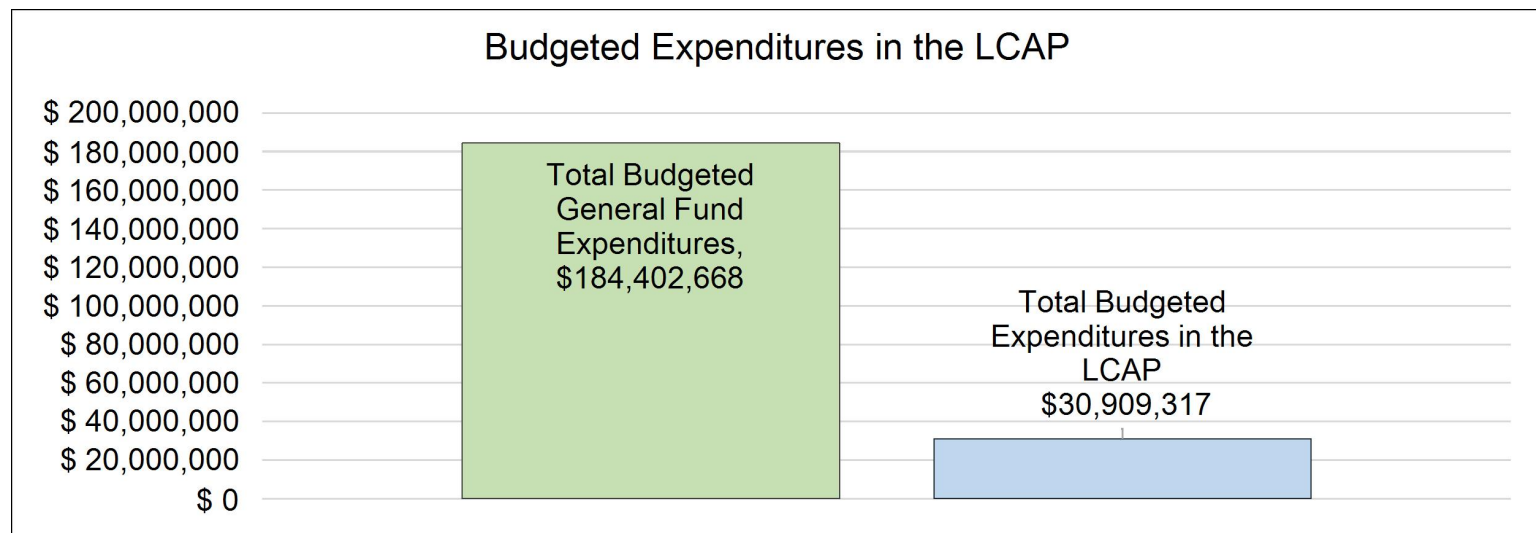


This chart shows the total general purpose revenue Upland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Upland Unified School District is \$172,900,296, of which \$131,132,203 is Local Control Funding Formula (LCFF), \$21,817,287 is other state funds, \$14,330,221 is local funds, and \$5,620,585 is federal funds. Of the \$131,132,203 in LCFF Funds, \$24,488,898 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Upland Unified School District plans to spend for 2025-26. 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: Upland Unified School District plans to spend \$184,402,668 for the 2025-26 school year. Of that amount, \$30,909,317 is tied to actions/services in the LCAP and \$153,493,351 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Because LCAP funding is principally directed to provide support to our EL/FY/SED students, there are other items or services that the school district deemed to be more appropriately funded with general funds. Base program expenditures include textbooks for core curriculum (including primary English Language Development curriculum), security personnel, general education teacher salaries, support for secondary athletics, services for students on an IEP or 504, maintenance and operations services, primary library reading materials, state assessments support (CAASPP and ELPAC), and other base academic services for students. Collectively, these initiatives/programs are intended to provide both academic support (textbook materials, core curriculum, and Tier I instruction) and promote student safety and engagement (security personnel, secondary athletics).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Upland Unified School District is projecting it will receive \$24,488,898 based on the enrollment of foster youth, English learner, and low-income students. Upland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Upland Unified School District plans to spend \$26,845,192.00 towards meeting this requirement, as described in the LCAP.

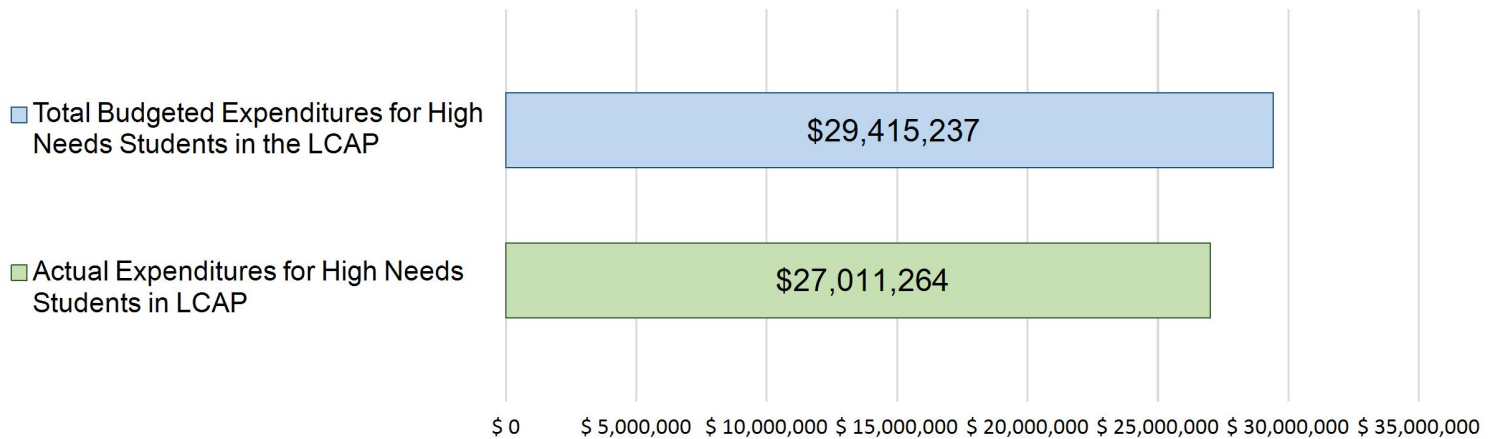
We have provided additional staffing to deliver direct and supplemental services aligned with student needs for our unduplicated pupils. Some of these services include providing personnel (such as counselors, Wellness Center aides, mental health interns, and behavior therapists) to support climate and culture. For academics we are providing personnel to support reading and academic interventions (including support for English Learners). For College and Career Readiness we are expanding support for dual enrollment and services aimed at increasing our CCI rates.

The intent of this support is to increase the number of staff who provide direct services to students, ensuring safer campuses, stronger academic and language development support, social-emotional and mental health services, and enhanced college and career preparation opportunities for our unduplicated pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Upland 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 Upland 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 2024-25, Upland Unified School District's LCAP budgeted \$29,415,237 for planned actions to increase or improve services for high needs students. Upland Unified School District actually spent \$27,011,264.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$2,403,973 had the following impact on Upland Unified School District's ability to increase or improve services for high needs students:

Although there exists a difference between our total expenditures and our planned expenditures to increase or improve services for high needs students in 2024-25, we are confident that we were able to adequately implement most of our actions as planned. We can attribute the budgeted difference in part to some vacancies not being filled due to a lack of qualified candidates. Another contributing factor is that we have been able to provide some of our services via grants or other restricted funding sources.



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
Upland Unified School District	Lynn J. Carmen Day, Ed.D. Superintendent	lcarmenday@upland.k12.ca.us 909-985-1864

Plan Summary [2025-26]

General Information

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

The Upland Unified School District is located in Upland, California, at the base of the San Gabriel Mountains. We serve approximately 10,000 students and are considered the second largest employer in the City of Upland behind San Antonio Regional Hospital. All ten elementary schools have adopted a signature identity program that will serve as their respective theme to engage their students instructionally. Our school district consists of a preschool program housed at two sites, nine elementary schools (all of which host a TK program and one that hosts a Spanish Dual Language Immersion Academy), one TK-8 STEAM Academy, two junior high schools, one comprehensive high school, one alternative high school, and one adult education school. UUSD serves a diverse group of students consisting of 8.7% English Learners (78% of which speak Spanish and additional languages include Arabic, Indonesian, Mandarin, Tagalog, and Vietnamese), 68.4% socio-economically disadvantaged, 0.5% foster youth, and 14.9% qualifying for special education services. Upland's student population comprises many ethnicities, with 62.4% identifying as Hispanic, 19.6% White, 6.5% African American, 5.7% Asian, and 3.3% identifying as two or more races.

The district has developed a robust K-12 visual and performing arts (VAPA) program that boasts a consistently award-winning band program at our lone comprehensive high school. In 2021-22 we implemented an elementary athletics program that grows stronger every year and consists of a soccer season in the fall, a basketball season in the winter/spring, a cross country meet, and in partnership with the local Kiwanis Club an annual track meet.

In 2023-24 Hillside High School was identified as an Equity Multiplier school due to a high non-stability rate of 54.1% and a high percentage at 90.4% of students identified as socio-economically disadvantaged. This is an annual designation and once again the school has qualified as an Equity Multiplier school with a non-stability rate of 42.8% and a socio-economically disadvantaged rate of 88.4 percent.

The mission of the school district is to Create Excellence for all students.

Reflections: Annual Performance

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

In analyzing our Student Information System and utilizing 2024 CA Dashboard information, the district has identified several areas of success, as well as areas for continued growth.

ELA CAASPP

District: Increase of 3.2 points to 4.7 points above standard (52.4% meeting/exceeding standard)

EL: Increase of 9.3 points to 54.4 points below standard (10.1% meeting/exceeding standard)

LTEL: Decrease of 7.8 points to 109.2 points below standard (14.48% meeting/exceeding standard), at the lowest performance level (red)

FY: Increase of 29.4 points to 113 points below standard (18.19% meeting/exceeding standard)

SED: Increase of 2.5 points to 15.4 points below standard (45.14% meeting/exceeding standard)

SWD: Increase of 11.2 points to 72.7 points below standard (21.48% meeting/exceeding standard)

Mathematics CAASPP

District: Increase of 5.8 points to 32.2 points below standard (39.2% meeting/exceeding standard)

EL: Increase of 16.6 points to 71.3 points below standard (12.27% meeting/exceeding standard)

LTEL: Increase of 6.9 points to 152.4 points below standard (8.47% meeting/exceeding standard)

FY: Increase of 23.1 points to 141.5 points below standard (4.55% meeting/exceeding standard)

SED: Increase of 7 points to 53.3 points below standard (31.51% meeting/exceeding standard)

SWD: Increase of 11.6 points to 103.7 points below standard (16.1% meeting/exceeding standard)

Graduation Rate

District: Decrease of 0.4% to 94.2%

EL: Increase of 2% to 89.1%

LTEL: Decrease of 4% to 91.3%

FY: No reporting status

SED: Decrease of 0.6% to 93.5%

SWD: Decrease of 10% to 76.8%

College/Career Indicator (Percent Prepared)

District: Increase of 0.4% to 45.4%
EL: Increase of 8.9% to 17.2%
LTEL: Increase of 5.9% to 15.2%
FY: No reporting status
SED: Increase of 1.2% to 37.6%
SWD: Increase of 2.4% to 9.1%

Suspension Rate

District: Decrease of 1% to 3.9%
EL: Decrease of 2.2% to 2.2%
LTEL: Increase of 2.8% to 7.5%, at the lowest performance level (red)
FY: Increase of 8.2% to 29.7%
SED: Decrease of 1.3% to 4.6%
SWD: Decrease of 1.9% to 6.1%

Chronic Absenteeism

District: Decrease of 5% to 17.6%
EL: Decrease of 6.2% to 20.2%
LTEL: Increase of 12.5% to 30.1%, at the lowest performance level (red)
FY: Decrease of 11.6% to 28%
HOM: Decrease of 10.4% to 31.8%
SED: Decrease of 5% to 21.6%
SWD: Decrease of 6.8% to 25.1%
Two or more races: Increase of 0.5% to 22.4%

Student groups at the lowest performance levels (red) for the District and school site

English Language Arts (Red based on 2024 Dashboard)

District: LTEL (decrease of 7.8 points to 109.2 below standard)
Citrus: EL (decrease of 26 points to 80.9 points below standard) and SWD (decrease of 18.8 points to 123.2 points below standard)
Valencia: SWD (decrease of 0.7 points to 76.8 points below standard)
Upland Junior: EL (decrease of 31.34 points to 103.7 points below standard), LTEL (decrease of 40.6 points to 136.1 points below standard), HOM (decrease of 63.5 points to 115.4 points below standard), SWD (decrease of 6.3 points to 113.4 points below standard), and AA (decrease of 11.5 points to 75.2 points below standard)
Upland HS: SWD (decrease of 13 points to 92.3 points below standard)

English Language Arts (Red based on the 2023 Dashboard)

District: FY and SWD (both student groups have improved are no longer at the lowest performance level)
Cabrillo: EL, SWD (both student groups have improved are no longer at the lowest performance level)
Magnolia: SWD (no longer at the lowest performance level)

Valencia: SWD (remains red in 2024)
Pioneer Junior High: SWD (no longer at the lowest performance level)
Upland HS: EL (no longer at the lowest performance level)

Mathematics (Red based on the 2024 Dashboard)

District: None

Citrus: SWD (decrease of 13 points to 134.5 points below standard)

Upland Junior: All Students (decrease of 8.8 points to 103.7 points below standard), EL (decrease of 17.6 points to 139.6 points below standard), LTEL (decrease of 31.34 points to 103.7 points below standard), HOM (decrease of 16.9 points to 161.2 points below standard), SED (decrease of 6.8 points to 100.8 points below standard), SWD (decrease of 11.7 points to 172.4 points below standard), and Hisp (decrease of 9.3 points to 103.4 points below standard)

Mathematics (Red based on the 2023 Dashboard)

District: FY (no longer at the lowest performance level)

Cabrillo: African American (no longer at the lowest performance level)

Pioneer Junior High: SWD (no longer at the lowest performance level)

Hillside HS: Schoolwide, SED (no status due to fewer than 30 students having tested in 2024)

Upland HS: EL (no longer at the lowest performance level)

Suspension (Red based on the 2024 Dashboard)

District: LTEL (increased of 2.8% to 7.5%)

Citrus: AA (increase of 4.5% to 8.5%)

Valencia: EL (increase of 6.1% to 6.1%) and SWD (increase of 4% to 6.3%)

Hillside HS: All Students (increase of 7.4% to 12.1%), SED (increase of 8.5% to 13.7%), and Hisp (increase of 9.9% to 14.3%)

Suspension (Red based on the 2023 Dashboard)

District: FY (no longer at the lowest performance level)

Foothill Knolls: HOM, SWD, African American (all three student groups have improved are no longer at the lowest performance level)

Sierra Vista: SED, SWD, HISP (all three student groups have improved are no longer at the lowest performance level)

Sycamore: African American (no longer at the lowest performance level)

Pioneer Junior High: SED, SWD (both student groups have improved are no longer at the lowest performance level)

Chronic Absenteeism (Red based on the 2024 Dashboard)

District: LTEL (increase of 12.5% to 30.1%)

Cabrillo: EL (Increase of 3.9% to 30.5%)

Foothill Knolls: AA (increase of 1.8% to 25.5%)

Pepper Tree: AA (increase of 13.8% to 25.7%)

Sierra Vista: AA (increase of 4.9% to 26.8%)

Upland Junior: All Students (decrease of 0.1% to 25.4%), EL (increase of 11.5% to 33.3%), LTEL (increase of 13.8% to 33.3%), SED (increase of 0.5% to 26.5%), and Hisp (increase of 2.9% to 25.9%)

Chronic Absenteeism (Red based on the 2023 Dashboard)

District: EL, HOM, and 2 or More Races (all three student groups have improved are no longer at the lowest performance level)

Baldy View: HOM, SWD, WH (all three student groups have improved are no longer at the lowest performance level)

Cabrillo: EL, HOM, WH (only EL remains at the lowest performance level based on 2024 Dashboard)

Citrus: Schoolwide, HISP, WH (all three student groups have improved are no longer at the lowest performance level)

Foothill Knolls: Schoolwide, EL, HOM, SED, SWD, WH (all five student groups have improved are no longer at the lowest performance level)

Magnolia: SED (no longer at the lowest performance level)

Pepper Tree: WH (no longer at the lowest performance level)

Sierra Vista: EL (no longer at the lowest performance level)

Sycamore: Schoolwide, EL, SED, SWD, African American, HISP (only AA remains at the lowest performance level)

Upland Elementary: Schoolwide, EL, HOM, SED, SWD, HISP (all six student groups have improved and are no longer at the lowest performance level)

Valencia: SED, SWD, HISP (all three student groups have improved and are no longer at the lowest performance level)

Upland Junior: SWD, WH (no longer at the lowest performance level)

College/Career Indicator (Red based on the 2024 Dashboard)

District: None

Hillside: All Students (Increase of 1.9% to 1.9%), SED (no change, 0%), and Hisp (increase of 1.3% to 1.3%)

College/Career Indicator (Red based on the 2023 Dashboard)

District: EL and SWD (2023 Baseline year, but both groups were at the lowest performance level)

Hillside: Schoolwide, SED, HISP (all remain at the lowest performance level based on the 2024 Dashboard)

Upland HS: SWD (no longer at the lowest performance level)

Overall Upland Unified has experienced success in demonstrating improvements in all but one of the CA Dashboard indicators (ELPI, ELA, math, suspensions, and chronic absenteeism). The only exception where we did not experience overall growth is graduation rates with a slight 0.4% decrease from the previous year, however, we still boast the second highest graduation rate in the county. UUSD is the only district in the county to have green status in 5 performance indicators (more than any other district in the county), 1 of 5 to earn green status on the ELPI, 1 of 6 districts to earn green status for ELA performance, 1 of 3 with green status for African American Graduation Rates, the third highest graduation rate for ELs, and the second highest graduation rate for SED.

Some of the challenges that we have experienced revolve around a continued high chronic absenteeism rate for one specific student group that has contributed to us being eligible for Differentiated Assistance (DA), and that is our LTELs with a 12.5% increase. Although our FOS students decreased their Chronic Absentee rate by 10.4%, they still remain our student group with the highest overall rate of 31.8%. To address these two student groups the district will expand our mentorship program that is currently in place for our foster youth and add mentoring for our LTELs. Additionally, we will conduct more frequent home visits early on as a means to be more proactive once we notice that absenteeism is becoming an issue for our students.

With the release of the 2024 CA Dashboard, we had 6 (Baldy View, Cabrillo, Citrus, Sierra Vista, Sycamore, and Upland Elementary) of our 7 previously identified schools exit ATSI status. The only school that remains with this designation is Foothill Knolls for their African American Chronic Absentee rate of 25.5%.

Through the LCAP development process, we have conducted a comprehensive needs assessment and gathered feedback from our educational partners indicating that we continue to provide support for literacy, math, and student engagement. To this end, we will be utilizing a portion of our remaining \$9,487,254 balance of our Learning Recovery Emergency Block Grant (LREBG) to fund elementary counselors for student engagement (aligned with Goal 1 actions and services), professional learning for staff around literacy and math instruction (aligned with Goal 2 actions and services), and personnel to provide student interventions (aligned with Goal 2 actions and services). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Some of the actions and services that LREBG will support are the following:

Goal 1 Action 1: Climate and Culture Support

Partially funded by LREBG funds, this action includes support for five elementary counselors. This aligns with allowable LREBG uses by addressing student social-emotional needs and removing barriers to learning. The needs assessment identified increasing mental health and behavioral challenges among students, which impact academic engagement and success. This action is designed to meet the needs of students by supporting their emotional development and ensuring a strong foundation for academic success. Research shows that comprehensive school counseling programs are linked to improved academic performance, increased attendance, and reductions in disciplinary incidents (ASCA, 2019; Lapan et al., 2021).

Goal 2 Action 1: District-level Academic Support Personnel and Services

Partially funded by LREBG funds, this action provides personnel to provide academic interventions for students both during and outside the school day. This use of funds aligns with LREBG's purpose of accelerating learning and addressing the unfinished academic needs resulting from the COVID-19 pandemic. The needs assessment identified significant learning gaps, particularly in literacy and mathematics among LTEL, SED, and SWD.. This action targets those gaps by providing evidence-based, data-driven interventions tailored to students' academic needs. Research demonstrates that targeted academic interventions lead to measurable gains in achievement, student confidence, and long-term academic outcomes, especially when implemented systematically and monitored for effectiveness (Ingersoll et al., 2021; Foorman et al., 2022; WWC, 2023).

Goal 2 Action 7: Professional Learning and Collaboration

Partially funded by LREBG funds, this action supports professional development for teachers, including onboarding support for new teachers. High-quality professional development helps teachers implement effective instructional strategies, leading to improved student engagement and academic performance. This aligns with allowable LREBG uses by improving the quality of instruction and increasing educators' capacity to address learning recovery and student well-being. Research shows that sustained, high-quality PD enhances teacher effectiveness and leads to improved student achievement, particularly in core areas such as reading and math (Darling-Hammond et al., 2017; Kraft et al., 2018). The needs assessment revealed uneven student progress and disparities in academic outcomes across student groups, as well as a need for differentiated, inclusive instructional practices. This action ensures that teachers are equipped to implement evidence-based strategies that promote equity and accelerate student learning.

Reflections: Technical Assistance

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

In 2023 UUSD initially became eligible for the first of two years of Differentiated Assistance (DA) due to low performance of EL (Chronic Absenteeism and CCI), FY (ELA/Math and Suspensions), and SWD (ELA/Math and CCI); in 2024 we entered our second year of eligibility for these student groups and indicators. Although we remain eligible for a second year, each of these respective indicators for each of these student groups demonstrated enough improvement as indicated on the 2024 Dashboard that each is now at the orange performance level.

For EL support with Chronic Absenteeism we will continue to provide dedicated personnel and ongoing communication in parents' home language via multiple media. For support with EL and CCI, we will continue to provide credit recovery opportunities, as well as targeted outreach for Dual Enrollment, including our U-College Academy. This is in alignment with Actions 1.1, 2.1, and 2.3.

For Foster Youth support with ELA/math performance on the CAASPP and suspension rates, we will continue to provide mentoring to increase student engagement. Additionally, we also continue to offer targeted academic support. This is in alignment with Actions 1.1 and 1.2.

For our Students With Disabilities, we will continue to support ELA/math achievement by continuing to provide full-classroom inclusion creating the need for a co-teaching model. To continue to support CCI for SWD, we will continue to provide credit recovery opportunities, as well as targeted outreach for Dual Enrollment, including our U-College Academy. This is in alignment with Action 3.3.

With the release of the 2024 CA Dashboard every one of the aforementioned performance indicators for these student groups improved and are no longer at the lowest performance level. However, due to overall low performance in three indicators by our Long-term English Learners (LTEL): Academics (ELA), Suspensions, and Chronic Absenteeism, we remain eligible for Differentiated Assistance.

LTEL ELA: Decrease of 7.8 points to 109.2 points below standard

LTEL Suspensions: Increase of 2.8% to 7.5%

LTEL Chronic Absenteeism: Increase of 12.5% to 30.1%

UUSD compiled a district improvement team (DIT) composed of district personnel, TOSAs, paraeducators, site administrators, and ELD teachers. The Team attended a DA workshop where they participated in a root-cause analysis to determine the reasons that contributed to the low performance indicators for LTELs. Personnel from the County Superintendent of Schools (SBCSS) led the session and through this process we also engaged in a PDSA (Plan-Do-Study-Act) Cycle with ongoing follow-up sessions with a SBCSS accountability partner throughout the school year. In 2024-25 our DIT decided to focus on supporting ELA performance for LTELs.

The work supported by Goal 2 Actions 4 (ELD Support) and 8 (EL Professional Learning) focuses on providing targeted language development support for LTELs at each of our 14 sites. This involved before school interventions and in-classroom support by both teachers and paraeducators. Prior to engaging in this work it was determined that teachers needed to be explicitly notified of any LTEL that might've

been enrolled in their respective classes. By raising this awareness, teachers were then intentional about checking in with LTELs and providing that additional targeted support.

Additional technical assistance has been requested of SBCSS by the district around the LCAP development process. This assistance has been in the form of several webinars dedicated to each section of the LCAP template, as well as open office hours, and ongoing status meetings.

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.

Not applicable; no UUSD schools are in CSI status.

Support for Identified Schools

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

Not applicable; no UUSD schools are in CSI status.

Monitoring and Evaluating Effectiveness

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

Not applicable; no UUSD schools are in CSI status.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Other School Staff	Between February 11 and March 21, each school site held exclusive LCAP feedback sessions with their staff during a regularly scheduled staff meeting. For consistency during these sessions the district provided both a presentation and a feedback collection form.
Principals/Site Administrators	As with teachers and other school staff, principals and site administrators also had the opportunity to provide feedback during the same feedback sessions principals were asked to facilitate between February 11 and March 21.
Upland Teachers Association (UTA)	In addition to UTA (certificated staff association) members participating in their respective site feedback sessions, the district facilitated an exclusive session for UTA leadership and members during their monthly meeting on March 10.
California School Employees Association (CSEA)	In addition to CSEA (classified staff association) members participating in their respective site feedback sessions, time was allotted during their regular monthly meeting on March 18 for members to provide feedback via our staff and community survey.
Families/Parents/Guardians	As with their respective staff, site principals held feedback sessions for their School Site Councils (SSC) and English Learner Advisory Committees (ELAC). These occurred at different days and times between February 1 and March 21. Additionally, our annual School Climate survey was administered to our families in December 2024 with over 5,000 responses.
Students	In addition to staff and family sessions, schools held feedback sessions for students in grades 4-12 that were representative of our

Educational Partner(s)	Process for Engagement
	different student groups. These sessions were all held between February 1 and March 21 at all 14 school sites. Additionally, a final draft was presented with opportunities for student feedback at the LCAP public hearing on June 17 where no additional questions were asked by the student panel, so no written responses were required by our superintendent.
District Administrators	District-level administrators had multiple opportunities to provide feedback via regularly scheduled meetings on October 11, December 13, February 7, March 21, and April 15.
Special Education Local Plan Area (SELPA) Director	A complete draft of our LCAP was reviewed with our SELPA Director on April 11 for compliance and accessibility for our students with disabilities to the actions and services outlined under each goal.
All Educational Partners	<p>An LCAP feedback survey was developed and shared on several occasions via Parent Square (our main communication medium for families), text messages, and social media platforms at both site and district levels. Furthermore, to ensure educational partners were able to provide informed comments and recommendations during the administration of the districtwide educational partner LCAP feedback survey (available from January 27 to March 21), the district provided accessible and relevant data related to student groups and key performance indicators. Prior to and during the survey window, the following steps were taken:</p> <ol style="list-style-type: none"> 1. Data Sessions and Presentations: Educational partners, including families, students, staff, and community members, were invited to attend informational meetings where district or site staff presented disaggregated data on academic achievement, chronic absenteeism, suspension rates, and other relevant indicators by student group (e.g., English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students). 2. User-Friendly Data Summaries: The district created summary reports and infographics that highlighted key findings from the most recent CA School Dashboard and local assessment data. 3. Opportunities for Dialogue: Educational partners were also encouraged to attend a follow-up forum/webinar on May 7 where

Educational Partner(s)	Process for Engagement
	survey findings were discussed in greater depth. These sessions provided a space for partners to ask questions about the data and offer more nuanced feedback.
Hillside High School Educational Partners (Equity Multiplier School): Site Administration District Administration Certificated and Classified Staff Families/Parents/Guardians Students	As an Equity Multiplier school, several opportunities were provided through SSC meetings to gather input not only on our district LCAP, but on actions and services to be implemented to address the low performance areas that resulted in the school being eligible for these funds. The following indicators and student groups were identified as low performing: math for both schoolwide and SED; and CCI for schoolwide, SED, and Hispanic. Feedback sessions were held on January 28 and March 15. The school's SPSA will also address the needs of these identified groups.
District English Learner Advisory Committee (DELAC)	On February 25 feedback was garnered by our DELAC reps in the same manner as all other site sessions. DELAC representatives serve as the liaison between site ELACs and the district. A complete draft of our LCAP was presented to DELAC on May 27, prior to the expected board adoption date of June 18, 2025. There were no comments received, therefore no written response was required from the superintendent.
District Family Advisory Committee (DFAC)	On February 11 feedback was garnered by our DFAC reps in the same manner as all other site sessions. DFAC representatives serve as the liaison between site SSCs and the district. A complete draft of our LCAP was presented to DFAC on May 13, prior to the expected board adoption date of June 18, 2025. There were no comments received, therefore no written response was required from the superintendent. Our DFAC group serves as our parent advisory committee.
School Board	On February 11 a 2024-25 LCAP midyear report, complete with up-to-date expenditures and available supporting data, was presented to the school board. In addition to providing the board with the opportunity to ask questions, it was also a platform to gather their feedback. The public hearing was held on June 17, with board approval on June 18, 2025.

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

Educational partners' input influenced the development of the 2025-26 LCAP actions and services significantly. As our LCAP was developed and finalized, budgetary constraints had to be considered when determining which new or existing actions would be added/kept under each goal. Where alignment existed between feedback and district-identified actions, the district made those actions a priority and were able to include them in our final plan. Based on our collective feedback from staff it was determined that we would continue much of the same student/family support found in the 2024-25 LCAP, but that eliminating Goal 3 Action 5 was appropriate. The main reason for this change was due to the fact that as we implemented our current plan it was determined that there was overlap with other actions in Goal 3. Instead, we have consolidated these actions into the others that fall within this goal. Additionally, with Hillside High School's continued designation as an Equity Multiplier school, the school's community also provided input on how to utilize those additional equity multiplier funds to address math achievement and CCI completion rates. Due to a turnover in the school's leadership, these actions were not fully implemented in 2024-25, but with stability in leadership for the 2025-26 school year, we are continuing with the same actions and services as determined for the current school year. Validation for this is based on consistent feedback received by our educational partners for the second year in a row.

Goal 1: Safe, Connected, and Engaged

We have integrated MTSS into both goal 1 and goal 2. The aspects of MTSS that are a part of goal 1 are actions and services aligned to students' social-emotional and behavioral needs, as well as student safety and engagement.

Metrics/Desired Outcomes: Our educational partners have expressed continued interest in seeing our suspension and absenteeism rates decrease, and our students' access to mental health supports increase. Since the release of the CA Dashboard following the COVID pandemic, we have continued to see both suspensions and chronic absentee rates declining. The expectation is that if we continue providing similar services that we will also continue to experience increased attendance rates and a decrease in suspensions at all levels. Further support was expressed for retaining elementary counselors (funded through LREBG funds) and continuing to provide access to mental health services, as well as ongoing support for our Foster Youth. The issue of school safety remains a top priority for our educational partners as indicated through the LCAP feedback process, which is consistent with the results of our annual Climate & Culture survey where 91% of our respondents consider this a top priority. Educational partners also expressed specific interest in continuing to support our elementary VAPA program as a means to engage students.

Goal 2: Academically Prepared and Equipped

This goal was devised to ensure that our students have equitable access to a high quality standards-based education and use of innovative technology (which has been integrated amongst all three LCAP goals).

Metrics/Desired Outcomes: Educational partners expressed interest in seeing improvements in our students reading and math performance and in seeing the achievement of English Learners improve. This includes both support for better first instruction and academic interventions (partially funded by LREBG). As a result we have set metrics around increasing performance of students on English Language Arts and math local and state assessments. We also set metrics to show growth on the English Learner Progress Indicator as evidenced on the state dashboard based on how students perform on the ELPAC exam. Support for literacy (especially at the elementary level) has been expressed through our feedback process. The results of our annual Climate & Culture survey further justifies our focus on improving our academic achievement as evidenced by this being the top priority with 94% of the respondents indicating so.

Goal 3: College and Career Empowered

Metrics/Desired Outcomes: Educational partners expressed interest in seeing our graduation rates continue to be high and to see an increase in our students' preparedness for college as evidenced by an increase in A-G completion rates and CCI. Educational partners would also like to see an increase in students participating in career pathways and access to opportunities to earn college credit while still in high school, which has resulted in continued support for dual enrolment opportunities and partnerships.

Goal 4: Equity Multiplier (Hillside High School)

Since Hillside HS has been identified as an Equity Multiplier school for the second year in a row due to a high SED percentage and non-stability rate, educational partners once again participated in a feedback process to inform not only LCAP actions and services, but how to address the lowest performance indicators for which Equity Multiplier funds are to address. To this effect, there have been several actions/services that were determined to assist with improving math achievement both schoolwide and for SED students, as well as increasing the number of students that meet CCI schoolwide and by SED and Hispanic student groups.

To support math achievement actions/services include providing students increased access to math support including interventions, and professional learning opportunities for staff around math instruction were identified during last year's feedback sessions and that remained consistent with this year's results.

Regarding CCI there was a desire to implement and expand access to CTE pathways and dual enrollment opportunities, as well as continued professional learning for staff around CCI metrics and implementation. These actions were identified during last year's feedback sessions and that remained consistent with this year's results

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Upland Unified School District will ensure students are Safe, Connected, and Engaged as evidenced by a decrease in chronic absenteeism, a decrease in suspension and a decrease in expulsion rates.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feeling safe and valued is vital to a child's development. Learning suffers when students fear for their safety, worry about being bullied, or don't sense their teachers have high expectations for their success. In a healthy, supportive climate, students are engaged and take intellectual risks. Furthermore, based on educational partners' feedback and in order to build and strengthen schools that ensure student and staff well-being the following should be in place: social-emotional health, safety, high connection to school the school community, minimized threat of harm, and supports to address harm when it occurs. Professional learning opportunities described in this goal will focus on building strong relationships that assist in productively resolving conflict, and reducing exclusionary discipline or negative experiences at school that result in increased disengagement or perceived lack of safety. Increased opportunities for parent and community involvement will further strengthen these connections, while robust mental health and social-emotional learning support foster student resiliency as they work toward becoming academically prepared and empowered, and college and career-equipped. Each of our schools will demonstrate an increased fidelity of implementation of PBIS and restorative practices, as evidenced by the Tiered Fidelity Inventory (TFI) and internal surveys measuring restorative practices implementation. We expect to see an increase in engagement as indicated by percentage of favorable responses in our perception data collected via surveys for families, students and staff. Furthermore, we expect to extend support to families through an increase in referrals to resources through our request for assistance procedure, and referrals to counseling resources. UUSD families will have increased opportunities for engagement at schools, and school leaders will deploy supports to reconnect students and families who have become disengaged. These actions and metrics combined will create the outcomes we are hoping to achieve with this goal by allowing us to measure the impact of our actions on a regular basis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension Rates	2023 District: 3.9%	2024 District: 2.8%		District: 1%	District: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students suspended California School Dashboard	EL: 2.2% LTEL: 7.5% (Baseline 2024 Dashboard) FY: 29.7% SED: 4.6% Schools with Red: Foothill Knolls HOM: 9.1% SWD: 7% AA: 19.5% Sierra Vista SED: 6.3% SWD: 6.6% HI: 5.2% Sycamore AA: 11.8% Pioneer SED: 10.3% SWD: 14.1% Hillside (red on 2024 Dashboard) All students: 4.7% SED: 5.2% HI: 4.4%	EL: 2.4% LTEL: 7.5% FY: 14% SED: 3.3% Foothill Knolls HOM: 3.2% SWD: 4.6% AA: 5.4% Sierra Vista SED: 3% SWD: 4.3% HI: 3.3% Sycamore AA: 3.1% Pioneer SED: 6.4% SWD: 5.1% Hillside (Equity Multiplier School) All students: 12.1% SED: 13.7% HI: 14.3%		EL: 1% LTEL: 1% FY: 5% SED: 1.5% Foothill Knolls HOM: 1% SWD: 1% AA: 1% Sierra Vista SED: 1% SWD: 1% HI: 1% Sycamore AA: 1% Pioneer SED: 1% SWD: 1% Hillside All students: 3% SED: 3% HI: 3%	EL: +0.2% LTEL: N/A FY: -15.7% SED: -1.3% Foothill Knolls HOM: -5.9% SWD: -2.4% AA: -14.1% Sierra Vista SED: -3.3% SWD: -2.3% HI: -1.9% Sycamore AA: -8.7% Pioneer SED: -3.9% SWD: -9% Hillside All students: +7.4% SED: +8.5% HI: +9.9%
1.2	Chronic Absenteeism Rates Percentage of students chronically absent	2023 District: 22.6% EL: 26.4% LTEL: 30.1% (Baseline 2024 Dashboard, red)	2024 District: 17.6% EL: 20.2% LTEL: 30.1% FY: 28%		District: 10% EL: 10% LTEL: 14% FY: 14%	District: -5% EL: -6.2% LTEL: N/A FY: -11.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	FY: 39.6% HOM: 42.2% SED: 26.6% SWD: 31.8% MR: 22.4% Schools with Red: Baldy View HOM 40.4% SWD 37.6% White 37.2% Cabrillo EL: 26.6% HOM: 59.2 % White: 28.9% Citrus All 31.6% Hispanic: 32.6% White: 32.1% Foothill Knolls All: 25.8% EL: 32.1% HOM: 41.5% SED: 29.5% SWD: 39.8% White: 27.4% Magnolia SED: 20.8% Pepper Tree White: 13.2%	HOM: 31.8% SED: 21.6% SWD: 25.1% MR: 15.5% Baldy View HOM 28.6% SWD 31.1% White 23.3% Cabrillo EL: 30.5% HOM: 46.5% White: 13.3% Citrus All: 26.7% Hispanic: 28.5% White: 16.3% Foothill Knolls All: 20.3% EL: 18.3% HOM: 29.6% SED: 23.3% SWD: 31.3% White: 12.1% Magnolia SED: 14.5% Pepper Tree White: 5.2% Sierra Vista		HOM: 14% SED: 10% SWD: 12% MR: 8% Baldy View Elementary HOM: 14% SWD: 12% White: 10% Cabrillo: EL: 10% HOM: 18 % White: 11% Citrus: All: 12% Hispanic: 12% White: 12% Foothill Knolls: All: 10% EL: 12% HOM: 14% SED: 12% SWD: 14% White: 10% Magnolia: SED: 8% Pepper Tree: White: 6%	HOM: -10.4% SED: -5% SWD: -6.7% MR: -6.7% Baldy View HOM -11.8% SWD -6.5% White -13.9% Cabrillo EL: +3.9% HOM: -12.7% White: -15.6% Citrus All -4.9% Hispanic: -4.1% White: -15.8% Foothill Knolls All: -5.5% EL: -13.8% HOM: -11.9% SED: -6.2% SWD: -8.5% White: -15.3% Magnolia SED: -6.3% Pepper Tree White: -8% Sierra Vista

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Vista EL: 31.6% Sycamore All: 23.4% EL: 29.8% SED: 24.4% SWD: 36.7% AA: 29.4% Hispanic: 27.1% Upland Elementary All: 30.5% EL: 34.3% HOM: 42.6% SED: 31.6% SWD: 32% Hispanic: 30.8% Upland Junior SWD: 41.1% White: 41.7% Valencia SED: 20.6% SWD: 28.6% Hispanic: 20.6%	EL: 17% Sycamore All: 16.7% EL: 21.7% SED: 20% SWD: 20.3% AA: 26.7% Hispanic: 17.4% Upland Elementary All: 24.6% EL: 15.9% HOM: 20.9% SED: 24.4% SWD: 30.9% Hispanic: 24.3% Upland Junior SWD: 38.9% White: 24.4% Valencia SED: 12.1% SWD: 17.6% Hispanic: 11.8%		Sierra Vista: EL: 12% Sycamore: All: 8% EL: 10% SED: 10% SWD: 14% AA: 12% Hispanic: 10% Upland Elementary: All: 12% EL: 10% HOM: 14% SED: 12% SWD: 12% Hispanic: 12% Upland Junior: SWD: 14% White: 14% Valencia: SED: 8% SWD: 10% Hispanic: 8%	EL: -14.6% Sycamore All: -6.7% EL: -8.1% SED: -4.4% SWD: -16.4% AA: -2.7% Hispanic: -9.7% Upland Elementary All: -5.9% EL: -18.4% HOM: -21.7% SED: -7.2% SWD: -1.1% Hispanic: -6.5% Upland Junior SWD: -2.2% White: -17.3% Valencia SED: -8.5% SWD: -11% Hispanic: -8.8%
1.3	Student Attendance Rates Percent of student attendance	2023: District: 93.1% EL: 94.1% FY: 91.5% HOM: 91.7% SED: 92.1% SWD: 92.2%	2024: District: 93.9% EL: 94.5% FY: 90.55% HOM: 91.1% SED: 93.6% SWD: 93.2%		District: 96% EL: 96% FY: 95% HOM: 95% SED: 96% SWD: 95%	District: +0.8% EL: +0.4% FY: -0.95% HOM: -0.6% SED: +1.5% SWD: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Information System					
1.4	Student Expulsion Rates Percent of student Expulsion Data Quest	2023: District: 0.1% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%	2024: District: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%		District: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%	District: -0.1% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%
1.5	Perception Data Via Kelvin School Climate Surveys Percentage of favorable responses Kelvin survey platform	2023: Overall Favorability Responses: 74% SWD 70%. EL 76% SED 70% FY 77% AA 74%	2024: Overall Favorability Responses: 75% SWD 76%. EL 75% SED 74% FY 93% AA 74%		Overall Favorability Responses: 82% SWD 82%. EL 82% SED 82% FY 82% AA 82%	Overall Favorability Responses: +1% SWD: +6% EL: -1% SED: +4% FY: +16% AA: 0%
1.6	Efforts by the district to seek parent input in making decisions for the district and sites, including promotion of parental participation in programs for unduplicated pupils and students with exceptional needs. Percentage of parent/family responses and attendance	2023 Kelvin Family Survey Responses: 32% LCAP Family Survey Responses: 6% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 3%	2023 Kelvin Family Survey Responses: 40% LCAP Family Survey Responses: 8% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 3%		Kelvin Family Survey Responses: 50% LCAP Family Survey Responses: 30% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 20%	Kelvin Family Survey Responses: +8% LCAP Family Survey Responses: +2% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Kelvin survey platform/Meeting attendance					

Goal Analysis [2024-25]

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.

Most actions in Goal 1 were implemented as planned in 2024-25. Under Action 1 (Climate and Culture Support), the district was able to fully staff all of our Wellness Centers, even as vacancies came up we were able to successfully fill them with qualified personnel. We had only two assistant principal vacancies going into this school year but we were able to fill those in a timely manner as well. We can conclude that this action was implemented as planned.

Continued implementation of PBIS at all 14 schools is a main focus of Action 2 (Student Behavior and Engagement and Supports) and all sites successfully implemented PBIS rallies and student incentives as a means to engage students contributing to full implementation of this action.

A highlight this year was our implementation (as planned) of Family and Community Partnerships as indicated by Action 3. We were successful in launching a family engagement partnership with Parent Institute for a Quality Education (PIQE) at 8 of our 9 Title I schools, as well as a professional learning opportunity for staff at Title I schools aimed at increasing staff capacity in increasing family engagement.

Action 4 (Mental Health and Wellness Services and Supports) and Action 5 (Social-Emotional Supports) were successfully implemented as planned as evidenced by having a full staff district-wide to provide support to our most at-risk students, including growth in our mentoring program for our Foster Youth.\ and the ongoing implementation of SEL lessons at all grade levels.

Student and Campus Safety (Action 6) was implemented as planned and is an ongoing main focus for the district and we were successful in providing resources to maintain and promote student safety.

In recent years the district has increased its focus on providing ongoing support for the arts across all 14 schools under Action 7 (VAPA Support), and this year was no different. Although a continued focus and mostly implemented as planned, there still existed some challenges with full implementation due to a shortage in teachers and master schedule building.

Home-to-School Transportation (Action 8) was fully implemented as planned this year by successfully transporting qualifying students to and from school.

Under Action 9 (Security Cameras), we were unable to install security cameras as initially planned due to a delay in securing contracts to perform the work. Although some progress has been made, this non-contributing action will be carried over to next school year.

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

Under Goal 1 there is only one action that the district would consider to have experienced a material difference, and that is Action 9 (Security Cameras). We have expended less than 25% of the budgeted amount due to a delay in securing vendors and contracts. As a result we will carry the action forward to the 2025-26 school year.

Although Action 7 (VAPA Support) was mostly implemented as planned due to some personnel vacancies, this did not result in a material difference.

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

The effectiveness of Action 1 (Climate and Culture), Action 3 (Family and Community Partnerships), Action 4 (Mental Health and Wellness Services and Supports), and Action 6 (Student and Campus Safety) are all determined by the same two metrics, M1.1 (Suspension Rates) and M1.2 (Chronic Absenteeism). Regarding M1.1 (Suspension Rates), our Foster Youth group achieved a significant decrease of 15.7%, SED students also experienced improvements with a 1.3% reduction. However, there was a slight increase in the suspension rate of 0.3% for ELs and 2.8% for LTELs. Overall, all students experienced a decrease of 1.1% from 2023 to 2024. M1.2 (Chronic Absenteeism) experienced reductions for ELs by 6.2%, while Foster Youth saw a significant decline of 11.6%; our Socioeconomically Disadvantaged students also experienced a 5% reduction. Unfortunately, we have one student group, LTELs, that has experienced a significant increase of 12.5% from the previous year. Overall, all students experienced a 17.6% reduction in Chronic Absenteeism. Although there were slightly mixed results, the aforementioned actions are determined to be effective due to the overall growth for all students with M1.1 and M1.2.

Action 2 (Student Behavior and Engagement Supports) is measured by M1.1 (Suspension Rates), M1.3 (Student Attendance Rates), and M1.4 (Expulsion Rates), all which indicate effective implementation based on the data. Improvements with M1 are indicated above, however, M1.4 was already at an extremely low rate of 0.1%, which was further reduced to 0% in 2024. Regarding M3.1, M1.3, data indicates overall improvement of 0.8% for all students, as well as growth for EL, SED, and SWD. Although attendance rates for HOM and FY decreased slightly by less than 1% each, we have determined that these rates were maintained. For these reasons we have determined Action 2 to be effective.

Action 5 (Social-Emotional Supports) is measured by M1.1 (Suspension Rates), M1.2 (Chronic Absenteeism), and M1.3 (Student Attendance Rates). Analysis for these three metrics has been conducted to determine the effectiveness Actions 1 through 4; so by extension to Action 5, we have determined this action to be effective.

Action 7 (VAPA Support) is aimed at improving attendance rates, which data indicates we have experienced a slight improvement for ELs (+0.4%), SED (+1.5%), and all students (+0.8%), but a slight decrease for FY (-0.9%). Due to improvements for all students and all but one student group, it has been determined that this action is effective.

Action 8 (Home-to-School Transportation) is intended to reduce Chronic Absenteeism (M1.2) and increase student attendance (M1.3). As previously noted we experienced improvements with M1.2, and M1.3 also indicates overall improvement of 0.8% for all students, as well as growth for EL, SED, and SWD. Although attendance rates for HOM and FY decreased slightly by less than 1% each, we have determined that these rates were maintained. As a result, Action 8 is determined to have been effective.

Action 9 (Security Cameras) is scheduled for initial implementation during the 2025–26 school year and was not implemented during 2024–25. As such, there is no outcome data currently available to assess its effectiveness. This action was developed in response to identified student needs and aligned with educational partner feedback. The district will monitor its progress using the associated metrics outlined in this goal, and results will be analyzed and reported in the subsequent LCAP 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.

Upon further analysis of the 2024 Dashboard data and other internal data and feedback from our educational partners, we feel that we have experienced enough growth that we will remain consistent with our actions and services going into next school year. However, there will be two changes that we will be implementing next year and reflected on our actions and services.

First, although it's not a change in services being delivered, we will be moving many of our personnel salaries currently in Goal 1 (except for those that directly support Action 4, Mental Health Services) into Action 1, Climate and Culture. It was determined that since these personnel funded in Goal 1 either directly or indirectly impact Climate and Culture across the district, we feel this change will result in more consistent alignment of the duties they perform.

Second, due to planned increased efforts to recover attendance next year under the new California law that allows schools to offer attendance recovery during before or after school, during weekends, or on intersession breaks, we will need to increase our allocation to Action 1, Climate and Culture.

Additionally, there will be three new student groups added to our metrics for ongoing monitoring. Because the State of California has included LTELs as a new student group on the 2024 Dashboard, we have added this group to M1.1 (Suspensions) and M1.2 (Chronic Absenteeism). As an Equity Multiplier school for the second consecutive year, Hillside High School has two student groups in addition to All Students that are in the red for M1.1 (Suspensions) on the 2024 Dashboard: SED and Hispanic; therefore, these have been added to M1.1.

The description for Goal 1 was slightly revised to remove a decrease in dropout rates since that is a metric that is measured in Goal 3. Furthermore, we also removed Priority 1: Basic (Conditions of Learning) from this goal since it is actually being addressed in Goal 2.

Regarding funding for Action 1 (Climate and Culture Support), we will utilize \$920,000 in LREBG funding to support our five elementary counselor positions.

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	Climate and Culture Support	<p>The district will implement comprehensive support initiatives aimed at promoting student engagement and improving school climate and culture, including mentorship programs, attendance incentives, and targeted resources principally directed to socio-economically disadvantaged (SED), Foster Youth (FY), and English Learners (EL) to improve climate and culture, and reduce suspensions and chronic absenteeism as measured by M1.1 and M1.2.</p> <p>\$920,000 from LREBG funds will be allocated to support elementary counselors under this action.</p>	\$4,929,461.00	Yes
1.2	MTSS - Student Behavior and Engagement Supports	The district will provide support for Positive Behavior Intervention and Supports (PBIS) principally directed to socio-economically disadvantaged (SED), Foster Youth (FY), and English Learners (EL) to reduce suspensions and expulsions and increase attendance rates as measured by M1.1, M1.2, and M1.4.	\$580,272.00	Yes
1.3	Family and Community Partnerships	The district will build family and community partnerships, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to decrease chronic absenteeism and suspension rates as measured by M1.1 and M1.2.	\$184,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Mental Health and Wellness Services and Supports	The district will implement a comprehensive behavioral health system, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to support students' mental health and well-being and reduce suspensions and chronic absenteeism of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	\$2,166,818.00	Yes
1.5	MTSS - Social-Emotional (SEL) Supports	The district will provide SEL support to school sites in the form of personnel, professional learning, and access to materials and supplies principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to reduce suspensions and chronic absenteeism for English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	\$465,466.00	Yes
1.6	Student and Campus Safety	The district will provide safety initiatives including crossing guards for 12 school sites, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to reduce suspensions and chronic absenteeism for English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	\$624,577.00	No
1.7	Visual and Performing Arts (VAPA) Support	The district will increase access to visual and performing arts (VAPA) programs by providing elementary VAPA teachers, instructional art supplies and materials, enrichment opportunities outside of the school day, and relevant equipment principally directed to EL, FY, and SED as a means to increase attendance rates as measured by M1.2.	\$1,545,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Home-to-School Transportation	The district will provide home-to-school transportation services principally directed to Foster Youth (FY), and socio-economically disadvantaged (SED) students to increase attendance and reduce chronic absenteeism as measured by M1.2 M1.3.	\$2,168,836.00	Yes
1.9	Safety Equipment: Security Cameras	The district will provide upgrades to our school infrastructure by updating campus security cameras to increase campus safety and security for all students as measured by M1.1, M1.2., and M1.4.	\$500,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Upland Unified School District will ensure all students are Academically Prepared & Equipped by demonstrating growth towards meeting grade-level standards in English Language Arts (ELA) and Mathematics, and English Learners (EL) will also demonstrate progress in their English language development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal to improve ELA and math proficiency, and English language development of our English Learners was developed in direct response to an ongoing analysis of our student performance data both overall and by student groups. This goal aims to address these disparities with a particular focus on supporting underperforming student groups, while also maintaining and enhancing the achievements of those currently performing at or above grade-level standards. The development of this goal is rooted in the district's priority of ensuring academic growth, equity and mastery.

The data used to develop this goal provided a clear snapshot of ELA and math proficiency across the district, indicating an average distance of 1.6 points above standard in ELA (with an overall growth of 9.7 points) and 38 points below standard in math (despite an overall growth of 10.1 points). Further analysis of our ELA CAASPP data revealed a decrease in distance from standard (DFS) of three student groups: EL (63.8 points below standard), Foster Youth (142.4 points below standard), and Homeless Youth (43.4 points below standard). While eight other student groups demonstrated growth (SED, SWD, African American, Asian, Filipino, Hispanic, White, and those identified as Two or More Races), half of those groups remain below standard (SED at -17.9 DFS, SWD at -83.9 DFS, AA at -38.1 DFS, and HI at -12.7 DFS).

Analysis of our math CAASPP data revealed a similar pattern in regards to performance of various student groups. EL declined 0.5 points to -87.9 DFS, FY declined by 21.9 points to -164.5 DFS, and HOM declined 6.3 points to -83.2 DFS. While eight other student groups demonstrated growth in math (SED, SWD, African American, Asian, Filipino, Hispanic, White, and those identified as Two or More Races), five those groups remain below standard (SED at -60.3 DFS, SWD at -115.3 DFS, AA at -84.1 DFS, HI at -57.1 DFS, and those identified as Two or More Races at -25 DFS).

In analyzing our EL progress towards English proficiency, we found that although there was an overall districtwide increase of 3.4% to 46.8%, there are 5 of our fourteen schools that showed a decline in their ELPI, further emphasizing the need for a focus on English language development of our EL students.

The development of Goal 2 was further influenced by consultations with educational partners, including teachers, school administrators, families, and students themselves. These partners underscored the importance of ELA, math and EL proficiency as foundational to academic success and lifelong learning. This collaborative input ensured that the goal and its associated actions were grounded in a comprehensive understanding of the challenges and opportunities within the district.

By aligning actions with measurable outcomes, the district aims to create a transparent, accountable framework for improving ELA, math, and ELPI outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA	2023	2024			
	Distance from Standard - DFS	District: 1.6 DFS EL: -63.8 DFS LTEL: -109.2 DFS (Baseline established in Year 1, 2024) FY: -142.4 DFS (red) SED: -17.9 DFS SWD: -83.9 DFS (red)	District: 4.7 DFS EL: -54.4 DFS LTEL: -109.2 DFS FY: -113 DFS SED: -15.4 DFS SWD: -72.7 DFS		District: 30 DFS EL: -15 DFS LTEL: -90 DFS FY: -95 DFS SED: 30 DFS SWD: -40 DFS	District: +3.1 DFS EL: +9.4 LTEL: N/A FY: +29.4 DFS SED: +2.5 DFS SWD: +11.2DFS
	Source: CA Dashboard					
		Cabrillo EL: -71.6 DFS SWD: -70.8 DFS	Cabrillo EL: -69.4 DFS SWD: -64.6 DFS		Cabrillo EL: -30 DFS SWD: -30 DFS	Cabrillo EL: +2.2 DFS SWD: +6.2 DFS
		Magnolia SWD: -77.6 DFS	Magnolia SWD: -33.4 DFS		Magnolia SWD: -35 DFS	Magnolia SWD: +44.2 DFS
		Valencia SWD: -76.2 DFS	Valencia SWD: -76.8 DFS		Valencia SWD: -35 DFS	Valencia SWD: -0.6 DFS
			Pioneer JH SWD: -85.8 DFS		Pioneer JH SWD: -65DFS	Pioneer JH SWD: +20.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pioneer JH SWD: -106.5 DFS Upland HS EL: -80 DFS	Upland HS EL: -50.7 DFS		Upland HS EL: -35 DFS	Upland HS EL: +29.3 DFS
2.2	CAASPP Math Distance from Standard - DFS Source: CA Dashboard	2023 District: -38 DFS EL: -87.9 DFS LTEL: -152.4 DFS (Baseline established in Year 1, 2024) FY: -164.5 DFS (red) SED: -60.3 DFS SWD: -115.3 DFS Cabrillo (AA) -97.3 DFS Pioneer JH (SWD): -153.8 DFS UHS (EL): -175.5 DFS Hillside HS (Schoolwide): -233.3 DFS Hillside HS (SED): -233.9 DFS	2024 District: -32.2 DFS EL: -73.1 DFS LTEL: -152.4 FY: -141.5 DFS SED: -53.3 DFS SWD: -103.7 DFS Cabrillo (AA) -60.5 DFS Pioneer (SWD): -110.9 DFS UHS (EL): -119.6 DFS Hillside HS (Schoolwide): -227.6 DFS Hillside HS (SED): -235.2 DFS		District: -5 DFS EL: -45 DFS LTEL: -120 DFS FY: -120 DFS SED: -10 DFS SWD: -75 DFS Cabrillo (AA) -50 DFS Pioneer JH (SWD): -105 DFS UHS (EL): -130 DFS Hillside HS (Schoolwide): -190 DFS Hillside HS (SED): -190 DFS	District: +5.8 DFS EL: +14.8 DFS LTEL: N/A FY: +23 DFS SED: +7 DFS SWD: +11.6 DFS Cabrillo (AA) +36.8 DFS Pioneer JH (SWD): +42.9 DFS UHS (EL): +55.9 DFS Hillside HS (Schoolwide): +5.7 DFS Hillside HS (SED): -1.3 DFS
2.3	English Learner Progress Indicator (ELPI) Percentage of EL students making progress towards English proficiency	2023 EL: 46.8% LTEL: 56.4% (Baseline established in Year 1, 2024)	2024 EL: 52.2% LTEL: 56.4%		EL: 70% LTEL: 75%	EL: 5.4% LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard					
2.4	English Learner (EL) Reclassifications Percentage of EL students being reclassified Source: DataQuest	2022-23 10.3% ELs Reclassified 22% LTELs Reclassified	2023-24 17% ELs Reclassified 25% LTELs Reclassified		25% ELs Reclassified 50% LTELs Reclassified	+6.7% ELs Reclassified +3% LTELs Reclassified
2.5	Local Assessments: iReady (Reading) Percentage of students at or above grade-level in reading iReady	2022-23 District: 58% EL: 29% SED: 51% DLI Schoolwide: 35% DLI EL: 32% DLI SED: 42%	2023-24 District: 49% EL: 22% SED: 41% DLI Schoolwide: 43.4% DLI EL: 67.7% DLI SED: 40%		District: 70% EL: 60% SED: 70% DLI Schoolwide: 70% DLI EL: 60% DLI SED: 70%	District: -9% EL: -7% SED: -10% DLI Schoolwide: +8.4% DLI EL: +35.7% DLI SED: -2%
2.6	Local Assessments: iReady (Math) Percentage of students at or above grade-level in math iReady	2022-23 District: 49% EL: 24% SED: 41%	2023-24 District: 45% EL: 20% SED: 37%		District: 58% EL: 29% SED: 51%	District: -4% EL: -4% SED: -4%
2.7	CA Science Test (CAST)	2022-23	2023-24			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of students meeting or exceeding standard in Science</p> <p>Source: CA Dashboard</p>	<p>District: 30.18%</p> <p>EL: 2.32%</p> <p>LTEL: 0% (Baseline established in Year 1, 2024)</p> <p>FY: *</p> <p>SED: 19.32%</p> <p>SWD: 8.7%</p>	<p>District: 33.66%</p> <p>EL: 4.2%</p> <p>LTEL: 0%</p> <p>FY: *</p> <p>SED: 25.6%</p> <p>SWD: 9.37%</p>		<p>District: 45%</p> <p>EL: 25%</p> <p>LTEL: 20%</p> <p>FY: 30%</p> <p>SED: 40%</p> <p>SWD: 30%</p>	<p>District: +3.48%</p> <p>EL: +1.88%</p> <p>LTEL: N/A</p> <p>FY: *</p> <p>SED: +6.28%</p> <p>SWD: +0.67%</p>
2.8	<p>Local evaluation tool used to inform Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard.</p> <p>Percentage of teachers that are appropriately assigned given their credential authorization, percentage of students that have access to instructional materials, and percentage of facilities in good repair as indicated on SARC and Williams report.</p>	<p>2023-24: 100% Appropriately assigned teachers</p> <p>2023-24: 100% Student access to curriculum assigned instructional materials</p> <p>2023-24: 100% Facilities in good repair</p>	<p>2024-25: 100% Appropriately assigned teachers</p> <p>2024-25: 100% Student access to curriculum assigned instructional materials</p> <p>2024-25: 100% Facilities in good repair</p>		<p>100% Appropriately assigned teachers</p> <p>100% Student access to curriculum assigned instructional materials</p> <p>100% Facilities in good repair</p>	Maintained
2.9	<p>Local evaluation tool used to inform Access to Broad Course of Study</p> <p>Percent of students who have access to, and are</p>	<p>2023-24: 100% of students have access to a broad course of study</p>	<p>2024-25: 100% of students have access to a broad course of study</p>		<p>100% of students have access to a broad course of study.</p>	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrolled in, a broad course of study. Course enrollment report via student information system (Aeries)					
2.10	Local evaluation tool used to inform the Implementation of State Standards Rating Scale (1- Exploration and Research Phase; 2- Beginning development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability) Priority 2 Self Reflection Tool (Average of 1-3) - Annual Staff Survey	2023-24 ELA = 4 ELD = 4 Math = 4 Science = 4 History-Social Science = 3	2024-25 ELA = 4 ELD = 4 Math = 4 Science = 4 History-Social Science = 3		ELA = 5 ELD = 5 Math = 5 Science = 5 History-Social Science = 5	ELA = 0 ELD = 0 Math = 0 Science = 0 History-Social Science = 0

Goal Analysis [2024-25]

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.

Most actions were successfully implemented as planned, with the exception of Action 2.3 (Academic Supports). Utilizing district-level personnel (Action 2.1) allowed for timely interventions to be provided to struggling students as well as coaching opportunities for teachers by our district TOSAs. Site-based personnel (Action 2.2), such as paraeducators and site TOSAs also collaborated with teachers and district personnel to provide academic support and interventions to struggling students, resulting in successful implementation as planned.

Action 2.3 (Supplemental Academic Support) was mostly implemented—materials were provided, but only 7 of 10 Itinerant Math Specialists were hired due to staffing shortages, which limited the intended reach. This was a key implementation challenge.

Actions 2.4 (ELD Support) and 2.8 (EL Professional Learning), which focused on EL-specific supports and professional learning, were fully implemented, with strong engagement from both classified and certificated staff.

Action 2.5 (DLI Support) was implemented as planned as we were able to successfully provide supplemental instructional materials in Spanish, and provide both enrichment and academic interventions for our DLI students in need.

A success of the year was the integration of site and district supports through Actions 2.6 (Literacy Support) and 2.7 (Professional Learning and Collaboration), which allowed for more cohesive intervention delivery across schools.

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

The district has identified two actions in Goal 2 that have experienced material differences this year: Action 4 (EL Support: Language Development) and Action 8 (EL Support: Professional Development). Because we shifted to different supplemental ELD materials about two years ago, we have been successful in acquiring enough materials for our ELs across the district that we did not have to replenish as much as we had initially anticipated for this year. Additionally, we have had much success in significantly improving our reclassification rates and our overall EL population has actually decreased across the district. Regarding professional learning (Action 8), we have been successfully taking advantage of the opportunities provided by the county as part of the English Learner Roadmap Power in Collaboration Across California (EpiCC) Grant that provides free professional learning opportunities for our teachers and staff. As a result, we have not utilized a significant portion of our allocation for this action.

Regarding Action 3 (Supplemental Academic Instructional Materials, Supplies, and Services), although we did not fully implement it as planned, the three itinerant math specialist positions that remained unfilled did not result in a material difference.

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

Actions 2.1 (MTSS: District-level Academic Support Personnel and Services), 2.2 (MTSS: School-level Academic Support Personnel and Services) 2.3 MTSS: Supplemental Academic Instructional Support, Supplies, and Materials), and 2.8 (EL Support: Professional Learning) are all measured by metrics M2.1 (CAASPP ELA), M2.2 (CAASPP Math), M2.3 (ELPI), and M2.4 (EL Reclassifications). M2.1 (CAASPP ELA) showed growth with our ELs (+9.3 DFS), FY (+29.4 DFS), SED (+2.5 DFS), and all students (+3.2 DFS); unfortunately, our LTELs experienced a decrease of 7.8 DFS that contributed to the district being eligible for Differentiated Assistance (DA). Regarding M2.2 (CAASPP Math) we have found that every student group and all students have experienced growth in this performance indicator. ELs improved significantly with a 16.6 point increase moving from -87.9 in 2023 to -71.3 in 2024, LTELs showed improvement with a 6.9 point increase from -159.3 in 2023 to -152.4 in 2024, FY experienced a notable 23.1 point increase from -164.5 in 2023 to -141.5 in 2024, SED improved by

7.0 points, from -60.3 in 2023 to -53.3 in 2024, and all students showed a positive change with a 5.8 point increase from -38 in 2023 to -32.2 in 2024. M2.3 (ELPI) and M2.4 (EL Reclassifications) also experienced growth. ELPI improved by 5.4% from 46.8% in 2023 to 52.2% in 2024, and LTELs showed a substantial improvement with a 12.2% increase, from 44.2% in 2023 to 56.4% in 2024. Reclassifications improved from 10.3% for ELs in 2023 to 17% in 2024, and LTELs improved from 22% to 25% over that same time span. Given these overall results and growth, we have determined that Actions 2.1, 2.2, 2.3, and 2.8 have been effective.

Metrics (M2.1, M2.3, and M2.4) used to monitor Action 2.4 (EL Support: Language Development) have all experienced positive growth from the previous year for ELs. M2.1 (CAASPP ELA) for ELs demonstrates improvement in DFS of 9.3 points; however, our LTELs experienced a decrease of 7.8 DFS yielding mixed results. Both ELs and LTELs experienced growth in M2.3 (ELPI) and M2.4 (EL Reclassifications). M2.3 (ELPI) improved by 5.4% from 46.8% in 2023 to 52.2% in 2024 for ELs, and LTELs showed a substantial improvement with a 12.2% increase, from 44.2% in 2023 to 56.4% in 2024. M2.4 (Reclassifications) improved from 10.3% for ELs in 2023 to 17% in 2024, and LTELs improved from 22% to 25% over that same time span. Although LTELs decreased in DFS for M2.1, we still determined this action to be effective given that LTELs are a part of the overall EL student group, which demonstrated growth.

Regarding Action 5 (DLI Support), we do not have Dashboard data to indicate effectiveness because our DLI Academy at Baldy View Elementary currently only services students in kindergarten through 3rd grade, so we won't have data to report until the 2025 Dashboard, however, we do have local assessment data that allows us to make a determination of its effectiveness (M2.5). Overall our DLI students have experienced a growth of 8.4% (from 35% to 43.4%) of students at or above grade level as measured by the iReady Reading assessment and our DLI EL students have experienced a significant growth of 35.7%, more than doubling last year's performance. Because of these improvements, we have determined Action 5 to be effective.

Action 2.6 (Literacy Support) is measured by metrics M2.1 (CAASPP ELA), M2.3 (ELPI), M2.4 (EL Reclassifications), and M2.5 (Local Reading Assessments). Data for M2.1, M2.3, and M2.4 are previously reported to determine effectiveness of Actions 1 through 5), however, M2.5 is not. M2.5 indicates declines for all students, EL, and SED, but significant growth for DLI schoolwide and DLI EL. Although this metric does not indicate consistent growth as with the other metrics in this action, we have made the determination that because the growth in regards to the 2024 Dashboard data is significant, this action has been deemed effective.

Professional Learning and Collaboration (Action 2.7) is measured by metrics M2.1, M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7. The aforementioned data regarding M2.1, M2.2, M2.3, and M2.4 contribute to the effectiveness of this action. M2.7 (CAST) shows growth for all students (by 3.48%), EL (by 1.88%), SED (by 6.28%), and SWD (by 0.67%); unfortunately, 0% of LTELs met or exceeded the standard on the CAST. Given that 2024 was a baseline year for LTELs, this gives us reason to increase our monitoring of this student group as it relates to science performance. M2.5 (Local Assessment for Reading) and M2.6 (Local Assessment for math) yielded decreased performance for all students, EL, SED, and SWD. Regardless, given the overall improvement on state assessments for most student groups we still determined Action 2.7 to be effective, but with increased monitoring for LTELs and our local assessments.

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.

Because we have experienced growth in most of our indicators for most of our student groups and all students, we will remain consistent with the actions and services we have been providing our students. One area where we will increase our focus for 2025-26 is our support for EL Newcomers and LTELs. Due to the district being eligible for Differentiated Assistance (DA) as a result of low performance in ELA by our LTELs, we will ensure that we increase the support provided to this student group. Additionally, because the State of California has included LTELs as a new student group on the 2024 Dashboard, we have added this group to M2.1, M2.2, M2.3, M2.4, and M2.7. Due to our DA eligibility and LTELs being a new student group, we have revised Action 2.8 (English Learner Support: Professional Learning) to provide more clarity on actions specific to both ELs and LTELs.

Regarding metrics to measure effectiveness of Action 7, we made the decision to no longer include M2.8 (Local evaluation tool used to inform Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard) as upon further analysis, we felt this metric does not apply to the intent of this action.

Upon review, we added Priority 1: Basic (Conditions of Learning) as a priority addressed by Goal 2.

LREBG funds will now be utilized to support Actions 2.1 and 2.7. Under Action 2.1, we will allocate \$150,000 to provide ongoing personnel for academic interventions at the school sites. Two of our districtwide professional learning days will also be supported by \$1,800,000 of LREBG funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS: District-level Academic Support Personnel and Services	<p>The district will support the academic achievement of our EL, FY, and SED student groups by providing coaching, in-classroom support, academic interventions, progress monitoring via continuous data analysis, and overall leadership and guidance to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4.</p> <p>\$150,000 from LREBG will be allocated to support intervention personnel under this action.</p>	\$4,914,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	MTSS: School-level Academic Support Personnel and Services	The district will support school sites with personnel (in the form of paraeducators and site TOSAs) and supplemental instructional materials (for academic interventions) principally directed to EL, FY, and SED student groups to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4.	\$658,795.00	Yes
2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	The district will provide tiered academic support in the form of personnel (itinerant math specialists, and reading intervention classroom aides), access to academic programs (online tutoring and other software/licenses), and Summer School principally directed to EL, FY, and SED student groups to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4.	\$2,172,247.00	Yes
2.4	English Learner Support: Language Development	The district will provide supplemental English language development (ELD) instructional supplies and materials principally directed to ELs and LTELs to close the achievement gap as measured by M2.1, and to improve performance as measured by M2.3 and M2.4.	\$103,000.00	Yes
2.5	Dual Language Immersion (DLI) Support	The district will provide staffing, academic support (enrichment opportunities and interventions), and supplemental instructional materials and supplies to continue developing and implementing our Dual Language Immersion Academy at Baldy View principally directed to EL and SED to close the achievement gap as measured by M2.5.	\$359,322.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Literacy Support	The district will provide access to supplemental literacy programs (Gale - online research, SORA - online books, Destiny, and other similar literacy programs), instructional materials & supplies, supplemental reading intervention (Read 180 intervention curriculum), and personnel (library techs and partially-funded TK classroom aides) principally directed to EL, FY, and SED to close the achievement gap in ELA as measured by M2.1, M2.3, M2.4, and M.2.5.	\$2,195,444.00	Yes
2.7	Professional Learning and Collaboration	<p>The district will extend core content professional learning and collaboration opportunities for certificated and classified staff principally directed to EL, FY, and SED to close the achievement gap in ELA, math, and science as measured by M2.1, M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7.</p> <p>\$1,600,000 from LREBG will be allocated to support professional development days under this action.</p>	\$3,769,338.00	Yes
2.8	English Learner Support: Professional Learning	The district will provide targeted professional learning to build educator capacity in supporting English Learners (ELs) and Long-Term English Learners (LTELs), with a specific emphasis on identifying and addressing the unique linguistic and academic needs of LTELs. This includes training on the use of formative language assessments, strategies for re-engaging disengaged LTELs, scaffolding instruction for complex texts, and the integration of both designated and integrated ELD aligned to students' language proficiency levels. Professional learning will also focus on strengthening progress monitoring practices to accelerate language development and support reclassification. These supports are principally directed to ELs and LTELs to close achievement gaps as measured by M2.1, and to improve outcomes as measured by M2.2, M2.3, and M2.4.	\$30,277.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Upland Unified School District will ensure that all scholars are College and Career-equipped as measured by the CA State Dashboard.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 focuses on enhancing CCI preparedness in our students. This goal was developed in direct response to a continuous analysis of our student performance data, both overall and by specific student groups. This goal aims to address these disparities with a particular focus on supporting underperforming student groups, while also maintaining and enhancing the achievements of those currently performing at or above grade-level standards. The development of this goal is rooted in the district's priority to develop a relevant and unique identity at the district, school, and individual levels.

Goal 3 provides the support necessary for all scholars to have equal and equitable access to CTE Career Pathways, Advanced Placement courses, college credit courses, and A-G completion opportunities. The development of Goal 3 was further influenced by consultations with educational partners, including teachers, school administrators, families, students, and members of the CTE Advisory Committee. These partners underscored the importance of students being prepared with a strong work ethic, self-agency, and owning an Independent Vision with dreams and aspirations to impact the world and understand their civic responsibility positively.

Goal 3 will ensure that all of our scholars meet the expectations of Upland's Portrait of a Graduate - Determined to gain lifelong academic knowledge and skills. Prepared for a variety of college and career options we believe that these actions and metrics together will help us achieve this goal by allowing for the monitoring and review of the data regularly to measure the impact of our actions.

Goal 3 will provide the necessary support for all scholars to have an equal opportunity to achieve CTE Pathway completion, increased smarter balanced assessment scores, the completion of College credit courses, the passing of Advanced Placement tests, meeting A-G, and graduating with a Seal of Biliteracy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	UUSD Overall Graduation Rate Percentage of students that graduated CA School Dashboard	2023 Overall - 94.6% EL: 87.1% SED: 94.1% FY: *	2024 Overall: 94.2% EL: 89.1% SED: 93.5% FY: *		Overall: 96% EL: 92% SED: 96% FY: *	Overall: -0.4% EL: +2% SED: -0.6% FY: *
3.2	A-G Completion Rate Percentage of A-G graduates CA School Dashboard	2023 Overall: 46.7% EL: 12.9% SED: 41.4% FY: *	2024 Overall: 58% EL: 21% SED: 53.81% FY: *		Overall: 57% EL: 30% SED: 60% FY: *	Overall: +11.3% EL: +8.1% SED: 12.41% FY: *
3.3	CTE Pathway Completion Percentage of Completers CA School Dashboard	2023 Overall: 15.2% EL: 0.0% SED: 16.6% FY: *	2024 Overall: 24.1% EL: 18.2% SED: 23.6% FY: *		Overall: 20% EL: 10% SED: 20% FY: *	Overall: +8.9% EL: +18.2% SED: +7% FY: *
3.4	Advanced Placement Indicator Percentage Scoring 3 or higher on 1 Internal AERIES Query	2023 Overall: 35.6% EL: 0% SED: 31.1% FY: *	2024 Overall: 34.1% EL: 9.1% SED: 28.9% FY: *		Overall: 40% EL: 10% SED: 35% FY: *	Overall: -1.5% EL: +9.1% SED: -2.2% FY: *
3.5	College Credit Course Completion Percentage of Students Completing College Credit CA School Dashboard	2023 Overall: 5.0% EL: 0% SED: 0% FY: *	2024 Overall: 12.7% EL: 9.1% SED: 11.1% FY: *		Overall: 25% EL: 15% SED: 15% FY: *	Overall: +7.7% EL: +9.1% SED: +11.1% FY: *
3.6	High School Dropout Rates Percentage of High School Dropouts	2023 Overall: 4.80% EL: 11.30% SED: 5.11%	2024 Overall: 4.7% EL: 10.9% SED: 5.7%		Overall: 3.0% EL: 8.50% SED: 3.50%	Overall: -0.1% EL: -0.4% SED: -0.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dataquest	FY: *	FY: *		FY: *	FY: *
3.7	Middle School Dropout Rates Percentage of Middle School Dropouts Dataquest	2023 Overall: 0% EL: 0% SED: 0% FY: 0%	2024 Overall: 0% EL: 0% SED: 0% FY: 0%		Overall: 0% EL: 0% SED: 0% FY: 0%	Maintained
3.8	CCI Level of Students Percentage of Students at CCI Level Prepared CA School Dashboard	2023 Overall: 40.4% EL: 8.3% (red) SED: 36.4% FY: * SWD: 6.7% (red) Upland HS SWD: 9.3% (red)	2024 Overall: 45.4% EL: 17.2% SED: 37.6% FY: * SWD: 9.1% Upland HS SWD: 11.5%		Overall: 50% EL: 20% SED: 50% FY: * SWD: 18% Upland HS SWD: 22%	Overall: +5% EL: +8.9% SED: +1.2% FY: * SWD: +2.4% Upland HS SWD: 2.2%
3.9	Percentage of students who have successfully completed both A-G and CTE Pathway Completion CA School Dashboard	2023 Overall: 6.7% EL: 0% SED: 6.5% FY: * SWD: 0.8%	2024 Overall: 10.4% EL: 4.7% SED: 8.5% FY: * SWD: 2.7%		Overall: 15% EL: 8% SED: 15% FY: * SWD: 8%	Overall: +3.7% EL: +4.7% SED: +2% FY: * SWD: +1.9%
3.10	EAP ELA (11th Graders) Percentage of students met/exceeded CAASPP ELA Dataquest	2023 Overall: 63.62% EL: 13.64% SED: 56.59% FY: * SWD: 26.59%	2024 Overall: 62.45% EL: 4.76% SED: 58.5% FY: * SWD: 15.3%		Overall: 40% EL: 35% SED: 70% FY: * SWD: 45%	Overall: -1.17% EL: -8.88% SED: +1.91% FY: * SWD: -11.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	EAP Math (11th Graders) Percentage of students met/exceeded CAASPP Math Dataquest	2023 Overall: 26.59% EL: 28.31% SED: 19.8% FY: * SWD: 8%	2024 Overall: 30.19% EL: 31% SED: 25.44% FY: * SWD: 7.14%		Overall: 40% EL: 40% SED: 35% FY: * SWD: 20%	Overall: +3.6% EL: +2.69% SED: 5.64% FY: * SWD: -0.86%

Goal Analysis [2024-25]

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.

In 2024–25, most actions in Goal 3 were partially implemented, with only Action 5 (Future Ready Family and Community Engagement) implemented as planned. We did experience a slight challenge with AVID Support (Action 1) due to not being able to fill all our tutor vacancies, as a result, one of our junior high schools went without any College Tutoring support in their AVID Elective classes, and our comprehensive high school was still short two tutors.

Action 2 (College and Career Support and Access) and Action 3 (College and Career Programs and Resources) were partially implemented; however, fewer professional learning opportunities were offered than originally planned, and the district wide College and Career Day did not take place due to a change in planning staff. Despite this, we were able to provide resources and support to school sites to help them continue their college and career readiness efforts. These actions remain important, and we are committed to building on this work in the coming year. One area of success this year has been the continued growth of our U-College Academy. Due to increased student interest and enrollment, we are expanding the program by adding an additional counselor and teacher. This growth reflects our commitment to providing meaningful college and career readiness opportunities for all students.

Action 4 (Future Ready Innovative Technology) was partially implemented with the exception of not being able to fill a couple of vacancies, including a Network Specialist, due to a lack of qualified candidates.

Future Ready Family and Community Engagement (Action 5) was successfully implemented as planned, granting support for Signature Identity implementation at our elementary schools and providing FAFSA support for our high school seniors.

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 only action that has been determined to experience a material difference having utilized only about 70% of the funds allocated is Action 3, College and Career Program Support. There are two main reasons for this. First, we did not attend as many professional learning opportunities as initially planned, and second, we did not implement a districtwide College and Career Day. Regarding Action 1 (AVID Support) and Action 4 (Future Ready Innovative Technology), while we were not able to hire all of the personnel originally planned, the overall expenditures for these actions did not result in material differences.

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

Action 3.1 (AVID Support) is measured by M3.1 (Graduation Rate), M3.2 (A-G Completion Rate), M3.4 (AP Indicator), M3.6 (HS Dropout Rate), and M3.8 (CCI Rate). M3.1 (Graduation Rate) demonstrated mixed results as our overall graduation rate decreased slightly by 0.4%, while ELs improved by 2% and SED decreased by 0.6%. M3.2 (A-G Completion Rate) demonstrated significant growth for all students (+11.3%), ELs (+8.1%), and SED (12.4%). M3.4 (AP Indicator) experienced a slight decrease of 1.5% for all students from the previous year and a decrease of 2.2% for SED; however, EL students demonstrated significant growth of 9.1%. M3.6 (HS Dropout Rate) basically maintained from the previous year with slight improvements within 1% for all students, EL, and SED. M3.8 (CCI Rate) indicates growth for all students, EL, SED, and SWD by 5%, 8.9%, 1.2%, 2.4%, respectively. Although mixed results were found with M3.1 and M3.4, given that we are still at Green status on the Dashboard and with the growth in M3.2, and growth with M3.6 and M3.8, we have determined this action to have been effective.

Because Actions 3.2 (MTSS: College and Career Support and Access) and 3.3 (College and Career Readiness and Support) are both measured by the same metrics (M3.1, M3.2, M3.3, M3.4, M3.5, M3.6, M3.7, and M3.8), an analysis of these lead us to determine the effectiveness of both actions. An analysis for metrics M3.1, M3.2, M3.4, M3.6, and M3.8 has been provided in the previous paragraph to determine the effectiveness of Action 1. Regarding M3.3 (CTE Completion), we experienced significant growth for all students, EL, and SED by 8.9%, 18.2%, and 7%, respectively. M3.5 (College Credit Completion), we see significant growth for all students, ELs, and SED by 7.7%, 9.1%, and 11.1%, respectively. Our Middle School Dropout Rate (M3.7) remained at 0% for all students and every student group. Although mixed results were found with M3.1 and M3.4, given that we are still at Green status on the Dashboard and with the growth in M3.2, and growth with M3.3, M3.6 and M3.8, we have determined these two actions to have been effective.

Action 3.4 (Technology Support and Personnel) is measured by metrics M3.3, M3.5, and M3.8, and each experienced significant growth. All students, ELs, and SED students demonstrated significant growth in CTE Pathway Completion (M3.3) by 8.9%, 18.2%, and 7%, respectively. Significant growth is true for M3.5 (College Credit Completion) for all students, ELs, and SED by 7.7%, 9.1%, and 11.1%, respectively. M3.8 (CCI) yielded significant growth as well for all students, EL, and SED by 5%, 8.9%, and 1.2%, respectively. Because we've experienced this amount of improvement we have determined this action to be effective.

Action 3.5 (Future Ready Family and Community Engagement) is measured by M3.1, M3.2, M3.3, M3.5, M3.6, M3.7, and M3.8. Each of these metrics have been previously analyzed which led to a determination that our previous four actions in this goal have been effective. Due to this analysis, we can extend that same determination to state that this action is also effective.

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.

Although we will remain consistent with support provided to meet Goal 3 metrics, we will be eliminating one action and renaming the title of two other actions. The action that we will be eliminating is Action 5, Future Ready Family & Community Engagement. Upon further analysis it was determined that the services outlined in this action can be streamlined with Action 3, College & Career Program Support, due to some overlap and similar services found in each action.

We will be renaming Action 3 and Action 4. Action 3 is currently titled, College & Career Program Support, but we will be changing that to College and Career Readiness Support. Action 4, Future Ready Innovative Technology, will now be referred to as Technology Support and Personnel. We feel that although the services and support offered via these two actions will not change, the change in titles more accurately reflects the actual services provided under each.

Regarding metrics in Goal 3, there are some changes to be reflected in 2025-26. For Action 1, we have removed M3.4, M3.6, and M3.8 as applicable in the Increased or Improved Services section of the LCAP. Upon further analysis it was determined that M3.1 and M3.2 are sufficient to determine effectiveness of this action moving forward. This same rationale applies to metrics we've removed from the same section for Actions 2 and 3. From Actions 2 and 3 we will remove M3.3, M3.4, M3.6, and M3.7.

In M3.1 we removed explanation of what * (to indicate FY does not have a significant number of students to report data) means from the baseline and target.

Metric 3.10 was erroneously missing the subject matter which was being measured, so we added "ELA" to the title. Furthermore, we made a change in baseline data to go along with the name change to ELA data only. Because we made these changes to M3.10, we also had to add M3.11 to include EAP for Math.

Under State Priorities addressed by this goal, we removed Priority 2: State Standards (Conditions of Learning), Priority 3: Parental Involvement (Engagement), and Priority 5: Pupil Engagement (Engagement) because they are already being addressed by the other goals.

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	AVID Support	The district will support AVID school sites through initiatives such as professional learning and targeted recruitment efforts to create a cohesive and comprehensive approach to ensure that students have the opportunity to reach their full potential principally directed to low-income, foster youth, and English learners as measured by M3.1 and M3.2.	\$379,988.00	Yes
3.2	MTSS - College and Career Support and Access	The district will support school sites with 28 dedicated paraprofessionals and supplemental instructional materials and supplies to support the CCI Preparedness principally directed to EL, FY, and SED to close the achievement gap as measured by M3.1, M3.2, M3.5, and M3.8.	\$187,988.00	Yes
3.3	College and Career Readiness Support	The district will provide comprehensive strategies to support College and Career preparedness TK-12 in the form of software licenses, technology, accompanying supplemental instructional materials, and support for Future Ready Signature School Identities, including Career Technical Education (CTE), principally directed to EL, FY, and SED students as measured by M3.1, M3.2, M3.5, and M3.8.	\$1,710,170.00	Yes
3.4	Technology Support and Personnel	The district is committed to bolstering our students' access to technology and enhancing our infrastructure to better serve our students and educators. We are committed to offering comprehensive Technology Support and Training programs for both teachers and students, providing dedicated Educational Technology TOSAs, and enhancing digital literacy and CCI preparedness principally directed to EL, FY, and SED student groups to increase percentage of students meeting college/career readiness as measured by M3.3, M3.5, and M3.8.	\$993,843.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, students at Hillside High School will improve academic achievement in Math (including SED students) by reducing the negative distance from standard as shown in M4.1 from - 233.3 DFS to -200 DFS. The school will also increase the CCI rate for all students, SED and Hispanic students by 15% as shown in M4.2. Additionally, all students will experience a decrease in Suspensions (including SED and HI) by 9% as measured by M4.3.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>This goal applies exclusively to Hillside High School as they are our district’s only school designated as an Equity Multiplier school. Schools eligible for Equity Multiplier funding have a non-stability rate greater than 25% and the socioeconomically disadvantaged pupil rate is greater than 70% - Hillside's non-stability rate for 2022-23 was 54.1% and their SED percentage was 90.4%. As reported on the 2023 CA Dashboard, the schoolwide math performance decreased by 0.5 points and is now at 233.3 points below standard, and although SED students increased by 2.4 points, they are still performing 233.9 points below standard. Additionally, the school did not have any students graduate meeting CCI, therefore there will be a focus on improving this metric, especially for their two numerically significant student groups: SED and Hispanic. Because Hillside HS is a continuation high school, it is understood that the school has challenges that are unique to the students it serves, and as a result extra efforts may be necessary to improve math performance and CCI completion rates.</p> <p>Staff, students, and families were consulted during LCAP feedback sessions and School Site Council meetings. During these sessions it was shared how Hillside qualified to receive these funds, and the low performance indicators by student groups that need to be addressed. Along with feedback from Hillside’s educational partners, the school recognizes the great need to address math achievement and CCI rates; as a result they will be utilizing their \$245,248 Equity Multiplier funds to implement specific actions to address these two performance indicators. The school will provide support both during and outside of the school day (including Saturdays) for math intervention by utilizing their current staff and increasing access to supplemental math curriculum. To address CCI, feedback was clear on increasing student access to dual enrolment and career technical education (CTE) opportunities, along with monitoring student progress towards meeting CCI. To do so the school will increase professional learning for their staff around CCI-related topics, and hire additional staff to increase monitoring of student progress and access to dual enrollment and CTE pathways.</p> <p>With the release of the 2024 Dashboard, new red indicators were reported for Hillside making it necessary to revise our goal. Suspension rates for all students, SED, and Hispanics all experienced significant increases of 7.4% (to 12.2%), 8.5% (to 13.7%), and 9.9% (to 14.3%),</p>

respectively, resulting in red status. During our feedback sessions, our educational partners expressed the need to increase student engagement via strengthening climate and culture as a means to reduce suspension as indicated by Action 4.5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Math Distance from Standard - DFS Source: CA Dashboard	2023 District: -38 DFS Schoolwide: -233.3 DFS SED: -233.9 DFS	2024 District: -32.2 DFS Schoolwide: -227.6 DFS SED: -235.2 DFS		District: -5 DFS Schoolwide: -190 DFS SED: -190 DFS	District: -5.8 DFS Schoolwide: +5.7 DFS SED: -1.3 DFS
4.2	College/Career Indicator - CCI Percentage of students demonstrating college and career readiness Source: CA Dashboard	2023 District: 40.4% Schoolwide: 0% SED: 0% HISP: 0%	2024 District: 45.4% Schoolwide: 1.9% SED: 0% HISP: 1.3%		District: 50% Schoolwide: 15% SED: 15% HISP: 15%	District: +4.5% Schoolwide: +1.9% SED: 0% HISP: +1.3%
4.3	Suspensions Percentage of students suspended Source: CA Dashboard	2023 District: 3.9% Schoolwide: 4.7% SED: 5.2% HISP: 4.4%	2024 District: 2.8% Schoolwide: 12.1% SED: 13.7% HISP: 14.3%		District: 1% Schoolwide: 3.1% SED: 4.7% HISP: 5.3%	District: -1.1% Schoolwide: +7.4% SED: +8.5% HISP: +9.9%

Goal Analysis [2024-25]

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.

Action 1 (Math Achievement Support) was partially implemented, with both successes and challenges experienced. A key implementation challenge was the school's inability to offer the planned zero-period Business Algebra course or to recruit college interns to support math instruction, due to turnover in site leadership. However, a notable success was the school's ability to pivot by assigning a paraeducator to provide targeted support in math. This adjustment allowed students to continue receiving academic assistance, albeit through a different model than originally planned.

Action 2 (Professional Learning for Math Support) was successfully implemented as planned. The school secured consulting services to deliver professional learning to all teachers focused on increasing student engagement. A key success was the full participation of the teaching staff in the training sessions, which contributed to increased instructional coherence. No significant implementation challenges were reported for this action.

Action 3 (College/Career Readiness Support) was partially implemented by the temporary hiring of an assistant principal. Hillside HS has never had an assistant principal but due to low CCI rates for both Hispanic and SED student groups, it was determined that an assistant principal would be able to provide the greatest support in this area as well as additional support in math. Due to turnover in site leadership, the planned CTE pathway was not implemented, but is an action that is carrying over to 2025-26 with plans for full implementation.

Action 4 (Professional Learning for College/Career Readiness Support) was not implemented this year, as the school did not move forward with the planned development of a new career pathway. Due to two major changes in leadership at the school site over the course of the year, there was a shift in the focus of which new pathway to implement. Because no pathway was selected for 2024-25, the need to provide professional learning was minimized and the decision was made to move forward with this action in 2025-26 to support the implementation of a new Child Development pathway.

Action 5 (Math Achievement and College/Career Readiness Supplemental Materials and Supplies) was also not implemented, as the Business Algebra course was not offered and no new career pathways were introduced, which reduced the need for additional materials and supplies at this time.

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.

Every action in Goal 4 experienced a material difference.

Action 1 (Math Achievement Support) was under-budgeted by about 50%. The cost of a paraeducator was more than the intended college interns to provide math support.

Action 2 (Professional Learning for Math Support) was under-budgeted by about 60% since the cost of the consultant contracted to provide professional learning for staff cost more than anticipated.

Action 3 (College/Career Readiness Support) was only about 48% expended due to not having implemented new career pathways as intended.

Action 4 (Professional Learning for College/Career Readiness Support) and Action 5 (Math Achievement and College/Career Readiness Supplemental Materials and Supplies) were not implemented at all and therefore no expenditures were attributed to either action.

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

Although none of the Goal 3 actions were fully implemented during the 2024–25 school year, preliminary outcome data shows some progress toward improving student performance in both identified metrics.

For Metric 4.1 (CAASPP Math Distance from Standard), Hillside High School showed a 5.7-point gain schoolwide and a slight 1.3-point decline for socioeconomically disadvantaged (SED) students. While schoolwide improvement is encouraging, the performance of SED students remains a concern, particularly as this group remains significantly below standard (-235.2 DFS). Because Action 4.1 (Math Achievement Support) and Action 4.2 (Professional Learning for Math) were only partially implemented—with delays in paraeducator support and training—their impact on subgroup performance was likely limited.

For Metric 4.2 (College/Career Indicator), there was a small increase of 1.9 percentage points schoolwide and 1.3 percentage points among Hispanic students, while the SED group showed no change from the prior year (remaining at 0%). These modest gains may be linked to partial implementation of Actions 4.3 and 4.4, which supported progress monitoring, counseling, and some staff professional learning related to college and career readiness. However, because pathway expansion and targeted supports were not fully realized, their effectiveness in addressing readiness gaps remains undetermined.

Overall, although metric trends reflect slight improvements in some areas, the incomplete implementation of actions makes it difficult to attribute these gains directly to specific interventions. Continued focus and full implementation of actions in 2025–26 will be necessary to accelerate progress for all targeted student groups, particularly SED students.

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

Action 1 (Math Achievement Support): Although there is still a need to focus on math achievement, this action will now be more focused on providing teachers with supplemental math materials and supplies.

Action 2 (Professional Learning for Math Support): No planned changes to this action.

Action 3 (College/Career Readiness Support): The intent of providing support for College and Career Readiness through this action will not change, however, the resources supported will shift to providing two new teachers to implement two pathways: Child Development and Emergency Medical Response, as well as any necessary supplies and materials.

Action 4 (Professional Learning for College/Career Readiness Support): This action will continue with the same intent, however, we will be adding support for supplemental instructional materials and supplies.

Action 5 (Math Achievement and College/Career Readiness Supplemental Materials and Supplies): Upon further analysis it was determined that the services of this action can be consolidated into Action 4.1 and Action 4.3 in the form of supplemental instructional materials and supplies for math and College and Career Readiness support, respectively. Therefore, this action will be repurposed due to new red indicators reported on the 2024 Dashboard.

Suspensions for all students, SED, and Hispanics were all at the lowest performance level (red status) as reported on the 2024 Dashboard, therefore we have revised the goal to address this new need. Action 5 will now aim to reduce suspension rates for Hillside high School based new metric 4.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Achievement Support	Math supplemental instructional materials and supplies will be provided to teachers as well as support for additional personnel costs principally directed to socio-economically disadvantaged (SED) students to close the achievement gap as measured by M4.1.	\$14,000.00	No
4.2	Professional Learning for Math Support	Math teachers will participate in professional learning to increase student engagement in math, principally directed to socio-economically disadvantaged (SED) students to close the achievement gap as measured by M4.1. Professional learning will include participation in math conferences and training sessions held during the school day, which would require substitute coverage.	\$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	College/Career Readiness Support	Two new pathway teachers will provide instruction in two new pathways (Agriculture and Child Development) principally directed to socio-economically disadvantaged (SED) and Hispanic students to increase college and career readiness as measured by M4.2. This support will include progress monitoring sessions held before school and during the school day to ensure timely communication with students and families.	\$219,048.00	No
4.4	Professional Learning for College/Career Readiness Support	Teachers, counselors, and administration will participate in professional learning to implement new career pathways, principally directed to socioeconomically disadvantaged (SED) and Hispanic students to increase college and career readiness as measured by M4.1. Professional learning will include participation in college/career awareness conferences and training sessions held during the school day, which would require substitute coverage for teachers. Additional support will also come in the form of supplemental materials and supplies.	\$14,500.00	No
4.5	School Climate and Culture Support	School staff will implement comprehensive support initiatives aimed at promoting student engagement and improving school climate and culture, including mentorship programs, attendance incentives, and targeted resources principally directed to SED and Hispanic students to improve climate and culture and reduce suspensions as measured by M4.3.	\$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$24,488,898	\$2,276,076

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
23.074%	2.026%	\$2,164,723.85	25.100%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Climate and Culture Support</p> <p>Need: EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. In regards to suspensions, both FY</p>	This action is intended to give our unduplicated pupils an increased sense of belonging by providing dedicated personnel and engagement activities aimed at improving our schools' climate and culture. Mentoring programs offer students opportunities to make connected to staff, attendance incentives target students who need additional support and encouragement to attend school. Offering dedicated personnel and engagement activities to all students aims to foster a sense of belonging and improve the overall	M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. In addition, our educational partners have expressed continued interest in seeing our chronic absenteeism and suspension rates decrease, which includes improving the climate and culture at our schools. This feedback was provided during our LCAP community meetings as well as our annual Climate and Culture Survey administered to families. This data shows a need to focus on providing support to reduce these two metrics.</p> <p>Scope: LEA-wide</p>	<p>school climate and culture. This inclusive approach ensures that unduplicated pupils receive support within a cohesive and supportive community, benefiting everyone's educational experience. According to research, when students receive mentoring and attendance support they are more likely to feel a sense of belonging and identity with their schools, which can yield positive results in regards to attendance and behavior in school. This action will be provided on an LEA-wide basis and also reflects input from our educational partners. Implementing these actions district-wide ensures that all students benefit from increased support and resources, fostering a more inclusive and equitable school environment. It also promotes a positive school culture and efficient use of resources.</p>	
1.2	<p>Action: MTSS - Student Behavior and Engagement Supports</p> <p>Need: EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. In regards to suspensions, both FY (29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. In addition, our educational partners have expressed continued interest in seeing our chronic absenteeism and suspension rates decrease, including seeing increased efforts to address student behavior and engagement.</p>	<p>This action is intended to give our unduplicated pupils an increased sense of belonging by providing dedicated personnel and engagement activities (including but not limited to wellness center support and SEL curriculum) aimed at improving our schools' climate and culture. Students will feel more connected with additional opportunities to interact with and engage in more individualized support to meet their needs. Offering MTSS for student engagement and behavior support to all students promotes equity, improves academic and behavioral outcomes, and enhances overall well-being by providing early, data-driven, and differentiated interventions. This approach fosters a positive school climate, supports diverse learners, and prepares students for future challenges efficiently and effectively. This action will be provided on an LEA-wide basis and also reflects input from our educational</p>	M1.1, M1.3, and M1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This data shows a need to focus on providing support to reduce these two metrics.</p> <p>Scope: LEA-wide</p>	<p>partners; according to research, when students receive mentoring and attendance support they are more likely to feel a sense of belonging and identity with their schools, which can yield positive results in regards to attendance and behavior for all students.</p>	
1.3	<p>Action: Family and Community Partnerships</p> <p>Need: EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. In regards to suspensions, both FY (29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. In addition, during our LCAP community meetings and DELAC/DFAC meetings our educational partners have expressed continued interest in seeing our chronic absenteeism and suspension rates decrease. They've also expressed an interest in expanding our efforts to increase home-to-school partnerships as supported by this action. This data shows a need to focus on providing support to reduce these two metrics.</p> <p>Scope: LEA-wide</p>	<p>This action is intended to give our unduplicated pupils and their families an increased sense of belonging. Pupils will have greater access to school and community resources including providing a district translator, hosting family and student engagement events and celebrations, culturally-relevant events, a Family Support Center, and family/parent support classes to decrease chronic absenteeism and suspensions of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.</p> <p>Research shows that regular and transparent communication between parents and teachers can help identify and address issues that contribute to absenteeism and suspensions. This action is also a reflection of feedback from our educational partners this action will be provided on an LEA-wide basis for consistent support to all school sites. Offering family and community partnerships district-wide, even if primarily aimed at unduplicated student groups, benefits all families by fostering inclusivity and creating a supportive school community. It also enhances overall student success and well-being by engaging all educational partners in the educational process.</p>	M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Mental Health and Wellness Services and Supports</p> <p>Need: Unduplicated student populations experience trauma at higher rates than other student groups. We can see this in the high rates of Request for Assistance (RFA) as well as discipline related to behaviors reported for suspension and expulsion. With the lack of access to community-based support, there is a great need for school-based services. This action also reflects feedback from our educational partners as indicated in the family school climate survey to increase support for mental health services.</p> <p>Scope: LEA-wide</p>	<p>This action is intended to give our unduplicated pupils an increased sense of safety and belonging through providing supervision for registered associates and interns, access to mental health clinicians, and crisis team training and professional learning to support students' mental health and well-being and reduce suspensions and chronic absenteeism of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2. When students receive mental health support they are more likely to feel a sense of belonging and identity with their schools. Because our schools have higher chronic absenteeism and suspension rates as compared to pre-pandemic, this action will be provided on an LEA-wide basis. This action is also a reflection of feedback from our educational partners. Offering mental health and wellness services and support district-wide, even if primarily aimed at unduplicated student groups, benefits all students by ensuring all students have access to resources that promote mental well-being and emotional resilience. This benefits the entire student body and helps everyone thrive by fostering inclusivity and creating a supportive school community.</p>	M1.1 and M1.2
1.5	<p>Action: MTSS - Social-Emotional (SEL) Supports</p> <p>Need: EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate</p>	<p>This action is intended to give our unduplicated pupils an increased sense of safety so that they can readily take advantage of opportunities to engage in the school community. In addition, when students experience case management support as well as feel that their mental health is important they are more likely to feel a sense of belonging and identity with their schools. This will be accomplished using a variety of strategies including professional learning for Support</p>	M1.1, M1.2, M1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is 22.6%. In regards to suspensions, both FY (29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. This data shows a need to focus on providing support to reduce these two metrics, which is further supported by feedback from our educational partners indicating the desire to continue support for social-emotional learning.</p> <p>Scope: LEA-wide</p>	<p>Services Case Managers, social-emotional training for teachers and staff, transportation for student engagement events and activities, subscription to a universal screener platform for social-emotional well-being, and one FTE for an Elementary Behaviorist to reduce suspensions and chronic absenteeism for English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2. Because our schools have higher chronic absenteeism and suspension rates as compared to pre-pandemic, this action will be provided on an LEA-wide basis. Transportation services for EL, SED, and FY will provide access to a variety of activities that will contribute to a sense of belonging and identity in their schools. Research indicates that SEL and MTSS are particularly beneficial for unduplicated student groups who may face additional barriers to success. Tailored interventions help address the unique challenges these students encounter, promoting equity and inclusion. This action is also a reflection of feedback from our educational partners this action will be provided on an LEA-wide basis. Offering social-emotional services and support district-wide, even if primarily aimed at unduplicated student groups, benefits all students by ensuring all students have access to resources that promote mental well-being and emotional resilience.</p>	
1.7	<p>Action: Visual and Performing Arts (VAPA) Support</p> <p>Need: EL, FY, and SED student groups have disproportionately higher rates of chronic</p>	<p>This action is intended to give our unduplicated pupils a manner by which they can connect and engage with school, Visual and Performing Arts (VAPA), arts programs contribute to a positive school climate by promoting inclusivity, creativity, and collaboration. VAPA programs are offered on</p>	M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. Since expanding the arts in the district the feedback from our educational partners (especially our families) has been extremely positive and they've expressed via our feedback sessions and surveys to continue supporting and expanding the arts as a means to increase student engagement and creativity.</p> <p>Scope: LEA-wide</p>	<p>a weekly basis in the elementary setting to all students. This environment encourages students to attend school, ultimately increasing their attendance. Research shows that when students find more meaningful connections to school that are more aligned with their interests, they will be less likely to miss school. This action is also a reflection of feedback from our educational partners and will be provided on an LEA-wide basis because it promotes creativity, critical thinking, and cultural awareness, which are essential skills for overall development. Additionally, VAPA enhances academic achievement, improves student engagement, and provides diverse avenues for self-expression, contributing to a well-rounded education. In addition to the VAPA programs offered in the base program or through other funding sources, additional programs are offered on a weekly basis in the elementary setting.</p>	
1.8	<p>Action: Home-to-School Transportation</p> <p>Need: FY and SED student groups have higher rates of chronic absenteeism and lower rates of attendance when compared to all students in the baseline metrics. FY has a chronic absenteeism rate of 39.6% and attendance rate of 91.5%, and SED is at 26.6% for chronic absenteeism and 92.1% for attendance; whereas the district rates are at 22.6% and 93.1%, respectively. Feedback from our educational partners indicates a desire for us to provide transportation services for our FY and SED student groups to improve</p>	<p>This action is intended to improve attendance and reduce chronic absenteeism. FY and SED students often face barriers to consistent attendance due to unstable housing or financial constraints, and research shows that providing reliable transportation removes barriers to consistent attendance, supports academic success, and promotes equal opportunities for all students, regardless of their socio-economic status or personal circumstances. This action will be provided on an LEA-wide basis due to each school site having both FY and SED students, and reflects feedback from our educational partners.</p>	M1.2 and M1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance rates and decrease chronic absenteeism. This data shows a need to focus on providing support to improve these two metrics.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: MTSS: District-level Academic Support Personnel and Services</p> <p>Need: ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In math, ELs are performing 49.9 points below the district, FY are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase. This data shows a need to focus on providing support in ELA and math especially for our EL, FY, and SED student groups.</p> <p>Scope: LEA-wide</p>	<p>This action will address the academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy and math by providing Academic Leads at each site, district TOSAs, paraeducators, and student access to interventions based on research around improving academic achievement of unduplicated pupils. Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below standard; and in math, both districtwide performance and unduplicated pupils are below standard, highlighting the need to implement this action. Furthermore, research shows that targeted reading interventions, particularly those that are intensive and systematic, can significantly improve literacy outcomes for ELs and SED students. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. This approach enables early identification and intervention for academic challenges, promotes equitable access to resources, and enhances overall student achievement through a coordinated and data-driven framework. This action also supports our SWD student group.</p>	M2.1, M2.2, M2.3, and M2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: MTSS: School-level Academic Support Personnel and Services</p> <p>Need: ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In math, ELs are performing 49.9 points below the district, FY are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase. This data shows a need to focus on providing support in ELA and math especially for our EL, FY, and SED student groups.</p> <p>Scope: LEA-wide</p>	<p>This action will address the academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy and math by providing site TOSAs, classroom aides, and student access to supplemental instructional materials based on research around improving academic achievement of unduplicated pupils. Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below standard; and in math, both districtwide performance and unduplicated pupils are below standard, highlighting the need to implement this action. Furthermore, research shows that providing students access to high-quality supplemental instructional materials leads to improved instructional practices and student outcomes. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. This approach enables early identification and intervention for academic challenges, promotes equitable access to resources, and enhances overall student achievement through a coordinated and data-driven framework.</p>	M2.1, M2.2, M2.3, and M2.4
2.3	<p>Action: MTSS: Supplemental Academic Instructional Materials, Supplies, and Services</p> <p>Need: ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math, and underperforming when compared to all students in the baseline</p>	<p>This action will address the academic needs of our unduplicated pupils by providing personnel (itinerant math specialists, and reading intervention classroom aides), student access to academic programs (online tutoring and other software/licenses), and Summer School for credit recovery and advancement based on research around improving academic achievement of unduplicated pupils. Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below</p>	M2.1, M2.2, M2.3, and M2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In math, ELs are performing 49.9 points below the district, FY are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase. This data shows a need to focus on providing support in ELA and math especially for our EL, FY, and SED student groups.</p> <p>Scope: LEA-wide</p>	<p>standard; and in math, both districtwide performance and unduplicated pupils are below standard, highlighting the need to implement this action. Furthermore, research shows that targeted reading interventions, particularly those that are intensive and systematic, can significantly improve literacy outcomes for ELs and SED students. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. This approach addresses diverse learning needs, enhances educational equity, and promotes higher academic achievement by offering targeted interventions and resources.</p>	
2.5	<p>Action: Dual Language Immersion (DLI) Support</p> <p>Need: Baldy View has the highest percentage of ELs and SED in the district and is currently performing 13% below the district average on our local assessments, iReady (45% of students are performing at or above grade level compared to 58% districtwide). In addition, our educational partners have expressed continued interest in expanding our Dual Language Immersion Academy.</p> <p>Scope: Schoolwide</p>	<p>This action will address the academic needs of our unduplicated pupils enrolled in DLI at Baldy View by providing support based on research such as bilingual classroom aides, student access to supplemental Spanish language development resources, and release time for teacher collaboration and professional learning. The school has the highest percentage of ELs and SED students of any of our schools and this action will allow targeted and focused support. Additionally, it enhances cognitive development, academic achievement, and future career opportunities by providing students with the ability to communicate and collaborate in multiple languages.</p>	M2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Literacy Support</p> <p>Need: ELs, FY, and SED student groups are all performing significantly below standard in both ELA, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in ELA increase. This data shows a need to focus on providing support in ELA especially for our EL, FY, and SED student groups.</p> <p>Scope: LEA-wide</p>	<p>This action will address the academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy by providing student access to online literacy supports, Read 180 intervention support, and personnel (library techs and classroom aides). Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below standard highlighting the need to implement this action. Furthermore, research shows that targeted reading interventions, particularly those that are intensive and systematic, can significantly improve literacy outcomes for ELs and SED students. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils because effective literacy support enhances students' reading, writing, and comprehension skills, leading to improved performance across all subjects and better preparing students for future educational and career opportunities.</p>	M2.1, M2.3, M2.4, and M2.5
2.7	<p>Action: Professional Learning and Collaboration</p> <p>Need: EL, FY, and SED student groups are all performing significantly below standard in both ELA, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In addition, our educational partners have expressed continued interest in</p>	<p>This action reflects feedback from our educational partners and intends to increase the effectiveness of our staff in providing tiered academic support to our unduplicated pupils both during and outside the school day. This will also provide opportunities for staff to engage collaboratively around data analysis and best practices. Because all 14 schools in the district have significant numbers of unduplicated pupils, this action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. Furthermore, continuous professional</p>	M2.1, M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>seeing our academic performance in ELA increase. Both teachers and families expressed a desire to continue providing professional learning opportunities for our staff. This data shows a need to focus on providing support in ELA especially for our EL, FY, and SED student groups.</p> <p>Scope: LEA-wide</p>	development enhances teaching effectiveness and student outcomes. Collaborative time allows teachers to share best practices, align instructional strategies, and address student needs more effectively, fostering a supportive and dynamic educational environment.	
3.1	<p>Action: AVID Support</p> <p>Need: The Graduation Rate for All Students (94.6), for EL (87.1%), SED (94.1%), FY (*), and the percentage of students identified as CCI Prepared All Students (40.4%), EL (8.3%), SED (36.4%), and FY (*). Our educational partners have expressed continued interest in seeing Graduation Rates increase and students being College and Career-prepared to a greater degree. This data shows a need to focus on reducing the achievement gap for these student groups.</p> <p>Scope: Schoolwide</p>	Through the implementation of AVID the district will be addressing the disparities in graduation rates and college/career readiness for unduplicated students requires a multifaceted approach grounded in research and best practices. By focusing on personalized learning, culturally responsive teaching, and college and career readiness programs. Research shows that AVID students report feeling more prepared for the academic and social challenges of college and that AVID students are more confident in their ability to succeed in college-level work. This action will be provided at the secondary level, including both junior high and high school. AVID programs promote college and career readiness by developing critical thinking, organizational skills, and academic habits. By offering AVID support universally, districts ensure that all students, especially those from underrepresented or disadvantaged backgrounds, have access to resources and opportunities that prepare them for success in higher education and beyond.	M3.1 and M3.2
3.2	Action:	This action will address the academic needs of our unduplicated pupils by providing targeted support	M3.1, M3.2, M3.5, and M3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>MTSS - College and Career Support and Access</p> <p>Need: The Graduation Rate for All Students (94.6), for EL (87.1%), SED (94.1%), FY (*), and the percentage of students identified as CCI Prepared All Students (40.4%), EL (8.3%), SED (36.4%), and FY (*). Our educational partners have expressed continued interest in seeing Graduation Rates increase and students being College and Career-prepared in a greater amount. This data shows a need to focus on reducing the achievement gap for these student groups especially.</p> <p>Scope: LEA-wide</p>	<p>both inside and outside the classroom around literacy and math through an MTSS method. Students will receive focused support as identified. Integrating college readiness activities into MTSS can help students develop the skills needed for post-secondary success. Research indicates that early identification and support for at-risk students through an MTSS approach can improve high school graduation rates and college readiness. Furthermore, this action will ensure that all students receive the guidance and resources needed to successfully navigate post-secondary education and career pathways. This support helps to bridge gaps in knowledge and preparation, promotes equity, and empowers students to make informed decisions about their futures, ultimately leading to better long-term educational and career outcomes.</p>	
3.3	<p>Action: College and Career Readiness Support</p> <p>Need: The Graduation Rate for EL (87.1%), SED (94.1%), FY (*), the percentage of students identified as CCI Prepared EL (8.3%), SED (36.4%), and FY (*), the percentage of Pathway Completers EL (0%), SED (16.6%), and FY (*). Our educational partners have expressed continued interest in seeing Graduation Rates increase, students being College and career-prepared to a greater degree, and being provided the means and opportunity to take and successfully pass college courses. This data shows a need to</p>	<p>Improving outcomes for unduplicated students requires a comprehensive and research-based approach that addresses their unique needs and challenges. By focusing on targeted academic support, strengthening dual enrollment programs, enhancing college and career counseling, implementing culturally relevant curricula, engaging parents and communities, and ensuring equitable access to advanced coursework, the district can create a supportive environment that promotes the success of all students. Research shows programs that integrate career and technical education (CTE) with academic coursework help increase student engagement and motivation, which in turn improves academic outcomes. This action will be provided LEA-wide to ensure all schools receive the necessary</p>	M3.1, M3.2, M3.5, and M3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>focus on reducing the achievement Gap for these student groups especially.</p> <p>Scope: LEA-wide</p>	<p>support for our unduplicated pupils. This comprehensive support helps prepare students for post-secondary education and careers, promoting equity and enhancing their long-term success and economic stability.</p>	
3.4	<p>Action: Technology Support and Personnel</p> <p>Need: ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FYs are 144 points below, and SEDs are 19.5 points below. In math, ELs are performing 49.9 points below the district, FYs are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase. This data shows a need to focus on providing support in ELA and math, especially for our EL, FY, and SED student groups. The percentage of students identified as CCI Prepared EL (8.3%), SED (36.4%), and FY (*).</p> <p>Scope: LEA-wide</p>	<p>This action will address the technological and academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy, as well as by providing the necessary hardware and software to allow students to access a broad course of study. This will include support for technology in both CTE and career pathways with the expectation that we experience an increase in CCI competition for our EL, FY, and SED student groups. Studies have shown that using collaborative technology tools can enhance students' teamwork and communication skills. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils around literacy and college/career-readiness skills to prepare all students for a technology-enriched global society.</p>	M3.3, M3.5, and M3.8

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
2.4	<p>Action: English Learner Support: Language Development</p> <p>Need: In ELA, ELs are performing 63.8 points below the standard and 65.4 points behind the district. In addition, our educational partners have expressed continued interest in seeing continued academic support for our EL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The district will support EL achievement by providing supplemental English language development (ELD) instructional supplies and materials. Research shows that providing access to this can significantly enhance the academic progress of English Learners. Supplemental instructional materials designed specifically for ELD can provide ELs with targeted support that addresses their unique language learning needs. These materials often include visual aids, bilingual resources, and leveled texts that help scaffold learning.	M2.1, M2.3, and M2.4
2.8	<p>Action: English Learner Support: Professional Learning</p> <p>Need: In ELA, ELs are performing 63.8 points below the standard and 65.4 points behind the district. Although 13.25% of our LTELs have met the standard in ELA, none have exceeded the standard, whereas nearly 52% of the</p>	The district will support EL achievement (including LTELs) by providing targeted professional learning to teachers and staff targeting EL progress monitoring, EL instructional strategies, and ELD implementation (both integrated and designated). Research shows that providing high quality professional learning focused on ELD strategies equips teachers with the skills and knowledge to effectively support ELs. This includes training on differentiation, culturally responsive teaching, and specific ELD instructional techniques.	M2.1, M2.2, M2.3, and M2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>district has met or exceeded the standard. On the ELPI indicator, 46.8% of our ELs have demonstrated growth, whereas 45.3% of our LTELs have demonstrated the same. In addition, our educational partners, especially with our DELAC, have expressed continued interest in seeing continued academic support for our EL students (including LTELs), which includes professional learning opportunities for staff.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

N/A

Additional Concentration Grant Funding

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

Schools with a high concentration of unduplicated pupils have been provided additional staffing to deliver direct and supplemental services aligned with student needs. The district has identified specific actions in the LCAP that support this staffing increase:

- Action 01.01 Climate and Culture Support: Provides assistant principals, paraeducators, and counselors to support school climate and student well-being.
- Action 01.04 Mental Health and Wellness Services and Supports: Includes Wellness Center aides, mental health interns, and health clinicians to address students' social-emotional and mental health needs.
- Action 01.05 MTSS - Social-Emotional (SEL) Support: Provides Foster Youth case carriers and an Elementary Behaviorist Specialist to support student behavioral needs.

- Action 01.06 Student and Campus Safety: Includes deans, Farm-to-School Program Assistants, and college interns to promote a safe and supportive learning environment.
- Action 02.04 English Learner Services: Funds classroom and reading intervention paraeducators to support language development and academic success for English learners.
- Action 02.05 Dual Language Immersion Support: Includes DLI teachers and paraeducators to provide language and academic support in bilingual settings.
- Action 03.03 College & Career Programs and Resources: Supports a U-College coordinator and counselor to increase access to college and career readiness resources.

The intent of these additional personnel is to increase the number of staff who provide direct services to students, ensuring safer campuses, stronger academic and language development support, social-emotional and mental health services, and enhanced college and career preparation opportunities at schools with an unduplicated pupil enrollment greater than 55%.

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	1:23	1:16
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$106,131,328	\$24,488,898	23.074%	2.026%	25.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,974,769.00	\$2,934,548.00	\$0.00	\$0.00	\$30,909,317.00	\$22,480,185.00	\$8,429,132.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Climate and Culture Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$4,550,766.00	\$378,695.00	\$4,009,461.00	\$920,000.00			\$4,929,461.00	
1	1.2	MTSS - Student Behavior and Engagement Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$207,715.00	\$372,557.00	\$580,272.00				\$580,272.00	
1	1.3	Family and Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$64,624.00	\$120,000.00	\$184,624.00				\$184,624.00	
1	1.4	Mental Health and Wellness Services and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$2,029,818.00	\$137,000.00	\$2,166,818.00				\$2,166,818.00	
1	1.5	MTSS - Social-Emotional (SEL) Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$150,662.00	\$314,804.00	\$465,466.00				\$465,466.00	
1	1.6	Student and Campus Safety	All	No			All Schools	2024-27	\$406,577.00	\$218,000.00	\$624,577.00				\$624,577.00	
1	1.7	Visual and Performing Arts (VAPA) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,084,578.00	\$460,706.00	\$1,545,284.00				\$1,545,284.00	
1	1.8	Home-to-School Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	\$1,448,886.00	\$719,950.00	\$2,168,836.00				\$2,168,836.00	
1	1.9	Safety Equipment: Security Cameras	All	No			All Schools	2024-25	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	MTSS: District-level Academic Support Personnel and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$4,899,019.00	\$15,000.00	\$4,764,019.00	\$150,000.00			\$4,914,019.00	
2	2.2	MTSS: School-level Academic Support Personnel and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$383,910.00	\$274,885.00	\$658,795.00				\$658,795.00	
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$364,247.00	\$1,808,000.00	\$2,172,247.00				\$2,172,247.00	
2	2.4	English Learner Support: Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	\$0.00	\$103,000.00	\$103,000.00				\$103,000.00	
2	2.5	Dual Language Immersion (DLI) Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Baldy View Dual Language Academy	2024-27	\$329,322.00	\$30,000.00	\$359,322.00				\$359,322.00	
2	2.6	Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$1,774,944.00	\$420,500.00	\$2,195,444.00				\$2,195,444.00	
2	2.7	Professional Learning and Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$2,923,678.00	\$845,660.00	\$2,169,338.00	\$1,600,000.00			\$3,769,338.00	
2	2.8	English Learner Support: Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-227	\$10,277.00	\$20,000.00	\$30,277.00				\$30,277.00	
3	3.1	AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Upland High School,	2024-27	\$162,988.00	\$217,000.00	\$379,988.00				\$379,988.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Hillside High School, Upland Junior High School, Sierra Vista Elementary, Baldy View Elementary									
3	3.2	MTSS - College and Career Support and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$32,550.00	\$155,438.00	\$187,988.00				\$187,988.00	
3	3.3	College and Career Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$547,670.00	\$1,162,500.00	\$1,710,170.00				\$1,710,170.00	
3	3.4	Technology Support and Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$903,843.00	\$90,000.00	\$993,843.00				\$993,843.00	
4	4.1	Math Achievement Support	SED	No			Specific Schools: Hillside High School	2024 to 2027	\$4,000.00	\$10,000.00		\$14,000.00			\$14,000.00	
4	4.2	Professional Learning for Math Support	SED	No			Specific Schools: Hillside High School	2024 to 2027	\$7,000.00	\$10,000.00		\$17,000.00			\$17,000.00	
4	4.3	College/Career Readiness Support	SED and Hispanic	No			Specific Schools: Hillside High School	2024 to 2027	\$186,611.00	\$32,437.00		\$219,048.00			\$219,048.00	
4	4.4	Professional Learning for College/Career Readiness Support	SED and Hispanic	No			Specific Schools: Hillside High School	2024 to 2027	\$4,500.00	\$10,000.00		\$14,500.00			\$14,500.00	
4	4.5	School Climate and Culture Support	SED and Hispanic	No			Specific Schools:	2025 to 2027	\$2,000.00	\$3,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Hillside High School									

2025-26 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
\$106,131,328	\$24,488,898	23.074%	2.026%	25.100%	\$26,845,192.00	0.000%	25.294 %	Total:	\$26,845,192.00
								LEA-wide Total:	\$25,972,605.00
								Limited Total:	\$133,277.00
								Schoolwide Total:	\$739,310.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Climate and Culture Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,009,461.00	
1	1.2	MTSS - Student Behavior and Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$580,272.00	
1	1.3	Family and Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,624.00	
1	1.4	Mental Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,166,818.00	
1	1.5	MTSS - Social-Emotional (SEL) Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$465,466.00	
1	1.7	Visual and Performing Arts (VAPA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,545,284.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Home-to-School Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,168,836.00	
2	2.1	MTSS: District-level Academic Support Personnel and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,764,019.00	
2	2.2	MTSS: School-level Academic Support Personnel and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$658,795.00	
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,172,247.00	
2	2.4	English Learner Support: Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$103,000.00	
2	2.5	Dual Language Immersion (DLI) Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baldy View Dual Language Academy	\$359,322.00	
2	2.6	Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,195,444.00	
2	2.7	Professional Learning and Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,169,338.00	
2	2.8	English Learner Support: Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,277.00	
3	3.1	AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School, Upland Junior High School, Sierra Vista Elementary, Baldy View Elementary	\$379,988.00	
3	3.2	MTSS - College and Career Support and Access	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$187,988.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	College and Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,710,170.00	
3	3.4	Technology Support and Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$993,843.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,403,495.00	\$25,566,975.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Climate and Culture Support	Yes	\$3,231,390.00	\$3,029,949
1	1.2	MTSS - Student Behavior and Engagement Supports	Yes	\$592,754.00	\$443,222
1	1.3	Family and Community Partnerships	Yes	\$171,720.00	\$287,949
1	1.4	Mental Health and Wellness Services and Supports	Yes	\$2,492,922	\$2,899,629
1	1.5	MTSS - Social-Emotional (SEL) Supports	Yes	\$658,573.00	\$640,262
1	1.6	Student and Campus Safety	No	\$243,000	\$703,525
1	1.7	Visual and Performing Arts (VAPA) Support	Yes	\$2,104,368.00	\$1,918,345
1	1.8	Home-to-School Transportation	Yes	\$3,599,226.00	\$2,573,292
1	1.9	Safety Equipment: Security Cameras	No	\$500,000.00	\$185,391
2	2.1	MTSS: District-level Academic Support Personnel and Services	Yes	\$4,086,568.00	\$4,351,497

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	MTSS: School-level Academic Support Personnel and Services	Yes	\$609,236.00	\$651,142
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	\$3,364,036.00	\$651,142
2	2.4	English Learner Support: Language Development	Yes	\$90,000.00	\$69,604
2	2.5	Dual Language Immersion (DLI) Support	Yes	\$194,732.00	\$432,902
2	2.6	Literacy Support	Yes	\$1,228,204.00	\$1,829,105
2	2.7	Professional Learning and Collaboration	Yes	\$3,510,953.00	\$1,914,588
2	2.8	English Learner Support: Professional Learning	Yes	\$62,053.00	\$18,836
3	3.1	AVID Support	Yes	\$634,446.00	\$531,437
3	3.2	MTSS - College and Career Support and Access	Yes	\$186,163.00	\$141,813
3	3.3	College & Career Program Support	Yes	\$786,998.00	\$791,528
3	3.4	Future Ready Innovative Technology	Yes	\$1,411,533.00	\$1,165,656
3	3.5	Future Ready Family & Community Engagement	Yes	\$399,362.00	\$210,416
4	4.1	Math Achievement Support	No	\$4,962.00	\$2,659

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Professional Learning for Math Support	No	\$12,000.00	\$19,460
4	4.3	College/Career Readiness Support	No	\$205,258.00	\$103,626
4	4.4	Professional Learning for College/Career Readiness Support	No	\$10,000.00	\$0
4	4.5	Math Achievement and College/Career Readiness Supports	No	\$13,038.00	\$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24,494,414	\$29,415,237.00	\$27,011,264.00	\$2,403,973.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Climate and Culture Support	Yes	\$3,231,390.00	\$3,029,949		
1	1.2	MTSS - Student Behavior and Engagement Supports	Yes	\$592,754.00	\$443,222		
1	1.3	Family and Community Partnerships	Yes	\$171,720.00	\$287,949		
1	1.4	Mental Health and Wellness Services and Supports	Yes	\$2,492,922.00	\$2,899,628		
1	1.5	MTSS - Social-Emotional (SEL) Supports	Yes	\$658,573.00	\$640,262		
1	1.7	Visual and Performing Arts (VAPA) Support	Yes	\$2,104,368.00	\$1,918,345		
1	1.8	Home-to-School Transportation	Yes	\$3,599,226.00	\$2,573,292		
2	2.1	MTSS: District-level Academic Support Personnel and Services	Yes	\$4,086,568.00	\$4,351,497		
2	2.2	MTSS: School-level Academic Support Personnel and Services	Yes	\$609,236.00	\$651,142		
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	\$3,364,036.00	\$3,110,093		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	English Learner Support: Language Development	Yes	\$90,000.00	\$69,604		
2	2.5	Dual Language Immersion (DLI) Support	Yes	\$194,732.00	\$432,902		
2	2.6	Literacy Support	Yes	\$1,228,204.00	\$1,829,105		
2	2.7	Professional Learning and Collaboration	Yes	\$3,510,953.00	\$1,914,588		
2	2.8	English Learner Support: Professional Learning	Yes	\$62,053.00	\$18,836		
3	3.1	AVID Support	Yes	\$634,446.00	\$531,437		
3	3.2	MTSS - College and Career Support and Access	Yes	\$186,163.00	\$141,813		
3	3.3	College & Career Program Support	Yes	\$786,998.00	\$791,528		
3	3.4	Future Ready Innovative Technology	Yes	\$1,411,533.00	\$1,165,656		
3	3.5	Future Ready Family & Community Engagement	Yes	\$399,362.00	\$210,416		

2024-25 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)
106,836,464	24,494,414	4.382	27.309%	\$27,011,264.00	0.000%	25.283%	\$2,164,723.85	2.026%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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