LCFF Budget Overview for Parents Template

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

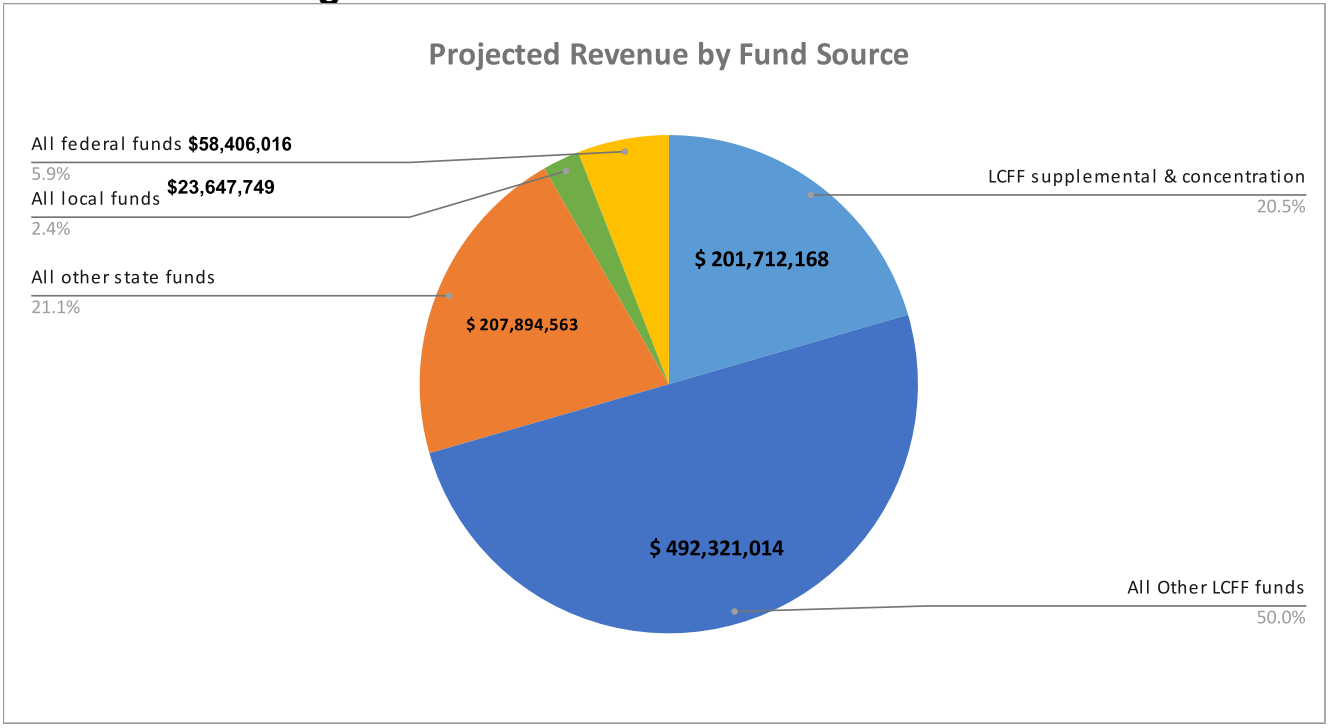
CDS Code: 36 67876 00000000

School Year: 2025-26

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

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

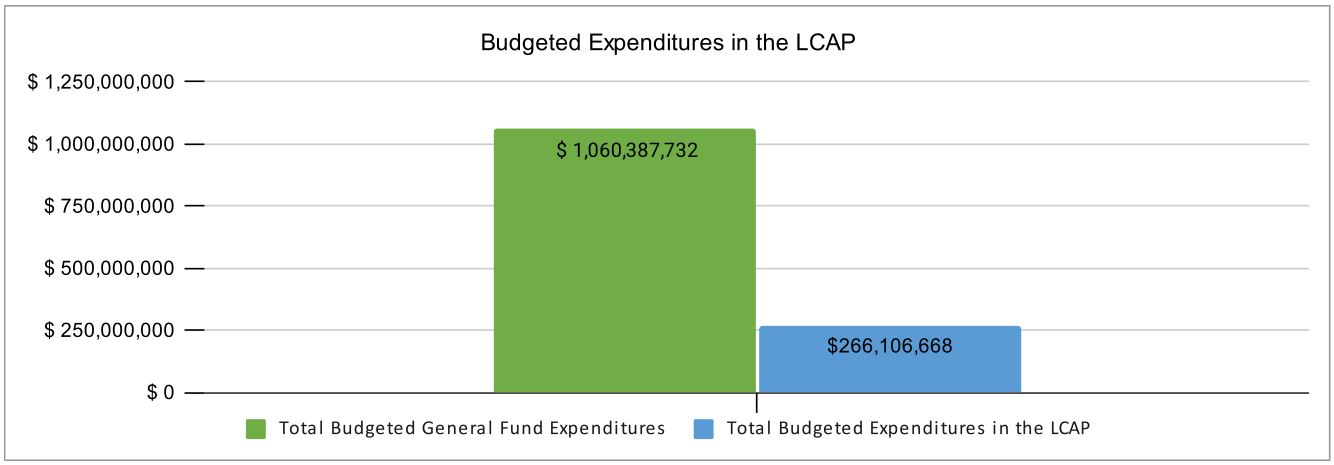
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for San Bernardino City Unified School District is $983,981,510.00, of which $694,033,182.00 is Local Control Funding Formula (LCFF), $207,894,563.00 is other state funds, $23,647,749.00 is local funds, and $58,406,016.00 is federal funds. Of the $694,033,182.00 in LCFF Funds, $201,712,168.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much San Bernardino City Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

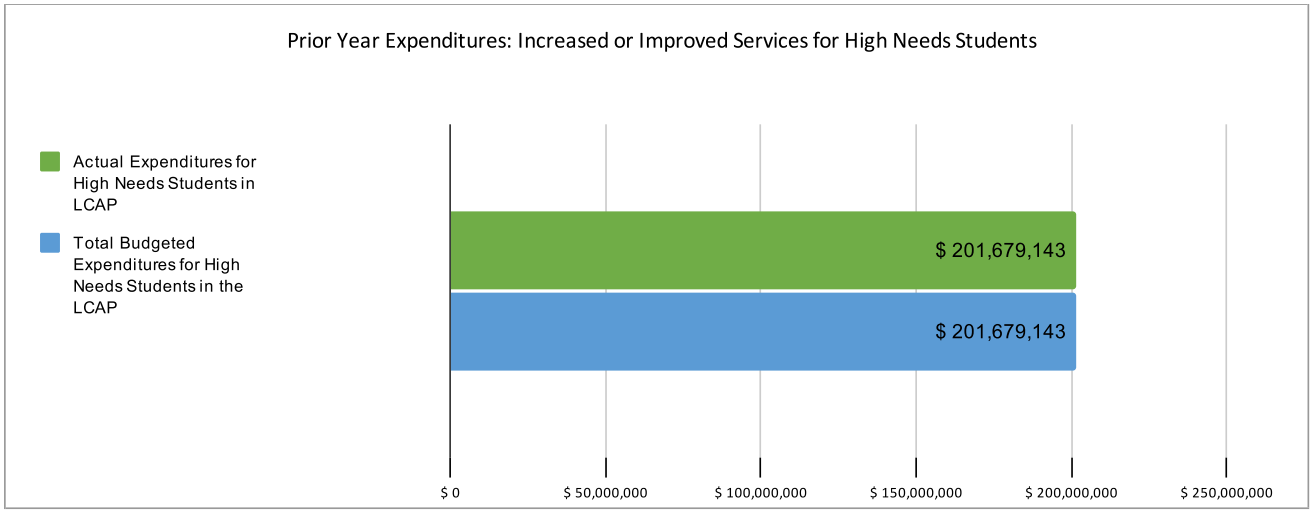
The text description of the above chart is as follows: San Bernardino City Unified School District plans to spend $1,060,387,732.00 for the 2025-26 school year. Of that amount, $266,106,668.26 is tied to actions/services in the LCAP and $794,281,063.74 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the 2025-2026 school year that are not included in the LCAP, support the base programs including expenditures such as site and departmental staffing, operational support, school police, athletics, Before and After School Programming, Adult Education programs, facilities, and maintenance. Restricted funding is used to support its identified purpose.

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

In 2025-26, San Bernardino City Unified School District is projecting it will receive $201,712,168.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino City Unified School District plans to spend $201,712,168.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2024-25, San Bernardino City Unified School District's LCAP budgeted $201,679,143.00 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District actually spent $201,679,143.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino City Unified School District	Ana M. Applegate, Assistant Superintendent of Educational Services	Ana.Applegate@sbcusd.k12.ca.us (909) 472-2086

Plan Summary 2025-2026

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.

San Bernardino City Unified School District (SBCUSD) is the 9th largest school district in California and the 17th largest city in California. Geographically, the area features the beautiful San Bernardino Mountains and National Forest, Little Mountain, and Perris Hill.

SBCUSD was established in 1964 and is currently the ninth-largest school district in the state. It has 74 schools, Transitional Kindergarten (TK) through Adult Education, including 49 elementary schools, 11 middle schools (including one K-8), 9 high schools, 2 special schools, 2 special education schools, and 1 adult school. The 12 state-funded charter schools in SBCUSD must create their own Local Control and Accountability Plan (LCAP).

The Unduplicated Pupil Percentage (UPP) of students classified as English Learners (EL), Low-Income (LI), and Foster Youth (FY) is 92.93%. SBCUSD is made up of approximately 44,192 students, with 21.35% English Learners, 2.2% of which are Long Term English Learners (LTELs), 92.36% Low-Income, 0.77% Foster Youth, 9.84% Students Experiencing Homelessness, 14.86% Students with Disabilities, and 9.06% students identified as Gifted and Talented (GATE). The student population comprises a variety of ethnicities, with 83.64% identifying as Hispanic or Latino, 8.16% African American, 3.78% White, 1.32% Asian, 1.74% Two or more races, and 0.39% identifying as another race. While most students who classify as English Learners speak Spanish, many languages are spoken by students throughout the District, including Vietnamese, Khmer, Arabic, Filipino, Samoan, Hindi, Punjabi, Hmong, and Thai.

Our District employs 9,070 staff members. Of the 9,070 positions, 46% are Certificated Staff members, 36% are Classified Staff members, 14% are Non-Classified Staff members, and 3% are Managers.

Vision 2030: SBCUSD SHINES sets the course for the District's mission to ensure each student has the skills, resilience and determination to create their path and thrive in school, career and life. Vision 2030 focuses on six pillars:

SBCUSD Strong

High expectations for academics and innovation to be college and/or career ready

Involvement of students, family, community and staff

Nutrition, health and wellness

Equity as a foundation

Safe, secure and attractive learning environments

Equity Multiplier Schools:
Per the description on the California Department of Education's website, the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year nonstability rates greater than 25 percent, and prior year socio-economically disadvantaged pupil rates greater than 70 percent. Based on the eligibility criteria, the schools below were identified. Each school engaged the Educational Partners within their school community to develop a plan to address (a) all student groups that have the lowest performance level on one or more state indicators on the Dashboard, and (b) any underlying issues in credentialing, subject matter preparation, and retention of the school's educators, if applicable. The goals and action plans for the identified school sites can be found in the final column below.

Cohort 1: Schools identified based on the 2022-2023 Non-Stability Rate and Socio-Economically Disadvantaged Percentage:

School Name	2022-2023 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2024-2025 LCAP Goal
San Andreas High	62.81%	94.99%	4
Sierra High	59.12%	95.44%	5
Alternative Learning Center	58.43%	93.26%	6
Virtual Academy	42.20%	93.89%	7
Arrowhead Elementary	33.33%	97.27%	9
San Bernardino High	29.86%	94.16%	10
Barton Elementary	29.73%	94.05%	11
Del Vallejo Middle	28.91%	96.27%	12

Captain Leland Norton Elementary	28.43%	96.79%	13
Juanita Blakely Jones Elementary	27.67%	97.63%	14
Pacific High	27.62%	95.84%	15
Hunt Elementary	27.05%	97.72%	16
Indian Springs High	25.96%	95.33%	17
Del Rosa Elementary	25.38%	95.85%	18
Highland Pacific Elementary	25.08%	92.05%	19

The following schools exhausted all Equity Multiplier funds in the 2024-2025 school year; therefore, those schools will no longer be included in the LCAP beyond the 2024-2025 school year.

School Name	2022-2023 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2024-2025 LCAP Goal
District (Home and Hospital)	48.35%	82.42%	20
Yvonne Harmon	36.40%	81.82%	8

Cohort 2: Schools identified based on the 2023-2024 Non-Stability Rate and Socio-Economically Disadvantaged Percentage:

School Name	2023-2024 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2025-2026 LCAP Goal
San Andreas High	60.55%	95.37%	4
Sierra High	54.52%	96.78%	5
Alternative Learning Center	77.92%	92.21%	6
Virtual Academy	36.01%	93.78%	7
Rio Vista (New for 2025-2026)	25.15%	25.15	8
Arrowhead Elementary	33.64%	96.02%	9
San Bernardino High	25.51%	96.30%	10
Del Vallejo Middle	26.99%	97.47%	12
Captain Leland Norton Elementary	31.40%	96.79%	13
Juanita Blakely Jones Elementary	29.25%	96.84%	14
Hunt Elementary	27.86%	96.71%	16
Del Rosa Elementary	27.78%	93.63%	18
Highland Pacific Elementary	25.90%	92.77%	19

The following schools were not identified for a second year in a row; however, the goals and funding source from Cohort 1 will continue until June 30, 2027 or until all funds are exhausted (whichever occurs first).

School Name	2022-2023 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2025-2026 LCAP Goal
Barton Elementary	29.73%	94.05%	11
Pacific High	27.62%	95.84%	15
Indian Springs High	25.96%	95.33%	17

Reflections: Annual Performance

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

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

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

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

This data is organized first by the District-Level and then by school level. The following acronyms are used in the table below: Schoolwide (ALL), English Learner (EL), Low-Income (LI), Hispanic (HI), Students with Disabilities (SWD), African American (AA), Homeless (HOM), Foster Youth (FY), White (WH), Two or More (TM), PI (Pacific Islander), not applicable (N/A).

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

School	English Language Arts (ELA)	Math	English Learner Progress Indicator (ELPI)
Arrowhead	ALL, EL, LI, HI	ALL, LI, HI	37.5% Making Progress
Barton	ALL, EL, LI, SWD, HI	EL, LI, SWD, HI	N/A
Bing Wong	EL	SWD	N/A
Holcomb	EL, SWD	SWD	N/A
Bradley	N/A	SWD	N/A
Cole	ALL, EL, LI, SWD, HI	SWD	34.4% Making Progress
Cypress	SWD	SWD	N/A
Davidson	N/A	N/A	35.4% Making Progress
Del Rosa	ALL, EL, LI, SWD, HI	ALL, EL, LI, HI	33.8% Making Progress
Emmerton	N/A	N/A	44.7% Making Progress
Henry	SWD	SWD	N/A
Brown	EL, SWD	AA	N/A
Dominguez	ALL, EL, LI, SWD, HI	ALL, EL, LI, SWD, HI	N/A
Highland Pacific	ALL, EL, LI, SWD, HI	ALL, EL, LI, HI	40.5% Making Progress
Inghram	ALL, EL, LI, and HI	EL	N/A
Hunt	ALL, LI, SWD, AA,HI	N/A	N/A
Jones	EL, SWD	EL, SWD	N/A
Kendall	SWD	N/A	N/A
Lankershim	ALL, EL, LI, SWD, HI	EL, SWD, AA	N/A
Lincoln	EL	EL	N/A
Lytle Creek	ALL, EL, HOM, LI, SWD, HI	HOM, SWD	41.8% Making Progress
Marshall	EL	N/A	N/A
Monterey	ALL, EL, LI, HI	ALL, EL, LI, HI	40% Making Progress
Muscoy	EL, HOM, SWD	EL, SWD	N/A
Newmark	ALL, EL, LI, HI	ALL, EL, LI, HI	N/A
North Park	N/A	N/A	44.2% Making Progress
Oehl	EL, LI, SWD	ALL, EL, LI, SWD, HI	37.1% Making Progress
Paakuma	SWD	N/A	N/A

Palm	SWD	SWD	N/A
Parkside	N/A	LI	22.7% Making Progress
Alessandro	SWD	SWD	N/A
Riley	SWD	SWD	N/A
Rio Vista	EL, SWD	SWD	N/A
Antón	ALL, EL, LI, HI	ALL EL, LI, HI	N/A
Urbita	ALL, EL, LI, HI	N/A	30% Making Progress
Vermont	SWD	N/A	N/A
Warm Springs	ALL, EL, LI, HI	N/A	N/A
Arrowview	HOM	ALL, EL, HOM, LI, AA	N/A
Chávez	EL, SWD	N/A	N/A
Curtis	EL, HOM, SWD, AA	EL, HOM, AA	N/A
Del Vallejo	ALL, EL, HOM, LI, HI	EL, HOM, LI, HI	N/A
Golden Valley	EL, SWD	EL, AA	N/A
King	ALL, EL, HOM, LI, SWD, AA, HI	ALL, EL, HOM, LI, SWD, AA, HI	39.7% Making Progress
Serrano	EL	EL, HOM	N/A
Shandin Hills	ALL, EL, HOM, LI, SWD, AA, HI, WH	ALL, EL, LI, SWD, AA, HI, WH	N/A
Arroyo Valley	HOM, SWD	HOM	39.2% Making Progress
Cajon	EL, SWD, AA	EL, AA, SWD	N/A
Indian Springs	EL	ALL, EL, LI, SWD, HI	N/A
Pacific	ALL, EL, LI, SWD	ALL, LI, SWD, HI	N/A
San Bernardino	ALL, EL, LI, SWD, HI	SWD	N/A
San Gorgonio	EL, SWD	LI, SWD, HI	N/A
San Andreas	ALL, LI, HI	ALL, LI, HI	N/A
Sierra	ALL, LI, HI	ALL, LI, HI	23.1% Making Progress

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

King	ALL, EL, HOM, LI, SWD, AA, HI	AA
Serrano	N/A	ALL, LI, SWD, AA
Shandin Hills	HOM, AA, WH	ALL, EL, HOM, LI, SWD, AA, HI
Arroyo Valley	N/A	WH
Cajon	N/A	AA, EL
Indian Springs	N/A	HOM, SWD
Pacific	N/A	WH
San Bernardino	N/A	ALL, EL, HOM, LI, SWD, HI, TM
San Gorgonio	N/A	ALL, EL, HOM, LI, SWD, WH, TM

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

Goal 1: Academics and Innovation (Based on the 2024 CA Dashboard)

The overall improvement on the English Language Arts (ELA) CAASPP test at the district-level showed positive growth across various groups. The districtwide average increased by 3.6 points Distance From Standard (DFS). Specific student groups also experienced significant gains, including: EL +4.2, LI +4, HOM +5.9, SWD +1.2, and AA +4.3. These results reflect overall progress, with homeless youth showing the largest increase on CAASPP ELA.

The overall improvement on the Math CAASPP test at the district-level showed positive growth. The districtwide average increased by +4.1 points Distance From Standard (DFS). Specific student groups also saw notable gains, including: EL+4.5 and LI +4. These results indicate consistent progress across the District, with English Learners showing the largest increase in Math performance.

The overall improvement on the NWEA Reading test for students' percent on track showed modest progress across various groups. At the district level, the overall percentage increased by +1.7. Specific student groups saw the following improvements: EL +0.7, LI +1.8, and FY +1.4. These results reflect steady improvement, with low-income students showing the most significant gain in their on-track performance.

The overall improvement on the NWEA Math test for students' percent on track showed modest progress across various groups. At the district level, the overall percentage increased by +2.4. Specific student groups saw the following improvements: EL +1.1, LI +2.3 and FY +4.3. These results indicate strong growth, especially among Foster Youth students, who had the highest increase in their on-track performance.

The CA School Dashboard College/Career Indicator shows the current difference from the baseline at the district level. Overall, there is a +2.7 point improvement. EL students demonstrated the largest positive change, improving by +5.7 points, LI students experienced a +2.6 point increase, aligning closely with the overall trend. However, FY showed a -3.4 point decline, indicating a setback in College/Career readiness for this group. This data suggests progress for most student groups, but challenges remain for Foster Youth.

The CTE Pathway Completion Percentage Rate shows an overall improvement from the baseline: All students: +3.7 point increase, EL +2.3 point increase, LI +3.8 point increase, and FY -0.8 point decrease. While most student groups have improved, FY saw a slight decline, indicating a continued need for targeted support in CTE Pathway Completion.

The A-G and CTE Pathway Completion Percentage Rates show overall positive growth from the baseline: All students: +1.8 point increase, EL +2.2 point increase, LI +2.0 point increase, and FY +2.2 point increase. All student groups experienced improvement, with EL and FY showing the highest gains at +2.2 points, indicating progress in both College and Career readiness.

The CA Dashboard English Learner Progress Indicator Percent (ELPI) shows a +6.3 point improvement for Long-Term English Learners (LTEL) compared to the baseline. This indicates significant progress in English proficiency for this student group.

The English Learners Reclassification Rate at the district level shows an overall improvement: EL +3.1 point increase and LTEL: +4.3 point increase. LTEL students experienced the highest growth, indicating stronger progress toward English proficiency and Reclassification.

The rate of students passing Advanced Placement (AP) exams with a score of 3 or higher shows mixed results: All students: +4 point increase, LI: +4 point increase, EL: -6.2 point decrease. While overall and Low-Income student performance improved, English Learners experienced a significant decline, highlighting a continued need for targeted support.

The district's overall average daily attendance rate has improved across all student groups: All students: +1 point increase, EL: +1.2 point increase, LI: +1 point increase, and FY: +1.1 point increase. This indicates a positive trend in student attendance across the district, with English Learners showing the highest improvement.

The High School Graduation Rate has improved across all student groups:All students: +2.2 point increase, EL: +4.5 point increase, LI: students: +2.1 point increase, and FY: +9.9 point increase. Notably, Foster Youth saw the largest improvement, followed by English Learners, indicating significant progress in Graduation outcomes for both groups.

The CA Science Test (CAST) results show mixed trends in the percentage of students meeting or exceeding standards: 5th Grade CAST: All students: +0.47 point increase, EL: -0.32 point decrease, LI: +0.29 point increase, and FY: +6.17 point increase (largest gain)

8th Grade CAST: All students: +0.39 point increase, EL: +0.12 point increase, LI: +0.75 point increase, and FY: -0.21 point decrease. Overall, Foster Youth showed strong improvement in 5th grade but declined slightly in 8th grade. English Learners struggled in 5th grade but had a small gain in 8th grade.

The Dual Enrollment Completion Rate shows the following improvements from the baseline: All students: +1.7 point increase, EL: +5.8 point increase (largest gain), LI: +1.2 point increase, and FY: +0.5 point increase. English Learners saw the most significant improvement, while Foster Youth had the smallest increase, indicating a need for further support in dual enrollment opportunities for this group.

Goal 2: Safe, Secure and Attractive Learning Environments (Based on the 2024 CA Dashboard)

The Chronic Absenteeism Rate has improved for all groups, with reductions from the baseline: All students: -5.4 point decrease, EL: -1.2 point decrease, LI: -5.5 point decrease, and FY: -5.2 point decrease. All groups showed a decline in absenteeism, with Low-Income students showing the largest reduction.

The Suspension Rate has decreased at the District-level: All students: -0.4 point decrease, EL: -0.1 point decrease, LI: -0.3 point decrease, and FY: -0.1 point decrease. While all groups saw a reduction, All students had the largest decline, and English Learners and Foster Youth had the smallest decreases.

Goal 3: Collaborative Engagement with Families and Educational Partners

The Parent Involvement and Family Engagement indicators show positive trends in all sections:

Section 1: Building Relationships Between School Staff and Families: +0.75 point increase

Section 2: Building Partnerships for Student Outcomes: +0.25 point increase

Section 3: Seeking Input for Decision-Making: +0.25 point increase

Overall, the strongest improvement was in building relationships between school staff and families, while the other sections showed modest gains.

Recognitions and Celebrations

State Superintendent of Public Instruction, Tony Thurmond announced Ramona-Alessandro and Palm Avenue Elementary as 2 of the 336 elementary schools that were selected for the prestigious 2025 California Distinguished Schools Program. California's school recognition program recognizes two categories of exceptional schools: those Closing the Achievement Gap and those demonstrating Exceptional Student Performance.

Based on improved performance on the 2024 CA Dashboard, the following eight schools have exited the CSI program: Roger Antón Elementary, Arrowhead Elementary, Del Rosa Elementary, Highland Pacific Elementary, Martin Luther King, Jr. Middle, Monterey Elementary, San Andreas High, and Sierra High.

Based on improved performance on the 2024 CA Dashboard, the following nineteen schools have exited the ATSI program: Arroyo Valley High, Barton Elementary, Belvedere Elementary, Cesar E. Chávez Middle, Cole Elementary, Curtis Middle, Cypress Elementary, Del Vallejo Middle, E. Neal Roberts Elementary, Inghram Elementary, Kimbark Elementary, Lincoln Elementary, Manuel E. Salinas Creative Arts Elementary, North Park Elementary, North Verdemont Elementary, Pacific High, San Bernardino High, Urbita Elementary, and Warm Springs Elementary.

In July 2024, the Back to School Extravaganza was attended by over 5,000 families who received access to resources such as vaccines, school sports physicals, and school supplies (Goal 3, Action 1 Community Engagement).

Curtis Middle School received a Golden Bell Award for their Linked Learning program (Goal 1, Action 4 College and Career).

The Educational Results Partnership 2023 Honor Roll recognized five SBCUSD high-performing schools that improve student academic outcomes and effectively equip students with essential skills for career and life success: Hillside Elementary, Kimbark Elementary, North Verdemont Elementary, Richardson Prep Hi, and Rodriguez Prep Academy (Goal 1, Action 1 Advanced Learner Programs).

The San Bernardino County Teachers of the Year named two SBCUSD teachers as the 2025 Teachers of the Year (Goal 1, Action 20 Recruitment and Retention of Experienced Staff).

The 2024 California PBiS Award Winning School identified 3 Platinum, 29 Gold, 31 Silver, 1 Bronze Award Winning Schools from SBCUSD (Goal 2, Action 5 Districtwide Climate and Culture Coordination).

The Linked Learning Alliance awarded Silver Certification to three additional Linked Learning Pathways, bringing the total to 22 Silver and 10 Gold certifications (Goal 1, Action 4 College and Career).

The STEAM Department has provided students with experiences around Computer Science, Engineering & Manufacturing, Digital Arts & Design, and Innovations, successfully piloting the STEAM Lab curriculum at 7 elementary schools and 2 middle schools. Additionally, 58 teachers have been trained in Computer Science training (C-STEM) (Goal 1, Action 23 Science, Technology, Engineering, Arts and Math [STEAM]).

The Special Education Department hosted the College and Career Readiness Fair, a transformative event dedicated to providing students and families with opportunities to connect with academic and career resources (Goal 1, Action 22 Supplemental Materials).

The Specialized Programs Department organized several events to support foster youth. The Help Everyone Attain Resiliency, Togetherness, and Success (HEARTS) program for high school students focused on financial literacy with ThinkWise Credit Union and included visits to California State University San Bernardino and San Bernardino Valley College. The Inspiring Growth and Nurturing Individuals through Enrichment (IGNITE) program for middle school foster youth included a visit to the Palm Springs Aerial Tramway campus. The Elite Leaders in Training Extraordinary (ELITE) program for elementary school foster youth featured "getting to know you" activities and plans for a college campus visit (Goal 1, Action 7: Foster Youth Support Services).

SBCUSD hosted the District College Night with nearly 80 universities and colleges where students from all over the district were able to speak to college recruiters and admissions staff about college options (Goal 1, Action 4 College and Career).

Employee Development has achieved significant successes across multiple programs, supporting certificated, administrative, and classified staff through coaching, mentoring, and professional development initiatives. In the area of coaching and mentoring, 245 classified employees participated in the mentorship program, supported by 183 classified mentors. Additionally, 27 participants engaged in the Transformational Leadership Coaching (TLC) with guidance from 15 TLC coaches, while 34 educators took part in the Peer Assistance and Review (PAR) program (Goal 1, Action 12 Employee Development).

The Demonstration Teacher Program also saw substantial engagement, with 46 demonstration teachers and 17 demonstration support teachers facilitating learning experiences for 1,584 teachers who visited demonstration classrooms. Professional development opportunities were widely utilized, with 464 employees attending coaching workshops, 622 participating in CSTP workshops, and 120 new teachers benefiting from the New Teacher Academy (Goal 1, Action 12 Employee Development).

Comprehensive onboarding programs ensured a smooth transition for new employees, with 144 participants in the Onboarding Program and 114 part-time onboarding coaches providing support. Additionally, 266 employees attended the New Employee Orientation (NEO), 247 participated in the New Classified Orientation (NCO), 94 engaged in the New Guest Teacher Orientation, and 20 new managers attended the New Manager Orientation (Goal 1, Action 12 Employee Development).

Social-Emotional and Mental Health support has expanded significantly across schools. The number of schools implementing Social-Emotional Learning (SEL) and mental health initiatives increased from 53 in 2023-24 to 68 in 2024-25 (Goal 2, Action 2 Districtwide Counseling Coordination). Mental health therapy services reached 87 students across 23 schools in 2024-25, up from 84 students the previous year (Goal 2, Action 4 Mental Health Therapy Services). Additionally, recognition for Positive Behavioral Interventions and Supports (PBIS) grew, with 64 schools earning CA PBIS recognition in 2024-25, an increase from 55 in 2023-24 (Goal 2, Action 5 Districtwide Climate and Culture Coordination).

Physical health initiatives have shown improvement, with Kindergarten Oral Health Assessment completion rates increasing from 87% in 2023-24 to 92% in 2024-25 (Goal 2, Action 3 District Wellness Coordination).

The Crossing Guard program continues to enhance support for students and schools. Currently, 88 crossing guards are assisting 56 schools, an increase from 84 crossing guards last year. This growth contributes to creating more welcoming and supportive environments for students and the community (Goal 2, Action 9 Crossing Guards).

Language and interpretation services have provided vital support to multilingual families through on-demand calls, spoken interpretation, and document translations. Over 2,000 minutes of phone and video assistance were provided in multiple languages, while spoken interpretation services helped over 1,900 families. Additionally, more than 500 documents were translated across key languages. Compared to the previous period, on-demand services had previously reached 4,000 minutes, a 110% increase from the prior year, while on-site interpretation grew by 93%, assisting over 1,460 families in an expanded range of languages (Goal 3, Action 2 Interpretation and Translation Services).

Learning Recovery Emergency Block Grants (LREBG) Funds

SBCUSD has $37,889,986 in unexpended funds that will be designated to support Goal 20, Actions 1 through 4 of the 2025-2026 LCAP. The district conducted a comprehensive needs assessment (CNA) incorporating 2023 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism Rate, along with input from Educational Partners and local assessments, to identify key areas requiring targeted support. The findings from this analysis directly informed the development of the actions outlined in Goal 20, which are fully funded by the unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These actions are aligned with the requirements set forth in Education Code Section 32526(c)(2) and are designed to enhance both the academic achievement and socio-emotional well-being of all students. Particular emphasis is placed on supporting students performing at the lowest and very low levels in ELA and Math, as well as student groups identified with “very high” or “high” levels of Chronic Absenteeism Rate on the California Dashboard, at both the district and school levels.

SBCUSD selected the following four actions in alignment with the allowable use of LREBG funds to Accelerate Learning Progress:

Goal 20, Action 1: Resident Guest Teachers is supported by research demonstrating the effectiveness of high-impact tutoring and consistent adult-student relationships. Studies show that small-group or one-on-one instruction significantly improves academic outcomes, particularly in ELA and Math (Annenberg Institute, 2020; ScienceDirect, 2022). Consistent educator presence also strengthens engagement and reduces absenteeism by fostering meaningful relationships (Frontiers in Psychology, 2021; Journal of School Psychology, 2012). This strategy addresses learning gaps and promotes equity, especially for underserved student populations (NBER, 2020). This action aligned with the allowable use of Accelerating Learning Progress.

Goal 20, Action 2: Tutoring is strongly supported by research as a proven strategy to improve student achievement in English Language Arts and Math. High-impact tutoring can accelerate learning by 3–15 months, especially when delivered frequently and aligned with classroom instruction (Annenberg Institute, 2020; IES, 2022). It effectively addresses foundational skills and learning gaps, with the greatest impact seen among underserved students (NBER, 2020). Systematic reviews confirm tutoring as a top evidence-based approach for academic recovery and equity (J-PAL, 2020). This action aligned with the allowable use of Accelerating Learning Progress.

Goal 20, Action 3: Kinder Aides is supported by research to strengthen early academic foundations. Studies show that small-group and individualized instruction significantly improves early literacy and numeracy (Best Evidence Encyclopedia, 2020). Programs like the Abecedarian Project demonstrated long-term academic gains through early, targeted support (Campbell & Ramey, 1994). Individualized instruction models (Connor, 2009) and the Gradual Release of Responsibility framework highlight the value of scaffolded learning, where aides help reinforce core skills and contribute to long-term student success. This action aligned with the allowable use of Accelerating Learning Progress.

Goal 20, Action 4: Indirect Costs are required by Fiscal Services to support the overall operation of activities, based on a rate of 2.30%, which the California Department of Education sets.

The San Bernardino City Unified School District (SBCUSD) has identified the following metrics (which will remain unchanged during the remaining two years of the three-year LCAP cycle) using the following criteria and requirements of *EC* Section 32526(c)(2):

● ELA or Math Achievement District-Level schoolwide metric at the low performance level and Chronic Absenteeism at very high or high status level on the 2023 CA Dashboard;

● ELA or Math Achievement District-Level student group metric at the low performance level and Chronic Absenteeism at very high or high status level on the 2023 CA Dashboard;

● Any school within the District at the low performance level on ELA or Math Academic state indicators and Chronic Absenteeism at very high or high status level on the 2023 CA Dashboard; and/or

● Any student group within a school within the District at the low performance level on ELA or Math Academic state indicators and Chronic Absenteeism at very high or high status level on the 2023 CA Dashboard.

This data is organized first by the District-Level and then by school level. The following acronyms are used in the table below: Schoolwide (ALL), English Learner (EL), Low-Income (LI), Hispanic (HI), Students with Disabilities (SWD), African American (AA), Homeless (HOM), Foster Youth (FY), White (WH), Two or More (TM), PI (Pacific Islander), N/A (Not Applicable).

Low Performance in Academic Achievement (ELA and Math), Lowest and Low status in Pupil Engagement Chronic Absenteeism status

School	ELA	Math	Chronic Absenteeism: Lowest	Low
Arrowhead	N/A	N/A	N/A	AA, EL
Arrowview	All, EL, HI, LI, SWD	SWD	HOM	All, AA, EL, HI
Arroyo Valley	All, EL	All, EL, HI, LI, SWD	N/A	N/A
Barton	AA	All, AA	AA	EL, HOM, SWD
Belvedere	All, EL, HI, SWD	All, EL, HI, LI	N/A	EL, SWD
Bing Wong	All, HI, LI, SWD	N/A	N/A	AA, HOM, SWD
Bob Holcomb	All, AA, HI, LI	All, AA, EL, HI, LI	N/A	AA, EL, HOM, SWD
Bradley	All, EL, HI, LI, SWD	All, EL, HI, LI	HOM	AA, SWD
Cajon	All, HI, LI	All, HI, LI, WH	N/A	N/A
Norton	SWD	SWD	N/A	AA, EL, HOM, SWD
Chávez	All, HI, LI, WH	AA, EL, HOM, SWD	SWD	EL, HI, LI, WH
Cole	AA	All, AA, EL, HI, LI	HOM	AA, EL, SWD
Rodriguez Prep	N/A	N/A	N/A	HOM
Curtis	All, HI, LI	All, HI, LI, SWD	N/A	AA, HOM, SWD

Cypress	EL	EL	AA	HOM, SWD
Davidson	All, EL, HI, LI, SWD	All, SWD	N/A	EL, SWD
Del Rosa	N/A	SWD	N/A	AA, HOM, SWD
Del Vallejo	AA, SWD	All, AA, SWD	AA, EL, HI, HOM, LI	SWD
Henry	All, EL, HI, LI	All, EL, HI, LI	N/A	HOM, SWD
E. Neal Roberts	All, EL, HI, LI	All, EL, HI, LI	SWD	AA
Emmerton	All, AA, EL, HI, LI	AA, EL	N/A	AA, EL, SWD
Fairfax	All, EL, HI, LI	All, EL, HI, LI	EL	HOM, SWD
Brown	All, AA, HI, LI	EL, SWD	HOM	AA, SWD
Golden Valley	All, AA, HI, LI	All, HI, HOM, LI, SWD	AA, HOM	All, EL, HI, LI, WH
Gomez	All, HI, LI	N/A	N/A	AA, HOM, SWD
Dominguez	N/A	N/A	N/A	AA, EL, HOM, SWD
Highland Pacific	N/A	N/A	All, AA, EL, LI	HI, SWD
Hillside	SWD	N/A	N/A	AA, EL, HOM, SWD, WH
Inghram	N/A	All, HI, LI	All, AA, EL, LI	HI, SWD
Hunt	EL	All, EL, HI, LI, SWD	N/A	AA, EL, HOM, SWD
Indian Springs	All, HI, LI, SWD	AA, HOM	N/A	N/A
Jones	N/A	N/A	N/A	HOM, SWD
Kendall	All, EL, HI, LI	All, EL, HI, LI, SWD	N/A	AA, EL, HI, SWD
Kimbark	N/A	N/A	SWD, WH	All, AA, HI
Lankershim	N/A	All, HI, LI	N/A	AA, HOM, SWD
Lincoln	All, HI, LI, SWD	All, HI, LI, SWD	HOM	AA, SWD
Lytle Creek	N/A	All, EL, HI, LI	N/A	HOM, SWD
Salinas	All, EL, HI, LI	All, EL, HI, LI	HOM	SWD
Marshall	All, HI, LI	N/A	N/A	SWD
King	All	N/A	All, AA, EL, HI, HOM, LI, SWD	N/A
Monterey	N/A	N/A	HOM	AA, EL, SWD
Mt. Vernon	All, EL, HI, HOM, LI, SWD	All, EL, HI, LI, SWD	N/A	HI, HOM, LI
Muscoy	All, HI, LI	All, HI, HOM, LI	N/A	HOM, SWD
Newmark	N/A	N/A	N/A	AA, EL, HOM, SWD
North Park	All, EL, HI, LI, SWD	All, EL, HI, LI, SWD	TM	AA, EL, SWD, WH
North Verdemont	EL, LI	All, EL, HI, LI	EL, SWD, WH	AA
Oehl	HI	N/A	SWD	AA, HOM
Paakuma	EL, HI, LI	All, AA, EL, HI, LI	AA	EL, HOM, SWD
Pacific	HI	EL	N/A	N/A
Palm	All, HI, LI, WH	WH	EL	SWD, WH
Parkside	All, EL, HI, LI, SWD	All, EL, HI, SWD	AA, HOM, SWD	EL
Alessandro	All, EL, HI, LI	EL	N/A	AA, EL, HOM, SWD
Riley	All, EL, HI, LI	All, EL, HI, LI	N/A	AA, HOM, SWD
Rio Vista	All, HI, LI	All, EL, HI, LI	HOM	AA, HI, SWD

Antón	SWD	SWD	HOM, SWD	AA
Roosevelt	All, EL, HI, LI	All, EL, HI, LI	N/A	SWD
San Bernardino	N/A	All, EL, HI, LI	N/A	N/A
San Gorgonio	All, HI, LI	All, EL	N/A	N/A
Serrano	HI, HOM, LI, SWD	All, AA, HI, LI, SWD	N/A	AA, HOM, SWD, WH
Shandin Hills	N/A	HOM	AA, HOM, WH	All, EL, HI, LI
Thompson	SWD	EL, SWD	HOM, LI	All, AA, EL, SWD, WH
Urbita	N/A	All, EL, HI, LI	SWD	N/A
Vermont	All, EL, HI, HOM, LI	SWD	HOM, SWD	All, EL, HI, LI
Warm Springs	SWD	SWD	N/A	AA, HOM, SWD
Wilson	EL, SWD	SWD	N/A	AA, SWD

Reflections: Technical Assistance

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

Differentiated Assistance: African American students in ELA, Math, and Suspension (year 1)

In response to the persistent opportunity gaps faced by African American students, the San Bernardino City Unified School District convened a Differentiated Assistance workgroup to address disparities highlighted in the 2024 California School Dashboard. Using the Plan, Do, Study, Act (PDSA) continuous improvement model, the workgroup focused on the key metrics of English Language Arts (ELA), Math, and Suspension Rate for African American students. Comprising district leaders, school administrators, teachers, and community Educational Partners, the collaborative team set out to identify the root causes of inequities and implement strategic actions aimed at improving academic outcomes and reducing disciplinary disparities.

During the planning phase, the workgroup conducted an in-depth analysis of disaggregated data, revealing patterns of underperformance and disproportionate suspensions. By examining school site reports, conducting focus groups with students and families, and engaging in reflective dialogue, the team gained insight into systemic barriers and the need for more culturally responsive instructional practices. Recognizing the essential role of equity leadership, the workgroup designed a comprehensive plan centered on integrated professional development. This plan aims to build educator capacity in culturally responsive teaching, strengthen their ability to interpret and apply data to inform instruction and foster inclusive school climates.

With a plan in place, the team will move into the “Do” phase, initiating the rollout of targeted training and support. Equity leadership workshops equipped school leaders with the knowledge and tools to lead conversations on race, bias, and institutional inequities. Teachers will participate in professional learning sessions focused on culturally responsive pedagogy, emphasizing asset-based approaches to instruction and relationship-building. Concurrently, school administrators will receive ongoing support in analyzing disaggregated student data to adjust instructional strategies and allocate resources effectively. District-level instructional coaches will provide feedback and facilitate peer collaboration, ensuring that implementation remains aligned with the identified goal.

As the implementation progresses, the workgroup will enter the “Study” phase, collecting qualitative and quantitative data to assess the impact of their efforts. Classroom observations, feedback, and instructional rounds will provide valuable insights into shifts in instructional practice and school climate. Assessment data in ELA and Math will be analyzed to determine promising trends, with improvements in student engagement and achievement. Suspension Rate for African American students are expected to decline as schools adopt restorative approaches and invest in relationship-building initiatives.

In the final “Act” phase, the workgroup will refine their strategies based on the findings. Schools that demonstrated significant progress will share best practices, contributing to a broader culture of continuous improvement across the District. The lessons learned will underscore the importance of sustained professional development, ongoing data analysis, and authentic partnerships with African American families.

Actions related to Differentiated Assistance for African American students can be found in Goal 21, Actions 1-16.

Differentiated Assistance: Foster Youth students in ELA, Math, and Suspension Rate (year 1)

In the San Bernardino City Unified School District, the Differentiated Assistance workgroup convened with a shared commitment to improving outcomes for Foster Youth students, guided by insights from the 2024 California School Dashboard. The Dashboard highlighted significant challenges, notably in academic performance and school climate. Foster Youth students were performing 49.7 points below standard in English Language Arts and 88 points below standard in Mathematics. Additionally, the suspension rate for Foster Youth stood at 0.8%, indicating concerns regarding school climate and student well-being.

During the planning phase, the workgroup analyzed the data, alongside feedback from Foster Youth students and their caregivers, to better understand the barriers these students encountered. A key theme that emerged was the critical need for a welcoming, supportive experience during school transitions. Foster Youth students often face disruptions in their education, resulting in feelings of isolation and disengagement. The team determined that establishing a comprehensive orientation process would provide these students with an immediate sense of belonging, ensure they had access to essential resources, and foster meaningful connections with trusted adults.

With a defined objective, the implementation phase will begin. Schools will pilot the orientation process, which includes personalized campus tours, introductions to key staff members such as school Counselors and Foster Youth liaisons, and dedicated sessions to explain academic programs and extracurricular opportunities. Additionally, students will be provided with resource guides tailored to their needs, offering information on mental health services, academic support, and community resources. Special attention will be given to fostering peer connections through mentorship programs and student ambassador initiatives.

Throughout the study phase, the workgroup will collect feedback from students, caregivers, and staff. Surveys and focus groups will be conducted to gauge the effectiveness of the orientation experience. Data is expected to reveal promising outcomes, with students reporting a greater sense of connectedness and confidence in navigating their school environment. Further, it is expected that Educators will report improved communication and early identification of support needs.

In the act phase, the workgroup will refine the orientation process based on the insights gathered. Adjustments may include increasing the presence of student mentors, expanding the availability of on-demand resources, and incorporating ongoing check-ins throughout the school year.

The action related to Differentiated Assistance for Foster Youth students can be found in Goal 1, Action 7.

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.

Comprehensive Support & Improvement (CSI) School Identification

Shandin Hills Middle School

Support for Identified Schools

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

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

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

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

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

In the SPSA section titled “2024-2025 Program Evaluation – Needs Assessment,” the school used qualitative and quantitative data to determine effectiveness and ineffectiveness. The data analysis, root-cause analysis, resource inequities, and evaluation were used to develop new goals and to create the site’s Needs Assessment and Action Plans. Shandin Hills Middle School developed goals for English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism Rate, Suspension Rate, and Parent-Family Engagement. The Needs Assessment and goals informed the development of the SPSA section titled “LCAP and Title I Action Plan.” Shandin Hills Middle School’s Action Plan includes evidenced-based actions designed to address the needs identified during the Needs Assessment and to address the resource inequities.

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

Once a draft of the SPSA was complete, it was presented over at least two meetings to ensure that Educational Partners had sufficient opportunities to provide feedback and input. Once approved by SSC, the plan was submitted to the Categorical Programs Department.
The Categorical Programs Department read through the school’s plan to ensure the requirements have been met before submitting the plan to the San Bernardino City Unified School District (SBCUSD) Board for approval.

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners • Teachers • Principals • Administrators • Other school personnel • Local bargaining units • Parents • Students	Community Members and Educational Partners participated in a ThoughtExchange from March 5, 2025, through April 18, 2025, to gather input regarding the most essential things the District needs to do to support and increase every student's success. Participants provided a total of 855 thoughts and 5,950 ratings.
District Advisory Council (DAC), which includes student members	Three hybrid meetings on the following dates and corresponding topics: October 10, 2024, LCAP Summary and Monitoring January 16, 202,5 LCAP Mid-Year Update May 8, 2025 Annual LCAP Update and Draft of the 2024-2025 LCAP
District African American Parent Advisory Council (DAAAC)	Two hybrid meetings on the following dates and corresponding topics: October 3, 202,4 LCAP Summary and Monitoring March 6, 202,5 LCAP Mid-Year Update

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	Two hybrid meetings on the following dates and corresponding topics: October 4, 202,4 LCAP Summary and Monitoring March 7, 202,5 LCAP Mid-Year Update
Community Advisory Committee (CAC)	Two hybrid meetings on the following dates and corresponding topics: November 21, 2024, LCAP Summary and Monitoring February 20, 2025, LCAP Mid-Year Update
Student Leadership Advisory Council (SLAC)	Two meetings on the following dates and corresponding topics: October 21, 2024, LCAP Summary and Monitoring March 3, 2025, LCAP Mid-Year Update
Superintendent's Parent Advisory Council (SPAC)	Two hybrid meetings on the following dates and corresponding topics: October 28, 2024, LCAP Summary and Monitoring February 24, 2025, LCAP Mid-Year Update
Governing Board	The Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 18, 2025.
SELPA Administrator Consultation	The 2025-2026 LCAP draft was presented to the area SELPA Administrator on May 15, 2025
District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC)	The 2025-2026 LCAP draft was presented to the DAC and DELAC on May 22, 2025. Questions and comments were taken for the Superintendent to respond to in writing and posted on the District website on June 13, 2025.
School Board Community Members	The 2025-2026 LCAP draft was posted publicly on the district website on June 3, 2025. The 2024-2025 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 3, 2025, for the Public Hearing. The 2024-2025 LCAP was adopted during the June 17, 2025, regularly scheduled Board of Education Meeting.

Equity Multiplier Schools Parent Advisory meetings, District-Level meetings, community meetings, and ThoughtExchange	**Cohort 1: Schools identified based on the 2022-2023 Non-Stability Rate and Socio-Economically Disadvantaged Percentage:** Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Alternative Learning Center, Arrowhead Elementary, Barton Elementary, Del Rosa Elementary, Del Vallejo Middle School, Home and Hospital, Yvonne Harmon, Highland Pacific Elementary, Hunt Elementary, Indian Springs High, Juanita Blakely Jones Elementary, Captain Leland Norton Elementary, Pacific High, San Andreas High, San Bernardino High, Sierra High, Virtual Academy were identified as Equity Multiplier Schools. As a result, these schools will be provided funding to address the needs of the lowest-performing student groups on the 2023 California School Dashboard. A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Through this process, a 3-year goal and 3-year actions specific to the school have been added to the 2024-2025 LCAP to support student achievement and promote a healthy school climate. **Cohort 2: Schools identified based on the 2023-2024 Non-Stability Rate and Socio-Economically Disadvantaged Percentage:** Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Alternative Learning Center, Arrowhead Elementary, Del Rosa Elementary, Del Vallejo Middle School, Highland Pacific Elementary, Hunt Elementary, Juanita Blakely Jones Elementary, Captain Leland Norton Elementary, Rio Vista Elementary, San Andreas High, San Bernardino High, Sierra High, Virtual Academy were identified as Equity Multiplier Schools. As a result, these schools will be provided funding to address the needs of the lowest-performing student groups on the 2024 California School Dashboard. A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Through this process, a 3-year goal and 3-year actions specific to the school have been added to the 2025-2026 LCAP to support student achievement and promote a healthy school climate.

	For both Cohort 1 and 2: Each school utilized a ThoughtExchange survey to gather additional input on developing their Equity Multiplier goal. This survey was open for Cohort 1 from April 25, 2024, through May 9, 2024. This survey was open for Cohort 2 from February 18, 2025, through May 9, 2025. The survey was shared via ParentSquare to the school community, via email to staff, and posted in common areas throughout the school. The input was used in the development of each school's Equity Multiplier goal and related actions. Each Equity Multiplier school consulted with district staff, school classified and certificated staff, as well as the following Educational Partner groups on the dates listed: **San Andreas High:** SSC on February 20, 2025; ELAC on March 13, 2025; District Technical Assistance on February 20, 2025, and February 28, 2025. **Sierra High:** SSC on April 22, 2025; ELAC on April 22, 2025; District Technical Assistance on March 13, 2025. **Alternative Learning Center:** SSC on March 11, 2025; ELAC on March 11, 2025, District Technical Assistance on February 18, 2025. **Virtual Academy:** SSC on March 11, 2025; ELAC on March 11, 2025, District Technical Assistance on February 18, 2025. **Rio Vista**: SSC on March 18, 2025; ELAC on March 18, 2025; District technical assistance on February 19, 2025. **Arrowhead Elementary:** SSC on April 25, 2025; ELAC on May 6, 2025; District Technical Assistance on February 19, 2025. **San Bernardino High:** SSC on March 18, 2025; ELAC on April 11 or 18, 2025, District Technical Assistance on March 13, 2025, and April 21, 2025. **Barton Elementary:** SSC on March 13, 2025; ELAC on March 13, 2025; District technical assistance on February 20, 2025, and February 26, 2025. **Del Vallejo:** SSC on April 8, 2025; ELAC on April 21, 2025; District Technical Assistance on March 19, 2025. **Captain Leland Norton Elementary:** SSC on March 20, 2025, and April 15, 2025; ELAC on March 20, 2025; District Technical Assistance on March 3, 2025, and April 10, 2025.

Educational Partner(s)	Process for Engagement
	Juanita Blakely Jones Elementary: SSC on March 21, 2025; ELAC on March 7, 2025; District Technical Assistance on February 20, 2025, and February 24, 2025. **Pacific High:** SSC on April 14, 2025; ELAC on April 7, 2025; Staff meeting on April 7, 2025; District technical assistance on March 14, 2025. **Hunt Elementary:** SSC on April 10, 2025; ELAC on April 16, 2025; Staff on April 7, 2025; District Technical Assistance on March 14, 2025. **Indian Springs High:** SSC on April 29, 2025; District technical assistance on February 19, 2025. **Del Rosa Elementary:** SSC on April 15, 2025; ELAC on April 18, 2025; District Technical Assistance on March 4, 2025, and March 25, 2025. **Highland Pacific Elementary:** Staff on April 8, 2025, SSC on April 17, 2025; ELAC on April 17, 2025; District Technical Assistance on March 20, 2025.
All Educational Partners ● Teachers ● Principals ● Administrators ● Other school personnel ● Local bargaining units ● Parents ● Students	LREBG Comprehensive Needs Assessment was conducted for all student groups at the District and school level who are identified as being in the “Very Low” or “Low” status level in addition to all pupils within the District whose scale score places them in the lowest achievement level or on the second lowest achievement level on the CA Dashboard for English Language Arts and Math. LREBG Comprehensive Needs Assessment was conducted for all student groups at the District and school level who are identified as being in the “Very High” or “High” status level for TK-8, and for high school students using comparative data from DataQuest in addition to all pupils recorded as chronically absent on the CA Dashboard.
All Educational Partners ● Teachers ● Principals ● Administrators ● Other school personnel ● Local bargaining units ● Parents ● Students	Differentiated Assistance for African American students, with a focus on English Language Arts, Math performance, and suspension. Differentiated Assistance for Foster Youth students, with a focus on English Language Arts, Math performance and suspension.

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

The development of SBCUSD's LCAP was deeply informed by extensive consultation with Educational Partners including teachers, parents, students, and the community. Their input played a vital role in shaping and refining the plan, ensuring it reflects the priorities and aspirations of the community it serves.

Summary of Input:

- **Provide professional development for teachers**
  Actions Influenced: Goal 1, Action 12

- Enhance technology integration
  Actions Influenced: Goal 1, Action 14

- Increase college readiness programs
  Actions Influenced: Goal 1, Action 4

- Smaller class sizes
  Actions Influenced: Goal 1, Action 10

- Maintain and improve transportation services
  Actions Influenced: Goal 1, Action 8

- Additional mental health resources
  Actions Influenced: Goal 2, Action 2, 4, 7

- Continued need for physical and mental health support
  Actions Influenced: Goal 2, Action 1, 2, 3, 4, 5, 6, 7

- Increase parental engagement and support
  Actions Influenced: Goal 3, Action 1, 3

- Improve communication with families
  Actions Influenced: Goal 3, Action 1, 2

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

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

Sierra High: Intervention Staffing (Goal 5, Actions 5, 6, 7, 10, and 12), Professional Development (Goal 5, Actions 1, 2, and 3), Tutoring/Intervention (Goal 5, Actions 5, 6, 7, 10, and 12), and Program Implementation Staffing (Goal 5, Actions 8 and 9).

Alternative Learning Center: Intervention Staffing (Goal 6, Action 1), Professional Development (Goal 6, Action 1 and 4), Tutoring/Intervention (Goal 6, Action 2), and Program Implementation Staffing (Goal 6, Action 4).

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

Rio Vista: Intervention Staffing (Goal 8, Action 1), Tutoring/Intervention (Goal 8, Action 2), Professional Development (goal 8, Action 4), and Program Implementation Staffing (Goal 8, Actions 3 and 5).

Arrowhead Elementary: Intervention Staffing (Goal 9, Action 4), Professional Development (Goal 9, Actions 3, 4, and 7), Tutoring/Intervention (Goal 9, Action 1), Supplemental Materials (Goal 9, Action 5), Supplemental Subscriptions (Goal 9, Action 2), and Program Implementation Staffing (Goal 9, Actions 6).

San Bernardino High: Additional Classroom Teachers (Goal 10, Action 5 and 12), Academic Coaching (Goal 10, Actions 1 and 2), Intervention Staffing (Goal 10, Action 3, 5, 7, and 9), Professional Development Goal 10, Actions 6, 7, and 9), Tutoring/Intervention (Goal 10, Action 8 and 13), and Program Implementation Staffing (Goal 10, Action 4, 11, 14, and 15).

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

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

Captain Leland Norton Elementary: Intervention Staffing (Goal 13, Action 3), Professional Development (Goal 13, Actions 1, 5, 6, and 9), Tutoring/Intervention (Goal 13, Action 5 and 10), Supplemental Materials (Goal 13, Action 2), Supplemental Subscriptions (Goal 13, Action 4), and Program Implementation Staffing (Goal 13, Actions 6, 7, 8 and 10).

Juanita Blakely Jones Elementary: Intervention Staffing (Goal 14, Actions 1, 7, 9, and 11), Professional Development (Goal 14, Action 1, 2, 5, and 12), Supplemental Materials (Goal 14, Action 4, 10, and 13), Supplemental Subscriptions (Goal 14, Action 3), and Program Implementation Staffing (Goal 14, Action 8).

Pacific High: Academic Coaches (Goal 15, Action 4), Supplemental Materials (Goal 15, Action 3), Intervention Staffing (Goal 15, Action 2 and 4), Professional Development (Goal 15, Action 1), and Program Implementation Staffing (Goal 15, Actions 6).

Hunt Elementary: Intervention Staffing (Goal 16, Action 1, and 3), Professional Development (Goal 16, Action 2, 5, and 8), and Program Implementation Staffing (Goal 16, Action 4, 6, and 7).

Indian Springs High: Additional Classroom Teacher (Goal 17, Action 1), Academic Coaches (Goal 17, Action 3), Intervention Staffing (Goal 17, Action 2, 8, and 9), Professional Development (Goal 17, Action 4, 5, and 6), and Program Implementation Staffing (Goal 17, Actions 7).

Del Rosa Elementary: Intervention Staffing (Goal 18, Action 4 and 10), Professional Development (Goal 18, Action 1, 2, and 3), Supplemental Materials (Goal 18, Action 9), and Program Implementation Staffing(Goal 18, Action 5, 6, 7, 8).

Highland Pacific Elementary: Intervention Staffing (Goal 19, Action 1, 4, 6, 9, and 13), Professional Development (Goal 19, Action 5, 11, and 14), Tutoring/Intervention (Goal 19, Action 1 and 4), Supplemental Materials (Goal 19, Action 2 and 3), Supplemental Subscriptions (Goal 19, Action 7), and Program Implementation Staffing (Goal 19, Action 8, 10, and 12).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Academic Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 7: Access to a Broad Course of Study

Priority 8: Outcomes in a Broad Course of Study

An explanation of why the LEA has developed this goal.

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

Additionally, we conducted an analysis of the required metrics including:

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	M1.1 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M1.1 2022-2023: **District Level** All: -49.7 DFS EL: -80.2 DFS LI: -54.3 DFS FY: -61.7 DFS HOM: -74.2 DFS SWD: -123.2 DFS AA: -75.4 DFS 2023-2024 Baseline: LTEL: -108.9 DFS *Revised 2025*	M1.1 2023-2024 **District Level** All: -46.1 DFS EL: -76 DFS LI: -50.3 DFS FY: -77.1 DFS HOM: -68.3 DFS SWD: -122 DFS AA: -71.1 DFS LTEL: -108.9 DFS	M1.1 2024-2025: Available in 2026-2027 LCAP	M1.1 2025-2026: **District Level** All: 25.9 DFS EL: 32.6 DFS LI: 58.5 DFS FY: 51.1 DFS HOM: 38.6 DFS SWD: -47.6 DFS AA: 37.4 DFS LTEL: -60.9 DFS	M1.1 Current Difference from Baseline **District Level** All: +3.6 EL: +4.2 LI: +4 FY: -15.4 HOM: +5.9 SWD: +1.2 AA: +4.3 LTEL: N/A current baseline
M1.2	M1.2 CAASPP ELA DFS **Elementary School Level** *Data Source: CA Dashboard*	M1.2 2022-2023: **Arrowhead** All: -81.4 DFS EL: -112.7 DFS LI: -81.9 DFS HI: -91.3 DFS	M1.2 2023-2024 **Arrowhead** All: -61.8 DFS EL: -78.4 DFS LI: -62.4 DFS HI: -54.1 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Arrowhead** All: -9.4 DFS EL: -40.7 DFS LI: -9.9 DFS HI: -19.3 DFS	M1.2 Current Difference from Baseline **Arrowhead** All: +19.6 EL: +34.3 LI: +19.5 HI: +37.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level** *Data Source: CA Dashboard*	M1.2 2022-2023: **Barton** All: -96.1 DFS EL: -108.9 DFS LI: -96.2 DFS SWD: -127.2 DFS HI: -98.6 DFS	M1.2 2023-2024: **Barton** All: -90.1 DFS EL: -103.5 DFS LI: -88.8 DFS SWD: -126.4 DFS HI: -91.5 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Barton** All: -24.1 DFS EL: -36.9 DFS LI: -24.2DFS SWD: -55.2 DFS HI: -26.6 DFS	M1.2 Current Difference from Baseline **Barton** All: +6 EL: +5.4 LI: +7.4 SWD: +0.8 HI: +7.1
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Bing Wong** EL: -74.8 DFS	M1.2 2023-2024: **Bing Wong** EL: -75.6 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Bing Wong** EL:-2.8 DFS	M1.2 Current Difference from Baseline **Bing Wong** EL: -0.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Holcomb** EL: -79.9 DFS SWD: -121.8 DFS	M1.2 2023-2024: **Holcomb** EL: -68.1 DFS SWD: -110.8 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Holcomb** EL: -7.9 DFS SWD: -49.8 DFS	M1.2 Current Difference from Baseline **Holcomb** EL: +11.8 SWD: +11
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Cole** All: -72.9 DFS EL: -90.3 DFS LI: -73.4 DFS SWD: -138.2 DFS HI: -78.7 DFS	M1.2 2023-2024: **Cole** All: -84.8 DFS EL: -101 DFS LI: -85.6 DFS SWD: -165.1 DFS HI: -91.6 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Cole** All: -0.9 DFS EL: -18.3 DFS LI: -1.4 DFS SWD: -66.2 DFS HI: -6.7 DFS	M1.2 Current Difference from Baseline **Cole** All: -11.9 EL: -10.7 LI: -12.2 SWD: -26.9 HI: -12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Cypress** SWD: -115.1 DFS	M1.2 2023-2024: **Cypress** SWD: -138.4 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Cypress** SWD: -43.1 DFS	M1.2 Current Difference from Baseline **Cypress** SWD: -23.3
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Del Rosa** All: -93.2 DFS EL: -104.3 DFS LI: -94.4 DFS SWD: -125.5 DFS HI: -93.2 DFS	M1.2 2023-2024: **Del Rosa** All: -98.1 DFS EL: -107.1 DFS LI: -101.3 DFS SWD: -145.6 DFS HI: -97.4 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Del Rosa** All: -21.2 DFS EL: -32.3 DFS LI: -22.4 DFS SWD: -53.5 DFS HI: -21.2 DFS	M1.2 Current Difference from Baseline **Del Rosa** All: -4.9 EL: -2.8 LI: -6.9 SWD: -20.1 HI: -4.2
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Henry** SWD: -142.7 DFS	M1.2 2023-2024: **Henry** SWD: -127.1 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Henry** SWD: -70.7 DFS	M1.2 Current Difference from Baseline **Henry** SWD: +15.6
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Brown** EL: -72.8 DFS SWD: -121.4 DFS	M1.2 2023-2024: **Brown:** EL: -69.5 DFS SWD: -90.8 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Brown** EL: -0.8 DFS SWD: -70.7 DFS	M1.2 Current Difference from Baseline **Brown:** EL: +3.3 SWD: +30.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Dominguez** All: -78.6 DFS EL: -83.3 DFS LI: -80.5 DFS SWD: -137.7 DFS HI: -80.9 DFS	M1.2 2023-2024: **Dominguez** All: -87.3 DFS EL: -90.2 DFS LI: -87.3 DFS SWD: -165 DFS HI: -84.8 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Dominguez** All: -6.6 DFS EL: -11.3 DFS LI: -8.5 DFS SWD: -65.7 DFS HI: -8.9 DFS	M1.2 Current Difference from Baseline **Dominguez** All: -8.7 EL: -6.9 LI: -6.8 SWD: -27.3 HI: -3.9
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Highland Pacific** All: -87.8 DFS EL: -101.4 DFS LI: -91.6 DFS SWD: -84.6 DFS HI: -88 DFS	M1.2 2023-2024: **Highland Pacific** All: -90.5 DFS EL: -124.6 DFS LI: -94.5 DFS SWD: -73.5 DFS HI: -93 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Highland Pacific** All: -15.8 DFS EL: -29.4 DFS LI: -19.6 DFS SWD: -12.6 DFS HI: -16	M1.2 Current Difference from Baseline **Highland Pacific** All: -2.7 EL: -23.2 LI: -2.9 SWD: +11.1 HI: -5
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Inghram** All: -73.9 DFS EL: -104.6 DFS LI: -71.9 DFS HI: -76.3 DFS	M1.2 2023-2024: **Inghram** All: -53.7 DFS EL: -85.5 DFS LI: -54.1 DFS HI: -55.9 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Inghram** All: -1.9 DFS EL: -32.6 DFS LI: 0.1 DFS HI: -0.7 DFS	M1.2 Current Difference from Baseline **Inghram** All: +20.2 EL: +19.1 LI: +17.8 HI: +20.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Hunt** All: -77.2 DFS LI: -78 DFS SWD: -123.7 DFS AA: -103.7 DFS HI: -72.7 DFS	M1.2 2023-2024: **Hunt** All: -75.9 DFS LI: -76.7 DFS SWD: -137.5 DFS AA: -123.4 DFS HI: -66.3 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Hunt** All: -5.2 DFS LI: -6 DFS SWD: -51.7 DFS AA: -31.7 DFS HI: -0.7 DFS	M1.2 Current Difference from Baseline **Hunt** All: +1.3 LI: +1.3 SWD: -13.8 AA: -19.7 HI: +6.4
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Jones** EL: -83.1 DFS SWD: -107.9 DFS	M1.2 2023-2024: **Jones** EL: -60.3 DFS SWD: -100.4 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Jones** EL: -11.1 DFS SWD: -35.9 DFS	M1.2 Current Difference **Jones** EL: +22.8 SWD: +7.5
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Kendall** SWD: -102.2 DFS	M1.2 2023-2024: **Kendall** SWD: -133 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Kendall** SWD: -30.2 DFS	M1.2 Current Difference from Baseline **Kendall** SWD: -30.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lankershim** All: -72 DFS EL: -86.4 DFS LI: -73.3 DFS SWD: -134.6 DFS HI: -74 DFS	M1.2 2023-2024: **Lankershim** All: -74.8 DFS EL: -73.2 DFS LI: -76 DFS SWD: -130.9 DFS HI: -75.1 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lankershim** All: 0 DFS EL: -14.4 DFS LI: -1.3 DFS SWD: -62.6 DFS HI: -2 DFS	M1.2 Current Difference from Baseline **Lankershim** All: -2.8 EL: +13.2 LI: -2.7 SWD: +3.7 HI: -1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lincoln** EL: -112.5 DFS	M1.2 2023-2024: **Lincoln** EL: -114.8 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lincoln** EL: -40.5 DFS	M1.2 Current Difference from Baseline **Lincoln** EL: -2.3
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Lytle Creek** All: -72.6 DFS EL: -75.3 DFS HOM: -99.9 DFS LI: -74.2 DFS SWD: -199 DFS HI: -72.2 DFS	M1.2 2023-2024: **Lytle Creek** All: -77.4 DFS EL: -81.2 DFS HOM: -85.9 DFS LI: -77.9 DFS SWD: -156.1 DFS HI: -78.7 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Lytle Creek** All: -0.6 DFS EL: -3.3 DFS HOM: -27.9 DFS LI: -2.2 DFS SWD: -127 DFS HI: -0.2 DFS	M1.2 Current Difference from Baseline **Lytle Creek** All: -4.8 EL: -5.9 HOM: +14 LI: -3.7 SWD: +42.9 HI: -6.5
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Marshall** EL: -81.1 DFS	M1.2 2023-2024: **Marshall** EL: -68.7 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Marshall** EL:-9.1 DFS	M1.2 Current Difference from Baseline **Marshall** EL: +12.4
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Monterey** All: -92 DFS EL: -94.7 DFS LI: -94.2 DFS HI: -97.8 DFS	M1.2 2023-2024: **Monterey** All: -95.2 DFS EL: -96.4 DFS LI: -97.2 DFS HI: -97 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Monterey** All: -20 DFS EL: -22.7 DFS LI: -22.2 DFS HI: -25.8 DFS	M1.2 Current Difference from Baseline **Monterey** All: -3.2 EL: -1.7 LI: -3 HI: +0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Muscoy** EL: -74.5 DFS HOM: -74.9 DFS SWD: -119 DFS	M1.2 2023-2024: **Muscoy** EL: -59.6 DFS HOM: -60 DFS SWD: -101.2 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Muscoy** EL: -2.5 DFS HOM: -2.9 DFS SWD: -47 DFS	M1.2 Current Difference from Baseline **Muscoy** EL: +14.9 HOM: +14.9 SWD: +17.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Newmark** All: -92.6 DFS EL: -109.8 DFS LI: -94.3 DFS HI: -90.3 DFS	M1.2 2023-2024: **Newmark** All: -87.7 DFS EL: -108.4 DFS LI: -86.8 DFS HI: -86.5 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Newmark** All: -20.6 DFS EL: -37.8 DFS LI: -22.3 DFS HI: -18.3 DFS	M1.2 Current Difference from Baseline **Newmark** All: +4.9 EL: +1.4 LI: +7.5 HI: +3.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Oehl** EL: -80.4 DFS LI: -72 DFS SWD: -150 DFS	M1.2 2023-2024: **Oehl** EL: -61.6 DFS LI: -64.2 DFS SWD: -131.2 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Oehl** EL: -8.4 DFS LI: 0 DFS SWD: -78 DFS	M1.2 Current Difference from Baseline **Oehl** EL: +18.8 LI: +7.8 SWD: +18.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Paakuma** SWD: -82.8 DFS	M1.2 2023-2024: **Paakuma** SWD: -96.8 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Paakuma** SWD: -10.8 DFS	M1.2 Current Difference from Baseline **Paakuma** SWD: -14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Palm** SWD: -98.5 DFS	M1.2 2023-2024: **Palm** SWD: -71.6 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Palm** SWD: -26.5 DFS	M1.2 Current Difference from Baseline **Palm** SWD: +26.9
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Ramona-Alessandro** SWD: -119.5 DFS	M1.2 2023-2024: **Ramona-Alessandro** SWD: -92 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Ramona-Alessandro** SWD: -47.5 DFS	M1.2 Current Difference from Baseline **Ramona-Alessandro** SWD: +27.5
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Riley** SWD: -132.8 DFS	M1.2 2023-2024: **Riley** SWD: -117.9 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Riley** SWD: -60.8 DFS	M1.2 Current Difference from Baseline **Riley** SWD: +14.9
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Rio Vista** EL: -76.7 DFS SWD: -107.8 DFS	M1.2 2023-2024: **Rio Vista** EL: -70.7 DFS SWD: -78.3 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Rio Vista** EL: -4.7 DFS SWD: -35.8 DFS	M1.2 Current Difference from Baseline **Rio Vista** EL: +6 SWD: +29.5
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Antón** All: -75.3 DFS EL: -93.7 DFS LI: -78 DFS HI: -76.7 DFS	M1.2 2023-2024: **Antón** All: -68.7 DFS EL: -85.6 DFS LI: -71.2 DFS HI: -69.6 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Antón** All: -3.3 DFS EL: -21.7 DFS LI: -0.9 DFS HI: -4.7 DFS	M1.2 Current Difference from Baseline **Antón** All: +6.6 EL: +8.1 LI: +6.8 HI: +7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Urbita** All: -70.9 DFS EL: -71.7 DFS LI: -72.9 DFS HI: -71.5 DFS	M1.2 2023-2024: **Urbita** All: -89.7 DFS EL: -97.6 DFS LI: -92 DFS HI: -90.3 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Urbita** All: 1.1 DFS EL: 0.3 DFS LI: -0.9 DFS HI: 0.5 DFS	M1.2 Current Difference from Baseline **Urbita** All: -18.8 EL: -25.9 LI: -19.1 HI: -18.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Vermont** SWD: -119.2 DFS	M1.2 2023-2024: **Vermont** SWD: -107.4 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Vermont** SWD: -47.2 DFS	M1.2 Current Difference from Baseline **Vermont** SWD: +11.8
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Warm Springs** All: -82.4 DFS EL: -91.3 DFS LI: -82.6 DFS HI: -82 DFS	M1.2 2023-2024: **Warm Springs** All: -71 DFS EL: -84.2 DFS LI: -73.2 DFS HI: -75.4 DFS	M1.2 2024-2025: Available in 2026-2027 LCAP	M1.2 2025-2026: **Warm Springs** All: -10.4 DFS EL: -19.3 DFS LI: -10.6 DFS HI: -10 DFS	M1.2 Current Difference from Baseline **Warm Springs** All: +11.5 EL: +7.1 LI: +9.4 HI: +6.6
M1.3	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Arrowview** HOM: -85.1 DFS 2023-2024 Baseline: LTEL: -80.6 DFS	M1.3 2023-2024: **Arrowview** HOM: -64.9 DFS LTEL: -80.6 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Arrowview** HOM: -8.9 DFS LTEL: -32.6	M1.3 Current Difference from Baseline **Arrowview** HOM: +20.2 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Chávez** EL: -142.1DFS SWD: -166.8 DFS	M1.3 2023-2024: **Chávez** EL: -116.8 DFS SWD: -140.8 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Chávez** HOM: -65.9 DFS SWD:-90.6 DFS	M1.3 Current Difference from Baseline **Chávez** EL: +25.3 SWD: +26
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Curtis** EL: -81 DFS HOM: -83.7 DFS SWD: -159.3 DFS AA: -105.6 DFS 2023-2024 Baseline: LTEL: -111.2 DFS	M1.3 2023-2024: **Curtis** EL: -90.3 DFS HOM: -72.5 DFS SWD: -147.9 DFS AA: -102.1 DFS LTEL: -111.2 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Curtis** EL: -4.8 DFS HOM: -7.5 DFS SWD: -83.1 DFS AA: -19.4 DFS LTEL: -63.2 DFS	M1.3 Current Difference from Baseline **Curtis** EL: -9.3 HOM: +11.2 SWD: +11.4 AA: +3.5 LTEL: N/A current baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Del Vallejo** All: -107.3 DFS EL: -123 DFS HOM: -104.9 DFS LI: -107.7 DFS HI: -105.5 DFS	M1.3 2023-2024: **Del Vallejo** All: -95.8 DFS EL: -107.4 DFS HOM: -118.1 DFS LI: -95.5 DFS HI: -93.9 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Del Vallejo** All: -31.1 DFS EL: -46.8 DFS HOM: -28.7 DFS LI: -31.5 DFS HI: -29.3 DFS	M1.3 Current Difference from Baseline **Del Vallejo** All: +11.5 EL: +15.6 HOM: -13.2 LI: +12.2 HI: +11.6
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Golden Valley** EL: -81.2 DFS SWD: -108.2 DFS	M1.3 2023-2024: **Golden Valley** EL: -77.8 DFS SWD: -93.7 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Golden Valley** EL: -5 DFS SWD: -32 DFS	M1.3 Current Difference from Baseline **Golden Valley** EL: +3.4 SWD: +14.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **King** All: -106.1 DFS EL: -136.3 DFS HOM: -111.9 DFS LI: -105.9 DFS SWD: -169.3 DFS AA: -152.3 DFS HI: -102.2 DFS 2023-2024 Baseline: LTEL: -151 DFS	M1.3 2023-2024: **King** All: -103.4 DFS EL: -126.6 DFS HOM: -99.3 DFS LI: -104.3 SWD: -164 DFS AA: -126.6 DFS HI: -102.4 DFS LTEL: -151 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **King** All: -29.9 DFS EL: -60.1 DFS HOM: -35.7 DFS LI: -29.7 DFS SWD: -93.1 DFS AA: -76.1 DFS HI: -26 DFS LTEL: -103 DFS	M1.3 Current Difference from Baseline **King** All: +2.7 EL: +9.7 HOM: +12.6 LI: +1.6 SWD: +5.3 AA: +25.7 HI: -0.2 LTEL: N/A current baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Serrano** EL: -83 DFS 2023-2024 Baseline: LTEL: -86.9 DFS	M1.3 2023-2024: **Serrano** EL: -74 DFS LTEL: -86.9 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Serrano** EL: -6.8 DFS LTEL: -38.9 DFS	M1.3 Current Difference from Baseline **Serrano** EL: +9 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Shandin Hills** All: -88.7 DFS EL: -122.3 DFS HOM: -85.8 DFS LI: -91.6 DFS SWD: -145.7 DFS AA: -105.7 DFS HI: -88.8 DFS WH: -79.4 DFS 2023-2024 Baseline: LTEL: -131.1 DFS	M1.3 2023-2024: **Shandin Hills** All: -88.2 DFS EL: -125.7 DFS HOM: -99.1 DFS LI: -90.4 DFS SWD: -144.5 DFS AA: -117.6 DFS HI: -88.4 DFS WH: -59.9 DFS LTEL: -131.1 DFS	M1.3 2024-2025: Available in 2026-2027 LCAP	M1.3 2025-2026: **Shandin Hills** All: -12.5 DFS EL: -46.1 DFS HOM: -9.6 DFS LI: -15.4 DFS SWD: -69.5 DFS AA: -12.5 DFS HI: -12.6 DFS WH: -3.2 DFS LTEL: -83.1 DFS	M1.3 Current Difference from Baseline **Shandin Hills** All: +0.5 EL: -3.4 HOM: -13.3 LI: +1.2 SWD: +1.2 AA: -11.9 HI: +0.4 WH: +19.5 LTEL: N/A current baseline
M1.4	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Arroyo Valley** HOM: -95.6 DFS SWD: -145.7 DFS 2023-2024 Baseline: LTEL: -119.1 DFS	M1.4 2023-2024: **Arroyo Valley** HOM: -48.2 DFS SWD: -141.8 DFS LTEL: -119.1 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Arroyo Valley** HOM: -5.9 DFS SWD: -56 DFS LTEL: -71.1 DFS	M1.4 Current Difference from Baseline **Arroyo Valley** HOM: +47.4 SWD: +3.9 LTEL: N/A current baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Cajon** EL: -113.2 DFS SWD: -161.8 DFS AA: -63.3 DFS	M1.4 2023-2024: **Cajon** EL: -138.6 DFS SWD: -140 DFS AA: -83.6 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Cajon** EL: -23.5 DFS SWD: -72.1 DFS AA: 26.4 DFS	M1.4 Current Difference from Baseline **Cajon** EL: -25.4 SWD: +21.8 AA: -20.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Indian Springs** EL: -105.6 DFS 2023-2024 Baseline: LTEL: -100.3 DFS	M1.4 2023-2024: **Indian Springs** EL: -100.6 DFS LTEL: -100.3 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Indian Springs** EL: -15.9 DFS LTEL: -52.3 DFS	M1.4 Current Difference from Baseline **Indian Springs** EL: +5 LTEL: N/A current baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Pacific** All: -47.6 DFS EL: -123 DFS LI: -51.1 DFS SWD: -130 DFS	M1.4 2023-2024: **Pacific** All: -33 DFS EL: -117.2 DFS LI: -32.4 DFS SWD: -151.6 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Pacific** All: 42.1 DFS EL: -33.3 DFS LI: 38.6 DFS SWD: -40.3 DFS	M1.4 Current Difference from Baseline **Pacific** All: +14.6 EL: +5.8 LI: +18.7 SWD: -21.6
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Bernardino** All: -55.5 DFS EL: -115.6 DFS LI: -59.4 DFS SWD: -155 HI: -49 DFS	M1.4 2023-2024: **San Bernardino** All: -27 DFS EL: -84.1 DFS LI: -30 DFS SWD: -114.2 DFS HI: -23.9 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Bernardino** All: 34.2 DFS EL: -25.9 DFS LI: 30.3 DFS SWD: -65.3 DFS HI: 40.7 DFS	M1.4 Current Difference from Baseline **San Bernardino** All: +28.5 EL: +31.5 LI: +29.4 SWD: +40.8 HI: +25.1
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Gorgonio** EL: -135.8 DFS SWD: -146.1 DFS	M1.4 2023-2024: **San Gorgonio** EL: -108.3 DFS SWD: -113.6 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Gorgonio** EL: -46.1 DFS SWD: -56.4 DFS	M1.4 Current Difference from Baseline **San Gorgonio** EL: +27.5 SWD: +32.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **San Andreas** All: -140.4 DFS LI: -138.4 DFS HI: -137.1 DFS	M1.4 2023-2024: **San Andreas** All: -141 DFS LI:-139.9 DFS HI: -132.1 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **San Andreas** All: -50.7 DFS LI: -48.7 HI: -47.4	M1.4 Current Difference from Baseline **San Andreas** All: -0.6 LI: -1.5 HI: +5
	M1.4 CAASPP ELA DFS **High School Level**	M1.4 2022-2023: **Sierra** All: -142.1 DFS LI: -141.6 DFS HI: -133.8 DFS	M1.4 2023-2024: **Sierra** All: -131.3 DFS LI: -134.5 DFS HI: -132.6 DFS	M1.4 2024-2025: Available in 2026-2027 LCAP	M1.4 2025-2026: **Sierra** All: -52.4 DFS LI: -51.9 DFS HI: -44.1 DFS	M1.4 Current Difference from Baseline **Sierra** All: +10.8 LI: +7.1 HI: +1.2
M1.5	M1.5 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in Math Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M1.5 2022-2023: **District Level** All: -88.0 DFS EL: -107.4 DFS LI: -92.4 DFS FY: -86.8 DFS 2023-2024 Baseline: LTEL: -161.8 DFS	M1.5 2023-2024: **District Level** All: -83.9 DFS EL: -102.9 DFS LI: -88.4 DFS FY: -106.6 DFS LTEL: -161.8 DFS	M1.5 2024-2025: Available in 2026-2027 LCAP	M1.5 2025-2026: **District Level** All: -7.6 DFS EL: 10.2 DFS LI: 25.2 DFS FY: 30.8 DFS LTEL: -114.8 DFS	M1.5 **Difference from Baseline** **District Level** All: +4.1 EL: +4.5 LI: +4 FY: -19.8 LTEL: N/A current baseline
M1.6	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Arrowhead** All: -107.2 DFS LI: -110.4 DFS HI: -101.9 DFS	M1.6 2023-2024: **Arrowhead** All: -97.6 DFS LI: -98.9 DFS HI: -85.3 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Arrowhead** All: -36.7 DFS LI: -39.9 DFS HI: -31.4 DFS	M1.6 Current Difference from Baseline **Arrowhead** All: +9.6 LI: +11.5 HI: +16.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Barton** EL: -114.3 DFS LI: -110.1 DFS SWD: -137 DFS HI: -107.5 DFS	M1.6 2023-2024: **Barton** EL: -124.2 DFS LI: -113 DFS SWD: -166.4 DFS HI: -115.5 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Barton** EL: -43.8 DFS LI: -39.6 DFS SWD: -66.5 DFS HI: -37 DFS	M1.6 Current Difference from Baseline **Barton** EL: -9.9 LI: -2.9 SWD: -29.4 HI: -8
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Bing Wong** SWD: -120.1 DFS	M1.6 2023-2024: **Bing Wong** SWD: -130 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Bing Wong** SWD: -49.6 DFS	M1.6 Current Difference from Baseline **Bing Wong** SWD: -9.9
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Holcomb** SWD: -129.1 DFS	M1.6 2023-2024: **Holcomb** SWD: -118.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Holcomb** SWD: -58.6 DFS	M1.6 Current Difference from Baseline **Holcomb** SWD: +10.3
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Bradley** SWD: -112.1 DFS	M1.6 2023-2024: **Bradley** SWD: -108.4 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Bradley** SWD: -41.6 DFS	M1.6 Current Difference from Baseline **Bradley** SWD: +3.7
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Cole** SWD: -155.8 DFS	M1.6 2023-2024: **Cole** SWD: -193.1 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Cole** SWD: -85.3 DFS	M1.6 Current Difference from Baseline **Cole** SWD: -37.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Cypress** SWD: -131.5 DFS	M1.6 2023-2024: **Cypress** SWD: -154.1 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Cypress** SWD: -61 DFS	M1.6 Current Difference from Baseline **Cypress** SWD: -22.6
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Del Rosa** All: -110 DFS EL: -116.9 DFS LI: -110.8 DFS HI: -109 DFS	M1.6 2023-2024: **Del Rosa** All: -111 DFS EL: -111.9 DFS LI: -112.8 DFS HI: -108.7 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Del Rosa** All: -39.5 DFS EL: -46.4 DFS LI: -40.3 DFS HI: -38.5 DFS	M1.6 Current Difference from Baseline **Del Rosa** All: -1 EL: +5 LI: -2 HI: +0.3
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Henry** SWD: -157.8 DFS	M1.6 2023-2024: **Henry** SWD: -151.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Henry** SWD: -87.3 DFS	M1.6 Current Difference from Baseline **Henry** SWD: +6
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Brown** AA: -121.3 DFS	M1.6 2023-2024: **Brown** AA: -127.9 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Brown** AA: -50.8 DFS	M1.6 Current Difference from Baseline **Brown** AA: -6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Dominguez** All: -115.6 DFS EL: -118.4 DFS LI: -115.8 DFS SWD: -175.8 DFS HI: -117.6 DFS	M1.6 2023-2024: **Dominguez** All: -121.4 DFS EL: -120.5 DFS LI: -121.3 DFS SWD: -178.7 DFS HI: -122.5 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Dominguez** All: -45.1 DFS EL: -47.9 DFS LI: -45.3 DFS SWD: -105.3 DFS HI: -47.1 DFS	M1.6 Current Difference from Baseline **Dominguez** All: -5.8 EL: -2.1 LI: -5.5 SWD: -2.9 HI: -4.9
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Highland Pacific** All: -105.7 DFS EL: -117.5 DFS LI: -111.6 DFS HI: -110.6 DFS	M1.6 2023-2024: **Highland Pacific** All: -106.4 DFS EL: -126.9 DFS LI: -109.3 DFS HI: -107.9 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Highland Pacific** All: -35.2 DFS EL: -47 DFS LI: -41.1 DFS HI: -40.1 DFS	M1.6 Current Difference from Baseline **Highland Pacific** All: -0.7 EL: -9.4 LI: +2.3 HI: +2.7
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Inghram** EL: -122.4 DFS	M1.6 2023-2024: **Inghram** EL: -105.7 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Inghram** EL: -51.9 DFS	M1.6 Current Difference from Baseline **Inghram** EL: +16.7
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Jones** EL: -102.8 DFS SWD: -118.2 DFS	M1.6 2023-2024: **Jones** EL: -91.8 DFS SWD: -121.7 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Jones** EL: -32.3 DFS SWD: -47.7 DFS	M1.6 Current Difference from Baseline **Jones** EL: +11 SWD: -3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lankershim** EL: -101.2 DFS SWD: -157.9 DFS AA: -111.4 DFS	M1.6 2023-2024: **Lankershim** EL: -94.2 DFS SWD: -168.4 DFS AA: -123.6 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lankershim** EL: -30.7 DFS SWD: -87.4 DFS AA: -40.9 DFS	M1.6 Current Difference from Baseline **Lankershim** EL: +7 SWD: -10.5 AA: -12.2
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lincoln** EL: -115.6 DFS	M1.6 2023-2024: **Lincoln** EL: -105.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lincoln** EL: -45.1 DFS	M1.6 Current Difference from Baseline **Lincoln** EL: +9.8
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Lytle Creek** HOM: -105.6 DFS SWD: -201.5 DFS	M1.6 2023-2024: **Lytle Creek** HOM: -111.2 DFS SWD: -171.4 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Lytle Creek** HOM: -35.1 DFS SWD: -131 DFS	M1.6 Current Difference from Baseline **Lytle Creek** HOM: -5.6 SWD: +30.1
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Monterey** All: -116.6 DFS EL: -117 DFS LI: -118.1 DFS HI: -115.5 DFS	M1.6 2023-2024: **Monterey** All: -116.4 DFS EL: -116.7 DFS LI: -117.5 DFS HI: -118.3 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Monterey** All: -46.1 DFS EL: -46.5 DFS LI: -47.6 DFS HI: -45 DFS	M1.6 Current Difference from Baseline **Monterey** All: +0.2 EL: +0.3 LI: +0.6 HI: -2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Muscoy** EL: -96.4 DFS SWD: -133.9 DFS	M1.6 2023-2024: **Muscoy** EL: -96.3 DFS SWD: -152.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Muscoy** EL: -25.9 DFS SWD: -63.4 DFS	M1.6 Current Difference from Baseline **Muscoy** EL: +0.1 SWD: -18.9
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Newmark** All: -109.7 DFS EL: -116.2 DFS LI: -110.4 DFS HI: -107 DFS	M1.6 2023-2024: **Newmark** All: -99.7 DFS EL: -111.0 DFS LI: -98.5 DFS HI: -95.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Newmark** All: -39.2 DFS EL: -45.7 DFS LI: -39.9 DFS HI: -36.5 DFS	M1.6 Current Difference from Baseline **Newmark** All: +10 EL: +5.2 LI: +11.9 HI: +11.2
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Oehl** All: -102.1 DFS EL: -110.8 DFS LI: -109 DFS SWD: -182.9 DFS HI: -102.2 DFS	M1.6 2023-2024: **Oehl** All: -83.9 DFS EL: -91.2 DFS LI: -90.6 DFS SWD: -152.3 DFS HI: -85.5 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Oehl** All: -31.6 DFS EL: -40.3 DFS LI: -38.5 DFS SWD: -112.4 DFS HI: -31.7 DFS	M1.6 Current Difference from Baseline **Oehl** All: +18.2 EL: +19.6 LI: +18.4 SWD: +30.6 HI: +16.7
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Palm** SWD: -99.3 DFS	M1.6 2023-2024: **Palm** SWD: -66.4 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Palm** SWD: -28.8 DFS	M1.6 Current Difference from Baseline **Palm** SWD: +32.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Parkside** LI: -98.1 DFS	M1.6 2023-2024: **Parkside** LI: -71.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Parkside** LI: -27.6 DFS	M1.6 Current Difference from Baseline **Parkside** LI: -26.3
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Ramona-Alessandro** SWD: -126.2 DFS	M1.6 2023-2024: **Ramona-Alessandro** SWD: -102.3 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Ramona-Alessandro** SWD: -55.7 DFS	M1.6 Current Difference from Baseline **Ramona-Alessandro** SWD: +23.9
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Riley** SWD: -129.5 DFS	M1.6 2023-2024: **Riley** SWD: -133.7 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Riley** SWD: -59 DFS	M1.6 Current Difference from Baseline **Riley** SWD: -4.2
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Rio Vista** SWD: -113.2 DFS	M1.6 2023-2024: **Rio Vista** SWD: -101.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Rio Vista** SWD: 42.7 DFS	M1.6 Current Difference from Baseline **Rio Vista** SWD: +11.4
	M1.6 CAASPP Math DFS **Elementary School Level**	M1.6 2022-2023: **Antón** All: -101.5 DFS EL: -113.7 DFS LI: -104.2 DFS HI: -100.2 DFS	M1.6 2023-2024: **Antón** All: -86.9 DFS EL: -101.5 DFS LI: -90.2 DFS HI: -86.8 DFS	M1.6 2024-2025: Available in 2026-2027 LCAP	M1.6 2025-2026: **Antón** All: -31 DFS EL: -43.2 DFS LI: -33.7 DFS HI: -29.7 DFS	M1.6 Current Difference from Baseline **Antón** All: +14.6 EL: +12.2 LI: +14 HI: +13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.7	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Arrowview** All: -115.1 DFS EL: -131.9 DFS HOM: -154.3 DFS LI: -116.1 DFS AA: -140.4 DFS HI: -113.6 DFS	M1.7 2023-2024: **Arrowview** All: -100.2 DFS EL: -119.4 DFS HOM: -123 DFS LI: -101.4 DFS AA: -138.6 DFS HI: -98.8 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Arrowview** All: -25.7 DFS EL: -42.5 DFS HOM: -64.9 DFS LI: -26.7 DFS AA: -25.7 DFS HI: -24.2 DFS	M1.7 Current Difference from Baseline **Arrowview** All: +14.9 EL: +12.5 HOM: +31.3 LI: +14.7 AA: +1.8 HI: +14.8
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Chávez** LTEL: -185.6 DFS *Revised 2025*	M1.7 2023-2024: **Chávez** LTEL: -185.6 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Chávez** LTEL: -138.6 DFS	M1.7 Current Difference from Baseline **Chávez** LTEL: N/A current baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Curtis** EL: -148.1 DFS HOM: -143.5 DFS AA: -169.9 DFS	M1.7 2023-2024: **Curtis** EL: -139.3 DFS HOM: -123.4 DFS AA: -157.4 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Curtis** EL: -58.7 DFS HOM: -54.1 DFS AA: -80.5 DFS	M1.7 Current Difference from Baseline **Curtis** EL: +8.8 HOM: +20.1 AA: +12.5
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Del Vallejo** EL: -175.2 DFS HOM: -160.3 DFS LI: -156.8 DFS HI: -156 DFS	M1.7 2023-2024: **Del Vallejo** EL: -142 DFS HOM: -147.8 DFS LI: -139.7 DFS HI: -136.2 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Del Vallejo** EL: -85.8 DFS HOM: -70.9 DFS LI: -67.4 DFS HI: -66.6	M1.7 Current Difference from Baseline **Del Vallejo** EL: +33.2 HOM: +12.5 LI: +17.1 HI: +19.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Golden Valley** EL: -136.2 DFS AA: -111.2 DFS	M1.7 2023-2024: **Golden Valley** EL: -131.9 DFS AA: -123.3 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Golden Valley** EL: -46.8 DFS AA: -21.8 DFS	M1.7 Current Difference from Baseline **Golden Valley** EL: +4.3 AA: -12.1
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **King** All: -144 DFS EL: -166.9 DFS HOM: -144 DFS LI: -143.5 DFS SWD: -199 DFS AA: -193.4 DFS HI: -139.9 DFS 2023-2024 Baseline: LTEL: -194.2 DFS *Revised 2025*	M1.7 2023-2024: **King** All: -147.9 DFS EL: -168.3 DFS HOM: -147 DFS LI: -148.9 DFS SWD: -197.6 DFS AA: -174.9 DFS HI: -146.1 DFS LTEL: -194.2 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **King** All: -54.6 DFS EL: -77.5 DFS HOM: -54.6 DFS LI: -54.1 DFS SWD: -109.3 DFS AA: -104 DFS HI: -50.5 DFS LTEL: -147.2 DFS	M1.7 Current Difference from Baseline **King** All: -3.9 EL: -1.4 HOM: -3 LI: -5.4 SWD: +1.4 AA: +18.5 HI: -6.2 LTEL: N/A current baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Serrano** EL: -145.8 DFS HOM: -126.2 DFS 2023-2024 Baseline: LTEL: -145.2 DFS *Revised 2025*	M1.7 2023-2024: **Serrano** EL: -132.4 DFS HOM: -124.4 DFS LTEL: -145.2 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Serrano** EL: -56.4 DFS HOM: -36.8 DFS LTEL: -98.2 DFS	M1.7 Current Difference from Baseline **Serrano** EL: +13.4 HOM: +1.8 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Shandin Hills** All: -139 DFS EL: -164.3 DFS LI: -141.5 DFS SWD: -186 DFS AA: -160.3 DFS HI: -139.6 DFS WH: -113.7 DFS	M1.7 2023-2024: **Shandin Hills** All: -130.9 DFS EL: -157.4 DFS LI: -132.5 DFS SWD: -189.2 DFS AA: -174.5 DFS HI: -128.9 DFS WH: -87.5 DFS	M1.7 2024-2025: Available in 2026-2027 LCAP	M1.7 2025-2026: **Shandin Hills** All: -49.6 DFS EL:-74.9 DFS LI: -52.1 DFS SWD: -96.6 DFS AA: -70.9 DFS HI: -50.2 DFS WH: -24.3 DFS	M1.7 Current Difference from Baseline **Shandin Hills** All: +8.1 EL: +6.9 LI: +9 SWD: -3.2 AA: -14.2 HI: +10.7 WH: +26.2
M1.8	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Arroyo Valley** HOM: -161.9 DFS 2023-2024 Baseline: LTEL: -194 DFS	M1.8 2023-2024: **Arroyo Valley** HOM: -118.9 DFS LTEL: -194 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Arroyo Valley** HOM: -64.7 DFS LTEL: -147 DFS	M1.8 Current Difference from Baseline **Arroyo Valley** HOM: +43 LTEL: N/A current baseline
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Cajon** EL: -189.4 DFS SWD: -215 DFS AA: -134.1 DFS	M1.8 2023-2024: **Cajon** EL: -189.8 DFS SWD: -205.1 DFS AA: -163.9 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Cajon** EL: -92.2 DFS SWD: -117.8 DFS AA: -36.9 DFS	M1.8 Current Difference from Baseline **Cajon** EL: -0.4 SWD: +9.9 AA: -29.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Indian Springs** All: -129.4 DFS EL: -182.7 DFS LI: -128.9 DFS SWD: -210.9 DFS HI: -132.5 DFS 2023-2024 Baseline: LTEL: -194 DFS	M1.8 2023-2024: **Indian Springs** All: -135.7 DFS EL: -177.3 DFS LI: -135.4 DFS SWD: -197.7 DFS HI: -139.4 DFS LTEL: -194 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Indian Springs** All: -32.2 DFS EL: -85.5 DFS LI: -31.7 DFS SWD: -90.3 DFS HI: -35.3 DFS LTEL: -147 DFS	M1.8 Current Difference from Baseline **Indian Springs** All: -6.3 EL: +5.4 LI: -6.5 SWD: +13.2 HI: -6.9 LTEL: N/A current baseline
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Pacific** All: -136 DFS LI: -138.5 DFS SWD: -187.5 DFS HI: -134.5 DFS	M1.8 2023-2024: **Pacific** All: -125.7 DFS LI: -125.7 DFS SWD: -203.1 DFS HI: -129.8 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Pacific** All: -38.8 DFS LI: -41.3 DFS SWD: -90.3 DFS HI: -37.3 DFS	M1.8 Current Difference from Baseline **Pacific** All: +10.3 LI: +12.8 SWD: -15.6 HI: +4.7
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Bernardino** SWD: -214.6 DFS	M1.8 2023-2024: **San Bernardino** SWD: -202.2 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Bernardino** SWD: -117.4 DFS	M1.8 Current Difference from Baseline **San Bernardino** SWD: +12.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Gorgonio** LI: -128.1 DFS SWD: -228.1 DFS HI: -125.4 DFS	M1.8 2023-2024: **San Gorgonio** LI: -122.4 DFS SWD: -209.3 DFS HI: -114.7 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Gorgonio** LI: -30.9 DFS SWD: -130.9 DFS HI: -28.2 DFS	M1.8 Current Difference from Baseline **San Gorgonio** LI: +5.7 SWD: +18.8 HI: +10.7
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **San Andreas** All: -221.1 DFS LI: -219.2 DFS HI: -217.3 DFS	M1.8 2023-2024: **San Andreas** All: -205.7 DFS LI: -205.9 DFS HI: -200 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **San Andreas** All: -123.9 DFS LI: -122 DFS HI: -120.1 DFS	M1.8 Current Difference from Baseline **San Andreas** All: +15.4 LI: +13.3 HI: +17.3
	M1.8 CAASPP Math DFS **High School Level**	M1.8 2022-2023: **Sierra** All: -221.9 DFS LI: -222.6 DFS HI: -216.8 DFS	M1.8 2023-2024: **Sierra** All: -197.9 DFS LI: -199.9 DFS HI: -196.7 DFS	M1.8 2024-2025: Available in 2026-2027 LCAP	M1.8 2025-2026: **Sierra** All: -124.7 DFS LI: -125.4 DFS HI: -119.6 DFS	M1.8 Current Difference from Baseline **Sierra** All: +24 LI: +22.7 HI: +20.1
M1.9	M1.9 NWEA Reading (K-12) Percent on Track (at or above 61st percentile) **District Level** *Data Source: SBCUSD NWEA Database*	M1.9 Winter 2024: **District Level** All: 21.3% EL: 5.4% LI: 19.8% FY: 12.9%	M1.9 Winter 2025: **District Level** All: 22.4% EL: 6% LI: 21% FY: 14.3%	M1.9 2024-2025: Available in 2026-2027 LCAP	M1.9 2025-2026: **District Level** All: 51.3% EL: 37.1% LI: 49.8% FY: 42.9%	M1.9 Current Difference from Baseline **District Level** All: +1.1 EL: +0.6 LI: +1.2 FY: +1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.10	M1.10 NWEA Reading (K-6) Percent on Track (at or above 61st percentile) **Elementary School Level** *Data Source: SBCUSD NWEA Database*	M1.10 Winter 2024: **Elementary** All: 19.8% EL: 7.1% LI: 18.7% FY: 12.3%	M1.10 Winter 2025: **Elementary** All: 19.1% EL: 6.3% LI: 17.9% FY: 13.7%	M1.10 Winter 2026: Available in 2026-2027 LCAP	M1.10 Winter 2027: **Elementary** All: 49.8% EL: 37.1% LI: 48.7% FY: 42.3%	M1.10 Current Difference from Baseline **Elementary** All: -0.7 EL: -0.8 LI: -0.8 FY: +1.4
M1.11	M1.11 NWEA Reading (6-8) Percent on Track (at or above 61st percentile) **Middle School Level** *Data Source: SBCUSD NWEA Database*	M1.11 Winter 2024: **Middle School** All: 22.4% EL: 1.4% LI: 19.9% FY: 15.9%	M1.11 Winter 2025: **Middle School** All: 23.1% EL: 1.9% LI: 20.6% FY: 12.7%	M1.11 Winter 2026: Available in 2026-2027 LCAP	M1.11 Winter 2027: **Middle School** All: 54.24% EL: 31.4% LI: 49.9% FY: 45.9%	M1.11 Current Difference from Baseline **Middle School** All: +0.7 EL: +0.5 LI: +0.7 FY: -3.2
M1.12	M1.12 NWEA Reading (9-12) Percent on Track (at or above 61st percentile) **High School Level** *Data Source: SBCUSD NWEA Database*	M1.12 Winter 2024: **High School** All: 23% EL: 1.8% LI: 21.8% FY: 10.1%	M1.12 Winter 2025: **High School** All: 29.2% EL: 9% LI: 28.3% FY: 18.5%	M1.12 Winter 2026: Available in 2026-2027 LCAP	M1.12 Winter 2027: **High School** All: 53% EL: 31.8% LI: 51.8% FY: 40.1%	M1.12 Current Difference from Baseline **High School** All: +6.2 EL: +7.2 LI: +6.5 FY: +8.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.13	M1.13 NWEA Math (K-12) Percent on Track (at or above 61st percentile) **District Level** *Data Source: SBCUSD NWEA Database*	M1.13 Winter 2024: **District Level** All: 21.6% EL: 9.9% LI: 20.3% FY: 11.5%	M1.13 Winter 2025: **District Level** All: 23.4% EL: 10.8% LI: 22.1% FY: 15.8%	M1.13 Winter 2026: Available in 2026-2027 LCAP	M1.13 Winter 2027: **District Level** All: 51.6% EL: 39.9% LI: 50.3% FY: 41.5%	M1.13 Current Difference from Baseline **District Level** All: +1.8 EL: +0.9 LI: +1.8 FY: +4.3
M1.14	M1.14 NWEA Math (K-6) Percent on Track (at or above 61st percentile) **Elementary School Level** *Data Source: SBCUSD NWEA Database*	M1.14 Winter 2024: **Elementary** All: 20.2% EL: 11.6% LI: 19.2% FY: 12%	M1.14 Winter 2025: **Elementary** All: 19.8% EL: 11.5% LI: 18.6% FY: 16%	M1.14 Winter 2026: Available in 2026-2027 LCAP	M1.14 Winter 2027: **Elementary** All: 50.2% EL: 41.6% LI: 49.2% FY: 42%	M1.14 Current Difference from Baseline **Elementary** All: -0.4 EL: -0.1 LI: -0.6 FY: +4
M1.15	M1.15 NWEA Math (6-8) Percent on Track (at or above 61st percentile) **Middle School Level** *Data Source: SBCUSD NWEA Database*	M1.15 Winter 2024: **Middle School** All: 21.5% EL: 3.3% LI: 19.1% FY: 11.4%	M1.15 Winter 2025: **Middle School** All: 22.5% EL: 4.2% LI: 20.2% FY: 13.2%	M1.15 Winter 2026: Available in 2026-2027 LCAP	M1.15 Winter 2027: **Middle School** All: 51.5% EL: 33.3% LI: 49.1% FY: 41.4%	M1.15 Current Difference from Baseline **Middle School** All: +1 EL: +0.9 LI: +1.1 FY: +1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.16	M1.16 NWEA Math (9-12) Percent on Track (at or above 61st percentile) **High School Level** *Data Source: SBCUSD NWEA Database*	M1.16 Winter 2024: **High School** All: 24.9% EL: 6.4% LI: 23.6% FY: 10.2%	M1.16 Winter 2025: **High School** All: 33.1% EL: 14.9% LI: 32.3% FY: 20.2%	M1.16 Winter 2026: Available in 2026-2027 LCAP	M1.16 Winter 2027: **High School** All: 54.9% EL: 36.4% LI: 53.6% FY: 40.2%	M1.16 Current Difference from Baseline **High School** All: +8.2 EL: +8.5 LI: +8.7 FY: +10
M1.17	M1.17 Priority 8: CA School Dashboard College/Career Indicator **District Level** *Data Source: CA Dashboard*	M1.17 2022-2023: **District Level** All: 38.7% EL: 13.4% LI: 37.7% FY: 14.5% 2023-2024 Baseline: LTEL: 19.6% *Revised 2025*	M1.17 2023-2024: **District Level** All: 41.4% EL: 19.1% LI: 40.3% FY: 11.1% LTEL: 19.6%	M1.17 2024-2025: Available in 2026-2027 LCAP	M1.17 2025-2026: **District Level** All: 68.7% EL: 53.4% LI: 68.7% FY: 54.5% LTEL: 39.6%	M1.17 Current Difference from Baseline District Level All: +2.7 EL: +5.7 LI: +2.6 FY: -3.4 LTEL: N/A current baseline
M1.18	M1.18 College/Career Indicator **High School Level** *Data Source: CA Dashboard*	M1.18 2022-2023: **San Gorgonio** SWD: 7.9%	M1.18 2023-2024: **San Gorgonio** SWD: 5.6%	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **San Gorgonio** SWD: 37.9%	M1.18 Current Difference from Baseline **San Gorgonio** SWD: +2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.18 College/Career Indicator **High School Level**	M1.18 2022-2023: **San Andreas** All: 2.1% EL: 0% HOM: 0% LI: 2.1% SWD: 0% AA: 0% HI: 2.2%	M1.18 2023-2024: **San Andreas** All: 6.1% EL: 5.8% HOM: 4.8% LI: 6.2% SWD: 0% AA: 10.5% HI: 6.1%	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **San Andreas** All: 32.1% EL: 30% HOM: 30% LI: 32.1% SWD: 30% AA: 30% HI: 32.2%	M1.18 Current Difference from Baseline **San Andreas** All: +4 EL: +5.8 HOM: +4.8 LI: +4.1 SWD: +0 AA: +10.5 HI: +3.9
	M1.18 College/Career Indicator **High School Level**	M1.18 2022-2023: **Sierra** All: 1.1% EL: 0% HOM: 1.2% LI: 1.1% SWD: 0% AA: 0% HI: 1.2% 2023-2024 Baseline: LTEL: 0% *Revised 2025*	M1.18 2023-2024: **Sierra** All: 0.6% EL: 0% HOM: 0% LI: 0.6% SWD: 0% AA: 2.9% HI: 0.3% LTEL: 0%	M1.18 2024-2025: Available in 2026-2027 LCAP	M1.18 2025-2026: **Sierra** All: 31.1% EL: 30% HOM: 31.2% LI: 31.1% SWD: 30% AA: 31.1% HI: 31.2% LTEL: 20%	M1.18 Current Difference from Baseline **Sierra** All: -0.5 EL: +0 HOM: -1.2 LI: -0.5 SWD: +0 AA: +2.9 HI: -0.9 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.19	M.19 Priority 4: CTE Pathway Completion Percentage Rate *Data Source: CALPADS 3.19*	M1.19 2022-2023: All: 31.7% EL: 19.6% LI: 31.1% FY: 17.8%	M1.19 2023-2024: All: 35.4% EL: 21.9% LI: 34.9% FY: 17%	M1.19 2024-2025: Available in 2026-2027 LCAP	M1.19 2025-2026: All: 61.7% EL: 49.6% LI: 61.1% FY: 47.8%	M1.19 Current Difference from Baseline All: +3.7 EL: +2.3 LI: +3.8 FY: -0.8
M1.20	M1.20 A-G Completion Percentage Rate and CTE Pathway Completion Percentage Rate *Data Source: CALPADS 1.22 and 3.19*	M1.20 2022-2023: All: 17.4% EL: 7.1% LI: 16.6% FY: 4.5%	M1.20 2023-2024: All: 19.2% EL: 9.3% LI: 18.6% FY: 6.7%	M1.20 2024-2025: Available in 2026-2027 LCAP	M1.20 2025-2026: All: 47.4% EL: 37.1% LI: 46.6% FY: 34.5%	M1.20 Current Difference from Baseline All: +1.8 EL: +2.2 LI: +2 FY: +2.2
M1.21	M1.21 Priority 4: CA Dashboard English Learner Progress Indicator Percent (ELPI) **District Level** *Data Source: CA Dashboard*	M1.21 **District Level** 2022-2023: EL: 48.5% LTEL: 37.8%	M1.21 **District Level** 2023-2024: EL: 43.9% LTEL: 44.1%	M1.21 2024-2025: Available in 2026-2027 LCAP	M1.21 2025-2026: **District Level** EL: 78.5% LTEL: 67.8%	M1.21 Current Difference from Baseline **District Level** EL: -4.6 LTEL: +6.3
M1.22	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level** *Data Source: CA Dashboard*	M1.22 2022-2023: **Arrowhead** EL: 37.5% making progress	M1.22 2023-2024: **Arrowhead** EL: 34.1% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Arrowhead** 67.5% making progress	M1.22 Current Difference from Baseline **Arrowhead** EL: -3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Cole** EL: 34.4% making progress	M1.22 2023-2024: **Cole** EL: 37.8% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Cole** 64.4% making progress	M1.22 Current Difference from Baseline **Cole** EL: +3.4
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Davidson** EL: 35.4% making progress	M1.22 2023-2024: **Davidson** EL: 45.2% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Davidson** EL: 65.4% making progress	M1.22 Current Difference from Baseline **Davidson** EL: +9.8
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Del Rosa** EL: 33.8% making progress	M1.22 2023-2024: **Del Rosa** EL: 40% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Del Rosa** EL: 63.8% making progress	M1.22 Current Difference from Baseline **Del Rosa** EL: +6.2
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Emmerton** EL: 44.7% making progress	M1.22 2023-2024: **Emmerton** EL: 50.7% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Emmerton** EL: 74.7% making progress	M1.22 Current Difference from Baseline **Emmerton** EL: +6
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Highland Pacific** EL: 40.5% making progress	M1.22 2023-2024: **Highland Pacific** EL: 48.8% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Highland Pacific** EL: 70.5% making progress	M1.22 Current Difference from Baseline **Highland Pacific** EL: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Lytle Creek** EL: 41.8% making progress	M1.22 2023-2024: **Lytle Creek** EL: 55.5% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Lytle Creek** EL: 71.8% making progress	M1.22 Current Difference from Baseline **Lytle Creek** EL: +13.7
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Monterey** EL: 40% making progress	M1.22 2023-2024: **Monterey** EL: 35.7% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Monterey** EL: 70% making progress	M1.22 Current Difference from Baseline **Monterey** EL: -4.3
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **North Park** EL: 44.2% making progress	M1.22 2023-2024: **North Park** EL: 57.8% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **North Park** EL: 74.2% making progress	M1.22 Current Difference from Baseline **North Park** EL: +13.6
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Oehl** EL: 37.1% making progress	M1.22 2023-2024: **Oehl** EL: 62.2% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Oehl** EL: 67.1% making progress	M1.22 Current Difference from Baseline **Oehl** EL: +25.1
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Parkside** EL: 22.7% making progress	M1.22 2023-2024: **Parkside** EL: 46.2% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Parkside** EL: 52.7% making progress	M1.22 Current Difference from Baseline **Parkside** EL: +23.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2022-2023: **Urbita** EL: 30% making progress	M1.22 2023-2024: **Urbita** EL: 39% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Urbita** EL: 60% making progress	M1.22 Current Difference from Baseline **Urbita** EL: +9
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Chávez** LTEL: 40.8%	M1.22 2023-2024: **Chávez** LTEL: 40.8%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Chávez** LTEL: 60.8%	M1.22 Current Difference from Baseline **Chávez** LTEL: N/A current baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Del Vallejo** LTEL: 35.9%	M1.22 2023-2024: **Del Vallejo** LTEL: 35.9%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Del Vallejo** LTEL: 55.9%	M1.22 Current Difference from Baseline **Del Vallejo** LTEL: N/A current baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Golden Valley** LTEL: 40.7%	M1.22 2023-2024: **Golden Valley** LTEL: 40.7%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Golden Valley** LTEL: 60.7%	M1.22 Current Difference from Baseline **Golden Valley** LTEL: N/A current baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **King** EL: 39.7% making progress	M1.22 2023-2024: **King** EL: 39% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **King** EL: 69.7% making progress	M1.22 Current Difference from Baseline **King** EL: -0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Shandin Hills** LTEL: 30.4%	M1.22 2023-2024: **Shandin Hills** LTEL: 30.4%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Shandin Hills** LTEL: 50.4%	M1.22 Current Difference from Baseline **Shandin Hills** LTEL: N/A current baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Arroyo Valley** EL: 39.2% making progress	M1.22 2023-2024: **Arroyo Valley** EL: 36.6% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Arroyo Valley** EL: 69.2% making progress	M1.22 Current Difference from Baseline **Arroyo Valley** EL: -2.6
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Cajon** LTEL: 20.5% making progress	M1.22 2023-2024: **Cajon** LTEL: 20.5%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Cajon** LTEL: 40.5%	M1.22 Current Difference from Baseline **Cajon** LTEL: N/A current baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Indian Springs** LTEL: 40.3% making progress	M1.22 2023-2024: **Indian Springs** LTEL: 40.3%	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Indian Springs** LTEL: 60.3%	M1.22 Current Difference from Baseline **Indian Springs** LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Sierra** EL: 23.1% making progress	M1.22 2023-2024: **Sierra** EL: 29.6% making progress	M1.22 2024-2025: Available in 2026-2027 LCAP	M1.22 2025-2026: **Sierra** EL: 53.1% making progress	M1.22 Current Difference from Baseline **Sierra** EL: +6.5
M1.23	M1.23 Priority 4: English Learners Reclassification Rate **District Level** *Data Source: SBCUSD Internal AET*	M1.23 2022-2023: **District Level** EL: 10% LTEL: 19.1%	M1.23 2023-2024: **District Level** EL: 13.1% LTEL: 23.4	M1.23 2024-2025: Available in 2026-2027 LCAP	M1.23 2025-2026: **District Level** EL: 40.1% LTEL: 49.1%	M1.23 Current Difference from Baseline **District Level** EL: +3.1 LTEL: +4.3
M1.24	M1.24 Priority 4: Rate of students who pass Advanced Placement (AP) Exams with a score of 3 or higher *Data Source: SBCUSD AET AP Data File*	M1.24 2022-2023: All: 29.9% EL: 64.4% LI: 29.1% FY: 33.3	M1.24 2023-2024: All: 33.9% EL: 58.2% LI: 33.1% FY: Not Reported	M1.24 2024-2025: Available in 2026-2027 LCAP	M1.24 2025-2026: All: 59.9% EL: 94.4% LI: 59.1% FY: 63.3%	M1.24 Current Difference from Baseline All: +4 EL: -6.2 LI: +4 FY: N/A
M1.25	M1.25 Rate of students who are in IB and earned an IB Diploma *Data Source: SBCUSD Internal Calculation*	M1.25 2022-2023: All: 15.6% LI: 12.0%	M1.25 2023-2024: All: 23.8% LI: 22.3%	M1.25 2024-2025: Available in 2026-2027 LCAP	M1.25 2025-2026: All: 18.6% LI: 18.0%	M1.25 Current Difference from Baseline All: +8.2 LI: +10.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.26	M1.26 Rate of students completing IB exams with a score of 4 or higher *Data Source: SBCUSD Internal* Calculation	M1.26 2022-2023: All: 45.5% LI: 46.7%	M1.26 2023-2024: All: 47.8% LI: 46.6%	M1.26 2024-2025: Available in 2026-2027 LCAP	M1.26 2025-2026: All: 75.5% LI: 76.7%	M1.26 Current Difference from Baseline All: +2.3 LI: +0.1
M1.27	M1.27 Priority 4: Early Assessment Program % of students prepared for College ELA *Data Source: SBCUSD CAASPP Records*	M1.27 2022-2023: All: 55.41% EL: 7.68% LI: 46.04% FY: 22.42%	M1.27 2023-2024: All: 38.5% EL: 4.7% LI: 37.7% FY: 22.7%	M1.27 2024-2025: Available in 2026-2027 LCAP	M1.27 2025-2026: All: 67.4% EL: 34.5% LI: 65.5% FY: 37.1%	M1.27 Current Difference from Baseline All: -16.91% EL: -2.98 LI: -8.34 FY: +0.28
M1.28	M1.28 Priority 4: Early Assessment Program % of students prepared for College Math *Data Source: SBCUSD CAASPP Records*	M1.28 2022-2023: All: 27.35% EL: 2.47% LI: 16.94 FY: 3.74%	M1.28 2023-2024: All: 12.5% EL: 1.1% LI: 11.9% FY: 9.1%	M1.28 2024-2025: Available in 2026-2027 LCAP	M1.28 2025-2026: All: 43.3% EL: 30.6% LI: 42.2% FY: 30%	M1.28 Current Difference from Baseline All: -14.85 EL: +1.37 LI: -5.04 FY: +5.36

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.29	M1.29 Priority 5: Attendance Rates District overall average daily attendance rate (ADA) **District Level** *Data Source: Internal IT Calculation*	M1.29 2022-2023: **District Level** All: 90.3% EL: 91.0% LI: 90.1% FY: 90.5%	M1.29 2023-2024: **District Level** All: 91.3% EL: 92.2% LI: 91.1% FY: 91.6%	M1.29 2024-2025: Available in 2026-2027 LCAP	M1.29 2025-2026: **District Level** All: 97.8% EL: 98.5% LI: 97.6% FY: 98%	M1.29 Current Difference from Baseline **District Level** All: +1 EL: +1.2 LI: +1 FY:+1.1
M1.30	M1.30 Priority 5: Middle School Dropout Rate *Data Source: CALPADS 1.8c and 1.17*	M1.30 2022-2023: All: 0.01% EL: 0.01% LI: 0.01% FY: 0.06%	M1.30 2023-2024: All: 0% EL: 0% LI: 0% FY: 0.1%	M1.30 2024-2025: Available in 2026-2027 LCAP	M1.30 2025-2026: All: 0.0% EL: 0.0% LI: 0.0% FY: 0.0%	M1.30 Current Difference from Baseline All: -0.01 EL: -0.01 LI: -0.01 FY: +0.04
M1.31	M1.31 Priority 5: High School Dropout Rate *Data Source: CA Dashboard*	M1.31 2022-2023: All: 5.5% EL: 12.1% LI: 5.6% FY: 22%	M1.31 2023-2024: All: 4.5% EL: 9.5% LI: 4.5% FY: 13.2%	M1.31 2024-2025: Available in 2026-2027 LCAP	M1.31 2025-2026: All: 2.6% EL: 3.1% LI: 2.6% FY: 19%	M1.31 Current Difference from Baseline All: -1 EL: -2.6 LI: -1.1 FY: -8.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.32	M1.32 Priority 5: High School Graduation Rate **District Level** *Data Source: CA Dashboard*	M1.32 2022-2023: All: 90.3% EL: 81.1% LI: 90.2% FY: 73.4% 2023-2024 Baseline: LTEL: 86.9%	M1.32 2023-2024: All: 92.5% EL: 85.6% LI: 92.3% FY: 83.3% LTEL: 86.9%	M1.32 2024-2025: Available in 2026-2027 LCAP	M1.32 2025-2026: All: 96.3% EL: 87.1% LI: 96.2% FY: 79.4 LTEL: 106.9%	M1.32 Current Difference from Baseline All: +2.2 EL: +4.5 LI: +2.1 FY: +9.9 LTEL: N/A current baseline
M1.33	M1.33 High School Graduation Rate **School Level** *Data Source: CA Dashboard*	M1.33 2022-2023: **Pacific** SWD: 51.3%	M1.33 2023-2024: **Pacific** SWD: 82.4%	M1.33 2024-2025: Available in 2026-2027 LCAP	M1.33 2025-2026: **Pacific** SWD: 81.3%	M1.33 Current Difference from Baseline **Pacific** SWD: +31.1
	M1.33 High School Graduation Rate **School Level**	M1.33 2022-2023: **Sierra** SWD: 63.3% AA: 65.8%	M1.33 2023-2024: **Sierra** SWD: 86.4% AA: 81.1%	M1.33 2024-2025: Available in 2026-2027 LCAP	M1.33 2025-2026: **Sierra** SWD: 93.3% AA: 95.8%	M1.33 Current Difference from Baseline **Sierra** SWD: +23.1 AA: +15.3
M1.34	M1.34 Priority 7: Course Access *Data Source: CA Dashboard*	M1.34 2022-2023: 100%	M1.34 2023-2024: 100%	M1.34 2024-2025: Available in 2026-2027 LCAP	M1.34 2025-2026: 100%	M1.34 Current Difference from Baseline +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.35	M1.35 Priority 1: Fully Credentialed and Appropriately Assigned Teachers *Data Source: CALSAAS Report*	M1.35 2022-2023: 0.07% of Teacher Mis-assignments	M1.35 2023-2024: 0.08% of Teacher Mis-assignments	M1.35 2024-2025: Available in 2026-2027 LCAP	M1.35 2025-2026: 0.00% of Teacher Mis-assignments	M1.35 Current Difference from Baseline +0.01
M1.36	M1.36 Priority 1: Access to Standards-Aligned Instructional Materials *Data Source: CA Dashboard*	M1.36 2022-2023: 100% of students have access to standards-aligned instructional materials: Full Implementation and Sustainability on the 2023 CA Dashboard	M1.36 2023-2024: 100% of students have access to standards-aligned instructional materials: Full Implementation and Sustainability on the 2024 CA Dashboard	M1.36 2024-2025: Available in 2026-2027 LCAP	M1.36 2025-2026: 100% of SBCUSD students will continue to have access to standards-aligned instructional materials: Full Implementation and Sustainability on the CA Dashboard	M1.36 Current Difference from Baseline +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.37	M1.37 Priority 2: Implementation of State Standards *Data Source: CA Dashboard*	M1.37 2022-2023: 100% of students have access to Full Implementation of state standards on the 2023 CA Dashboard	M1.37 2023-2024: 100% of students have access to Full Implementation of state standards on the 2024 CA Dashboard	M1.37 2024-2025: Available in 2026-2027 LCAP	M1.37 2025-2026: 100% of SBCUSD students will continue to have access to the implementation of state standards on the CA Dashboard	M1.37 Current Difference from Baseline +0
M1.38	M1.38 CA Science Test (CAST) % of students who Met/Exceeded Standards *Data Source: CAST Records*	M1.38 2022-2023: 5th Grade CAST All: 16.47% EL: 3.19% LI: 14.97% FY: 4.35% 8th Grade CAST All: 19.03% EL: 1.50% LI: 17.65% FY: 4.76%	M1.38 2023-2024: 5th Grade CAST All: 16.94% EL: 2.87% LI: 15.26% FY: 10.52% 8th Grade CAST All: 19.42% EL: 1.62% LI: 18.40% FY: 4.55%	M1.38 2024-2025: Available in 2026-2027 LCAP	M1.38 2025-2026: 5th Grade CAST All: 46.5% EL: 33.2% LI: 45% FY: 34.4% 8th Grade CAST All: 49% EL: 31.5% LI: 47.7% FY: 34.8%	M1.38 Current Difference from Baseline 5th Grade CAST All: +0.47 EL: -0.32 LI: +0.29 FY: +6.17 8th Grade CAST All: +0.39 EL: +0.12 LI: +0.75 FY: -0.21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.39	M1.39 Dual Enrollment Completion Rate *Data Source: Aeries/CALPADS*	M1.39 Class of 2023 All: 22.5% EL: 8.6% LI: 22.5% FY: 8.4%	M1.39 Class of 2024 All: 24.2% EL: 14.4% LI: 23.7% FY: 8.9%	M1.39 Class of 2025: Available in 2026-2027 LCAP	M1.39 Class of 2026 All: 52.5% EL: 38.6% LI: 52.5% FY: 38.4%	M1.39 Current Difference from Baseline All: +1.7 EL: +5.8 LI: +1.2 FY: +0.5
M1.40	M1.40 Priority 7: Programs and Services for Students with Disabilities *Data Source: Special Ed. Internal Data*	M1.40 2023-2024: 94 out of 100 students who have 50 plus hours within the transition curriculum (94%) *Revised in 2025*	M1.40 2024-2025: 112 out of 117 students who have 50 plus hours (96%)	M1.40 2025-2026: Available in 2026-2027 LCAP	M1.40 2026-2027: 100 out of 100 students who have 50 plus hours within the transition curriculum	M1.40 Current Difference from Baseline + 2
M1.41	M1.41 A-G Completion Percentage Rate *Data Source: CALPADS 1.22*	M1.41 2022-2023: All: 39.5% EL: 13.9% LI: 38.2% FY: 13.6%	M1.41 2023-2024: All: 39.2% EL: 19.8% LI: 38.2% FY: 15.6%	M1.41 2024-2025: Available in 2026-2027 LCAP	M1.41 2025-2026: All: 69.5% EL: 43.9% LI: 68.2% FY: 43.6%	M1.41 Current Difference from Baseline All: -0.3 EL: +5.6 LI: 0 FY: -9

Goal Analysis for 2024-2025

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

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

During the 2024-2025 school year students continue to demonstrate learning gaps. All of the 2024-2025 LCAP Goal 1 Actions for Academics and Innovation were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved SBCUSD 2024-2025 LCAP. SBCUSD experienced the following successes during the implementation of the 2024-2025 LCAP:

Action 1.4 SBCUSD hosted the District College Night with nearly 80 universities and colleges where students from all over the district were able to speak to college recruiters and admissions staff about college options.

Action 1.7 The Specialized Programs Department organized several events to support foster youth. The Help Everyone Attain Resiliency, Togetherness, and Success (HEARTS) program for high school students focused on financial literacy with ThinkWise Credit Union and included visits to California State University San Bernardino and San Bernardino Valley College. The Inspiring Growth and Nurturing Individuals through Enrichment (IGNITE) program for middle school foster youth included a visit to the Palm Springs Aerial Tramway campus. The Elite Leaders in Training Extraordinary (ELITE) program for elementary school foster youth featured "getting to know you" activities and plans for a college campus visit.

Action 1.12 Employee Development has achieved significant successes across multiple programs, supporting certificated, administrative, and classified staff through coaching, mentoring, and professional development initiatives. In the area of coaching and mentoring, 245 classified employees participated in the mentorship program, supported by 183 classified mentors. Additionally, 27 participants engaged in the Transformational Leadership Coaching (TLC) with guidance from 15 TLC coaches, while 34 educators took part in the Peer Assistance and Review (PAR) program.

Action 1.22 The Special Education Department hosted the College and Career Readiness Fair, a transformative event dedicated to providing students and families with opportunities to connect with academic and career resources.

Action 1.23 The STEAM Department has provided students experiences around Computer Science, Engineering & manufacturing, Digital Arts & Design, and Innovations, successfully piloting the STEAM Lab curriculum at 7 elementary schools and 2 middle schools. Additionally, 58 teachers have been trained in Computer Science training (C-STEM).

The following were the relevant challenges experienced with implementation:

Action 1.2 International Baccalaureate (IB): Fewer students participated than anticipated.

Action 1.3 Magnet Programs: Vacant positions.

Action 1.5 Advancement Via Individual Determination (AVID): the timing of the Conference occurs between two fiscal years.

Action 1.13 Access and Opportunities: Vacancies and the timing of summer programs span two fiscal years.

Action 1.20 Recruitment and Retention of Experienced Staff: Declining enrollment and a structural deficit reduced the need for recruitment efforts.

Action 1.21 Educational Field Trips: Decreased access to busing limited field trip opportunities.

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 considers expenditures greater or less than 15% of the budgeted amount as a material difference.

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

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

Action 1.10 Smaller Class Sizes: Actual expenditures were higher than budgeted because the student-to-teacher ratio was decreased across more classes than originally planned. This expansion required the hiring of additional teachers and support staff to meet the reduced ratio, resulting in increased costs.

Action 1.12 Professional Development: Costs exceeded budget projections due to the increased need for professional development to build the capacity of new administrators, teachers, support staff, and others, requiring additional sessions and resources.

Expenditures less than budgeted amounts for the following contributing actions:

Action 1.2 International Baccalaureate (IB):Fewer students participated than anticipated, resulting in reduced program costs.

Action 1.3 Magnet Programs: Vacant positions led to lower staffing expenses.

Action 1.5 Advancement Via Individual Determination (AVID): Conference costs will be split between two fiscal years due to the timing of the event, decreasing expenditures in the current year.

Action 1.13 Access and Opportunities: Vacancies and the timing of summer programs spanning two fiscal years contributed to lower spending.

Action 1.20 Recruitment and Retention of Experienced Staff: Declining enrollment and a structural deficit reduced the need for recruitment efforts, resulting in cost savings.

Action 1.21 Educational Field Trips: Decreased access to busing limited field trip opportunities and reduced transportation costs.

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

Goal 1 Metrics demonstrated effectiveness in the following data:

- Metric 1.1 CAASPP ELA: overall scores improved, with notable gains among All +3.6 EL +4.2, LI +4, and HOM +5.9 students, SWD +1.2 and AA students +4.3 showed modest growth, however FY demonstrated a decline of -15.4. **Actions demonstrating effectiveness towards target**: 1.7 Foster Youth Support Services and 1.17 Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA).

- Metric 1.5 CAASPP Math: scores increased overall All +4.1, with gains among English Learners +4.5, and Low-Income students +4, however FY demonstrated a decline of -19.8. **Actions demonstrating effectiveness towards target**: 1.7 Foster Youth Support Services and 1.17 Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA).

- Metric 1.9 NWEA Reading (K-12) Percent on Track: demonstrated an overall growth, with All students +1.1 % percentage points (pp), EL +0.6 pp, LI +1.2 pp, and FY +1.4 pp. Foster Youth and Low-Income students demonstrated the greatest improvement. **Actions demonstrating effectiveness towards target**: 1.1 Advanced Learner Programs, 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

-Metric 1.10 NWEA Reading (K-6) Percent on Track (at or above 61st percentile) Elementary School Level: demonstrated growth for the Foster Youth student group with improvement of +1.4. There continues to be a need for All: -0.7, EL: -0.8, and LI: -0.8. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.11 NWEA Reading (6-8) Percent on Track (at or above 61st percentile) Middle School Level: demonstrated growth for the following groups- All: +0.7, EL: +0.5, LI: +0.7. There continues to be a need to support FY: -3.2. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.12 NWEA Math (K-12) Percent on Track (at or above 61st percentile) District Level: demonstrated growth for all student groups All: +1.8, EL: +0.9, LI: +1.8, and FY: +4.3. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.13 NWEA Math (K-12) Percent on Track: data reflects positive gains: All students +1.8 pp, EL +0.9 pp, LI +1.8 pp, and FY +4.3 pp. Foster Youth showed the strongest growth, indicating notable progress in math achievement. **Actions demonstrating effectiveness towards target**: 1.1 Advanced Learner Programs, 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.14 NWEA Math (K-6) Percent on Track (at or above 61st percentile) Elementary School Level: demonstrated growth for the following student group FY: +4. There continues to be a need to support the following student groups All: -0.4, EL: -0.1, and LI: -0.6. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.7 Foster Youth Support Services, 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.15 NWEA Math (6-8) Percent on Track (at or above 61st percentile) Middle School Level demonstrated growth for all student groups All: +1, EL: +0.9, LI: +1.1, and FY: +1.8. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.7 Foster Youth Support Services, 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.16 NWEA Math (9-12) Percent on Track (at or above 61st percentile) High School Level All: demonstrated growth for all student groups +8.2, EL: +8.5, LI: +8.7, and FY: +10. **Actions demonstrating effectiveness toward target:** 1.1 Advanced Learner Programs, 1.2 International Baccalaureate (IB). 1.3 Magnet Programs, 1.5 Advancement Via Individual Determination (AVID), 1.7 Foster Youth Support Services, 1.9 Language Other Than English (LOTE) Teachers, 1.10 Smaller Class Sizes, 1.11 Middle School Support Class Teachers, 1.12 Professional Development, 1.13 Access and Opportunities, 1.14 Technology, 1.18 Library Aides, 1.19 Academic Direct Student Support, 1.20 Recruitment and Retention of Experienced Staff, 1.21 Educational Field Trips, 1.22 Supplemental Materials, and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.17 CA School Dashboard College/Career Indicator: demonstrated overall gains: All students +2.7 pp, EL +5.7 pp, LI +2.6 pp, however FY demonstrated a decline of -3.4 pp. **Action demonstrating effectiveness towards target**: 1.4 College and Career Readiness.

- Metric 1.19 CTE Pathway Completion Percentage Rate: increased for All students +3.7 pp, EL +2.3 pp, and LI +3.8 pp, however FY demonstrated a decline of -0.8 pp. **Action demonstrating effectiveness towards target**: 1.4 College and Career Readiness.

- Metric 1.21 CA Dashboard English Learner Progress Indicator Percent (ELPI): demonstrated a 6.3 pp increase for Long Term English Learners, however there was a 4.6 pp decline for EL students. **Action demonstrating effectiveness towards target**: 1.6 English Learner Student Achievement.

- Metric 1.23 English Learners Reclassification Rate: demonstrated a 3.1 pp increase for English Learners and a 4.3 pp increase for Long Term English Learners**. Action demonstrating effectiveness towards target**: 1.6 English Learner Student Achievement.

- Metric 1.29 Attendance Rates District overall average daily attendance rate: increased for All students +1 pp, EL +1.2 pp, and LI +1 pp, and FY 1.1 pp. **Actions demonstrating effectiveness towards target**: 1.8 Transportation and 1.15 Visual and Performing Arts (VAPA).

- Metric 1.30 Middle School Dropout Rate: decreased 0.01 pp for All, EL and LI students, however FY increased 0.04 pp. **Action demonstrating effectiveness towards target**: 1.11 Middle School Support Class Teachers.

- Metric 1.31 High School Dropout Rate: demonstrated a decrease in all unduplicated students All 0.5 pp, EL 2.6 pp, LI 1.1 pp, and FY 8.8 pp. **Action demonstrating effectiveness towards target**: 1.16 Cal-SAFE.

- Metric 1.32 High School Graduation Rate: improved across all unduplicated groups All students +2.2 pp, EL +4.5 pp, LI +2.1 pp, and FY +9.9 pp. **Action demonstrating effectiveness towards target**: 1.16 Cal-SAFE.

- Metric 1.38 CA Science Test (CAST) % of students who Met/Exceeded Standards: showed modest gains in science proficiency. 5th grade: All +0.47 pp, LI +0.29 pp, FY +6.17 pp, however EL declined 0.32 pp. 8th grade: All +0.39 pp, EL +0.12 pp, LI +0.75 pp, however FY declined 0.21 pp. **Actions demonstrating effectiveness towards target**: 1.21 Educational Field Trips and 1.23 Science, Technology, Engineering, Arts, and Math (STEAM).

- Metric 1.39 Dual Enrollment Completion Rate: rose overall: All students +1.7 pp, EL +5.8 pp, LI +1.2 pp, and FY +0.5 pp. **Action demonstrating effectiveness towards target**: 1.4 College and Career Readiness.

- Metric 1.41 A-G Completion Percentage Rate: demonstrated mixed results: EL improved by +5.6 pp, LI remained unchanged, while All students declined by -0.3 pp, and FY dropped significantly by -9 pp. **Action demonstrating effectiveness towards target**: 1.4 College and Career Readiness.

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

The following metrics were revised to include Long Term English Learner (LTEL) student data: M1.1, M1.3, M1.4, M1.5, M1.7, M1.8, M1.17, M1.18, M1.21, M1.22, M1.23, and M1.32.

The following actions will remain in the 2025-2026 SBCUSD LCAP without any modifications: 1.1, 1.2 , 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20, 1.22, and 1.23.

As a result of reflection on prior practice, the following actions have been modified:

1.18 previously titled Library Aides is being changed to 1.18 Library Staff.

As a result of reflection on prior practice, the following action will not continue in the 2025-2026 SBCUSD LCAP:

Action 1.21 Educational Field Trips.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Advanced Learner Programs	1.1 The Elementary Instruction and Secondary Education Departments will enhance the rigor of Advanced Learner Programs (Vanguard, GATE, etc.) principally directed for English Learners, Low-Income, and Foster Youth students to improve ELA and Math achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$825,250	Yes
1.2	International Baccalaureate (IB)	1.2 The Secondary Education Department will provide access to International Baccalaureate (IB) principally directed for English Learners, Low-Income, and Foster Youth students to enhance the rigor of learning as measured by M1.10, M1.11, M1.12, M1.14, M1.15, and M1.16.	$1,081,254	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Magnet Programs	1.3 The Enrollment and Placement Services Department will provide access to magnet programs principally directed for English Learners and Low-Income students to increase their access to rigorous learning environments as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$1,273,507	Yes
1.4	College and Career Readiness	1.4 The College and Career Success Department will provide personnel to coordinate academic services principally directed for English Learners and Low-Income students to support increases in A-G and Career Technical Education (CTE) completion rates as measured by M1.17, M1.18, M1.19, M1.20, M1.39, and M1.41.	$6,841,676	Yes
1.5	Advancement Via Individual Determination (AVID)	1.5 The Elementary Instruction and Secondary Education Departments will implement AVID principally directed for English Learners, Low-Income, and Foster Youth students to increase college and career preparedness as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$230,000	Yes
1.6	English Learner Student Achievement	1.6 The Multilingual Programs Department will provide personnel to coordinate English Language Development (ELD), progress monitoring, and professional development principally directed for English Learners and Long Term English Learners to increase their language proficiency and reclassification rates as measured by M1.21, M1.22, and M1.23.	$10,564,799	Yes
1.7	Foster Youth Support Services	1.7 The Access to Learning for All Students (ATLAS) Department will provide access to physical and mental health services and academic support services limited for Foster Youth students to increase academic achievement in core content areas as measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7 and M1.8.	$1,401,836	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Transportation	1.8 The Transportation Services Department will provide transportation services principally directed to English Learners, Low-Income, and Foster Youth students to ensure access to in-person instruction as measured by M1.29.	$19,080,000	Yes
1.9	Language Other Than English (LOTE) Teachers	1.9 The Human Resources Department will hire and retain certificated teachers principally directed to support English Learners, Low-Income, and Foster Youth students to support the implementation of supplemental Multilingual Education Programs such as Transitional Bilingual Education, Dual Language Education, and Language Other Than English as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$1,208,317	Yes
1.10	Smaller Class Sizes	1.10 The Human Resources Department will improve the ratio of instructional personnel to students in order to reduce class sizes beyond the collective bargaining agreement class size maximums principally directed to support English Learners, Low-Income, and Foster Youth students by improving learning experiences at the elementary and secondary levels as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$22,917,129	Yes
1.11	Middle School Support Class Teachers	1.11 The Human Resources Department will provide Middle School Support Class Teachers to each middle school to support Low-Income and Foster Youth students to provide ELA and Math intervention as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.30.	$2,188,707	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Development	1.12 The Elementary Instruction and Secondary Education Departments will increase staff capacity and teacher clarity through ongoing professional development, including training in social-emotional learning mental health, grading practices, implementation of standards-aligned curriculum, and instructional best practices principally directed to English Learners, Low-Income, and Foster Youth students to improve their educational experience as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$18,144,401	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Access and Opportunities	1.13 The Categorical Programs Department will provide site-based personnel, supplemental instructional programs and materials, technology, professional development, and parent-family engagement opportunities, based on the needs of individual schools as outlined in each school's School Plan for Student Achievement to support and improve the English Language Arts and Mathematics instructional programs. Although all students will benefit from access and opportunities, this action is principally directed at English Learners, Low-Income, and Foster Youth students as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16. ● Provide hourly pay and extended year pay ● Provide staffing (i.e. Support Staff, family engagement staff, teachers, aides, guest teachers, college interns, etc.) ● Provide staff with training (i.e. conferences, consultants, books, etc.) ● Provide instructional materials (i.e. instructional supplies, intervention consumable materials, technology, etc.) Each school site's School Plan for Student Achievement (SPSA) is available using this link.	$31,914,820	Yes
1.14	Technology	1.14 The Information Technology and Accountability & Educational Technology Departments will supplement online programs and services by providing additional technology and support, above and beyond the Williams requirement principally directed for English Learners, Low-Income, and Foster Youth students to improve student achievement in ELA and Math as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.36.	$9,380,312	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Visual and Performing Arts (VAPA)	1.15 The Elementary Instruction and Secondary Education Departments will provide opportunities for students to engage in the Visual and Performing Arts through music and arts programs principally directed for English Learners, Low-Income, and Foster Youth students to increase daily attendance as measured by M1.29.	$5,288,681	Yes
1.16	Cal-SAFE	1.16 The Specialized Services Department will increase the availability of support services by providing Cal-SAFE resources principally directed for expectant/parenting students who are English Learner, Low-Income, and Foster Youth to improve academic achievement as measured by M1.31, M1.32, and M1.33.	$1,646,902	Yes
1.17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	1.17 The Educational Services division will provide MTSS Teachers on Special Assignment to school sites to coordinate targeted intervention for English Learners, Low-Income, and Foster Youth students to increase academic achievement in core content areas as measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7 and M1.8.	$11,850,553	Yes
1.18	Library Staff	1.18 The Categorical Programs Department will provide sites with Library Staff to support early literacy principally directed to Low-Income and Foster Youth students to increase reading proficiency as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16. *Revised in 2025*	$4,404,920	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Academic Direct Student Support	1.19 The Educational Services division will provide personnel directly working with English Learners, Low-Income, and Foster Youth students to aggressively improve ELD, ELA, and Math skills and knowledge as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$1,084,031	Yes
1.20	Recruitment and Retention of Experienced Staff	1.20 The Human Resources Department will recruit, hire, and retain highly qualified, experienced staff for schools with the highest English Learners, Low-Income, and Foster Youth students to improve achievement in ELA, Math, and ELD as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.35.	$1,114,324	Yes
~~1.21~~	~~Educational Field Trips~~	~~1.21 The Categorical Programs Department will allocate funds to schools to be used on Educational Field Trips principally directed for English Learners, Low-Income, and Foster Youth students to promote active learning and broaden students' perspectives by providing meaningful real-world experiences of California Standards that are aligned with classroom instruction as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.38.~~ *Removed in 2025*	~~$0~~	~~Yes~~
1.22	Supplemental Materials	1.22 The Elementary Instruction and Secondary Education Departments will provide supplemental instructional materials principally directed for English Learners, Low-Income, and Foster Youth students to support the implementation of intervention programs, literacy programs, support classes, and academic programs to improve academic achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$2,796,600	Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Science, Technology, Engineering, Arts, and Math (STEAM)	1.23 The STEAM Department will pilot the STEAM Framework principally directed at English Learners, Low-Income, and Foster Youth students to improve academic achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.38.	$4,619,307	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services and Conditions at schools

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

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

Additionally, we conducted an analysis of required metrics including:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	M2.1 Panorama: Student Sense of Belonging *Data Source: SBCUSD Panorama Ed Dashboard*	M2.1 2023-2024: Student Sense of Belonging: School Connectedness **Elementary**: overall 71% favorable EL: 72% LI: 73% FY: 70% **Secondary:** overall 52% favorable EL: 53% LI: 52 % FY: 54%	M2.1 2024-2025: Student Sense of Belonging: School Connectedness **Elementary**: overall 72% favorable EL: 73% LI: 69% FY: 74% **Secondary:** overall 54% favorable EL: 53% LI: 55% FY: 56%	M2.1 2025-2026 Available in 2026-2027 LCAP	M2.1 2026-2027: Student Sense of Belonging: School Connectedness **Elementary**: overall 74% favorable EL: 75% LI: 76% FY: 73% **Secondary**: overall 54% favorable EL: 54% LI: 55% FY: 55%	M2.1 Current Difference from Baseline Student Sense of Belonging: School Connectedness **Elementary**: overall +1 favorable EL: +1 LI: -4 FY: +4 **Secondary:** overall +2 favorable EL: no difference LI: +3 FY: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.2	M2.2 Panorama: Student Culture and Climate Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M2.2 2023-2024: Student Culture and Climate Survey **Elementary**: overall 74% favorable EL: 73% LI: 74% FY: 77% **Secondary**: overall 75% favorable EL: 76% LI: 75% FY: 79%	M2.2 2024-2025: Student Culture and Climate Survey **Elementary**: overall 80% favorable EL: 78% LI: 82% FY: 84% **Secondary:** overall 76% favorable EL: 74% LI: 76% FY: 78%	M2.2 2025-2026 Available in 2026-2027 LCAP	M2.2 2026-2027: Student Culture and Climate Survey **Elementary:** overall 77% favorable EL: 75% LI: 77% FY: 80% **Secondary**: overall 78% favorable EL: 79% LI: 78% FY: 82%	M2.2 Current Difference from Baseline Student Culture and Climate Survey **Elementary**: overall +6 favorable EL: +5 LI: +8 FY: +7 **Secondary:** overall +1 favorable EL: -2 LI: +1 FY: +3
M2.3	M2.3 Priority 5: Chronic Absenteeism Rate **District Level** *Data Source: CA Dashboard*	M2.3 2022-2023: Chronically absent (K-12) All: 34.7% EL: 31.6% LI: 35.9% FY: 30.0% 2023-2024 Baseline: LTEL: 32.7%	M2.3 2023-2024: All: 29.3% EL: 25.5% LI: 30.4% FY: 24.8% LTEL: 32.7%	M2.3 2024-2025 Available in 2026-2027 LCAP	M2.3 2025-2026: Chronically absent (K-12) All: 31.7% EL: 28.6% LI: 31.7% FY: 27% LTEL: 30.7%	M2.3 Current Difference from Baseline All: -5.4 EL: -6.1 LI: -5.5 FY: -5.2 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.4	M2.4 Chronic Absenteeism Rate **School Level** *Data Source: CA Dashboard*	M2.4 2022-2023: Chronically absent **Barton** AA: 53.1%	M2.4 2023-2024: **Barton** AA: 48%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Barton** AA: 50.1%	M2.4 Current Difference from Baseline **Barton** AA: -5.1
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Bradley** HOM: 40%	M2.4 2023-2024: **Bradley** HOM: 34.2%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Bradley** HOM: 37%	M2.4 Current Difference from Baseline **Bradley** HOM: -5.8
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Cole** HOM: 53.7%	M2.4 2023-2024: **Cole** HOM: 50%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Cole** HOM: 50.7%	M2.4 Current Difference from Baseline **Cole** HOM: -3.7
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Cypress** AA: 52.8%	M2.4 2023-2024: **Cypress** AA: 28.9%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Cypress** AA: 49.8%	M2.4 Current Difference from Baseline **Cypress** AA: -23.9
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Roberts** SWD: 39.1%	M2.4 2023-2024: **Roberts** SWD: 20.4%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Roberts** SWD: 36.1%	M2.4 Current Difference from Baseline **Roberts** SWD: -18.7
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Fairfax** EL: 47.7%	M2.4 2023-2024: **Fairfax** EL: 28.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Fairfax** EL: 44.7%	M2.4 Current Difference from Baseline **Fairfax** EL: -19.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Brown** HOM: 35.2%	M2.4 2023-2024: **Brown** HOM: 33.7%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Brown** HOM: 32.2%	M2.4 Current Difference from Baseline **Brown** HOM: -1.5
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Highland Pacific** All: 46% EL: 41.7% LI: 47.9% AA: 61.9%	M2.4 2023-2024: **Highland Pacific** All: 37.5% EL: 27.4% LI: 37.5% AA: 41.7%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Highland Pacific** All: 43% EL: 38.7% LI: 44.9% AA: 58.9%	M2.4 Current Difference from Baseline **Highland Pacific** All: -8.5 EL: -14.3 LI: -10.4 AA: -20.2
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Inghram** All: 48.4% EL: 45.6% LI: 48.7% AA: 46.9%	M2.4 2023-2024: **Inghram** All: 40% EL: 44.1% LI: 40.5% AA: 46.3%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Inghram** All: 45.4% EL: 42.6% LI: 45.7% AA: 43.9%	M2.4 Current Difference from Baseline **Inghram** All: -8.4 EL: -1.5 LI: -8.2 AA: -0.6
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Kimbark** SWD: 34.3% WH: 27.4%	M2.4 2023-2024: **Kimbark** SWD: 23% WH: 16.9%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Kimbark** SWD: 31.3% WH: 24.4%	M2.4 Current Difference from Baseline **Kimbark** SWD: -11.3 WH: -10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Lincoln** HOM: 49.3%	M2.4 2023-2024: **Lincoln** HOM: 44.6%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Lincoln** HOM: 46.3%	M2.4 Current Difference from Baseline **Lincoln** HOM: -4.7
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Salinas** HOM: 42.4%	M2.4 2023-2024: **Salinas** HOM: 27%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Salinas** HOM: 39.4%	M2.4 Current Difference from Baseline **Salinas** HOM: -15.4
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Monterey** HOM: 50%	M2.4 2023-2024: **Monterey** HOM: 49.2%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Monterey** HOM: 47%	M2.4 Current Difference from Baseline **Monterey** HOM:-0.8
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **North Park** TM: 29%	M2.4 2023-2024: **North Park** TM: 14.8%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **North Park** TM: 26%	M2.4 Current Difference from Baseline **North Park** TM: -14.2
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **North Verdemont** EL: 31.6% SWD: 37% WH: 26.9%	M2.4 2023-2024: **North Verdemont** EL: 21.3% SWD: 33.8% WH: 15.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **North Verdemont** EL: 28.6% SWD: 34% WH: 23.9%	M2.4 Current Difference from Baseline **North Verdemont** EL: -10.3 SWD: -3.2 WH: -11.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Oehl** SWD: 45.1%	M2.4 2023-2024: **Oehl** SWD: 32.1%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Oehl** SWD: 42.1%	M2.4 Current Difference from Baseline **Oehl** SWD: -13
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Paakuma** AA: 24.2%	M2.4 2023-2024: **Paakuma** AA: 19.2%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Paakuma** AA: 21.2%	M2.4 Current Difference from Baseline **Paakuma** AA: -5
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Palm** EL: 34.7%	M2.4 2023-2024: **Palm** EL: 15.8%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Palm** EL: 31.7%	M2.4 Current Difference from Baseline **Palm** EL: -18.9
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Parkside** HOM: 53.3% SWD: 49.5% AA: 39.7%	M2.4 2023-2024: **Parkside** HOM: 58.5% SWD: 34.7% AA: 50.8%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Parkside** HOM: 50.3% SWD: 46.5% AA: 36.7%	M2.4 Current Difference from Baseline **Parkside** HOM: -5.2 SWD: -14.8 AA: +11.1
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Rio Vista** HOM: 50%	M2.4 2023-2024: **Rio Vista** HOM: 38.7%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Rio Vista** HOM: 47%	M2.4 Current Difference from Baseline **Rio Vista** HOM: -11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Antón** HOM: 56% SWD: 56.5%	M2.4 2023-2024: **Antón** HOM: 45.5% SWD: 47.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Antón** HOM: 53% SWD: 53.5%	M2.4 Current Difference from Baseline **Antón** HOM: -10.5 SWD: -9
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Thompson** HOM: 45.2% LI: 37.8%	M2.4 2023-2024: **Thompson** HOM: 31.6% LI: 28.9%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Thompson** HOM: 42.2% LI: 34.8%	M2.4 Current Difference from Baseline **Thompson** HOM: -13.6 LI: -8.9
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Urbita** SWD: 32.6%	M2.4 2023-2024: **Urbita** SWD: 24.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Urbita** SWD: 29.6%	M2.4 Current Difference from Baseline **Urbita** SWD: -8.1
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Vermont** HOM: 38.1% SWD: 49.2%	M2.4 2023-2024: **Vermont** HOM: 32.6% SWD: 31.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Vermont** HOM: 35.1% SWD: 46.2%	M2.4 Current Difference from Baseline **Vermont** HOM: -5.5 SWD: -17.7
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Arrowview** HOM: 49.5%	M2.4 2023-2024: **Arrowview** HOM: 44.4%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Arrowview** HOM: 46.5%	M2.4 Current Difference from Baseline **Arrowview** HOM: -5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Chávez** SWD: 43.4% 2023-2024 Baseline: LTEL 29.9% *Revised 2025*	M2.4 2023-2024: **Chávez** SWD: 27.3% LTEL: 29.9%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Chávez** SWD: 40.4% LTEL: 27.9%	M2.4 Current Difference from Baseline **Chávez** SWD: -16.1 LTEL: N/A current baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2023-2024 Baseline: Chronically absent **Curtis** LTEL 34.9% *Revised 2025*	M2.4 2023-2024: **Curtis** LTEL: 34.9%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Curtis** LTEL: 32.9%	M2.4 Current Difference from Baseline **Curtis** LTEL: N/A current baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Del Vallejo** All: 41.9% EL: 40.8% HOM: 50.7% LI: 42% AA: 47.4% HI: 40.3%	M2.4 2023-2024: **Del Vallejo** All: 37.1% EL: 29.8% HOM: 41.6% LI: 37.2% AA: 34.9% HI: 37.3%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Del Vallejo** All: 38.9% EL: 37.8% HOM: 47.7% LI: 39% AA: 44.4% HI: 37.3%	M2.4 Current Difference from Baseline **Del Vallejo** All: -4.8 EL: -11 HOM: -9.1 LI:-4.8 AA: -12.5 HI: -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Golden Valley** HOM: 50.6% AA: 49.3%	M2.4 2023-2024: **Golden Valley** HOM: 57.9% AA: 58.4%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Golden Valley** HOM: 47.6% AA: 46.3%	M2.4 Current Difference from Baseline **Golden Valley** HOM: +7.3 AA: +9.1
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **King** All: 39.6% EL: 41.8% HOM: 37.7% LI: 39.7% SWD: 48% AA: 45.2% HI: 38.6%	M2.4 2023-2024: **King** All: 35.4% EL: 33.2% HOM: 36.7% LI: 35.3% SWD: 42% AA: 37.7% HI:34.5%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **King** All: 36.6% EL: 38.8% HOM: 34.7% LI: 36.7% SWD: 45% AA: 42.2% HI: 35.6%	M2.4 Current Difference from Baseline **King** All: -4.2 EL: -8.6 HOM: -1 LI: -4.4 SWD: -6 AA: -7.5 HI:-4.1
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Serrano** LTEL 35.4% *Revised 2025*	M2.4 2023-2024: **Serrano** LTEL: 35.4%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Serrano** LTEL: 33.4%	M2.4 Current Difference from Baseline **Serrano** LTEL: N/A current baseline
	M2.4 Chronic Absenteeism Rate **School Level**	M2.4 2022-2023: Chronically absent **Shandin Hills** HOM: 47.4% AA: 45% WH: 39.6%	M2.4 2023-2024: **Shandin Hills** HOM: 44.6% AA: 45.1% WH: 26.2%	M2.4 2024-2025 Available in 2026-2027 LCAP	M2.4 2025-2026: Chronically absent **Shandin Hills** HOM: 44.4% AA: 42% WH: 36.6%	M2.4 Current Difference from Baseline **Shandin Hills** HOM: -2.8 AA: +0.1 WH: -13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.5	M2.5 Priority 6: Suspension Rate **District Level** *Data Source: CA Dashboard*	M2.5 2022-2023: Rate of students that have been suspended at least once **District Level** All: 5.1% EL: 3.7% LI: 5.2% FY: 10.4% AA: 9.9% PI: 7.1% 2023-2024 Baseline: LTEL: 8%	M2.5 2023-2024: **District Level** All: 4.7% EL: 3.6% LI: 4.9% FY: 10.3% AA: 10% PI: 10.2% LTEL: 8%	M2.5 2024-2025 Available in 2026-2027 LCAP	M2.5 2025-2026: Rate of students that have been suspended at least once **District Level** All: 3.6% EL: 2.2% LI: 3.6% FY: 7.4% AA: 6.9% PI: 4.1% LTEL: 7%	M2.5 Current Difference from Baseline **District Level** All: -0.4 EL: -0.1 LI: -0.3 FY: -0.1 AA: +0.1 PI: +3.1 LTEL: N/A current baseline
M2.6	M2.6 Suspension Rate **School Level** *Data Source: CA Dashboard*	M2.6 2022-2023: Rate of students that have been suspended at least once **Barton** All: 6.6% EL: 7% HOM: 9.2% LI: 6.7% SWD: 8.4% AA: 8.6% HI: 6.2%	M2.6 2023-2024: **Barton** All: 5.2% EL: 4.3% HOM: 3.8% LI: 5.4% SWD: 4.1% AA: 5.4% HI: 5.4%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Barton** All: 5.1% EL: 5.5% HOM: 7.7% LI: 5.2% SWD: 6.9% AA: 7.1% HI: 4.7%	M2.6 Current Difference from Baseline **Barton** All: -1.4 EL: -2.7 HOM: -5.4 LI: -1.3 SWD: -4.3 AA: -3.2 HI: -0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Belvedere** EL: 5.8% SWD: 11.5%	M2.6 2023-2024: **Belvedere** EL: 3.7% SWD: 1.9%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Belvedere** EL: 4.3% SWD: 10%	M2.6 Current Difference from Baseline **Belvedere** EL: -2.1 SWD: -9.6
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Holcomb** AA: 7.6%	M2.6 2023-2024: **Holcomb** AA: 7.5%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Holcomb** AA: 6.1%	M2.6 Current Difference from Baseline **Holcomb** AA: -0.1
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Bradley** AA: 7.9%	M2.6 2023-2024: **Bradley** AA: 11.9%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Bradley** AA: 6.4%	M2.6 Current Difference from Baseline **Bradley** AA: +4
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Cole** AA: 10.9%	M2.6 2023-2024: **Cole** AA: 0%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Cole** AA: 9.4%	M2.6 Current Difference from Baseline **Cole** AA: -10.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Del Rosa** HOM: 10.2%	M2.6 2023-2024: **Del Rosa** HOM: 7.8%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Del Rosa** HOM: 8.7%	M2.6 Current Difference from Baseline **Del Rosa** HOM: -2.4
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Fairfax** SWD: 6.7%	M2.6 2023-2024: **Fairfax** SWD: 7.3%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Fairfax** SWD: 5.2%	M2.6 Current Difference from Baseline **Fairfax** SWD: +0.6
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Brown** SWD: 9.7% AA: 7.6%	M2.6 2023-2024: **Brown** SWD: 11.3% AA: 14.3%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Brown** SWD: 8.2% AA: 6.1%	M2.6 Current Difference from Baseline **Brown** SWD: +1.6 AA: +6.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Highland Pacific** All: 9.2% EL: 6.5% LI: 9.6% SWD: 8.7% AA: 17.4% HI: 8.3%	M2.6 2023-2024: **Highland Pacific** All: 6.9% EL: 6% LI: 7.1% SWD: 4.3% AA: 18.4% HI: 6.2%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Highland Pacific** All: 7.7% EL: 5% LI: 8.1% SWD: 7.2% AA: 15.9% HI: 6.8%	M2.6 Current Difference from Baseline **Highland Pacific** All: -2.3 EL: -0.5 LI: -2.5 SWD: -4.4 AA: +1 HI: -2.1
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Lankershim** All: 3.1% EL: 3.5% HOM: 6.3% LI: 3.2% SWD: 6.8% HI: 3.3%	M2.6 2023-2024: **Lankershim** All: 3.9% EL: 4.3% HOM: 1.5% LI: 4% SWD: 7.4% HI: 3.8%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students suspended at least once **Lankershim** All: 1.6% EL: 2% HOM: 4.8% LI: 1.7% SWD: 5.3% HI: 1.8%	M2.6 Current Difference from Baseline **Lankershim** All: +0.8 EL:+0.8 HOM: -4.8 LI: +0.8 SWD: +0.6 HI: +0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Mt. Vernon** All: 3.7% EL: 3.2% LI: 3.9% HI: 3.9%	M2.6 2023-2024: **Mt. Vernon** All: 2.6% EL: 2.7% LI: 2.7% HI: 2.6%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Mt. Vernon** All: 2.2% EL: 1.7% LI: 2.4% HI: 2.4%	M2.6 Current Difference from Baseline **Mt. Vernon** All: -1.1 EL: -0.5 LI: -1.2 HI: -1.3
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Newmark** SWD: 6.2% AA: 10.3%	M2.6 2023-2024: **Newmark** SWD: 6.7% AA: 4.1%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Newmark** SWD: 4.7% AA: 8.8%	M2.6 Current Difference from Baseline **Newmark** SWD: +0.5 AA: -6.2
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **North Park** AA: 7.1%	M2.6 2023-2024: **North Park** AA: 0.0%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **North Park** AA: 5.6%	M2.6 Current Difference from Baseline **North Park** AA: -7.1
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **North Verdemont** EL: 7.3%	M2.6 2023-2024: **North Verdemont** EL: 1.9%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **North Verdemont** EL: 5.8%	M2.6 Current Difference from Baseline **North Verdemont** EL: -5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Oehl** AA: 6.3%	M2.6 2023-2024: **Oehl** AA: 6.1%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Oehl** AA: 4.8%	M2.6 Current Difference from Baseline **Oehl** AA: -0.2
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Paakuma** LI: 4.5% SWD: 6.7% HI: 3.8%	M2.6 2023-2024: **Paakuma** LI: 3.8% SWD: 8% HI: 3.7%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Paakuma** LI: 3% SWD: 5.2% HI: 2.3%	M2.6 Current Difference from Baseline **Paakuma** LI: -0.7 SWD: +1.3 HI: -0.1
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Parkside** AA: 7.4%	M2.6 2023-2024: **Parkside** AA: 3.1%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Parkside** AA: 5.9%	M2.6 Current Difference from Baseline **Parkside** AA: +4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Antón** All: 3.5% LI: 3.7% AA: 6.4% HI: 3.5%	M2.6 2023-2024: **Antón** All: 2.6% LI: 2.7% AA: 6.3% HI: 1.8%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students suspended at least once **Antón** All: 2% LI: 2.2% AA: 4.9% HI: 2%	M2.6 Current Difference from Baseline **Antón** All: -0.9 LI: -1 AA: -0.1 HI: -1.7
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Thompson** AA: 8.8%	M2.6 2023-2024: **Thompson** AA: 11.9%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Thompson** AA: 7.3%	M2.6 Current Difference from Baseline **Thompson** AA: +3.1
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Warm Springs** AA: 11.5%	M2.6 2023-2024: **Warm Springs** AA: 7.7%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Warm Springs** AA: 10%	M2.6 Current Difference from Baseline **Warm Springs** AA: -3.8
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Arrowview** AA: 21.4%	M2.6 2023-2024: **Arrowview** AA: 10.4%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Arrowview** AA: 19.9%	M2.6 Current Difference from Baseline **Arrowview** AA: -11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Chávez** AA: 19% SWD: 23.3%	M2.6 2023-2024: **Chávez** AA: 14.3% SWD: 8.8%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Chávez** AA: 17.5% SWD: 22.9%	M2.6 Current Difference from Baseline **Chávez** AA: -4.7 SWD: -14.5
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Curtis** HOM: 18.8%	M2.6 2023-2024: **Curtis** HOM: 15.2%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Curtis** HOM: 17.3%	M2.6 Current Difference from Baseline **Curtis** HOM: -3.6
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Golden Valley** All: 15.5% EL: 15% HOM: 23.9% LI: 16% SWD: 19.3% AA: 25% HI: 14.2%	M2.6 2023-2024: **Golden Valley** All: 16.9% EL: 14.2% HOM: 24.3% LI: 17.5% SWD: 13.8% AA: 29.6% HI: 15.2%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Golden Valley** All: 14% EL: 13.5% HOM: 22.4% LI: 14.5% SWD: 17.8% AA: 23.5% HI: 12.7%	M2.6 Current Difference from Baseline **Golden Valley** All: +1.4 EL: -0.8 HOM: +0.4 LI: +1.5 SWD: -5.5 AA: +4.6 HI: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **King** AA: 17.5%	M2.6 2023-2024: **King** AA: 31.7%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **King** AA: 16%	M2.6 Current Difference from Baseline **King** AA: +14.2
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Serrano** All: 13.6% LI: 13% SWD: 12.5% AA: 25%	M2.6 2023-2024: **Serrano** All: 9% LI: 9.3% SWD: 7.5% AA: 16.5%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Serrano** All: 12.1% LI: 11.5% SWD: 11% AA: 23.5%	M2.6 Current Difference from Baseline **Serrano** All: -4.6 LI: -3.7 SWD: -5 AA: -8.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Shandin Hills** All: 12.4% EL: 12.7% HOM: 16.5% LI: 12.7% SWD: 10.5% AA: 22.2% HI: 11.8% 2023-2024 Baseline: LTEL: 22.5% *Revised 2025*	M2.6 2023-2024: **Shandin Hills** All: 16.6% EL: 17.7% HOM: 27% LI: 17.5% SWD: 15.1% AA: 27.6% HI: 15.4% LTEL: 22.5%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Shandin Hills** All: 10.9% EL: 11.2% HOM: 15% LI: 11.2% SWD: 9% AA: 20.7% HI: 10.3% LTEL: 21.5%	M2.6 Current Difference from Baseline **Shandin Hills** All: +4.2 EL: +5 HOM: +10.5 LI: +4.8 SWD: +4.6 AA: +5.4 HI: +3.6 LTEL: N/A current baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Arroyo Valley** WH: 28.9%	M2.6 2023-2024: **Arroyo Valley** WH: 4.7%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Arroyo Valley** WH: 27.4%	M2.6 Current Difference from Baseline **Arroyo Valley** WH: -24.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Cajon** EL: 10.3% AA: 12.6%	M2.6 2023-2024: **Cajon** EL: 7.3% AA: 13.2%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Cajon** EL: 8.8% AA: 11.1%	M2.6 Current Difference from Baseline **Cajon** EL: -3 AA: +0.6
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Indian Springs** HOM: 9.9% SWD: 11.5%	M2.6 2023-2024: **Indian Springs** HOM: 8.8% SWD: 11.3%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Indian Springs** HOM: 8.4% SWD: 10%	M2.6 Current Difference from Baseline **Indian Springs** HOM: -1.1 SWD: -0.2
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **Pacific** WH: 10.5%	M2.6 2023-2024: **Pacific** WH: 3.4%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **Pacific** WH: 9%	M2.6 Current Difference from Baseline **Pacific** WH: -7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **San Bernardino** All: 11.4% EL: 12.9% HOM: 14.4% LI: 11.5% SWD: 16.6% HI: 10.9% TM: 16.2%	M2.6 2023-2024: **San Bernardino** All: 7.8% EL: 6.3% HOM: 13.4% LI: 7.9% SWD: 11.8% HI: 6.7% TM: 20%	M2.6 2024-2025 Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **San Bernardino** All: 9.9% EL: 11.4% HOM: 12.9% LI: 10% SWD: 15.1% HI: 9.4% TM: 14.7%	M2.6 Current Difference from Baseline **San Bernardino** All: -3.6 EL: -6.6 HOM: -1 LI: -3.6 SWD: -4.8 HI: -4.2 TM: +3.8
	M2.6 Suspension Rate **School Level**	M2.6 2022-2023: Rate of students that have been suspended at least once **San Gorgonio** All: 10.9% EL: 11.7% HOM: 13.4% LI: 11.2% SWD: 18.1% WH: 16% TM: 23.9%	M2.6 2023-2024: **San Gorgonio** All: 9.2% EL: 6.1% HOM: 15.2% LI: 9.5% SWD: 11.5% WH: 11.1% TM: 32.5%	M2.6 2023-2024: Available in 2026-2027 LCAP	M2.6 2025-2026: Rate of students that have been suspended at least once **San Gorgonio** All: 9.4% EL: 10.2% HOM: 11.9% LI: 9.7% SWD: 16.6% WH: 14.5% TM: 22.4%	M2.6 Current Difference from Baseline **San Gorgonio** All: -1.7 EL:-5.6 HOM: -1.8 LI: -1.7 SWD: -6.6 WH: -4.9 TM: +8.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.7	M2.7 Priority 6: Expulsion Rate *Data Source: CA Dashboard*	M2.7 2022-2023: Rate of Students Expelled All: 0.2% EL: 0.2% LI: 0.2% FY: 0.3%	M2.7 2023-2024: All: 0.2% EL: 0.2% LI: 0.2% FY: 0.3%	M2.7 2024-2025: Available in 2026-2027 LCAP	M2.7 2025-2026: Rate of Students Expelled All: 0.2% EL: 0.2% LI: 0.2% FY: 0.3%	M2.7 Current Difference from Baseline All: 0 EL: 0 LI: 0 FY: 0
M2.8	M2.8 Priority 1: Instances where Facilities DO NOT meet the “Good Repair” Standard *Data Source: CA Dashboard*	M2.8 2022-2023: Zero	M2.8 2023-2024: Zero	M2.8 2024-2025: Available in 2026-2027 LCAP	M2.8 2025-2026: Zero	M2.8 Current Difference from Baseline None

Goal Analysis for 2024-2025

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

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

All of the 2024-2025 LCAP Goal 2 Actions for Safe, Secure, and Attractive Learning Environments were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved SBCUSD 2024-2025 LCAP. SBCUSD experienced the following successes during the implementation of the 2024-2025 LCAP:

Action 2.2 Social-Emotional and Mental Health support has expanded significantly across schools. The number of schools implementing Social-Emotional Learning (SEL) and mental health initiatives increased from 53 in 2023-24 to 68 in 2024-25.

Action 2.3 Physical health initiatives have shown improvement, with Kindergarten Oral Health Assessment completion rates increasing from 87% in 2023-24 to 92% in 2024-25.

Action 2.4 Mental health therapy services reached 87 students across 23 schools in 2024-25, up from 84 students the previous year.

Action 2.5 Recognition for Positive Behavioral Interventions and Supports (PBIS) grew, with 64 schools earning CA PBIS recognition in 2024-25, an increase from 55 in 2023-24.

Action 2.5 The 2024 California PBiS Award Winning School identified 3 Platinum, 29 Gold, 31 Silver, and 1 Bronze Award Winning Schools from SBCUSD.

Action 2.9 The Crossing Guard program continues to enhance support for students and schools. Currently, 88 crossing guards are assisting 56 schools, an increase from 84 crossing guards last year. This growth contributes to creating more welcoming and supportive environments for students and the community.

The following were the relevant challenges experienced with implementation:

Action 2.4 Mental Health Therapy Services, Action 2.7 Counselors, and Action 2.10 Youth Court: Staffing vacancies.

Action 2.13 Bringing Hope to Saturdays: Experienced lower-than-expected student participation.

Action 2.14 Student Leadership Advisory Council: Reduced transportation needs.

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 considers expenditures greater or less than 15% of the budgeted amount as a material difference.

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

Expenditures less than budgeted amounts for the following contributing actions:

Action 2.4 Mental Health Therapy Services: Staffing vacancies led to underutilization of budgeted funds.

Action 2.7 Counselors: Staffing vacancies led to underutilization of budgeted funds.

Action 2.10 Youth Court: Staffing vacancies led to underutilization of budgeted funds.

Action 2.13 Bringing Hope to Saturdays: Lower student participation led to decreased program costs.

Action 2.14 Student Leadership Advisory Council: Reduced transportation needs resulted in cost savings.

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

Goal 2 Metrics demonstrated effectiveness in the following data:

-Metric 2.1 Student Sense of Belonging: School Connectedness: improved across levels. Elementary: overall +1 pp, EL +1 pp, FY +4 pp, however, LI decreased -4 pp. Secondary: overall +2 pp, LI +3 pp, FY +2 pp, however, EL showed no change. Foster Youth showed notable gains in both grade spans. **Actions demonstrating effectiveness towards target**: 2.2 Districtwide Counseling Coordination, 2.3 Districtwide Wellness Coordination, 2.4 Mental Health Therapy Services, 2.5 Districtwide Climate and Culture Coordination, 2.7 Counselors, 2.9 Crossing Guards, 2.10 Youth Court, 2.11 Student Wellness and Support Services (SWSS) Materials, 2.13 Bringing Hope to Saturdays, 2.14 Student Leadership Advisory Council, and 2.15 Elementary Vice Principals.

-Metric 2.2 Student Culture and Climate Survey: demonstrated positive trends. Elementary: overall +6 pp, EL +5 pp, LI +8 pp, FY +7 pp. Secondary: overall +1 pp, LI +1 pp, FY +3 pp, however, EL demonstrated a decrease of -2 pp. Strongest gains were seen in elementary. **Actions demonstrating effectiveness towards target**: 2.9 Crossing Guards, 2.11 Student Wellness and Support Services (SWSS) Materials, 2.14 Student Leadership Advisory Council, and 2.15 Elementary Vice Principals.

-Metric 2.3 Chronic Absenteeism Rate: decreased overall: All students -5.4 pp, EL -1.2 pp, LI -5.5 pp, FY -5.2 pp. Significant reductions among Low-Income and Foster Youth reflect improved attendance efforts and engagement. **Actions demonstrating effectiveness towards target**: 2.1 Health Aides, 2.6 Expanded Registered Nursing Services, 2.9 Crossing Guards, and 2.12 Attendance Monitoring and Assistance.

-Metric 2.5 Suspension Rate: slightly declined districtwide: All students -0.4 pp, EL -0.1 pp, LI -0.3 pp, FY -0.1 pp, however, rates increased for AA +0.1 pp and PI +3.1 pp. **Action demonstrating effectiveness towards target**: 2.15 Elementary Vice Principals.

-Metric 2.7 Expulsion Rate: remained unchanged across all unduplicated student groups All, EL, LI, and FY indicating stability in disciplinary actions and continued commitment to maintaining students in supportive school environments. **Action demonstrating effectiveness towards target**: 2.10 Youth Court.

The following metrics are in Goal 1 with actions in Goal 2: M1.30 Middle School Dropout Rate: slightly decreased for the following student groups All students, EL, and LI each by -0.01 pp; M1.31 High School Dropout Rate: all unduplicated student groups declined All students -0.5 pp, EL -2.6 pp, LI -1.1 pp, and FY -8.8 pp. FY showed the most significant improvement; and M1.34 Course Access: 100% **Action demonstrating effectiveness towards target**: 2.8 Cadet Corps.

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

The following metrics were revised to include Long Term English Learner (LTEL) student data: M2.3, M2.4, M2.5, and M2.6.

The following actions will remain in the 2025-2026 SBCUSD LCAP without any modifications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14, and 2.15.

As a result of reflection on prior practice, the following action will not continue in the 2025-2026 SBCUSD LCAP:

Action 2.13 Bringing Hope to Saturdays

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Aides	2.1 The Student Wellness & Support Services Department will provide health support including a health coordinator, nurses, and health aides at school sites principally directed for English Learners and Low-Income students to improve the physical wellness of students as measured by M2.3 and M2.4.	$3,937,289	Yes
2.2	Districtwide Counseling Coordination	2.2 The Student Wellness and Support Services Department will provide counseling support staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the wellness of students as measured by M2.1.	$1,086,771	Yes
2.3	Districtwide Wellness Coordination	2.3 The Student Wellness and Support Services Department will provide wellness staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the wellness of students as measured by M2.1.	$657,557	Yes
2.4	Mental Health Therapy Services	2.4 The Student Wellness and Support Services Department will provide mental health therapy staff at school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the mental health of students as measured by M2.1.	$1,204,881	Yes
2.5	Districtwide Climate and Culture Coordination	2.5 The Student Wellness and Support Services Department will provide staff that focuses on the climate and culture of school sites principally directed to English Learners, Low-Income, and Foster Youth students to improve the climate and culture of school sites as measured by M2.1.	$1,173,817	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Expanded Registered Nursing Services	2.6 The Student Wellness & Support Services Department will provide additional registered nurses at school sites principally directed to English Learners and Low-Income students to improve the physical wellness of students as measured by M2.3 and M2.4.	$1,838,428	Yes
2.7	Counselors	2.7 Counselors at the site level will provide support principally directed to English Learners, Low-Income, and Foster Youth students to improve mental health and social-emotional wellness as measured by M2.1.	$12,655,049	Yes
2.8	Cadet Corps	2.8 Secondary Education will provide the Cadet Corps program principally directed at English Learners, Low-Income, and Foster Youth students at six middle and four high schools to develop leadership, citizenship, patriotism, academic excellence, and basic military knowledge, health, wellness, and fitness as measured by M1.30, M1.31, and M1.34.	$52,850	Yes
2.9	Crossing Guards	2.9 The Safety & Emergency Management office will provide crossing guards at high-traffic crosswalks near elementary, middle, and high schools principally directed to English Learners and Low-Income students to promote safety as measured by M2.1, M2.2, M2.3, and M2.4.	$1,807,201	Yes
2.10	Youth Court	2.10 The Positive Youth Development Department will implement the Restorative Youth Court and Restorative Practices principally directed at English Learners, Low-Income, and Foster Youth students to help cultivate a positive youth identity as measured by M2.1 and M2.7.	$907,502	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Student Wellness and Support Services (SWSS) Materials	2.11 The Student Wellness & Support Services Department will provide wellness materials principally directed at English Learners, Low-Income, and Foster Youth students to improve the mental health and wellness of students as measured by M2.1 and M2.2.	$1,410,100	Yes
2.12	Attendance Monitoring and Assistance	2.12 The Positive Youth Development Department will provide attendance staff and support at all school sites principally directed at English Learners and Low-Income students to help improve student attendance as measured by M2.3 and M2.4.	$6,045,106	Yes
~~2.13~~	~~Bringing Hope to Saturdays~~	~~2.13 The Positive Youth Development Department will provide a Bringing Hope to Saturdays Enrichment program principally directed at English Learners, Low-Income, and Foster Youth students to help improve student sense of belonging as measured by M2.1 and M2.2.~~ *Removed in 2025*	~~$0~~	~~Yes~~
2.14	Student Leadership Advisory Council	2.14 The Superintendent's Students Leadership Advisory Council will implement community service projects principally led by English Learners, Low-Income, and Foster Youth students to develop student leadership as measured by M2.1 and M2.2.	$51,750	Yes
2.15	Elementary Vice Principals	2.15 The Human Resources Department will provide Elementary Vice Principals to high-population elementary schools principally directed at English Learners, Low-Income, and Foster Youth students to help improve the school climate and campus environment at the elementary school level as measured by M2.1, M2.2, M2.5, and M2.6.	$3,745,734	Yes

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	M3.1 Priority 3: Parent Involvement and Family Engagement *Data Source: CA Dashboard*	M3.1 2022-2023: Section 1: Building Relationships Between School Staff and Families: Average score of 3 Initial implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.5 Initial/Full Implementation Section 3: Seeking Input for Decision-Making: Average score of 3.25 Initial Implementation	M3.1 2023-2024: Section 1: Average score of 3.75 Initial/Full Implementation Section 2:Average score of 3.75 Initial/Full Implementation Section 3: Average score of 3.5 Initial/Full Implementation	M3.1 2024-2025: Available in 2026-2027 LCAP	M3.1 2025-2026: Relationships Between School Staff and Families: Average score of 5 Full Implementation and Sustainability Section 2: Building Partnerships for Student Outcomes: Average score of 5 Full Implementation and Sustainability Section 3: Seeking Input for Decision-Making: Average score of 5 Full Implementation and Sustainability	M3.1 Current Difference from Baseline Section 1: +0.75 Section 2: +0.25 Section 3: +0.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.2	M3.2 Family-School Communication Percent Favorable on Panorama Family Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M3.2 2023-2024: Panorama Family-School Communication All: 80% favorable EI: 82% LI: 78% FY: 79%	M3.2 2024-2025: Panorama Family-School Communication All: 79% favorable EI: 82% LI: 77% FY: 81%	M3.2 2025-2026: Available in 2026-2027 LCAP	M3.2 2026-2027: Panorama Family-School Communication All: 83% favorable EI: 85% LI: 81% FY: 82%	M3.2 Current Difference from Baseline Panorama Family-School Communication All: -1 favorable EI: -1 LI: 0 FY: +2
M3.3	M3.3 Parent-Family Engagement Percent Favorable on Panorama Family Survey *Data Source: SBCUSD Panorama Ed Dashboard*	M3.3 2023-2024: Panorama Parent-Family Engagement All: 65% favorable EI: 66% LI: 64% FY: 68%	M3.3 2024-2025: Panorama Parent-Family Engagement All: 66% favorable EI: 67% LI: 65% FY: 65%	M3.3 2025-2026: Available in 2026-2027 LCAP	M3.3 2026-2027: Panorama Parent-Family Engagement All: 68% favorable EI: 69% LI: 67% FY: 71%	M3.3 Current Difference from Baseline Panorama Parent-Family Engagement All: +1 favorable EI: +1 LI: +1 FY: -3

Goal Analysis for 2024-2025

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

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

All of the 2024-2025 LCAP Goal 3 Actions for Collaborative Engagement with Families and Educational Partners were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved SBCUSD 2024-2025 LCAP. SBCUSD experienced the following successes during the implementation of the 2024-2025 LCAP:

Action 3.1 Offered Family University Parent workshops, added additional staff to support sites, developed a system to identify and train Parent Volunteer Workers, and collaborated with various school sites to establish Family Resource Centers.

Action 3.2 Language and interpretation services have provided vital support to multilingual families through on-demand calls, spoken interpretation, and document translations. Over 2,000 minutes of phone and video assistance were provided in multiple languages, while spoken interpretation services helped over 1,900 families. Additionally, more than 500 documents were translated across key languages. Compared to the previous period, on-demand services had previously reached 4,000 minutes, a 110% increase from the prior year, while on-site interpretation grew by 93%, assisting over 1,460 families in an expanded range of languages.

Action 3.3 Enrolled 924 families, 1,548 English Learners, and completed 848 school transfers. Enrollment and Placement Services provided 285 backpacks to newly enrolled students, 648 kinder supplies, and 20 Cal SAFE kits were distributed to parenting/pregnant students.

The primary implementation challenge was with Action 3.2 Interpretation and Translation Services, where the demand for interpretation exceeded the available resources.

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 considers expenditures greater or less than 15% of the budgeted amount as a material difference.

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

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

Action 3.2 Interpretation and Translation Services: Expenditures increased as supplemental meetings and school events were added throughout the year, necessitating expanded access to interpretation and translation services to ensure inclusive communication for all families.

Expenditures less than budgeted amounts for the following contributing actions:

Action 3.3 Targeted Enrollment Support: Participation in free events allowed the district to reduce expenditures while maintaining support services.

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

Goal 3 Metrics demonstrated effectiveness in the following data:

-Metric 3.1 Parent Involvement and Family Engagement: improved across all sections, with Section 1 at +0.75 and Sections 2 and 3 each increasing by +0.25. **Actions demonstrating effectiveness towards target**: 3.1 Family Engagement, 3.2 Interpretation and Translation Services, and 3.3 Targeted Enrollment Support.

-Metric 3.2 Family-School Communication Percent Favorable on Panorama Family Survey: slightly declined overall -1 pp, with EL also at -1 pp. LI remained unchanged, while Foster Youth showed a +2 pp improvement. **Actions demonstrating effectiveness towards target**: 3.2 Interpretation and Translation Services, and 3.3 Targeted Enrollment Support.

-Metric 3.3 Parent-Family Engagement Percent Favorable on Panorama Family Survey: improved overall by +2 pp, with EL and LI families each increasing by +1 pp, however, FY declined by -3 pp. **Actions demonstrating effectiveness towards target**: 3.1 Family Engagement and 3.2 Interpretation and Translation Services.

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.

There are no revisions to the planned goal, metrics, target outcomes, or actions. However, strategies will be further customized during implementation to tailor actions to the specific needs of students, with the aim of enhancing collaborative engagement with families and Educational Partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	3.1 The Family Engagement Department will support students and families of English Learners, Low-Income, and Foster Youth students to get involved in district decision-making processes to build their capacity by providing training, workshops, and opportunities as measured by M3.1 and M3.3.	$4,249,933	Yes
3.2	Interpretation and Translation Services	3.2 The Communications Department will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the District to engage the community as partners in the education of English Learners, Low-Income, and Foster Youth students as measured by M3.1 and M3.2.	$900,000	Yes
3.3	Targeted Enrollment Support	3.3 The Enrollment and Placement Services Department will provide targeted enrollment support for English Learners, Low-Income, and Foster Youth students as measured by M3.1 and M3.2.	$130,877	Yes

Goal

Goal #	Description	Type of Goal
4	**Equity Multiplier - San Andreas High School** By the end of the 2027 school year, students at San Andreas High School will improve academic achievement in ELA (student groups include: All, Low-Income, and Hispanic students) and Math (student groups include: All, Low-Income, and Hispanic students) as measured by M4.1 and M4.2. Further, San Andreas will improve metrics associated with the College and Career Indicator (CCI) (student groups include: All, African American, English Learners, Hispanic, Homeless, Low-Income, and Students with Disabilities) as measured by M1.18. San Andreas will also work on lowering the suspension rate of Homeless students. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

Priority 8: Outcomes to a Broad Course of Study

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide and for Low-Income students, as well as the continued support for Homeless students to decrease their suspension rate. Further analysis continued to show a need for support in the areas that make up the CCI schoolwide and for Hispanic, Low-Income, and Students with Disabilities. The needs continue to align with feedback received from Educational Partners, who continue to emphasize the ongoing need for support in ELA, CCI, and Suspension rate. To address these needs, our plan involves implementing targeted actions outlined in our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	M4.1 NWEA Reading Percent on Target *Data Source: San Andreas NWEA Database*	M4.1 Winter 2024: All: 6.7% LI: 6.4% HI: 6.3%	M4.1 Winter 2025: All: 6.6% LI: 6.2% HI: 6.7%	M4.1 Winter 2026: Available in 2026-2027 LCAP	M4.1 Winter 2027: All: 36.7% LI: 36.4% HI: 36.3%	M4.1 Current Difference from Baseline All: -0.1 LI: -0.2 HI: +0.4
M4.2	M4.2 NWEA Math Percent on Target *Data Source: San Andreas NWEA Database*	M4.2 Winter 2024: All: 2.5% LI: 2.3% HI: 2.7%	M4.2 Winter 2025: All: 3.8% LI: 3.7% HI: 4.2%	M4.2 Winter 2026 Available in 2026-2027 LCAP	M4.2 Winter 2027: All: 32.5% LI: 32.3% HI: 32.7%	M4.2 Current Difference from Baseline All: +1.3 LI: +1.4 HI: +1.5
M4.3	M4.3 Suspension Rate *Data Source: San Andreas CA Dashboard* *Added 2025*	M4.3 2023-2024 Baseline: HOM: 11.9%	M4.3 2023-2024: HOM: 11.9%	M4.3 2024-2025: Available in 2026-2027 LCAP	M4.3 2025-2026 HOM: 10.9%	M4.3 HOM: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.18	M1.18 College and Career Indicator *Data Source: San Andreas CA Dashboard*	M1.18 2022-2023 (% prepared) All: 2.1% EL: 0% HOM: 0% LI: 2.1% SWD: 0% AA: 0% HI: 2.2%	M1.18 2023-2024 All: 6.1% EL: 5.8% HOM: 4.8% LI: 6.2% SWD: 0% AA: 10.5% HI: 6.1%	M1.18 2024-2025 Available in 2026-2027 LCAP	M1.18 2025-2026 (% prepared) All: 32.1% EL: 30% HOM: 30% LI: 32.1% SWD: 30% AA: 30% HI: 32.2%	M1.18 Current Difference from Baseline All: +4 EL: +5.8 HOM: +4.8 LI: +4.1 SWD: 0 AA: +10.5 HI: +3.9

Goal Analysis for 2024-2025

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

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

San Andreas is implementing the Equity Multiplier plan in phases, aligned with the LCAP cycle, to close opportunity gaps and support underserved student groups. Using a tiered intervention model and data-driven decisions informed by Educational Partner input, the school site prioritized resources where they're needed most. This targeted approach ensures students receive the appropriate level of academic and social-emotional support from core instruction to intensive intervention. All of the actions within the Equity Multiplier plan are being implemented in a phased-in approach.

Programmatic Successes:

4.4 Extended Learning – Intervention Instruction: Provided valuable academic support outside of regular instructional time. This allowed for intervention during non-instructional days such as Spring Break, Winter Break, and Summer.

4.6 Professional Development – Resident and Guest Teachers: Professional Development focus bolstered instructional continuity and quality. When not covering for professional development release time, Resident Guest Teachers provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

4.10 Professional Development – Math and ELA Consultants: Targeted, content-specific coaching may have directly supported the improved math outcomes and partially mitigated challenges from limited FTE in instructional coaching.

Programmatic Challenges due to Staffing Constraints:

4.1 Instructional Coaching (0.5 FTE): The recruitment, hiring, and placement of staff impacted the timely implementation of this action.

4.2 Provide Math Support Classes (0.5 FTE): The recruitment, hiring, and placement of staff impacted the timely implementation of this action.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures: 4.1 Instructional Coaching, 4.2 Math Support Classes, 4.4 Extended Learning- Intervention Instruction, 4.6 Professional Development- Resident Guest Teachers and Guest Teachers, and 4.10 Professional Development- Consultants for Math and ELA.

The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

4.3 Saturday and Summer School Interventions

4.5 Intervention Coordination and Planning

4.7 Small Group Intervention- Instructional Assistants and EAIII

4.8 Small Group Instruction- College Student Interns

4.9 Professional Development- Conferences

4.11 Additional Technology and Clerical Support for Program Implementation

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

The effectiveness of actions **4.1** Instructional Coaching (0.5 FTE), **4.2** Math Support Classes (0.5 FTE), **4.6** Professional Development- Resident Guest Teachers and Guest Teachers, and **4.10** Professional Development- Consultants for Math and ELA is evident in the growth demonstrated across key metrics, with M4.1 NWEA Reading showing a slight increase for HI (+0.4), and M4.2 NWEA Math showing stronger gains, particularly for All (+1.3), HI (+1.5), and LI (+1.4). However, challenges remain, as indicated by the decline in M4.1 NWEA Reading performance for ALL and LI students, which dropped 0.1% and 0.2 %, respectively.

The effectiveness of action **4.4** Extended Learning- Intervention Instruction is evident in the growth demonstrated in M1.18 College and Career Indicator also reflected positive growth for all groups, with the most notable improvements seen in AA (+10.5) and EL (+5.8), while other groups such as HOM (+4.8), LI (+4.1), All (+4), and HI (+3.9) also experienced positive gains.

Actions **4.3** Saturday and Summer School Interventions, **4.5** Intervention Coordination and Planning, **4.7** Small Group Intervention- Instructional Assistants and EAIII, **4.8** Small Group Instruction- College Student Interns, **4.9** Professional Development- Conferences, and **4.11** Additional Technology and Clerical Support for Program Implementation will be implemented through a phased-in approach and, as such, do not yet have measurable progress toward the identified goals.

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

The following actions are on target, therefore, no changes are being made: 4.2 Math Support Classes, 4.3 Saturday and Summer School Interventions, 4.4 Extended Learning- Intervention Instruction, 4.5 Intervention Coordination and Planning, 4.7 Small Group Intervention- Instructional Assistants and EAIII, and 4.11 Additional Technology and Clerical Support for Program Implementation.

The full amount that was allocated to Goal 4, Action 1 Instructional Coaching has been fully spent, therefore, this action will not continue in years 2 and 3 of this cycle.

The following actions have been revised based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

In the 2024 identification, ELA- ALL, LI, HI; Math- ALL, LI, HI, were the areas of need.

In contrast, the 2025 identification, ELA- ALL, LI; CC- ALL, HI, LI, SWD; Suspension- HOM, demonstrates shifts to other areas and groups. While support for ELA remains, the focus on CC and Suspension has introduced a new priority addressed by this goal: Priority 6 – School Climate. As a result, the following goal actions have been revised:

4.6 Professional Development- Resident Guest Teachers and Guest Teachers has been revised to include M4.3.

4.8 Small Group Instruction- College Student Interns has been revised to include M4.3.

4.10 Professional Development- Consultants for Math and ELA has been revised to remove coaching.

4.12 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

Furthermore based on the 2024 identification, metric M4.3 Suspension has been added. The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Coaching (0.5 FTE)	A Certificated Instructional Coach will be hired to provide coaching to teachers to guide them in creating engaging lessons and using structured collaborative strategies for all students, schoolwide, and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$47,638	No
4.2	Math Support Classes (0.5 FTE)	A certificated teacher will be hired to teach math support classes, focusing on math remediation and literacy to help fill learning gaps for all students, schoolwide, and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$245,687	No
4.3	Saturday and Summer School Interventions	Teachers will be provided with supplemental additional hours to support students during Saturday and summer school for all students, schoolwide and to LI, HI, EL, HOM, SWD, and AA students to improve academic achievement in English Language Arts, Math, and the CCI as measured by M4.1, M4.2, and M1.18.	$87,900	No
4.4	Extended Learning- Intervention Instruction	Teachers will provide supplemental intervention instruction beyond the instructional day that will be offered schoolwide and to LI, HI, EL, HOM, SWD, and AA students to improve academic achievement in English Language Arts, Math, and the CCI as measured by M4.1, M4.2, and M1.18.	$47,099	No

Action #	Title	Description	Total Funds	Contributing
4.5	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with supplemental additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$50,240	No
4.6	Professional Development-Resident Guest Teachers and Guest Teachers	Four Resident Guest Teachers will provide the release time to attend supplemental professional development, collaborate, plan lessons, and provide intervention schoolwide and for LI and HI students to improve academic achievement in English Language Arts, Math, and Suspension rates as measured by M4.1, M4.2, and M4.3. *Revised in 2025*	$410,963	No
4.7	Small Group Intervention-Instructional Assistants and EAIII	Instructional Assistants/Tutor and Educational Assistants III will work an Extended Work Year or in a Limited Term position to work directly with students in small groups, schoolwide, and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$33,282	No
4.8	Small Group Instruction-College Student Interns	College Student Interns will provide supplemental small group instruction schoolwide and for LI and HI student groups to improve academic achievement in English Language Arts, Math, and Suspension rates as measured by M4.1, M4.2, and M4.3. *Revised in 2025*	$90,000	No

Action #	Title	Description	Total Funds	Contributing
4.9	Professional Development-Conferences	School staff will attend supplemental professional development conferences, such as Teacher Clarity, to gain instructional capacity and increase student metacognition, including schoolwide and for LI and HI students to improve instruction in writing across the curriculum in all core subject areas that leads to improved student achievement in ELA and Math as measured by M4.1 and M4.2.	$77,642	No
4.10	Professional Development-Consultants for Math and ELA	The District will provide vetted consultants (including Kagan, Elevated Achievement Group, and Pearson) to provide supplemental professional development and data analysis support to teachers to improve instruction in English Language Arts, Math and courses impacting CCI that leads to improved student achievement in ELA and Math as measured by M4.1 and M4.2. *Revised in 2025*	$143,279	No
4.11	Additional Technology and Clerical Support for Program Implementation	Clerical staff and the Micro-Computer Specialist will provide additional technology support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide, LI, and HI students as they participate in the Equity Multiplier Plan to improve academic achievement in English Language Arts and Math as measured by M4.1 and M4.2.	$36,441	No
4.12	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$33,069	No

Goal

Goal #	Description	Type of Goal
5	**Equity Multiplier - Sierra High School** By the end of the 2027 school year students at Sierra High School will improve academic achievement schoolwide in ELA (including Low-Income and Hispanic students) and Math (including Low-Income and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Sierra High School will improve the graduation rate of African American students and Students with Disabilities, as well as improve the amount of English Learner students who are making progress towards English language proficiency. Further, Sierra will improve metrics associated with the College and Career Indicator (CCI) (student groups include: All, English Learners, Long Term English Learners, Homeless, Low-Income, Students with Disabilities, African American, and Hispanic) as measured by M1.18. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Outcomes to a Broad Course of Study

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Sierra High School schoolwide, in particular focusing on Low-Income and Hispanic students. The needs align with feedback received from Educational Partners, who have emphasized the ongoing need for support in ELA, Math, Graduation Rate, and CCI. Educational Partners have emphasized the ongoing need for support in ELA and Math, to improve the graduation rate of African American students and Students with Disabilities, and improve the amount of English Learner students who are making progress toward English language proficiency. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for all students, Low-Income and Hispanic students, the CA Dashboard for the graduation rate of African American and Students with Disabilities, as well as the CA Dashboard for English Learners making progress towards English language proficiency.

During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 5, Actions 5, 6, and 7), Professional Development (Goal 5, Actions 1, 2, and 3), Tutoring/Intervention (Goal 5, Actions 5, 6, and 7), and Program Implementation Staffing (Goal 5, Actions 8 and 9). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) in particular Hispanic students, and College/Career schoolwide and for English Learners, Hispanic, Homeless, Long Term English Learners, Low-Income, and Students with Disabilities. To address these needs, our plan involves implementing targeted actions outlined in our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	M5.1 NWEA Reading Percent on Target *Data Source: Sierra NWEA Database*	M5.1 Winter 2024: All: 4.7% LI: 4.6% HI: 5%	M5.1 Winter 2025: All: 9.5% LI: 8.7% HI: 9.5%	M5.1 Winter 2026: Available in 2026-2027 LCAP	M5.1 Winter 2027: All: 34.7% LI: 34.6% HI: 35%	M5.1 Current Difference from Baseline All: +4.8 LI: +4.1 HI: +4.5
M5.2	M5.2 NWEA Math Percent on Target *Data Source: Sierra NWEA Database*	M5.2 Winter 2024: All: 4.3% LI: 4.4% HI: 4.6%	M5.2 Winter 2025: All: 9.7% LI: 8.6% HI: 8.5%	M5.2 Winter 2026: Available in 2026-2027 LCAP	M5.2 Winter 2027: All: 34.3% LI: 34.4% HI: 34.6%	M5.2 Current Difference from Baseline All: +5.4 LI: +4.2 HI: +3.9
M5.3	M5.3 English Learner Progress Indicator Percent *Data Source: Sierra CA Dashboard*	M5.3 2022-2023: EL: 23.1% making progress	M5.3 2023-2024 EL: 29.6%	M5.3 2024-2025: Available in 2026-2027 LCAP	M5.3 2025-2026: EL: 53.1% making progress	M5.3 Current Difference from Baseline EL: +6.5
M5.4	M5.4 Graduation Rate *Data Source: Sierra CA Dashboard*	M5.4 2022-2023: SWD: 63.3% AA: 65.8%	M5.4 2023-2024: SWD: 86.4% AA: 81.1%	M5.4 2024-2025: Available in 2026-2027 LCAP	M5.4 2025-2026: SWD: 93.3% AA: 95.8%	M5.4 Current Difference from Baseline SWD: +23.1 AA: +15.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.18	M1.18 College and Career Indicator *Data Source: Sierra CA Dashboard*	M1.18 2022-2023 (% prepared) All: 1.1% EL: 0% HOM: 1.2% LI: 1.1% SWD: 0% AA: 0% HI: 1.2% 2023-2024 Baseline: LTEL: 0% *Revised 2025*	M1.18 2023-2024 All: 0.6% EL: 0.0% HOM: 0.0% LI: 0.6% SWD: 0.0% AA: 2.9% HI: 0.3% LTEL: 0%	M1.18 2024-2025 Available in 2026-2027 LCAP	M1.18 2025-2026 (% prepared) All: 31.1% EL: 30% HOM: 31.2% LI: 31.1% SWD: 30% AA: 31.1% HI: 31.2% LTEL: 20%	M1.18 Current Difference from Baseline All: -0.5 EL: 0 HOM: -1.2 LI: -1.1 SWD: 0 AA:+2.9 HI: -0.9 LTEL: N/A current baseline

Goal Analysis for 2024-2025

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

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

Sierra High School is rolling out the Equity Multiplier plan in strategic phases, guided by the LCAP cycle, to address opportunity gaps and uplift underserved student populations. Through a layered support system and informed by data and community voice, the site has allocated resources where they'll make the greatest impact. Actions 5.1 and 5.3 were not implemented in this first year of the program. They are planned for implementation in future years. All other actions are being implemented in a phased-in approach.

Programmatic Successes:

5.4 Professional Development and Intervention- Resident Guest Teachers: Professional Development focus bolstered instructional continuity and quality. When not covering for professional development release time, Resident Guest Teachers provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

5.6 Intervention- College Student Interns: College Student Interns provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

5.7 Extended Learning Intervention Instruction: Provided valuable academic support outside of regular instructional time. This allowed for intervention during non-instructional days such as Spring Break, Winter Break, and Summer.

5.8 Intervention Coordination and Planning: Additional supplemental hours allowed the team at Sierra to plan the layered support system for intervention services.

Programmatic Challenges:

5.1 Professional Development- Consultants for ELA and Math: The District began the bidding process during this school year and it took longer than anticipated. This action is planned for implementation in years 2 and 3.

5.3 Curriculum and Instruction Collaboration: This action is aligned with the professional development outlined in Action 5.1. As that component required additional planning time, implementation of this action is also scheduled for Years 2 and 3.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures for all of the planned actions: 5.1 Professional Development- Consultants for ELA and Math, 5.2 Professional Development- ELA and Math, 5.3 Curriculum and Instruction Collaboration, 5.4 Professional Development and Intervention- Resident Guest Teachers, 5.5 Graduation Tiered Support- Resident Guest Teacher, 5.6 Intervention- College Student Interns, 5.7 Extended Learning Intervention Instruction, and 5.8 Intervention Coordination and Planning.

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

The effectiveness of Actions **5.2** Professional Development- Conferences and **5.7** Extended Learning Intervention Instruction is reflected in the growth observed across several key metrics. Notably, there were significant gains in NWEA assessments, with M5.1 NWEA Reading increasing by +4.8 for all students, +4.5 for HI, and +4.1 for LI students, and M5.2 NWEA Math improving by +5.4 for all students, +4.2 for LI, and +3.9 for HI. Action **5.8** Intervention Coordination and Planning contributed to a strong gain of +6.5 in the M5.3 English Learner Progress Indicator. Additionally, Action **5.5** Graduation Tiered Support- Resident Guest Teacher supported a substantial increase in the M5.4 Graduation Rate, with SWD improving by +23.1 and AA students by +15.3. Actions **5.4** Professional Development and Intervention- Resident Guest Teachers and **5.6** Intervention- College Student Interns also showed a positive impact on the M1.18 College and Career Indicator, with a +2.9 gain for AA students.

Despite these gains, some challenges remain. The overall College and Career Indicator declined slightly by -0.5 for all students, with more pronounced decreases for HOM (-1.2) and LI (-1.1). English Learners, SWD, and other student groups showed either no change or only minimal decline in this area.

Actions **5.1** Professional Development- Consultants for ELA and Math and **5.3** Curriculum and Instruction Collaboration are being implemented through a phased-in approach, and currently do not have measurable progress toward the goal.

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

The following actions are on target, therefore, no changes are being made: 5.1 Professional Development- Consultants for ELA and Math, 5.3 Curriculum and Instruction Collaboration, 5.4 Professional Development and Intervention- Resident Guest Teachers, 5.5 Graduation Tiered Support- Resident Guest Teacher, 5.6 Intervention- College Student Interns, 5.7 Extended Learning Intervention Instruction, and 5.8 Intervention Coordination and Planning.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

In the 2024 identification, ELA- ALL, LI, HI; Math- ALL, LI, HI; ELPI- EL; Graduation Rate- SWD, AA; were the areas of need. There is a clear emphasis on both English Language Arts (ELA) and Mathematics schoolwide (ALL), Low-Income(LI), and Hispanic (HI) students, as well as English Learner Progress, and graduation rate for Students with Disabilities (SWD) and African American (AA) students.

In contrast, the 2025 identification, ELA- HI, and College and Career Indicator status- ALL, EL, HI, HOM, LTEL, LI, and SWD suggests a continued need for College and Career support. The following actions have been revised:

5.2 Professional Development- ELA and Math, has been renamed to Professional Development- Conferences. The description has been updated to refer to "staff members" instead of "teachers," and College/Career Indicator (CCI) has been added as a metric.

5.9 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

5.10 Instructional Assistants for Intervention in ELA and Math

5.11 Professional Development Contracted Services/Consultant to work with teacher leaders on campus to improve ELA and Math instruction

5.12 Mentoring, Tutoring, and Resource Support- Consultant to provide contracted services to improve academic achievement in ELA, Math, EL Progress, Graduation rate, and CCI.

Furthermore, based on the 2024 identification, metric M1.18 has been revised to include LTELs. The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development-Consultants for ELA and Math	The District will provide vetted consultants (including Elevated Achievement Group) to provide supplemental professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math as measured by M5.1 and M5.2.	$61,550	No
5.2	Professional Development-Conferences	Sierra High School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for staff to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA, Math, and CCI Schoolwide and for LI and HI students as measured by M5.1, M5.2, and M1.18. *Revised in 2025*	$165,124	No
5.3	Curriculum and Instruction Collaboration	Sierra High School will provide supplemental additional hourly pay to teachers to develop ELA and Math curriculum and instructional plans to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math Schoolwide, LI and HI students as measured by M5.1 and M5.2.	$65,000	No

Action #	Title	Description	Total Funds	Contributing
5.4	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and EL, HOM, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and CCI as measured by M5.1, M5.2, and M1.18.	$350,892	No
5.5	Graduation Tiered Support- Resident Guest Teacher	Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention for AA and SWD to improve graduation rates as measured by M5.4.	$162,247	No
5.6	Intervention- College Student Interns	College Student Interns will provide intervention schoolwide and EL, HOM, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and CCI as measured by M5.1, M5.2, and M1.18.	$88,230	No
5.7	Extended Learning Intervention Instruction	Teachers will provide additional supplemental intervention instruction beyond the instructional day that will be offered Schoolwide and to LI and HI students to improve academic achievement in English Language Arts and Math as measured by M5.1 and M5.2.	$159,213	No
5.8	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with additional supplemental hours to plan and coordinate all intervention services under the Equity Multiplier program for Schoolwide, LI, and HI students to improve student achievement in ELA, Math, and EL Progress as measured by M5.1, M5.2, and M5.3.	$116,066	No

Action #	Title	Description	Total Funds	Contributing
5.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$32,125	No
5.10	Instructional Assistants for Intervention	Instructional Assistants and Instructional Tutors will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide and for LI and HI students to improve academic achievement in English Language Arts and Math as measured by M5.1 and M5.2. *Added in 2025*	$13,000	No
5.11	Professional Development Contracted Services/Consultant	Vetted consultants/contracted services will provide coaching and planning support to teachers to improve instruction in ELA and Math schoolwide, which leads to improved student achievement schoolwide in CCI as measured by M1.18. *Added in 2025*	$20,000	No
5.12	Mentoring, Tutoring, and Resource Support- Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support to improve academic achievement in ELA, Math, EL Progress, Graduation rate, and CCI as measured by M5.1, M5.2, M5.3, M5.4, and M1.18. *Added in 2025*	$165,000	No

Goal

Goal #	Description	Type of Goal
6	**Equity Multiplier - Alternative Learning Center** By the end of the 2027 school year students at Alternative Learning Center (ALC) will improve academic achievement in ELA and Math schoolwide (including Low-Income students and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. ALC will also reduce chronic absenteeism rates schoolwide and for Hispanic students. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

These needs align with feedback received from Educational Partners, who have emphasized the ongoing need for increased support. To address these needs, our plan involves implementing targeted actions outlined in our goal. These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 and 2025-2026 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Based on the 2023 Identification: The CA Dashboard for the Alternative Learning Center (ALC) does not have performance level colors for Chronic Absenteeism Rate, English Learner Progress, Graduation Rate, College/Career, English Language Arts, and Mathematics as there are no statistically significant groups tested/measured. Despite the lack of performance level, the school site analyzed the data available on the CA Dashboard. The analysis highlighted the need to focus on Math schoolwide, and in particular, focusing on Low-Income and Hispanic students. Additionally, a need to focus on Chronic Absenteeism Rate for Hispanic students was identified. This analysis aligned with the needs demonstrated on the NWEA Math assessment and internal attendance data. Additionally, this need aligns with feedback received from Educational Partners, who have emphasized the ongoing need for support in Math and to reduce chronic absenteeism rates schoolwide and for Hispanic students. To address these needs, our plan involves implementing targeted actions outlined in our goal.

We will assess progress through the NWEA Reading Map Growth Assessment with a focus on analyzing outcomes for all students, Low-Income and Hispanic students, the CA Dashboard for chronic absenteeism rates schoolwide and for Hispanic students.

During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 6, Action 1), Professional Development (Goal 6, Action 1), and Tutoring/Intervention (Goal 6, Action 2).

Based on the 2024 Identification: The CA Dashboard for the Alternative Learning Center (ALC) does not have performance level colors for any of the areas (nor for student groups) due to fewer than 11 students in each testing area, so data is not displayed for privacy. Therefore, ALC focused on local data to identify the student groups and areas of need. Based on NWEA ELA assessment results, 28.6% of all ALC students are on track (at or above the 61st percentile). Based on the NWEA Math assessment results, 26.2% of all ALC students, 28.2% of LI students, and 34.4% of HI students are on track. Based on the internal calculation of Chronic Absenteeism Rate, ALC had a Chronic Absenteeism Rate of 20% in grades K-12.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	M6.1 NWEA Math (K-12) Percent on Track (at or above 61st percentile) *Data Source: SBCUSD NWEA Database*	M6.1 Winter 2024: All: 12.2% LI: 10.5% HI: 17.2%	M6.1 Winter 2025: All: 26.2% LI: 28.2% HI: 34.4%	M6.1 Winter 2026: Available in 2026-2027 LCAP	M6.1 Winter 2027: All: 42.2% LI: 40.5% HI: 47.2%	M6.1 Current Difference from Baseline All: +14 LI: +17.7 HI: +17.2
M6.2	M6.2 Chronic Absenteeism Rate *Data Source: CA SBCUSD Dashboard*	M6.2 2022-2023: All: 18.2% HI: 18.2%	M6.2 2023-2024: All: Not Reported HI: Not Reported *Fewer than 11 students - data not displayed for privacy	M6.2 2024-2025: Available in 2026-2027 LCAP	M6.2 2025-2026: All: 15.2% HI: 15.2%	M6.2 Current Difference from Baseline All: N/A HI: N/A
M6.3	M6.3 NWEA Reading (K-12) Percent on Track (at or above 61st percentile) *Data Source: SBCUSD NWEA Database* *Added 2025*	M6.3 Winter 2025: Baseline All: 28.6%	M6.3 Winter 2025: All: 28.6%	M6.3 Winter 2026: Available in 2026-2027 LCAP	M6.3 Winter 2027: All: 48.6%	M6.2 Current Difference from Baseline All: N/A current baseline

Goal Analysis for 2025-2026

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

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

The Alternative Learner Center is phasing in the Equity Multiplier plan based on the LCAP cycle to help close opportunity gaps and support underserved students. Using data and community input, the site has focused resources where they're most needed through a tiered support system. Action 6.2, which includes mentoring, tutoring, and consultant support, was not implemented in the first year but is planned for future rollout. All other actions are being implemented in a phased approach.

Programmatic Successes:

6.1 Tiered Support Program- Guest Teacher: Resident Guest Teachers provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

Programmatic Challenges:

6.2 Mentoring, Tutoring, and Resource Support- Consultant: Due to the mobility of the students in and out of the independent study program, these services were not offered.

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.

All actions have been budgeted to be spent over the three years of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation. Action 6.1 Tiered Support Program- Guest Teacher- The Resident Guest Teacher began later in the school year resulting in a material difference between what was budgeted versus the estimated actual expenditures.

Action 6.2 Mentoring, Tutoring, and Resource Support- Consultant- The school did not contract with a vendor to provide services as this was not a need that could not be addressed using other funding sources. This resulted in a material difference between what was budgeted versus the estimated actual expenditures.

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

The effectiveness of action **6.1** Tiered Support Program- Guest Teacher was evidenced by the growth observed in M6.1 NWEA Math, with significant gains for all students (+14), LI students (+17.7), and HI students (+17.2). Data for M6.2 Chronic Absenteeism Rate was not reported due to a student count below the privacy threshold. No declines in performance were identified. Action **6.2** Mentoring, Tutoring, and Resource Support- Consultant is being implemented through a phased-in approach, and currently does not have measurable progress toward the goal.

During the school year, 13 ALC students received intervention support from the Guest Teacher using the IXL platform. Collectively, they answered over 21,992 questions from home, exceeding the recommended benchmark by 39%. Students averaged 0.5 skill gains per week, surpassing the suggested target of 0.2, and completed an average of 18 questions per week. While the recommended benchmarks are 30 questions weekly for average impact and 90 for maximum effect, progress varied by student. In total, 532 Math skills and 277 ELA skills were mastered. Five students demonstrated substantial progress in skill completion.

According to the NWEA MAP Growth data from Fall to Winter, one student met their Expected Growth Goal in Math, and two students met their goal in Reading.

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

The following metric has been added based on the 2024 identification: M6.3 NWEA Reading (K-12) Percent on Track (at or above 61st percentile. The Goal has been updated to reflect the new areas of identification and metrics that were added.

The following actions have been revised:

6.1 Tiered Support Program- Guest Teacher- The Resident Guest Teacher will also provide academic support in ELA.

6.3 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following action is being discontinued as there was no need for the services: Action 6.2 Mentoring, Tutoring, and Resource Support- Consultant.

The following action will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of local metrics through the Equity Multiplier program: Action 6.4 Professional Development to support schoolwide and for LI and HI students to improve academic achievement in ELA and Math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Tiered Support Program- Guest Teacher	Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention schoolwide and for LI and HI students to improve academic achievement in ELA, Math, and lower chronic absenteeism as measured by M6.1 and M6.2. *Revised 2025*	$117,350	No
6.2	Mentoring, Tutoring, and Resource Support- Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in Math schoolwide and for LI and HI students to improve academic achievement in math and lower chronic absenteeism as measured by M6.1 and M6.2. *Discontinued in 2025*	$0	No
6.3	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$3,862	No
6.4	Professional Development	School staff will attend supplemental professional development conferences, such as the California Consortium for Independent Study (CCIS), to support schoolwide and for LI and HI students to improve academic achievement in ELA and Math as measured by M6.1 and M6.3. *Added in 2025*	$44,777	No

Goal

Goal #	Description	Type of Goal
7	**Equity Multiplier - Virtual Academy** By the end of the 2027 school year students at Virtual Academy will improve academic achievement in English Language Arts (ELA) schoolwide (including English Learners, Homeless, Students with Disabilities, African American, and White students) and Math schoolwide (including Homeless, Students with Disabilities, African American, Hispanic, and Low-Income students) by increasing the percentage of students on track as shown in the metric section for this goal. Virtual Academy will also improve the chronic absenteeism rate of Students with Disabilities, African American, and White students as well as improve the amount of English Learner students who are making progress towards English language proficiency. *Revised in 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

These needs align with feedback received from Educational Partners, who have emphasized the ongoing need for increased support. To address these needs, our plan involves implementing targeted actions outlined in our goal. These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 and 2025-2026 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Based on the 2023 Identification: The CA Dashboard for the Virtual Academy does not have performance level colors for Chronic Absenteeism Rate, English Learner Progress, Graduation Rate, Suspension, English Language Arts, and Mathematics as this is the school's first CA Dashboard. Despite the lack of performance level, the school site analyzed the data available on the CA Dashboard at the schoolwide and student group level. The analysis highlighted the need to focus on English Language Arts (ELA) schoolwide (including English Learners, Homeless, Students with Disabilities, African American, and White students) and Math schoolwide (including Homeless, Students with Disabilities, and African American, and Low-Income students). Additionally, needs were highlighted for the chronic absenteeism rate of Students with Disabilities, African American, and White students, as well as improvement needed in the amount of English Learner students who are making progress towards English language proficiency. These needs were echoed when analyzing internal data from NWEA Reading, NWEA Math, attendance, and the progress of English Learners.

We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners, Homeless, Low-Income, Students with Disabilities, African American, and White students. Virtual Academy is committed to improving the progress of English Learners toward English language proficiency and seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism Rate schoolwide and for Students with Disabilities, White students, and African American students.

During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Additional Classroom Teachers (Goal 7, Actions 2 and 3), Intervention Staffing (Goal 7, Actions 1, 2, 3, 5, 6, and 8), Professional Development (Goal 7, Action 2), Tutoring/Intervention (Goal 7, Action 4), Supplemental Materials (Goal 7, Action 7), and Program Implementation Staffing (Goal 7, Action 2, 9, and 10).

Based on the 2024 Identification: The site completed a CNA, including an analysis of the CA Dashboard. The 2024 Dashboard indicates that the lowest performing areas are in English Language Arts (ELA) and Mathematics, particularly among the following student groups at the Red performance level: English Language Arts (ELA): English Learners: This group is performing at the Red level, indicating a significant need for improvement in ELA proficiency; and Students with Disabilities: Also at the Red level, highlighting substantial challenges in meeting ELA standards. Mathematics: English Learners: This group is at the Red level, reflecting a critical need for enhancement in mathematical skills; and Hispanic: Similarly performing at the Red level, underscoring considerable difficulties in mathematics achievement. These needs were echoed when analyzing internal data from NWEA Reading and NWEA Math.

We will assess progress through the NWEA Reading and Math Map Growth Assessment, focusing on analyzing outcomes for English Learners, Students with Disabilities, and Hispanic Students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	M7.1 NWEA Reading Percent on Target *Data Source: Virtual Academy NWEA Database*	M7.1 **Winter 2024 TK-8:** All: 24.2% EL: 6.1% HOM: 11.1% SWD: 4.1% AA: 22.2% WH: 57.1% **Winter 2024 HS:** All: 27.4% EL: 0% HOM: 14.3% SWD: 9.4% AA: 23.1% WH: 53.8%	M7.1 **Winter 2025 TK-8:** All: 18.5% EL: Not Reported HOM: Not Reported SWD: 6.7% AA: 18.2% WH: Not Reported **Winter 2025 HS:** All: 33.3% EL: Not Reported HOM: Not Reported SWD: 10.3% AA: 35.3% WH: Not Reported	M7.1 Winter 2026: Available in 2026-2027 LCAP	M7.1 **Winter 2027 TK-8:** All: 54.2% EL: 51.1% HOM: 56.1% SWD: 49.1% AA: 52.2% WH: 87.1% **Winter 2027 HS:** All: 57.4% EL: 54% HOM: 59.3% SWD: 54.4% AA: 53.1% WH: 83.8%	M7.1 Current Difference from Baseline **Winter 2025 TK-8:** All: -5.7 EL: N/A HOM: N/A SWD: +2.6 AA: -4 WH: N/A **Winter 2025 HS:** All: +5.9 EL: N/A HOM: N/A SWD: +0.9 AA: +12.2 WH: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.2	M7.2 NWEA Math Percent on Target *Data Source: Virtual Academy NWEA Database*	M7.2 **Winter 2024 TK-8**: All: 12.1% EL: 9.1% HOM: 5.6% SWD: 6.1% AA: 7.4% LI: 11.7% Winter 2025 Baseline: HI: 9.58% **Winter 2024 HS**: All: 7.1% EL: 0% HOM: 0% SWD: 3.1% AA: 0% LI: 7.5% Winter 2025 Baseline: HI: 18.19% Revised 2025	M7.2 **Winter 2025 TK-8** All: 11% EL: Not Reported HOM: Not Reported SWD: 4.5% AA: 18.2% LI: 10.1% HI: 9.58% **Winter 2025 HS** All: 15.4% EL: Not Reported HOM: Not Reported SWD: 3.4% AA: 17.6% LI: 14.9% HI: 18.19%	M7.2 Winter 2026: Available in 2026-2027 LCAP	M7.2 **Winter 2027 TK-8**: All: 42.1% EL: 46.1% HOM: 41.6% SWD: 42.1% AA: 43.4% LI: 41.7% HI: 29.58% **Winter 2027 HS**: All: 37.1% EL: 39% HOM: 39% SWD: 39.1% AA: 39% LI: 39.1% HI: 39.19%	M7.2 Current Difference from Baseline **Winter 2025 TK-8** All: -1.1 EL: N/A HOM: N/A SWD: -1.6 AA: +10.8 LI: -1.6 HI: N/A current baseline **Winter 2025 HS** All: +8.3 EL: N/A HOM: N/A SWD: +0.3 AA: +17.6 LI: +7.4 HI: N/A current baseline
M7.3	M7.3 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M7.3 2022-2023: SWD: 4.8% AA: 7.4% WH: 10%	M7.3 2023-2024: SWD: 7.3% AA: 2.9% WH: 5.3%	M7.3 2024-2025: Available in 2026-2027 LCAP	M7.3 2025-2026: SWD: 1.8% AA: 1.4% WH: 1%	M7.3 Current Difference from Baseline M7.3 2023-2024: SWD: +2.5 AA: -4.5 WH: -4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.4	M7.4 English Learner Progress Indicator Percent *Data Source: CA Dashboard*	M7.4 2022-2023: EL: 37.3% making progress	M7.4 2023-2024: EL: 61.9%	M7.4 2024-2025: Available in 2026-2027 LCAP	M7.4 2025-2026: EL: 67.3% making progress	M7.4 Current Difference from Baseline EL: +24.6

Goal Analysis for 2024-2025

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

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

Virtual Academy is currently engaged in a phased implementation of the Equity Multiplier plan, strategically aligned with the Local Control and Accountability Plan (LCAP) cycle, to address systemic opportunity gaps and elevate outcomes for historically underserved student populations. Guided by a Multi-Tiered System of Supports (MTSS) framework and informed by ongoing data analysis and Educational Partner engagement, the site has prioritized resource allocation to maximize impact. This targeted model ensures students receive differentiated academic and social-emotional interventions based on identified needs.

Programmatic Successes:

7.4 Mentoring, Tutoring, and Resource Support- Consultant: Provided valuable academic support outside of regular instructional time. This allowed for intervention during non-instructional days such as Spring Break, Winter Break, and Summer.

7.5 Intervention- College Student Interns: College Student Interns provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

Programmatic Challenges:

Several key actions within the plan experienced implementation delays due to staffing challenges. These actions are being implemented in a phased-in approach.

Action 7.1 (Tiered Support Program- Guest Teacher)

Action 7.2 (Professional Development and Intervention Coordination – Program Facilitator)

Action 7.3 (Additional Support Classes – Secondary Support Teacher)

Action 7.6 (Support for Parents and Students – Community Resource Worker Limited Term Assignment)

Action 7.8 (Home Visits and Increased Connections with Parents/Guardians)

Action 7.9 (Additional Support Staff for Program Implementation)

Additionally, Action 7.7 was impacted by the late launch of intervention services. Despite these challenges, all other components of the Equity Multiplier plan have reached either full or partial implementation, reflecting continued progress toward equitable student outcomes.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

Action 7.1 Tiered Support Program- The Resident Guest Teacher began late in the school year. There is still one Resident Guest Teacher pending hire. This action is expected to continue through 2027 with the planned funds.

Action 7.5 Intervention- College Student Interns- The College Student Intern began late in the school year. The school is currently recruiting additional College Student Interns. This action is expected to continue through 2027 with the planned funds.

The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures: **Action 7.2** Professional Development and Intervention Coordination, **Action 7.3** Additional Support Classes, **Action 7.6** Support for Parents and Students, **Action 7.7** Supplemental Materials for Intervention, **Action 7.8** Home Visits and increased connections with parents/guardians, and **Action 7.9** Additional Support Staff for Program Implementation.

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

The effectiveness of actions **7.1** Tiered Support Program- Guest Teacher, **7.2** Professional Development and Intervention Coordination, **7.4** Mentoring, Tutoring, and Resource Support- Consultant, and **7.5** Intervention- College Student Interns is evidenced by growth across multiple performance metrics. For M7.1 NWEA Reading Percent on Target, TK–8 SWD increased by 2.6 percentage points, while high school data showed gains of 5.9 for all students, 0.9 for SWD, and a significant 12.2 point increase for AA students. In M7.2 NWEA Math Percent on Target, TK–8 AA students improved by 10.8 points. At the high school level, gains were observed for all students (+8.3), SWD (+0.3), AA students (+17.6), and LI students (+7.4). In M7.3 Chronic Absenteeism Rate, SWD showed a positive improvement of 2.5 percentage points. Additionally, M7.4 English Learner Progress Indicator demonstrated substantial growth, with EL improving by 24.6 points.

Despite these gains, areas of decline were noted. For M7.1 NWEA Reading Winter 2025, TK–8 all students declined by 5.7 points, and AA students declined by 4.0 points. M7.2 NWEA Math Winter 2025 also showed decreases among TK–8 all students (-1.1), SWD (-1.6), and LI students (-1.6). In M7.3 Chronic Absenteeism, declines were noted for AA students (-4.5) and WH students (-4.7).

Several actions are being implemented through a phased-in approach, and currently do not have measurable progress toward the goal. These include actions **7.3** Additional Support Classes, **7.6** Support for Parents and Students, **7.7** Supplemental Materials for Intervention, **7.8** Home Visits and Increased Connections with Parents/Guardians, and **7.9** Additional Support Staff for Program Implementation. These actions are expected to impact student outcomes as implementation progresses in subsequent years.

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

Based on the 2024 identification metric M7.2 has been revised to include the HI student group. The Goal has been updated to reflect the new areas of identification and metrics that were added.

The following actions are on target, therefore, no changes are being made: **Action 7.1** Tiered Support Program, **Action 7.2** Professional Development and Intervention Coordination, **Action 7.3** Additional Support Classes, **Action 7.4** Mentoring, Tutoring, and Resource Support-Consultant, **Action 7.5** Intervention- College Student Interns, **Action 7.6** Support for parents and students- Community Resource Worker Limited Term Assignment, **Action 7.7** Supplemental Materials for Intervention, and **Action 7.9** Additional Support Staff for Program Implementation.

7.10 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following will be discontinued: **Action 7.8** Home Visits and increased connections with parents/guardians. While the school has completed Home Visits, no additional funds were needed from Equity Multiplier to support the site's efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Tiered Support Program- Guest Teacher	The Resident Guest Teacher will provide tiered support in small group, individualized, and/or intervention in ELA and Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA and Math), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$212,077	No
7.2	Professional Development and Intervention Coordination- Program Facilitator	The Equity Multiplier Program Facilitator will provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), and overseeing the implementation of the intervention programs schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$596,534	No
7.3	Additional Support Classes- Secondary Support Teacher	Virtual Academy will hire two secondary support teachers to teach extra support classes for secondary using standards, frameworks, and research schoolwide and for EL, HOM, SWD, AA, and White students to improve academic achievement in ELA and Math as measured by M7.1	$320,000	No

Action #	Title	Description	Total Funds	Contributing
7.4	Mentoring, Tutoring, and Resource Support- Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$469,703	No
7.5	Intervention- College Student Interns	College Student Interns will provide small group instruction support in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.	$44,391	No
7.6	Support for Parents and Students- Community Resource Worker Limited Term Assignment	Virtual Academy will hire a Community Resource Worker to provide support to parents and students by connecting them with community services for SWD and AA students to improve Chronic Absenteeism as measured by M7.3.	$99,000	No
7.7	Supplemental Materials for Intervention	Virtual Academy will purchase supplemental and intervention materials to provide additional standards-based practice schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$12,711	No

Action #	Title	Description	Total Funds	Contributing
7.8	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.3. Anticipated costs include reimbursable mileage and additional hours for staff. *Discontinue in 2025*	$0	No
7.9	Additional Support Staff for Program Implementation	Clerical staff will provide additional support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide and for EL, LI, SWD, AA, and WH, Math schoolwide and for HOM, LI, SWD, AA, and WH and English Learner progress schoolwide to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.4.	$5,000	No
7.10	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$28,956	No

Goal

Goal #	Description	Type of Goal
~~8~~	**~~Equity Multiplier - Yvonne Harmon~~** ~~By the end of the 2027 school year, Yvonne Harmon will improve the chronic absenteeism rate of Students with Disabilities.~~ *Removed in 2025*	~~Equity Multiplier Focus Goal~~

State Priorities addressed by this goal.

~~Priority 5: Student Engagement~~

An explanation of why the LEA has developed this goal.

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

Removed in 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	M8.1 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M8.1 2022-2023: All: 100% SWD: 100%	M8.1 2023-2024: All: 100% SWD: 100%	M8.1 2024-2025: Available in 2026-2027 LCAP	M8.1 2025-2026: All: 97% SWD: 97%	M8.1 Current Difference from Baseline All: No difference SWD: No difference

Goal Analysis for 2024-2025

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

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

Yvonne Harmon successfully implemented the Equity Multiplier plan and fully used all allocated funds during the 2024–2025 school year. The plan focused on closing opportunity gaps and supporting underserved students through a tiered system of support. All planned actions were fully carried out, with resources directed to the areas of greatest need. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments.

Programmatic Successes:

Yvonne Harmon's Equity Multiplier actions were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP.

Programmatic Challenges:

None noted.

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.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total amount received and allocated for the planned services was fully expended as intended, and all expenditures were aligned with the goal and actions originally planned. As a result, the planned improvements in services were implemented as proposed, with fidelity to both budget and programmatic intentions.

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

Goal 8 Metrics did not have a difference from the baseline in Chronic Absenteeism Rate for the All and SWD student groups.

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

All of the Equity Multiplier funds received for Yvonne Harmon were fully expended during the 2024-2025 school year, therefore the 2024-2025 Goal 8 Equity Multiplier: Yvonne Harmon will not continue in the 2025-2026 LCAP. Moving forward in the 2025-2026 LCAP, it is being replaced with Goal 8 Equity Multiplier: Rio Vista.

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

Actions

Action #	Title	Description	Total Funds	Contributing
~~8.1~~	~~Professional Development and Intervention- Resident Guest Teachers~~	~~Resident Guest Teachers will provide the release time to attend professional development (beyond District level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide for Students with Disabilities to improve chronic absenteeism as measured by M8.1.~~ *Removed in 2025*	~~$0~~	~~No~~
~~8.2~~	~~Indirect Costs~~	~~Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.~~ *Removed in 2025*	~~$0~~	~~No~~

Goal

Goal #	Description	Type of Goal
8	**Equity Multiplier - Rio Vista Elementary** By the end of the 2028 school year, students at Rio Vista Elementary will improve the amount of English Learner students who are making progress towards English language proficiency and reduce the suspension rate of African American students. *Revised in 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Learner students' progress towards English proficiency and reducing the suspension rate of African American students. This necessity aligns with feedback received from Educational Partners, who have emphasized the ongoing need for English Learner student support and identified the need to reduce the suspension rate of African American students. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the California Dashboard. Rio Vista Elementary seeks to create a supportive environment that fosters student engagement to lower the suspension rate of African American students. The Comprehensive Needs Assessment showed an increasing need to support English Learners as the ELPI metric declined by 25.5%, which resulted in a red designation on the CA Dashboard. Educational Partner input supported the creation of additional EL supports to improve this metric. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Small Group Intervention (Goal 8, Action 1), Tutoring- Consultant (Goal 8, Action 2), Mentoring and Resource Support- Consultant (Goal 8, Action 3), and Professional Development- Conferences (Goal 8, Action 4).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	M8.1 English Learner Progress Indicator Percent *Data Source: CA SBCUSD Dashboard*	M8.1 2023-2024: 30.1% making progress	M8.1 2024-2025: Available in 2026-2027 LCAP	M8.1 2025-2026: Available in 2027-2028 LCAP	M8.1 2027-2028: 60.1% making progress	N/A
M8.2	M8.2 Suspension Rate *Data Source: CA SBCUSD Dashboard*	M8.2 2023-2024: AA: 11.6%	M8.2 2024-2025 Available in 2026-2027 LCAP	M8.2 2025-2026 Available in 2027-2028 LCAP	M8.1 2027-2028: AA: 10.1%	N/A

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2026-2027 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.

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Small-Group Intervention	Resident Guest Teachers and College Student Interns will be hired to provide intervention support and case management for EL students to improve EL student progress as measured by M8.1.	$171,952	No
8.2	Tutoring- Consultant	A vetted vendor will provide contracted services to offer small group instruction during, before, or after school to EL students to improve EL student progress as measured by M8.1.	$165,000	No
8.3	Mentoring and Resource Support- Consultant	A vetted vendor will provide contracted services to offer small group support for African American students during, before, or after school to improve AA student suspension outcomes as measured by M8.2.	$45,000	No
8.4	Professional Development-Conferences	School staff will attend supplemental professional development conferences for school staff to gain the capacity to increase EL student achievement, improve behavior management and reduce the suspension rate of AA students, as measured by M8.1 and M8.2	$90,000	No
8.5	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 2.30%.	$6,025	No

Goal

Goal #	Description	Type of Goal
9	**Equity Multiplier - Arrowhead Elementary** By the end of the 2027 school year students at Arrowhead Elementary will improve academic achievement in ELA schoolwide (including English Learner students, Low-Income students, and Hispanic students) and Math schoolwide (including Low-Income students and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Arrowhead Elementary will also improve the amount of English Learner students who are making progress toward English language proficiency and reduce the suspension rate of African American students. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the English Learner Progress Indicator Percent dropped by 3.4 percentage points. Arrowhead Elementary will continue to address the challenges of EL students with targeted support and interventions by continuing to provide Professional Development and Intervention Resident Guest Teachers (Goal 9, Action 4). The suspension rate for African American students is 6.15%, which is notably higher than the suspension rate for all students. To reduce the suspension rate of African American students, Arrowhead Elementary will attend Professional Development- Conferences (Goal 9, Action 7).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	M9.1 NWEA Reading Percent on Target *Data Source: Arrowhead NWEA Database*	M9.1 Winter 2024: All: 17.3% EL: 15.1% LI: 16.8% HI: 19%	M9.1 Winter 2025: All: 20.9% EL: 11.8% LI: 21.3% HI: 22%	M9.1 Winter 2026: Available in 2026-2027 LCAP	M9.1 Winter 2027: All: 47.3% EL: 45.1% LI: 46.8% HI: 49%	M9.1 Current Difference from Baseline All: -3.6 EL: -3.3 LI: +4.5 HI: +3
M9.2	M9.2 NWEA Math Percent on Target *Data Source: Arrowhead NWEA Database*	M9.2 Winter 2024: All: 22.1% LI: 21.1% HI: 23.9%	M9.2 Winter 2025: All: 21% LI: 20.7% HI: 20.5%	M9.2 Winter 2026: Available in 2026-2027 LCAP	M9.2 Winter 2027: All: 52.1% LI: 51.1% HI: 53.9%	M9.2 Current Difference from Baseline All: -1.1 LI: -0.4 HI: -3.4
M9.3	M9.3 English Learner Progress Indicator Percent *Data Source: CA Dashboard*	M9.3 2022-2023: 37.5% making progress	M9.3 2023-2024: EL: 34.1%	M9.3 2024-2025: Available in 2026-2027 LCAP	M9.3 2025-2026: 67.5% making progress	M9.3 Current Difference from Baseline EL: -3.4
M9.4	M9.4 Suspension Rate *Data Source: CA Dashboard* *Added 2025*	M9.4 2023-2024: Baseline AA: 6.1%	M9.4 2023-2024: AA: 6.1%	M9.4 2024-2025: Available in 2026-2027 LCAP	M9.4 2025-2026: AA: 5.1%	M9.4 AA: N/A current baseline

Goal Analysis for 2024-2025

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

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

The following actions were implemented:

Action 9.1 Tutoring Outside of Instructional Hours- The vendor was not prepared to begin services until mid-February. Students have been identified, and services will begin during the third trimester of the school year. There were challenges in waiting for the formal procurement process to be completed and receiving vendor proposals. This action is expected to continue to be implemented over the next two years.

Action 9.2 Additional Standards-Based Practice- Supplemental Subscriptions: The supplemental subscriptions were purchased in January. The teachers are just beginning to access the online platforms. We are currently waiting for the Professional Development to be scheduled. We experienced challenges in reaching vendors that do not have live support to discuss the scope of work. This action is expected to continue to be implemented over the next two years.

Action 9.4 Professional Development and Intervention- 2 RGTs were hired. The RGTs focus on Math and ELA. English Learners are the focus of one of the RGTs. We are realizing positive growth as measured by our progress monitoring tools (e.g., SIPPS). It took time to recruit and hire the RGTs. They began working in the position in September.

Action 9.5 Intervention Materials- We are purchasing intervention materials to support small-group instruction in ELA and Math. We purchased the materials after the intervention schedule, staffing, and professional development were in place to ensure the success of the program. This action is expected to continue to be implemented over the next two years.

The following action has not been implemented during year 1 of 3:

Action 9.3 Professional Development- We are currently working with vendors from two online platforms to schedule Professional Development. A challenge in implementing this action has been acquiring access to the platform and finding a mutually agreeable time to provide Professional Development.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

Action 9.2 Additional Standards-Based Practice- Supplemental Subscriptions- there is a material difference between what is budgeted versus spent as the cost of the subscriptions is planned over a three-year period. The second-year costs will be higher than the first year as they will be implemented from July 1 to June 30.

Action 9.4 Professional Development and Intervention- Resident Guest Teachers- there is a material difference between what is budgeted versus spent as we were only able to hire 2 RGTs rather than 4. We will continue to recruit additional staff in year 2.

Action 9.5 Intervention Materials- there is a material difference between what is budgeted versus spent as the materials were purchased later in the school year. We will purchase additional materials in years 2 and 3.

The following action is planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures: **Action 9.3** Professional Development- Consultants for ELA and Math- there is a material difference between what is budgeted versus spent as the Professional Development will not take place until access to the online platforms is available. The second-year cost will include Professional Development for new staff and to provide additional support.

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

The effectiveness of Actions **9.1** Tutoring Outside of Instructional Hours, **9.2** Additional Standards-Based Practice- Supplemental Subscriptions, and **9.5** Intervention Materials is reflected in notable reading gains for specific student groups, including LI students (+4.5) and HI students (+3.0) on the M9.1 NWEA Reading assessment. These results suggest that the implemented actions positively impacted these subgroups. However, the overall trend indicates a decline in academic performance, with overall reading scores decreasing by -3.6 and EL declining by -3.3, highlighting limited effectiveness of the actions for the broader student population, particularly for ELs.

In Math, M9.2 NWEA results showed a decline across all measured groups, including overall (-1.1), LI students (-0.4), and HI students (-3.4), pointing to the need for enhanced instructional strategies and targeted support in mathematics. Similarly, M9.3 English Learner Progress Indicator revealed a decline of -3.4 percentage points, further emphasizing the need for sustained, focused interventions to support English Learners with action **9.4** Professional Development and Intervention- Resident Guest Teachers.

Action **9.3** Professional Development- Consultants for ELA and Math is being implemented through a phased-in approach and, as such, does not yet have measurable outcomes aligned to the goal.

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

The following actions are on target, therefore, no changes are being made: 9.1 Tutoring Outside of Instructional Hours, 9.2 Additional Standards-Based Practice- Supplemental Subscriptions, 9.3 Professional Development- Consultants for ELA and Math, 9.4 Professional Development and Intervention- Resident Guest Teachers, 9.5 Intervention Materials

9.6 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

Based on the 2024 identification metric M9.4 Suspension Rate of AA students has been added. The Goal has been updated to reflect the new areas of identification and metrics that were added.

The following action is being added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard.

Action 9.7 Professional Development- Conferences to increase student achievement in Math, improve behavior management, and reduce the suspension rate of AA students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Tutoring Outside of Instructional Hours	A vetted vendor will provide contracted services to offer supplemental tutoring in ELA and Math school wide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$216,000	No
9.2	Additional Standards-Based Practice- Supplemental Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$70,000	No
9.3	Professional Development- Consultants for ELA and Math	The District will provide vetted consultants/contracted services (including supplemental subscription Professional Development) to provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$10,000	No
9.4	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1, M9.2, and M9.3.	$288,586	No

Action #	Title	Description	Total Funds	Contributing
9.5	Intervention Materials	Arrowhead Elementary will purchase intervention materials to use in the Learning Academy to provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$30,179	No
9.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$10,072	No
9.7	Professional Development-Conferences	School staff will attend supplemental professional development conferences for school staff to gain the capacity to increase student achievement in Math and to improve behavior management and reduce the suspension rate of AA students, as measured by M9.2 and M9.4. *Added in 2025*	$29,594	No

Goal

Goal #	Description	Type of Goal
10	**Equity Multiplier - San Bernardino High** By the end of the 2027 school year students at San Bernardino High School will improve academic achievement schoolwide in ELA (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) and schoolwide in Math (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. San Bernardino High School will reduce the suspension rate schoolwide (including English Learners, Homeless, Low-Income, Students with Disabilities, Hispanic, Foster Youth, White, and students who are two or more races) and increase the College/Career rate of Students with Disabilities. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) for English Learners and Students with Disabilities, as well as Math schoolwide and specifically for English Learners, Low-Income, Students with Disabilities, and Hispanic students. Foster Youth Students had a significantly higher suspension rate of 25%. This is more than three times the overall suspension rate of all students. Additionally, White Students had a suspension rate of 14.6%, which is nearly twice the overall suspension rate of 7.8%, indicating a potential need for targeted interventions or support for Foster youth and White students to address factors contributing to these higher rates. A significant disparity for Students with Disabilities was noted. Students with Disabilities have a much lower college/career indicator at 11.9% compared to the overall student population at 47.9%, representing a 36% difference in college/career readiness. Educational Partners identified the following needs to be addressed with Equity Multiplier funds: ELA Support Classes (Goal 10, Action 12), College Student Intern (Goal 10, Action 13), Dual Enrollment Teacher on Special Assignment (Goal 10, Action 14), and Caseload Management (Goal 10, Action 15).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M10.1	M10.1 NWEA Reading Percent on Target *Data Source: San Bernardino High School NWEA Database*	M10.1 Winter 2024: All: 20.3% EL: 0.6% LI: 9.7% SWD: 1.1% HI: 19.5%	M10.1 Winter 2025: All: 25.4% EL: 14.9% LI: 25% SWD: 7.3% HI: 25.6%	M10.1 Winter 2026: Available in 2026-2027 LCAP	M10.1 Winter 2027: All: 50.3% EL: 30.6% LI: 49.7% SWD: 31.8% HI: 49.5%	M10.1 Current Difference from Baseline All: +5.1 EL: +14.3 LI: +15.3 SWD: +6.2 HI: +6.1
M10.2	M10.2 NWEA Math Percent on Target *Data Source: San Bernardino High School NWEA Database*	M10.2 Winter 2024: SWD: 5.6% *Winter 2025 Baseline:* All: 33.6% EL: 24.4% HI: 34.1% LI: 33.5% *Revised 2025*	M10.2 Winter 2025: SWD: 8.3% All: 33.6% EL: 24.4% HI: 34.1% LI: 33.5%	M10.2 Winter 2026: Available in 2026-2027 LCAP	M10.2 Winter 2027: SWD: 35.6% All: 53.6% EL: 44.4% HI: 54.1% LI: 53.5%	M10.2 Current Difference from Baseline SWD: +2.7 All: N/A current baseline EL: N/A current baseline HI: N/A current baseline LI: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M10.3	M10.3 Suspension Rate *Data Source: CA Dashboard*	M10.3 2022-2023: All: 11.4% EL: 12.9% HOM: 14.4% LI: 11.5% SWD: 16.6% HI: 10.9% TM: 16.2% 2023-2024 Baseline: FY: 25% WH: 14.6% *Revised 2025*	M10.3 2023-2024: All: 7.8% EL: 6.3% HOM: 13.4% LI: 7.9% SWD: 11.8% HI: 6.7% TM: 20% FY: 25% WH: 14.6%	M10.3 2024-2025: Available in 2026-2027 LCAP	M10.3 2025-2026: All: 9.9% EL: 11.4% HOM: 12.9% LI: 10% SWD: 15.1% HI: 9.4% TM: 14.7% FY: 24% WH: 13.6%	M10.3 Current Difference from Baseline All: -3.6 EL: -6.6 HOM: -1 LI: -3.6 SWD: -4.8 HI: -4.2 TM: +3.8 FY: N/A current baseline WH: N/A current baseline
M10.4	M10.4 College and Career Indicator (% prepared) *Data Source: San Bernardino High CA Dashboard* *Added in 2025*	M10.4 2023-2024 Baseline: SWD: 11.9%	M10.4 2023-2024 SWD: 11.9%	M10.4 2024-2025: Available in 2026-2027 LCAP	M10.4 2025-2026: SWD: 31.9%	M10.4 SWD: N/A current baseline

Goal Analysis for 2024-2025

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

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

San Bernardino High School has embarked on a phased implementation of the Equity Multiplier plan, strategically aligned with the Local Control and Accountability Plan (LCAP) cycle. This plan aims to close opportunity gaps and accelerate achievement for historically underserved student groups through a structured, tiered system of academic and socio-emotional support. Using data-informed decisions and input from Educational Partners at each stage of the LCAP process, the school has worked to prioritize resources where they can make the greatest impact. Implementing a new initiative of this scale in a large and complex high school setting has presented notable challenges. Coordinating systems of support across multiple departments, grade levels, and student needs requires extensive planning, staff collaboration, and sustained professional development.

Additionally, staffing shortages and capacity constraints impacted the implementation of several key actions. Specifically, Actions 10.3 (Intervention Specialist for Behavior and Restorative Practices), 10.4 (Coordination of Learning Interventions – Additional Duty), 10.7 (Professional Learning – Collaboration), 10.8 (Extended Learning – Intervention Instruction), and 10.9 (Teacher Clarity and Professional Learning Community) were not implemented during the first year.

All other planned actions are being implemented in a phased approach. The school remains committed to refining the plan, addressing implementation barriers, and ensuring that every student has equitable access to the tools, time, and high-quality instruction necessary to thrive.

Programmatic Successes:

10.5 ELA Support Classes: San Bernardino High School hired an FTE to provide additional ELA support classes.

10.6 Professional Development- Conferences: San Bernardino High School was able to send 50 staff members to various conferences centered on building their capacity in ELA, Math, and schoolwide practices to lower suspension.

10.7 Professional Learning- Collaboration: Professional Development focus bolstered instructional continuity and quality. When not covering for professional development release time, Resident Guest Teachers provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

Programmatic Challenges:

Several key actions within the plan experienced implementation delays due to staffing challenges. These actions are planned for implementation in years 2 and 3 of the Equity Multiplier plan.

10.3 Intervention Specialist for Behavior and Restorative Practices

10.4 Coordination of Learning Interventions – Additional Duty

10.8 Extended Learning – Intervention Instruction

Other Challenges

10.9 Teacher Clarity and Professional Learning Community (vetted consultants): The District began the bidding process during this school year and it took longer than anticipated. This action is planned for implementation in years 2 and 3.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

10.1 Academic Coaching for ELA

10.2 Academic Coaching for Math

10.5 ELA Support Classes

10.6 Professional Development- Conferences

10.7 Professional Learning- Collaboration

10.10 Active Supervision

The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

10.3 Intervention Specialist for Behavior and Restorative Practices

10.4 Coordination of Learning Interventions- Additional Duty

10.8 Extended Learning Intervention Instruction

10.9 Teacher Clarity and Professional Learning Community (PLC) Professional Development

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

The effectiveness of Actions **10.1** Academic Coaching for ELA, **10.5** ELA Support Classes, and **10.7** Professional Learning- Collaboration are demonstrated in M10.1 NWEA Reading Percent on Target, with notable gains across multiple student groups: All students (+5.1), EL (+14.3), LI students (+15.3), SWD (+6.2), and HI students (+6.1). Similarly, the effectiveness of Actions **10.2** Academic Coaching for Math and **10.7** is evident in M10.2 NWEA Math Percent on Target, with SWD students improving by +2.7 percentage points.

Actions **10.6** Professional Development- Conferences and **10.10** Active Supervision also demonstrated effectiveness, as reflected in reductions in the M10.3 Suspension Rate: All students (-3.6), EL (-6.6), HOM students (-1.0), LI (-3.6), SWD (-4.8), and HI (-4.2). However, an increase in M10.3 Suspension Rate among TM students (+3.8) indicates an area requiring targeted attention.

Actions **10.3** Intervention Specialist for Behavior and Restorative Practices, **10.4** Coordination of Learning Interventions- Additional Duty, **10.8** Extended Learning and Intervention Instruction, and **10.9** Teacher Clarity and Professional Learning Community (PLC) Professional Development are currently being implemented through a phased-in approach and, as such, do not yet have measurable progress toward the identified goals.

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

The following actions are on target, therefore, no changes are being made: 10.1 Academic Coaching for ELA, 10.2 Academic Coaching for Math, 10.4 Coordination of Learning Interventions- Additional Duty, 10.6 Professional Development- Conferences, 10.7 Professional Learning- Collaboration, and 10.10 Active Supervision.

The following actions are being revised:

- 10.3 Intervention Specialist for Behavior and Restorative Practices, the action is being retitled Contracted Services

- 10.5 ELA Support Classes, based on the need to add in Math Support, the action is being retitled 10.5 ELA and Math Support Sessions.

- 10.8 Extended Learning Intervention Instruction, based on the need to add additional planning time for teachers, the action is being retitled Extended Learning and Additional Planning for Intervention Instruction

- 10.9 Teacher Clarity and Professional Learning Community (PLC) Professional Development, based on the need to add behavior support is being retitled Contracted Services for Coaching, Data Analysis, and Professional Development.

- 10.11 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

In the 2024 identification, ELA- ALL, EL, LI, SWD, HI; MATH-SWD; SUSPEND- ALL, EL, HOM, LI, SWD, HI, and TOM were the areas of need. There is a clear emphasis on both English Language Arts (ELA) and Mathematics for Students with Disabilities (SWD), which suggests a need for targeted literacy and math interventions. Additionally, the inclusion of Suspension Rate schoolwide and for EL, HOM, and LI. SWD, HI, and TOM indicate the need for schoolwide behavior interventions.

In contrast, the 2025 identification, ELA- EL, SWD; MATH- ALL, EL, HI, LI, SWD; CC- SWD; SUSPEND- FY, WH, highlights both progress in some academic areas and emerging challenges in others, particularly in math and college readiness.

10.12 College Student Interns

10.13 Dual Enrollment Teacher on Special Assignment

10.14 Caseload Management

Based on the 2024 identification metric M10.4 College and Career Indicator of SWD students has been added. The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Academic Coaching for ELA	San Bernardino High School will hire an ELA Coach to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve ELA schoolwide and for EL, SWD, LI, and HI students as measured by M10.1.	$235,779	No
10.2	Academic Coaching for Math	San Bernardino High School will hire a Math Coach to provide Math coaching to the Math Department teachers to improve math achievement for SWD as measured by M10.2.	$313,656	No
10.3	Contracted Services	San Bernardino High School will fund a Board Certified Behavior Analyst (BCBA) contracted service to improve behavior management and reduce the suspension rate schoolwide and for EL, HOM, LI, SWD, HI, FY, WH, and students with two or more races as measured by M10.3. *Revised in 2025*	$100,000	No
10.4	Coordination of Learning Interventions-Additional Duty	The school administrator will provide the school site Teachers, Counselors, and Teachers on Special Assignment (TOSA) with additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for EL, SWD, LI, and HI students in ELA and SWD in Math to improve academic achievement in English Language Arts and Math as measured by M10.1 and M10.2.	$34,289	No
10.5	ELA and Math Support Sections	San Bernardino High School will hire an FTE to teach ELA Support Sections for EL, SWD, LI, and HI students in ELA to improve academic achievement in ELA and an FTE to teach Math Support Sections for EL, HI, LI, and SWD in Math to improve academic achievement in Math as measured by M10.1 and M10.2. *Revised in 2025*	$1,039,358	No

Action #	Title	Description	Total Funds	Contributing
10.6	Professional Development-Conferences	San Bernardino High School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA schoolwide and for EL, SWD, LI, and HI students and Math achievement for SWD and lower suspension rates that lead to improved student achievement in ELA and Math and lower suspension rates for EL, HOM, LI, SWD, HI, and students with two or more races as measured by M10.1, M10.2, and M10.3	$232,170	No
10.7	Professional Learning-Collaboration	Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, and plan lessons for teachers to improve instruction in ELA schoolwide and for EL, SWD, LI, and HI students and Math achievement for SWD that leads to improved student achievement in ELA and Math as measured by M10.1 and M10.2.	$200,793	No
10.8	Extended Learning and Additional Planning for Intervention Instruction	Teachers will be given additional planning time to provide supplemental intervention instruction beyond the instructional day that will be offered schoolwide for ELA and in Math for SWD to improve academic achievement in English Language Arts and Math as measured by M10.1 and M10.2. *Revised 2025*	$206,991	No
10.9	Contracted Services for Coaching, Data Analysis, and Professional Development	Vetted consultants will provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math and tiered behavior support which leads to improved student achievement in ELA and Math and a reduced suspension rate as measured by M10.1, M10.2, and M10.3. *Revised 2025*	$185,002	No

Action #	Title	Description	Total Funds	Contributing
10.10	Active Supervision	Resident Guest Teachers will be hired to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide to reduce Suspension rates as measured by M10.3.	$263,619	No
10.11	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$78,355	No
10.12	College Student Interns	College student interns will provide support in Dual Enrollment, CCAP, supervision/intervention, academic support, SEL support, and pathways, to improve the SWD rate of college and career percent prepared as measured by M10.4. *Added in 2025*	$120,000	No
10.13	Staff to support Dual Enrollment	Dual Enrollment Program staff to improve SWD rate of college and career percent prepared as measured by M10.4. *Added in 2025*	$306,466	No
10.14	Caseload Management	The school administrator will hire a Resident Guest Teacher to plan and coordinate all intervention services under the Equity Multiplier program and for SWD to improve the SWD rate of college and career percent prepared as measured by M10.4. *Added in 2025*	$330,000	No

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M11.1	M11.1 NWEA Reading Percent on Target *Data Source: Barton NWEA Database*	M11.1 Winter 2024: All: 13.1% EL: 7.6% LI: 13.1% SWD: 1.3% HI: 14.1%	M11.1 Winter 2025: All: 13.4% EL: 8.3% LI: 12.9% SWD: 2.6 HI: 12%	M11.1 Winter 2026 Available in 2026-2027 LCAP	M11.1 Winter 2027: All: 43.1% EL: 37.6% LI: 43.1% SWD: 31.3% HI: 44.1%	M11.1 Current Difference from Baseline All: +0.3 EL: +0.7 LI: -0.2 SWD: +1.3 HI: -2.1
M11.2	M11.2 NWEA Math Percent on Target *Data Source: Barton NWEA Database*	M11.2 Winter 2024: All: 13.1% EL: 7.4% LI: 11.1% SWD: 2.5% HI: 11.6%	M11.2 Winter 2025: All: 12.6% EL: 9.7% LI: 11.6% SWD: 4.3 HI: 12.6%	M11.2 Winter 2026 Available in 2026-2027 LCAP	M11.2 Winter 2027: All: 41.4% EL: 43.4% LI: 41.1% SWD: 41.5% HI: 41.6%	M11.2 Current Difference from Baseline All: -0.5 EL: +2.3 LI: +0.5 SWD: +1.8 HI: +1
M11.3	M11.3 Suspension Rate *Data Source: CA Dashboard*	M11.3 2022-2023: All: 6.6% EL: 7.0% HOM: 9.2% LI: 6.7% SWD: 8.4% AA: 8.6% HI: 6.2%	M11.3 2023-2024: All: 5.2% EL: 4.3% HOM: 3.8% LI: 5.4% SWD: 4.1% AA: 5.4% HI: 5.4%	M11.3 2024-2025: Available in 2026-2027 LCAP	M11.3 2025-2026: All: 5.1% EL: 5.5% HOM: 5.3% LI: 5.2% SWD: 4.5% AA: 4.6% HI: 4.7%	M11.3 Current Difference from Baseline All: -1.4 EL: -2.7 HOM: -5.4 LI: -1.3 SWD: -4.3 AA: -3.2 HI: -0.8
M11.4	M11.4 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M11.4 2022-2023: AA: 53.1%	M11.4 2023-2024: AA: 48%	M11.4 2024-2025: Available in 2026-2027 LCAP	M11.4 2025-2026: AA: 47.1%	M11.4 Current Difference from Baseline AA: -5.1

Goal Analysis for 2024-2025

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

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

The following actions are being implemented in a phased-in approach:

Action 11.1 Sensory Room- We established a system for entry and exit criteria. The room is set up, and there is a Resident Guest Teacher who works in the room. We spent the first six months of school building the systems and purchasing the materials. Students began receiving service in January. After consultation and research with the Special Education Department, we've established that we are not able to meet the requirements needed to title the room a "Sensory Room," therefore it's being renamed to "Wellness Room."

Action 11.2 Sensory Room Support- Resident Guest Teachers- An RGT was hired to support the implementation of the Sensory Room. A challenge we experienced was the lack of daily guest teachers, resulting in our RGT being pulled away from her duties in the Sensory Room. The RGT has been able to work full-time as of January 2025. This action will continue for the next two years.

Action 11.3 Professional Development and Intervention- Resident Guest Teachers- We have experienced challenges implementing this action due to the shortage of daily guest teachers. They are often assigned to cover absences and IEPs. We have also experienced a shortage of recreational aides, and the guest teachers have been providing active supervision and assisting with implementing PBiS. This action will continue for the next two years.

Action 11.4 Intervention Materials- We have begun purchasing materials to support intervention now that our Tier 1 and 2 systems are more developed. This action will continue for the next two years.

Action 11.5 Professional Development for ELA and Math- Although 8 staff members were signed up to attend Plain Talk, they were placed on a waiting list and were unable to attend the conference. This action will continue in years 2 and 3 with attendance to Plain Talk.

Action 11.6 Professional Development- Consultants for ELA and Math- The amount budgeted represents two years of implementation. This action will continue in year 2.

Action 11.7 Organized Supports- We will continue this action next year to improve the implementation and ensure it is consistent.

Action 11.9 Organized Sports Equipment- The amount budgeted represents two years of implementation. This action will continue in year 2.

Action 11.10 Intervention- Instructional Assistants- The staff member was not able to work as many hours as anticipated. This action will continue in year 2; however, the action will be budgeted according to the hours the staff member will be able to work.

The following action has not been implemented during year 1 of 3:

Action 11.8 Intervention and Mentoring- College Student Interns- There were challenges in recruiting additional College Student Interns. The site was only able to recruit College Student Interns for their SPSA program. This action will not continue in years 2 and 3.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

Action 11.1 Sensory Room renamed as a Wellness Room

Action 11.2 Sensory Room Support- Resident Guest Teachers renamed as a Wellness Room Support- Resident Guest Teachers

Action 11.3 Professional Development and Intervention- Resident Guest Teachers

Action 11.4 Intervention Materials

Action 11.5 Professional Development for ELA and Math

Action 11.6 Professional Development- Consultants for ELA and Math

Action 11.7 Organized Supports

Action 11.8 Intervention and Mentoring- College Student Interns

Action 11.9 Organized Sports Equipment

Action 11.10 Intervention- Instructional Assistants

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

Effectiveness was demonstrated across several key metrics as a result of Actions **11.3** Professional Development and Intervention- Resident Guest Teachers, **11.4** Intervention Materials, **11.6** Professional Development- Consultants for ELA and Math, and **11.10** Intervention- Instructional Assistants. In M11.1 NWEA Reading, growth was observed among all students (+0.3), EI (+0.7), and SWD (+1.3). In M11.2 NWEA Math, Action **11.3** contributed to gains among EL (+2.33), LI students (+0.5), SWD (+1.8), and HI students (+1.0).

Reductions in suspension rates (M11.3) also indicate the positive impact of Actions **11.1** Sensory Room, **11.2** Sensory Room Support- Resident Guest Teachers, **11.3**, and **11.4**. Suspensions declined across several student groups, including All students (-1.4), EL (-2.7), HOM students (-5.4), LI (-1.3), SWD (-4.3), AA students (-3.2), and HI students (-0.8). Additionally, Action **11.5** Professional Development for ELA and Math, **11.7** Organized Supports, **11.9** Organized Sports Equipment contributed to a decrease in chronic absenteeism for AA students (-5.1) as measured by M11.4. **11.8** Intervention and Mentoring- College Student Interns are being implemented through a phased-in approach and, as such, does not yet have measurable outcomes aligned to the goal.

Overall, Barton Elementary is demonstrating steady and inclusive growth, particularly among historically underserved student groups such as ELs, SWDs, and AAs. The gains observed in reading, math, and behavioral outcomes reflect the effectiveness of current actions in supporting student engagement and well-being.

However, areas needing stronger support were also identified. In M11.1 NWEA Reading, performance declined for LI students (-0.2) and HI students (-2.1). Additionally, M11.2 NWEA Math showed a slight decline for all students (-0.5), indicating the need for targeted instructional adjustments. These trends underscore the importance of refining reading strategies for LI and HI students and implementing a schoolwide focus on strengthening math instruction to support continued academic growth for all learners.

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

The following actions are on target, therefore, no changes are being made: Action 11.3 Professional Development and Intervention- Resident Guest Teachers, Action 11.4 Intervention Materials, Action 11.5 Professional Development for ELA and Math, Action 11.6 Professional Development- Consultants for ELA and Math, Action 11.9 Organized Sports Equipment, Action 11.10 Intervention- Instructional Assistant, and Action 11.1 Sensory Room.

The following actions have been revised based on year 1 implementation and review: Action 11.1 Sensory Room- change to a Wellness Room and Action 11.2 Sensory Room Support- Resident Guest Teachers- change to Wellness Room Support. Action 11.7 Organized Supports has been renamed to Organized Sports. Action 11.11 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following action is being discontinued: Action 11.8 Intervention and Mentoring- College Student Interns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Wellness Room	Based on Educational Partner feedback and as a response to Suspension data analysis, Barton Elementary will establish a *wellness* room to provide a space to allow students to calm down, participate in other means of correction, and to de-escalate behaviors schoolwide and for EL, HOM, LI, SWD, AA, and HI students to reduce the suspension rate as measured by M11.3. *Revised in 2025*	$18,780	No
11.2	Wellness Room Support- Resident Guest Teachers	Resident Guest Teacher will be hired to provide support in the *Wellness* Room schoolwide and for English Learner EL, HOM, LI, SWD, AA, and HI students to reduce the suspension rate as measured by M11.3. *Revised in 2025*	$80,803	No
11.3	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M11.1 and M11.2.	$239,413	No
11.4	Intervention Materials	Barton Elementary will purchase intervention materials to use in the Learning Center to provide additional standards-based practice using supplemental materials schoolwide and for EL, LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M11.1 and M11.2.	$40,000	No

Action #	Title	Description	Total Funds	Contributing
11.5	Professional Development for ELA and Math	Barton Elementary will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA, Math, Engagement, and Restorative Practices, which will lead to improved student achievement in ELA, Math, Chronic Absenteeism, and Suspension as measured by M11.1, M11.2, M11.3, and M11.4.	$79,714	No
11.6	Professional Development-Consultants for ELA and Math	The District will provide vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M11.1 and M11.2.	$82,500	No
11.7	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times schoolwide EL, HOM, LI, SWD, AA, and HI to improve chronic absenteeism and suspension rates as measured by M11.3 and M11.4. *Revised in 2025*	$96,365	No
11.8	Intervention and Mentoring-College Student Interns	College Student Interns will provide mentorship schoolwide and for EL, HOM, LI, SWD, AA, and HI students to improve Chronic Absenteeism and Suspension as measured by M11.3 and M11.4. *Discontinued in 2025*	$0	No

Action #	Title	Description	Total Funds	Contributing
11.9	Organized Sports Equipment	Barton Elementary will purchase organized sports equipment to use on the playground to provide structured activities schoolwide and for EL, HOM, LI, SWD, AA, and HI students to improve Chronic Absenteeism and Suspension as measured by M11.3 and M11.4.	$6,000	No
11.10	Intervention- Instructional Assistants	Instructional Assistants will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide and for EL, LI, SWD, and HI students to improve academic achievement in English Language Arts and Math as measured by M11.1 and M11.2.	$14,618	No
11.11	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$14,424	No

Goal

Goal #	Description	Type of Goal
12	**Equity Multiplier - Del Vallejo Middle School** By the end of the 2027 school year students at Del Vallejo Middle School will improve academic achievement in ELA schoolwide (including English Learners, Homeless, Low-Income, and Hispanic students) and Math (including English Learners, Homeless, Low-Income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Del Vallejo will also improve the amount of English Learner students and Long Term English Learners who are making progress toward English language proficiency. Additionally, Del Vallejo Middle School will reduce chronic absenteeism schoolwide (including English Learners, Homeless, Low-Income, African American, and Hispanic students). *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) in particular, Homeless students and English Learner Progress, specifically for English Learners and Long Term English Learners (LTEL) students. To address these needs, our plan involves revising and implementing targeted actions outlined in our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M12.1	M12.1 NWEA Reading Percent on Target *Data Source: Del Vallejo NWEA Database*	M12.1 2024 Winter: All: 8.5% EL: 0% HOM: 4.1% LI: 8.8% HI: 8.5%	M12.1 Winter 2025: All: 12.7% EL: 1.6% HOM: 8.2% LI: 13.1% HI: 11%	M12.1 Winter 2026: Available in 2026-2027 LCAP	M12.1 Winter 2027: All: 38.5% EL: 39% HOM: 40.1% LI: 38.8% HI: 38.5%	M12.1 Current Difference from Baseline All: +4.2 EL: +1.6 HOM: +4.1 LI: +4.3 HI: +2.5
M12.2	M12.2 NWEA Math Percent on Target *Data Source: Del Vallejo NWEA Database*	M12.2 2024 Winter: EL: 0.9% HOM: 3.1% LI: 6.3% HI: 6.9%	M12.2 Winter 2025: EL: 3.4% HOM: 3.7% LI: 9.6% HI: 8.9%	M12.2 Winter 2026: Available in 2026-2027 LCAP	M12.2 Winter 2027: EL: 36.9% HOM: 36.1% LI: 36.3% HI: 36.9%	M12.2 Current Difference from Baseline EL: +2.5 HOM: +0.6 LI: +3.3 HI: +2
M12.3	M12.3 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M12.3 2022-2023: All: 41.9% EL: 40.8% HOM: 50.7% LI: 42.0% AA: 47.4% HI: 40.3%	M12.3 2023-2024: All: 37.1% EL: 29.8% HOM: 41.6% LI: 37.2% AA: 34.9% HI: 37.3%	M12.3 2024-2025: Available in 2026-2027 LCAP	M12.3 2025-2026: All: 38.9% EL: 37.8% HOM: 38.7% LI: 39% AA: 38.4% HI: 37.3%	M12.3 Current Difference from Baseline All: -4.8 EL: -11 HOM: -9.1 LI: -4.8 AA:-12.5 HI: -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M12.4	M12.4 English Learner Progress Indicator Percent *Data Source: CA Dashboard* *Added 2025*	M12.4 2023-2024 Baseline: EL: 38.3% LTEL: 35.9%	M12.4 2023-2024: EL: 38.3% LTEL: 35.9%	M12.4 2024-2025: Available in 2026-2027 LCAP	M12.4 2025-2026: EL: 58.3% LTEL: 55.9%	M12.4 EL: N/A current baseline LTEL: N/A current baseline

Goal Analysis for 2024-2025

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

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

All actions have been implemented as planned using a phased-in approach and have demonstrated effectiveness in improving student achievement and reducing chronic absenteeism.

Action 12.1 ELA Literacy Coaching: An ELA Literacy Coach was hired at Del Vallejo Middle School to support ELA teachers and advance English Learner (EL) progress.

Action 12.2 Chronic Absenteeism Case Management: A Resident Guest Teacher was employed to provide tiered case management and targeted interventions for students identified as at risk of chronic absenteeism.

Action 12.3 Intervention: Small Group Instruction: Small-group instructional support was expanded through the addition of Resident Guest Teachers and College Interns, offering ELA and Math interventions schoolwide for English Learners (EL), Homeless (HOM), Low-Income (LI), and Hispanic (HI) students.

The site experienced a challenge in beginning the implementation of Action 12.1 ELA Literacy Coaching as we were required to wait for suitable replacement before the staff member was able to transfer to our school site.

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.

All actions have been budgeted to be phased-in and spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased-in implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures: 12.1 ELA Literacy Coaching, 12.2 Chronic Absenteeism Rate Case Management, and 12.3 Intervention Small Group Instruction.

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

Del Vallejo Middle School is demonstrating strong effectiveness in both academic achievement and attendance outcomes, particularly among LI, HOM, and AA student groups. Action **12.1** ELA Literacy Coaching contributed to notable gains in M12.1 NWEA Reading, with increases for All students (+4.2), LI (+4.3), HOM (+4.1), HI (+2.5), and EL (+1.6). Action **12.3** Intervention- Small Group Instruction supported growth in M12.2 NWEA Math for LI students (+3.3), EL (+2.5), HI (+2.0), and HOM (+0.6), indicating positive impact across multiple subgroups.

In addition, Action **12.2** Chronic Absenteeism Case Management led to significant improvements in M12.3 Chronic Absenteeism Rate, with reductions across all reported student groups: All students (-4.8), EL (-11.0), HOM (-9.1), AA (-12.5), LI (-4.8), and HI (-3.0). These outcomes highlight the effectiveness of the school's engagement strategies and targeted student support services.

No significant declines were noted, reinforcing the overall effectiveness of Del Vallejo Middle School's current actions in supporting both academic progress and student attendance.

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

The following actions are on target, therefore, no changes are being made: 12.2 Chronic Absenteeism Case Management

The following actions have been modified based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

Action 12.1 ELA Literacy Coaching will also support English Learners Progress

Action 12.3 Intervention Small Group Instruction will provide a full FTE instead of a partial FTE

Action 12.4 Indirect Costs have been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following action is being added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard: Action 12.5 Intervention Materials to use in intervention and support sections to provide additional standards-based practice for EL, HOM, LI, and HI students to improve student achievement in ELA and Math

Additionally, metric M12.4 English Learner Progress Indicator Percent for EL and LTEL students has been added. The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	ELA Literacy Coaching	Del Vallejo Middle School will hire an ELA Literacy Coach to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve student achievement in ELA and English Learner student progress as measured by M12.1. and M12.4 *Revised 2025*	$822,932	No
12.2	Chronic Absenteeism Case Management	A Resident Guest Teacher will be hired to provide tiered support in small group, individualized, and/or intervention and case management schoolwide and for EL, HOM, LI, AA, and HI students identified as at-risk for chronic absenteeism to reduce Chronic Absenteeism Rates as measured by M12.3.	$81,682	No
12.3	Intervention- Small Group Instruction	A full FTE, Resident Guest Teachers, and College Student Interns will be hired to provide ELA and Math tiered intervention support and case management schoolwide and for EL, HOM, LI, and HI students to improve student achievement in ELA as measured by M12.1 and M12.2. *Revised 2025*	$508,910	No
12.4	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$34,108	No

Action #	Title	Description	Total Funds	Contributing
12.5	Intervention Materials	Del Vallejo will purchase intervention materials to use in intervention and support sections to provide additional standards-based practice for EL, HOM, LI, and HI students to improve student achievement in ELA and Math as measured by M12.1 and M12.2. *Added 2025*	$19,572	No

Goal

Goal #	Description	Type of Goal
13	**Equity Multiplier - Captain Leland Norton Elementary** By the end of the 2027 school year students at Captain Leland Norton (Norton) Elementary will improve the amount of English Learner students who are making progress towards English language proficiency as well as improve academic achievement schoolwide (including Students with Disabilities) in both ELA and Math by increasing the percentage of students on track as shown in the metric section for this goal. Norton Elementary will also reduce the chronic absenteeism rate schoolwide (including African Americans, Homeless, and Students with Disabilities). *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data underscores the need to strengthen schoolwide academic support, with a focused emphasis on students with disabilities (SWD) in both ELA and Math. Additionally, there is a critical need to reduce chronic absenteeism rates among African American (AA) students, students experiencing homelessness (HOM), and SWD. The data also reaffirms the ongoing importance of supporting English language proficiency at Norton Elementary, an area consistently prioritized by Educational Partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M13.1	M13.1 English Learner Progress Indicator Percent *Data Source: CA Dashboard*	M13.1 2022-2023: 44.1% making progress	M13.1 2023-2024: EL: 55.4%	M13.1 2024-2025: Available in 2026-2027 LCAP	M13.1 2025-2026: 74.1% making progress	M13.1 Current Difference from Baseline EL: +11.3
M13.2	M13.2 NWEA Reading Percent on Target *Data Source: Norton NWEA Database* *Added in 2025*	M13.2 Winter 2025 Baseline: All: 17.1% SWD: 16.8%	M13.2 Winter 2025 All: 17.1% SWD: 16.8%	M13.2 Winter 2026 Available in 2027-2028 LCAP	M13.2 Winter 2026 All: 37.1% SWD: 36.8%	M13.2 All: N/A current baseline SWD: N/A current baseline
M13.3	M13.3 NWEA Math Percent on Target *Data Source: Norton NWEA Database* *Added in 2025*	M13.3 Winter 2025 Baseline: All: 16.6% SWD: 11.1%	M13.3 Winter 2025 All: 16.6% SWD: 11.1%	M13.3 Winter 2026 Available in 2027-2028 LCAP	M13.3 Winter 2026 All: 36.6% SWD: 31.1%	M13.3 All: N/A current baseline SWD: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M13.4	M13.4 Chronic Absenteeism Rate *Data Source: CA SBCUSD Dashboard* *Added in 2025*	M13.4 2023-2024 Baseline: AA: 51.2% HOM: 45.2% SWD: 38.2%	M13.4 2023-2024: AA: 51.2% HOM: 45.2% SWD: 38.2%	M13.4 2024-2025: Available in 2027-2028 LCAP	M13.4 2025-2026: AA: 49.2% HOM: 43.2% SWD: 37.2%	M13.4 AA: N/A current baseline HOM: N/A current baseline SWD: N/A current baseline

Goal Analysis for 2024-2025

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

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

Captain Leland Norton Elementary is phasing-in the Equity Multiplier plan, purposefully aligned with the Local Control and Accountability Plan (LCAP) cycle. This initiative is focused on addressing opportunity gaps and boosting academic success for historically underserved student groups through a tiered system of support.

Programmatic Successes:

13.2 Intervention Materials: additional standards-based materials were purchased to support push-in intervention services.

13.5 Intervention Planning: additional time was provided to staff to plan lessons using the ELD curriculum.

Programmatic Challenges:

13.1 Professional Development in ELD and Writing: The District began the bidding process during this school year and it took longer than anticipated. This action is planned for implementation in years 2 and 3.

13.3 Intervention- Resident Guest Teachers: phased-in implementation due to staffing challenges.

13.6 Teacher Professional Development and Collaboration: phased-in implementation due to staffing challenges.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation. The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

13.1 Professional Development- ELD and Writing

13.2 Intervention Materials

13.3 Intervention- Resident Guest Teachers

13.4 Additional Standards-Based Practice- Supplemental Subscriptions

13.5 Intervention Planning

13.6 Teacher PD and Collaboration

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

Norton Elementary School demonstrated strong growth in English Learner (EL) progress, with an 11.3 percentage point increase on the English Learner Progress Indicator (M13.1). This growth reflects the effectiveness of targeted actions, including **13.2** Intervention Materials, **13.3** Intervention- Resident Guest Teachers, **13.4** Additional Standards-Based Practice- Supplemental Subscriptions, **13.5** Intervention Planning, and **13.6** Teacher Professional Development and Collaboration. These efforts, ranging from professional development in English Language Development (ELD) and writing, to access to high-quality intervention resources and structured instructional planning have contributed to improved outcomes for EL students.

Action **13.1** Professional Development- ELD and Writing is being implemented through a phased-in approach and currently does not have measurable progress toward the identified goals.

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

The following actions are on target, therefore, no changes are being made:

13.2 Intervention Materials

13.5 Intervention Planning

13.6 Teacher PD and Collaboration

The following actions have been modified to continue:

13.1 Professional Development- ELD and Writing- A consultant will not be used as the work will be done internally with the teachers to develop a writing plan to support instruction. Additional time would be provided for teams to collaborate and develop plans.

13.3 Intervention- Resident Guest Teachers' scope of work has been modified to also provide tiered intervention in Math to support schoolwide.

13.4 Additional Standards-Based Practice online subscriptions have been modified to include Math schoolwide.

13.7 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

In the 2024 identification, English Learner Progress was the area of need.

In contrast, there were no reds in the 2025 identification, therefore, Norton Elementary has decided to focus on ELA- All, SWD; Math- All, SWD; Chronic Absentee- AA, HOM, SWD, demonstrating shifts to other areas and groups.

13.8 Extended work year for Parent Volunteer Worker to support home visits

13.9 Conferences for ELA, Math, Attendance, and English Learners

13.10 Extended work year for staff to complete home visits and support families

13.11 Tutoring to offer supplemental tutoring to improve achievement in writing and English Language Development

Based on the 2024 identification the following metrics have been added:

M13.2 NWEA Reading Percent on Target for All and SWD.

M13.3 NWEA Math Percent on Target for All and SWD.

M13.4 Chronic Absenteeism Rate for AA, HOM, and SWD.

The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Professional Development- ELD and Writing	Vetted consultants will provide professional development and coaching (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in writing and English Language Development (ELD) that leads to improved student achievement in English Learner Progress as measured by M13.1.	$75,000	No
13.2	Intervention Materials	Norton Elementary School will purchase intervention materials to use in the classroom and during intervention instruction to provide additional standards-based practice using supplemental materials for EL students to improve student achievement in English Learner Progress as measured by M13.1.	$60,497	No
13.3	Intervention- Resident Guest Teachers	Resident Guest Teachers will be hired to provide tiered intervention for EL students to improve student achievement in English Learner Progress and schoolwide intervention in Math as measured by M13.1 and M13.3. *Revised 2025*	$399,872	No
13.4	Additional Standards-Based Practice- Supplemental Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL students to improve EL Progress and student achievement in Math as measured by M13.1 and M13.3. *Revised 2025*	$44,500	No

Action #	Title	Description	Total Funds	Contributing
13.5	Intervention Planning	Norton Elementary School will provide supplemental additional hourly pay to teachers to develop ELD curriculum, parent workshops, tutoring, and planning to improve student achievement in English Learner Progress as measured by M13.1.	$209,937	No
13.6	Teacher PD and Collaboration	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, and plan lessons for EL students to improve student achievement in English Learner Progress as measured by M13.1.	$142,065	No
13.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$20,222	No
13.8	Extended work year for Parent Volunteer Worker to support home visits	Norton Elementary will provide additional hourly pay to Parent Volunteer workers to support home visits to improve the Chronic Absenteeism of African American (AA), Homeless (HOM) students, and Students with Disabilities (SWD) as measured by M13.4. *Added in 2025*	$10,000	No
13.9	Professional Development Conferences	Norton Elementary will fund professional development conferences and workshops for teachers to improve instruction in ELA, Math, and English Language Development that leads to improved student achievement in ELA, Math, and EL progress as measured by M13.1, M13.2, and M13.3. *Added in 2025*	$40,000	No

Action #	Title	Description	Total Funds	Contributing
13.10	Extended work year for staff	Norton Elementary will provide additional hourly pay to Staff to support home visits to improve the Chronic Absenteeism of African American (AA), Homeless (HOM) students, and Students with Disabilities (SWD) as measured by M13.4. *Added in 2025*	$23,711	No
13.11	Tutoring	A vetted vendor will provide contracted services to offer supplemental tutoring to improve achievement in writing and English Language Development (ELD) that leads to improved student achievement in English Learner Progress as measured by M13.1. *Added in 2025*	$140,000	No

Goal

Goal #	Description	Type of Goal
14	**Equity Multiplier - Juanita Blakely Jones Elementary** By the end of the 2027 school year students at Juanita Blakely Jones (Jones) Elementary will improve the amount of English Learner students who are making progress toward English language proficiency as well as improve academic achievement in ELA (including English Learners and Students with Disabilities) and Math (including English Learners and Students with Disabilities) by increasing the percentage of students on track as shown in the metric section for this goal. Jones Elementary will reduce the amount of students being suspended schoolwide and the chronic absenteeism rate of homeless students. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Learner students' progress towards English proficiency, English Language Arts (ELA), and Math at Jones Elementary, in particular focusing on English Learners and Students with Disabilities. This necessity aligns with feedback received from Educational Partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the NWEA Reading and Math Map Growth Assessment with a focus on analyzing outcomes for English Learners and Students with Disabilities. Jones Elementary seeks to create a supportive environment that fosters student engagement to lower the suspension rate schoolwide. Although not at the lowest performance level, the suspension rate increased 1.4% on the CA Dashboard. Educational Partner input emphasized the need for intervention to prevent this metric from increasing further. Lastly, the Comprehensive Needs Assessment showed an increasing need to support English Learners as the ELPI metric declined by 2.1%. This resulted in an orange designation on the CA Dashboard. Educational Partner input supported the creation of additional EL supports to improve this metric. During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: Intervention Staffing (Goal 14, Actions 1 and 7), Professional Development (Goal 14, Action 1, 2, and 5), Supplemental Materials (Goal 14, Action 4), Supplemental Subscriptions (Goal 14, Action 3), Increased Support for Early Literacy (Goal 14, Action 6), and Program Implementation Staffing (Goal 14, Action 8).

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

Our analysis of the 2024 CA Dashboard data highlights the continued need to support English Learner (EL) progress and to improve Math achievement specifically for Students with Disabilities at Jones Elementary. Additionally, there is a critical need to reduce chronic absenteeism and suspension rates among Homeless (HOM) students. To address these priorities, we will implement targeted actions aligned with our stated goal. Progress will be monitored and evaluated using the NWEA MAP Growth Assessments in Reading and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M14.1	14.1 NWEA Reading Percent on Target *Data Source: Jones NWEA Database*	14.1 Winter 2024: EL: 5% SWD: 3%	14.1 Winter 2025: EL: 5.2% SWD: 3.4%	14.1 Winter 2026: Available in 2026-2027 LCAP	14.1 Winter 2027: EL: 35% SWD: 33%	M14.1 Current Difference from Baseline EL: +0.2 SWD: +04
M14.2	M14.2 NWEA Math Percent on Target *Data Source: Jones NWEA Database*	M14.2 Winter 2024: EL: 10.9% SWD: 6.1%	14.2 Winter 2025: EL: 7.2% SWD: 6.9%	M14.2 Winter 2026: Available in 2026-2027 LCAP	M14.2 Winter 2027: EL: 40.9% SWD: 36.1%	M14.2 Current Difference from Baseline EL: -2.8 SWD: +0.8
M14.3	M14.3 English Learner Progress Indicator Percent *Data Source: CA SBCUSD Dashboard*	M14.3 2022-2023: 46.2% making progress	M14.3 2023-2024: EL: 35.7%	M14.3 2024-2025: Available in 2026-2027 LCAP	M14.3 2025-2026: EL: 76.2% making progress	M14.3 Current Difference from Baseline EL: -10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M14.4	M14.4 Suspension Rate *Data Source: CA SBCUSD Dashboard*	M14.4 2022-2023: All: 1.8% 2023-2024 Baseline: HOM: 6.5% *Revised 2025*	M14.4 2023-2024: All: 3.4% HOM: 6.5% *Revised 2025*	M14.4 2024-2025: Available in 2026-2027 LCAP	M14.4 2025-2026: All: 0.3% HOM: 5.5%	M14.4 Current Difference from Baseline All: +1.6 HOM: N/A current baseline
M14.5	M14.5 Chronic Absenteeism Rate *Data Source: CA SBCUSD Dashboard* *Added 2025*	M14.5 2023-2024 Baseline: HOM: 50.6%	M14.5 2023-2024: HOM: 50.6%	M14.5 2024-2025: Available in 2026-2027 LCAP	M14.5 2025-2026: HOM: 48.6%	M14.5 HOM: N/A current baseline

Goal Analysis for 2024-2025

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

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

Juanita Blakely Jones Elementary is implementing the Equity Multiplier plan in alignment with the Local Control and Accountability Plan (LCAP) cycle, using a strategic and phased approach. This plan is purposefully designed to reduce systemic inequities and accelerate academic achievement for historically underserved student populations through a comprehensive, tiered system of support.

Informed by data-driven decision-making and meaningful input from Educational Partners—including SSC, ELAC, AAPAC, and ThoughtExchange—the school is actively engaged in a continuous improvement cycle grounded in the Plan-Do-Study-Act (PDSA) model. Implementation efforts are focused on ensuring every student has equitable access to high-quality instruction, time, and learning resources tailored to their needs.

Programmatic Successes:

14.1 Professional Development and Intervention- Resident Guest Teachers: Professional Development focus bolstered instructional continuity and quality. When not covering for professional development release time, Resident Guest Teachers provided valuable intervention to students in the focus areas for the Equity Multiplier plan.

14.7 Increased Student Supervision: The site was able to pay for additional time to provide increased supervision for students during unstructured times. This supported the implementation of our PBiS program and the work we are doing to achieve Platinum status.

Programmatic Challenges:

14.2 ELA and Math Professional Development – Delayed due to formal procurement processes

14.5 Professional Development: Consultant for PLC – Delayed due to formal procurement processes

All other actions are being implemented in a phased-in approach that is in alignment with the plan's goals to promote equity and student success.

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

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased-in implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

14.1 Professional Development and Intervention- Resident Guest Teachers

14.3 Additional Standards-Based Practice- Supplemental Subscriptions

14.4 Supplemental Materials

14.6 Increased Support for Early Literacy

14.7 Increased Student Supervision

The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

14.2 ELA and Math Professional Development

14.5 Professional Development- Consultant for PLC

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

The effectiveness of Actions **14.1** Professional Development and Intervention- Resident Guest Teachers and **14.6** Increased Support for Early Literacy is reflected in M14.1 NWEA Reading Percent on Target, with EL improving by 0.2 percentage points and SWD by 0.4. Additionally, Action **14.1**, contributed to a 0.8 percentage point increase in M14.2 NWEA Math for SWD, indicating some positive impact of instructional support efforts.

However, several areas of concern remain. EL students experienced a decline of 2.8 percentage points in M14.2 NWEA Math Percent on Target, and M14.3 English Learner Progress Indicator dropped by 10.5 percentage points, despite targeted support. These declines suggest a need to reassess and strengthen instructional strategies specifically designed for EL students, particularly in mathematics. In addition, Actions **14.3** Additional Standards-Based Practice- Supplemental Subscriptions, **14.4** Supplemental Materials, and **14.7** Increased Student Supervision were associated with a rise in the M14.4 Suspension Rate for all students, which increased by 1.6 percentage points.

To address these challenges, the school will continue to monitor leading data and adjust implementation, with a particular focus on strengthening math interventions for EL students and reinforcing behavior supports. The adoption of Positive Behavioral Interventions and Supports (PBiS) and increased supervision in year 2 is expected to support improvements in school climate and reduce suspension rates.

Actions **14.2** ELA and Math Professional Development and **14.5** Professional Development- Consultant for PLC are currently being implemented through a phased-in approach and do not yet have measurable progress toward the identified goals.

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

The following actions are on target, therefore, no changes are being made: 14.1 Professional Development and Intervention, 14.3 Additional Standards-Based Practice- Supplemental Subscriptions, 14.4 Supplemental Materials, 14.5 Professional Development, and 14.7 Increased Student Supervision.

The following actions have been modified to continue:

14.2 ELA and Math Professional Development- Contracted Services/Consultant- We have researched our options to utilize contracted services for Math and ELA now that the formal procurement process.

14.6 Increased Support for Early Literacy- This action will be modified at the implementation level. We will work with the Library Assistant to build a structured schedule to provide intervention.

14.8 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

Based on the 2024 identification the metric M14.4 Suspension Rate has been revised to include HOM students.

Priority 5: Student Engagement has been added as a State Priority addressed by this goal.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

In the 2024 identification, ELA- EL, SWD; Math- EL, SWD; ELPI- EL; SUSPEND- ALL, were the areas of need. There is a clear emphasis on both English Language Arts (ELA) and Mathematics for English Learners (EL) and Students with Disabilities (SWD). This suggests a need for targeted literacy and math interventions for these student groups. Additionally, the inclusion of ELPI (English Learner Progress Indicator Percent) for EL and suspension data for all students indicates a broader focus on language acquisition support and school-wide behavior interventions.

In contrast, the 2025 identification, Math- SWD; ELPI- EL; SUSPEND- HOM; CHRONIC ABSENTEE- HOM, demonstrates shifts to other areas and groups. While support for Math- SWD, and ELPI- EL remains, the focus on suspension and chronic absenteeism, specifically for Homeless (HOM) students, highlights the unique challenges faced by this group. This suggests a need for interventions addressing attendance barriers and behavioral support for homeless students, in addition to academic interventions for SWD in Math.

14.9 Organized Sports and 14.10 to provide behavioral interventions and materials.

14.11 Home Visits and increased connections with parents/guardians to improve Chronic Absenteeism Rate.

14.12 Professional Development Conferences and 14.13 Supplemental Materials for professional development.

Based on the 2024 identification metric M14.5 Chronic Absenteeism Rate of HOM students has been added. The Goal has been updated to reflect the new areas of identification and metrics that were added.

Actions

Action #	Title	Description	Total Funds	Contributing
14.1	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL and SWD to improve student achievement in ELA and Math as measured by M14.1, M14.2 and M14.3.	$444,830	No
14.2	ELA and Math Professional Development- Contracted Services/Consultant	The District will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL and SWD students and schoolwide in Math as well as EL and SWD students as measured by M14.1 and M14.2.	$181,621	No
14.3	Additional Standards-Based Practice- Supplemental Subscriptions	Jones Elementary will provide access to an online behavior management system subscription to teachers schoolwide to lower the suspension rate as measured by M14.4.	$6,440	No
14.4	Supplemental Materials	Jones Elementary will provide supplemental materials to teachers to use with the behavior management system schoolwide to lower the suspension rate as measured by M14.4.	$2,195	No

Action #	Title	Description	Total Funds	Contributing
14.5	Professional Development-Consultant for PLC	The District will provide a vetted consultant to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to the site leader to improve instructional supervision in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL and SWD students and schoolwide in Math as well as EL and SWD students as measured by M14.1 and M14.2.	$80,000	No
14.6	Increased Support for Early Literacy	The Library Assistant will work an Extended Work Year or in a Limited Term position to work directly with students to model prosodic reading and support early literacy schoolwide and for EL and SWD to improve student achievement in ELA and Math as measured by M14.1, M14.2, and M14.3.	$16,204	No
14.7	Increased Student Supervision	The Recreation Aides will work an Extended Work Year or in a Limited Term position to work directly with students to provide increased supervision and support PBiS schoolwide to lower the suspension rate as measured by M14.4.	$35,000	No
14.8	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$20,961	No

Action #	Title	Description	Total Funds	Contributing
14.9	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times schoolwide HOM to improve chronic absenteeism and suspension rates as measured by M14.4 and M14.5. *Added in 2025*	$100,000	No
14.10	Organized Sports Equipment	Jones Elementary will purchase organized sports equipment to use on the playground to provide structured activities schoolwide and for HOM students to improve Chronic Absenteeism and Suspension as measured by M14.4 and M14.5. *Added in 2025*	$19,272	No
14.11	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians barriers to attendance, resources needed, and the importance of attendance for HOM students to improve Chronic Absenteeism as measured by M14.5. Anticipated costs include reimbursable mileage and additional hours for staff. *Added in 2025*	$7,000	No
14.12	Professional Development-Conferences	Jones Elementary will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math and to improve the culture and climate that leads to improved student achievement in ELA, Math, and English Learner Progress and reduce suspension as measured by M14.1, M14.2, M14.3, and M14.4. *Added in 2025*	$73,355	No

Action #	Title	Description	Total Funds	Contributing
14.13	Supplemental Materials-Professional Development	Jones Elementary will purchase supplemental materials to support student achievement schoolwide in ELA, Math, and English Learner Progress as measured by M14.1, M14.2, and M14.3. *Added in 2025*	$20,903	No

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M15.1	M15.1 NWEA Reading Percent on Target *Data Source: Pacific NWEA Database*	M15.1 Winter 2024: All: 17.6% EL: 0.6% LI: 17.1% SWD: 4.5%	M15.1 Winter 2025: All: 21.8% EL: 9.6% LI: 21.7% SWD: 6.7%	M15.1 Winter 2026: Available in 2026-2027 LCAP	M15.1 Winter 2027: All: 47.6% EL: 45.6% LI: 47.1% SWD: 46.5%	M15.1 Current Difference from Baseline All: +4.2 EL: +9 LI: +4.6 SWD: +2.2
M15.2	M15.2 NWEA Math Percent on Target *Data Source: Pacific NWEA Database*	M15.2 Winter 2024: All: 18.1% LI: 17.2% SWD: 5.7% HI: 17.9%	M15.2 Winter 2025: All: 22.3% LI: 22.1% SWD: 3.4% HI: 22.6%	M15.2 Winter 2026: Available in 2026-2027 LCAP	M15.2 Winter 2027: All: 48.1% LI: 47.2% SWD: 48.7% HI: 47.9%	M15.2 Current Difference from Baseline All: +4.2 LI: +4.9 SWD: -2.3 HI: +4.7
M15.3	M15.3 Suspension Rate *Data Source: CA Dashboard*	M15.3 2022-2023: WH: 10.5%	M15.3 2023-2024: WH: 3.4%	M15.3 2024-2025: Available in 2026-2027 LCAP	M15.3 2025-2026: WH: 6.0%	M15.3 Current Difference from Baseline WH: -7.1
M15.4	M15.4 Graduation Rate *Data Source: CA Dashboard*	M15.4 2022-2023: SWD: 51.3%	M15.4 2023-2024: SWD: 82.4%	M15.4 2024-2025: Available in 2026-2027 LCAP	M15.4 2025-2026: SWD: 96.3%	M15.4 Current Difference from Baseline SWD: +31.1

Goal Analysis for 2024-2025

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

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

All of the following actions were implemented in a phased-in approach:

Programmatic Successes:

15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant- Math PD was successful, followed by a day of coaching, and planned out additional PD. Math focus will continue to be number sense after noticing that students are able to do calculations. ELA was not the same model, as an extension of District-level presentations. Student engagement in Reading and Writing practice has increased.

15.2 Professional Development and Intervention- Resident Guest Teachers- fully credentialed teachers were placed in ELA and Math classes for support. This was a push in model that allowed for immediate support for students that allowed the teacher to continue class-wide instruction.

15.4 Students with Disabilities Caseload Management and Coaching- Pull out teacher- provided more timely progress monitoring of struggling students, providing accommodations as necessary (not on a yearly basis). The pull out teacher also was able to meet with families and discuss support for students.

Programmatic Challenge:

15.3 Intervention Professional Development for Online Subscriptions- pending completion of professional development. Experienced a challenge scheduling PD between site, department, and District-level sessions.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased-in implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant

15.2 Professional Development and Intervention- Resident Guest Teachers

15.3 Intervention Professional Development for Online Subscriptions

15.4 Students with Disabilities Caseload Management and Coaching

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

The effectiveness of Actions **15.1** Professional Development- ELA and Math Contracted Services/Consultant, **15.2** Professional Development and Intervention- Resident Guest Teachers, and **15.4** Students with Disabilities Caseload Management and Coaching is reflected in positive outcomes across multiple metrics. M15.1 NWEA Reading Percent on Target showed gains for all students (+4.2), EL (+9.0), LI students (+4.6), and SWD (+2.2). Similarly, M15.2 NWEA Math Percent on Target improved for All students (+4.2), LI (+4.9), and HI students (+4.7), suggesting that the implemented instructional strategies are effectively supporting academic progress in most student groups.

Further demonstrating impact, Action **15.4** contributed to a significant reduction in the suspension rate for WH students (-7.1) and a substantial increase in the graduation rate for SWD students (+31.1), as reflected in M15.3 and M15.4 respectively.

However, a decline was observed in M15.2 NWEA Math for SWD students (-2.3), indicating that math interventions for this group require further attention and refinement to ensure equitable progress.

Action **15.3** Intervention Professional Development for Online Subscriptions is currently being implemented through a phased-in approach and, as such, does not yet have measurable outcomes aligned to the goal.

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

The following actions are on target, therefore, no changes are being made:

15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant

The following actions will be modified:

15.2 Professional Development and Intervention- Resident Guest Teachers, College Student Interns, and Additional hours for paraprofessionals to extend ELA and Math services to students during the instructional day, afterschool, during intersessions, or summer school.

15.3 Intervention Professional Development for Online Subscriptions- added metric M15.4 Graduation Rate as a unit of measure.

15.4 Students with Disabilities Caseload Management and Coaching- removed metric M15.3 Suspension Rate as a unit of measure.

15.5 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following action will be added to our Equity Multiplier goal based on an analysis of the CA Dashboard and local metrics through the Equity Multiplier program.

15.6 Additional FTE to monitor student progress of the lowest-performing students in ELA and Math to support the MTSS process, assign intervention, and lead intervention team meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
15.1	Professional Development- ELA and Math Professional Development Contracted Services/Consultant	The District will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL, LI, and SWD students and schoolwide in Math as well as LI, SWD, and HI students as measured by M15.1 and M15.2.	$190,200	No
15.2	Professional Development and Intervention- Resident Guest Teachers and College Student Interns	Resident Guest Teachers and College Student Interns will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and additional hours to extend ELA and Math services to students during the instructional day, after school, during intersessions, or summer school and provide intervention in ELA schoolwide and for EL, LI, and SWD and in Math schoolwide and for LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M15.1 and M15.2 *Revised 2025*	$511,045	No

Action #	Title	Description	Total Funds	Contributing
15.3	Intervention Professional Development for Online Subscriptions	The District will provide vetted contracted services (including supplemental subscription Professional Development) to provide professional development, coaching, and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve student achievement in ELA, Math, Suspension, and on-time graduation specifically for EL (ELA), LI (ELA and Math), SWD (ELA, Math, and Graduation), HI (Math), and WH (Suspension) as measured by M15.1, M15.2, M15.3, and M15.4. *Revised in 2025*	$7,104	No
15.4	Students with Disabilities Caseload Management and Coaching	A pull-out teacher will be hired to manage a caseload of Students with Disabilities and provide coaching to teachers in the areas of ELA and math to support Special Education students to improve student achievement in ELA and Math and attainment of a high school diploma as measured by M15.1, M15.2, and M15.4 *Revised in 2025*	$437,527	No
15.5	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$37,014	No

Action #	Title	Description	Total Funds	Contributing
15.6	Additional FTE	Additional FTE to monitor student progress of the lowest-performing students in ELA and Math to support the MTSS process, assign intervention, and lead intervention team meetings ELA schoolwide and for EL, LI, and SWD students and in Math schoolwide and for LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M15.1 and M15.2. *Added in 2025*	$284,449	No

Goal

Goal #	Description	Type of Goal
16	**Equity Multiplier - Hunt Elementary** By the end of the 2027 school year, students at Hunt Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students) in Math particularly for Students with Disabilities and African American students by increasing the percentage of students on track as shown in the metric section for this goal. Hunt Elementary will improve the amount of English Learner students who are making progress toward English language proficiency. Hunt Elementary will also reduce the amount of Homeless students and African American students being suspended. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) in particular for English Learners, Low-Income, African American, and Students with Disabilities; support for Math for African American and Students with Disabilities, English Language Progress and the need to reduce Suspension rates for Homeless and African American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M16.1	M16.1 NWEA Reading Percent on Target *Data Source: Hunt NWEA Database*	M16.1 Winter 2024: All: 11.4% LI: 11.1% SWD: 7.3% AA: 9.1% HI: 11.9% Winter 2025 Baseline: EL: 3.6% *Revised 2025*	M16.1 Winter 2025: All: 14.6% LI: 14.6% SWD: 5.3% AA: 13.3% HI: 14.4% EL: 3.6%	M16.1 Winter 2026 Available in 2026-2027 LCAP	M16.1 Winter 2027: All: 41.4% LI: 41.1% SWD: 37.3% AA: 39.1% HI: 41.9% EL: 23.6%	M16.1 Current Difference from Baseline All: +3.2 LI: +3.5 SWD: -2 AA: +4.2 HI: +2.5 EL: N/A current baseline
M16.2	M16.2 NWEA Math Percent on Target *Data Source: Hunt NWEA Database* *Added 2025*	M16.2 Winter 2025 Baseline: AA: 9.5% SWD: 11.9%	M16.2 Winter 2025: AA: 9.5% SWD: 11.9%	M16.2 Winter 2026 Available in 2026-2027 LCAP	M16.2 Winter 2027 AA: 29.5% SWD: 31.9%	M16.2 AA: N/A current baseline SWD: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M16.3	M16.3 English Learner Progress Indicator Percent Data Source: CA SBCUSD Dashboard *Added 2025*	M16.3 2023-2024 Baseline: EL: 38.2% making progress	M16.3 2023-2024: EL: 38.2% making progress	M16.3 2024-2025: Available in 2026-2027 LCAP	M16.3 2025-2026: EL: 58.2% making progress	M16.3 EL: N/A current baseline
M16.4	M16.4 Suspension Rate *Data Source: CA SBCUSD Dashboard* *Added 2025*	M16.4 2023-2024 Baseline: HOM: 7% AA: 7.4%	M16.4 2023-2024: HOM: 7% AA: 7.4%	M16.4 2024-2025: Available in 2026-2027 LCAP	M16.4 2025-2026: HOM: 6% AA: 6.4%	M16.4 HOM: N/A current baseline AA: N/A current baseline

Goal Analysis for 2024-2025

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

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

Hunt Elementary is implementing the Equity Multiplier plan in phases, following the Local Control and Accountability Plan (LCAP) cycle. The goal is to close learning gaps and improve outcomes for students who have traditionally faced more challenges, by providing different levels of support based on student needs. The school is using data and feedback from school advisory groups and input gathered through ThoughtExchange to guide decisions and make improvements along the way.

Programmatic Successes:

16.1 ELA and Writing Intervention- Resident Guest Teacher: Resident Guest Teachers were hired to provide release time for teachers to attend professional development. When the Resident Guest Teachers were not covering a classroom, they provided intervention in ELA and Writing.

16.2 Professional Development for Literacy and Writing- Contracted Services/Consultant: Professional Development was provided to teachers on the topics of Writing instruction and Literacy.

16.3 ELA and Writing Intervention- College Student Intern: College Student Interns provided small group instruction in ELA and Writing.

Programmatic Challenges:

16.4 Intervention Coordination and Planning: Implementation was impacted by staffing shortages of Resident Guest Teachers and College Student Interns.

16.5 Professional Development for ELA: This action is being phased in and will be implemented during years 2 and 3.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased-in implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures: 16.1 ELA and Writing Intervention- Resident Guest Teacher, 16.3 ELA and Writing Intervention- College Student Intern, and 16.5 Professional Development for ELA.

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

The effectiveness of Actions **16.1** ELA and Writing Intervention- Resident Guest Teacher, **16.2** Professional Development for Literacy and Writing- Contracted Services/Consultant, **16.3** ELA and Writing Intervention- College Student Intern, and **16.4** Intervention Coordination and Planning is reflected in gains on M16.1 NWEA Reading Percent on Target. Positive outcomes were observed for all students (+3.2), LI students (+3.5), AA students (+4.2), and HI students (+2.5), indicating that literacy interventions and professional development strategies are having a meaningful impact on these student groups.

However, a decline was noted for SWD (-2.0), suggesting that existing supports may not be adequately addressing the needs of this group and should be reviewed for further refinement and alignment.

Action **16.5** Professional Development for ELA is being implemented through a phased-in approach and, as such, does not yet have measurable outcomes aligned to the identified goal.

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

The following actions are on target, therefore, no changes are being made: 16.1 ELA and Writing Intervention- Resident Guest Teacher, 16.2 Professional Development for Literacy and Writing- Contracted Services/Consultant, 16.3 ELA and Writing Intervention- College Student Intern, 16.4 Intervention Coordination and Planning, and 16.5 Professional Development for ELA.

Action 16.6 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

Based on the 2024 identification metric M16.1 has been revised to include EL students.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

16.7 Contracted Services and 16.8 Organized Sports to help decrease suspension rates for HOM and AA students.

Based on the 2024 identification the following metrics have been added:

M16.2 NWEA Math Percent on Target for AA and SWD.

M16.3 English Learner Progress Indicator Percent for EL students.

M16.4 Suspension Rate for HOM and AA students.

The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
16.1	ELA and Writing Intervention- Resident Guest Teacher	Resident Guest Teachers will provide release time and intervention in English Language Arts and Writing schoolwide and for LI, SWD, AA, and HI students to improve student achievement in ELA as measured by M16.1	$848,093	No
16.2	Professional Development for Literacy and Writing- Contracted Services/Consultant	The District will provide vetted consultants to provide coaching and professional development (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in Literacy and Writing which leads to improved student achievement in ELA as measured by M16.1.	$100,000	No
16.3	ELA and Writing Intervention- College Student Intern	College Student Interns will provide small group instruction in English Language Arts and Writing, schoolwide and for LI, SWD, AA, and HI students to improve academic achievement in ELA as measured by M16.1.	$54,998	No
16.4	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) with supplemental additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for LI, SWD, AA, and HI students to improve academic achievement in English Language Arts as measured by M16.1.	$39,045	No

Action #	Title	Description	Total Funds	Contributing
16.5	Professional Development for ELA	Hunt Elementary will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA to improve academic achievement in English Language Arts as measured by M16.1.	$20,000	No
16.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$25,536	No
16.7	Contracted Services	Hunt Elementary School will fund a Board Certified Behavior Analyst (BCBA) contracted service to decrease the suspension rate of AA and HOM students as measured by M16.4. *Added in 2025*	$85,000	No
16.8	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times to reduce suspension rates of AA and HOM students as measured by M16.4. *Added in 2025*	$120,000	No

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M17.1	M17.1 NWEA Reading Percent on Target *Data Source: Indian Springs NWEA Database*	M17.1 Winter 2024: EL: 1.8%	M17.1 Winter 2025: EL: 5.7%	M17.1 Winter 2026 Available in 2026-2027 LCAP	M17.1 Winter 2027: EL: 46.8%	M17.1 Current Difference from Baseline EL: +3.9
M17.2	M17.2 NWEA Math Percent on Target *Data Source: Indian Springs NWEA Database*	M17.2 Winter 2024: All: 21.5% EL: 4.7% LI: 20.9% SWD: 5.9% HI: 21.5%	M17.2 Winter 2025: All: 31.5% EL: 15.6% LI: 31.4% SWD: 7.6% HI: 32.7%	M17.2 Winter 2026 Available in 2026-2027 LCAP	M17.2 Winter 2027: All: 51.5% EL: 49.7% LI: 50.9% SWD: 50.9% HI: 51.5%	M17.2 Current Difference from Baseline All: +10 EL: +10.9 LI: +10.5 SWD: +1.7 HI: +11.2
M17.3	M17.3 Suspension Rate *Data Source: CA Dashboard*	M17.3 2022-2023: HOM: 9.9% SWD: 11.55%	M17.3 2023-2024: HOM: 8.8% SWD: 11.3%	M17.3 2024-2025: Available in 2026-2027 LCAP	M17.3 2025-2026: HOM: 5.4% SWD: 5.5%	M17.3 Current Difference from Baseline HOM: -1.1 SWD: -0.2

Goal Analysis for 2024-2025

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

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

All of the following actions were implemented in a phased-in approach:

Programmatic Successes:

Action 17.1 Math Support FTEs- 2 FTEs were hired to teach the 12 additional Math support sections. The FTEs have been able to provide instruction since the beginning of the year. We have marked improvement in our student outcomes as measured by the NWEA Math assessment.

Action 17.2 Active Supervision- We hired 2 Resident Guest Teachers to provide Active Supervision and support HOM and SWD students. We have marked improvement for the two student groups.

Action 17.3 ELA Coaching- 0.5 FTEs were hired to coach teachers in the ELA. There have been significant improvements in our NWEA ELA data as well as increased alignment in our instructional practices.

Action 17.5 Professional Development for ELA and Math- Conferences- Teachers were able to attend the Building Thinking Classrooms Conference. The ELA and Math Departments are currently identifying conferences that will meet the needs of the students. This action will be implemented during the next two years.

Programmatic Challenge:

Action 17.4 Professional Development- Consultants for ELA and Math- The school has not yet implemented this action. This action will be implemented during the next two years. Challenges in implementing this action arose from the formal procurement process taking longer than expected.

Action 17.6 Professional Development for Behavior- Teachers and staff will be attending a conference centered on behavior. The challenge in implementing this action has been finding staff that are able to be off campus and/or out of town to attend the conference. This action will be implemented during the next two years.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

Action 17.1 Math Support FTEs

Action 17.2 Active Supervision

Action 17.3 ELA Coaching

Action 17.5 Professional Development for ELA and Math- Conferences

The following actions are being phased-in and will be implemented during years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

Action 17.4 Professional Development- Consultants for ELA and Math

Action 17.6 Professional Development for Behavior

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

The effectiveness of Actions **17.1** Math Support FTEs, **17.2** Active Supervision, **17.3** ELA Coaching, and **17.5** Professional Development for ELA and Math- Conferences is demonstrated by strong gains across multiple metrics. M17.2 NWEA Math showed significant improvement across all reported student groups: all students (+10.0), EL (+10.9), LI students (+10.5), HI students (+11.2), and SWD (+1.7). These results indicate a substantial positive impact of the implemented actions on math achievement. Additionally, M17.1 NWEA Reading revealed notable growth for EL students (+3.9), highlighting the effectiveness of targeted literacy support.

Behavioral data also showed early signs of improvement. M17.3 Suspension Rate decreased for HOM students (-1.1) and SWD (-0.2), suggesting that interventions aimed at improving school climate and student engagement are beginning to take effect, though continued refinement may be needed to deepen their impact.

No areas of decline were identified, underscoring the overall effectiveness of the current actions.

Actions **17.4** Professional Development- Consultants for ELA and Math and **17.6** Professional Development for Behavior are being implemented through a phased-in approach and, as such, do not yet have measurable outcomes aligned to the identified goals.

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

The following actions are on target, therefore, no changes are being made: 17.1 Math Support FTEs, 17.3 ELA Coaching, 17.4 Professional Development- Consultants for ELA and Math, 17.5 Professional Development for ELA and Math- Conferences, and 17.6 Professional Development for Behavior.

The following actions have been modified to continue:

Action 17.2 Active Supervision has been renamed to Resident Guest Teachers, to provide the release time for teachers to attend professional development, collaborate, plan lessons, and provide intervention schoolwide to improve student achievement in ELA and Math.

Action 17.7 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

Based on the 2024 identification the following action has been added: 17.8 Mentoring for HOM and SWD to improve behavior and study skills to lower their suspension rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
17.1	Math Support FTEs	Indian Springs High School will pay for 2.0 FTEs to teach 12 additional Math Support sections of Math support for Math I and Math III schoolwide and for English Learners (EL) to improve achievement in Math achievement as measured by M17.2.	$988,268	No
17.2	Resident Guest Teachers	Resident Guest Teachers will provide the release time for teachers to attend professional development, collaborate, plan lessons, and provide intervention schoolwide to improve student achievement in ELA and Math as measured by M17.1 and M17.2 and provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention for Homeless (HOM) students and Students with Disabilities (SWD) to reduce Suspension rates as measured by M17.3. *Revised in 2025*	$554,006	No
17.3	ELA Coaching	Indian Springs High School will pay for 0.5 FTE to provide English Language Arts (ELA) coaching to the ELA Department teachers to improve EL student achievement in ELA as measured by M17.1.	$391,118	No
17.4	Professional Development-Consultants for ELA and Math	The District will provide vetted consultants to provide coaching, and data analysis support to teachers beyond District-level and School Plan for Student Achievement planned Professional Development to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M17.1 and M17.2.	$115,000	No

Action #	Title	Description	Total Funds	Contributing
17.5	Professional Development for ELA and Math- Conferences	Indian Springs High School will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math beyond District-level and School Plan for Student Achievement planned Professional Development that leads to improved student achievement in ELA and Math as measured by M17.1 and M17.2.	$115,656	No
17.6	Professional Development for Behavior	Indian Springs High School will fund professional development conferences and workshops beyond District-level and School Plan for Student Achievement planned Professional Development for teachers to improve behavior management and reduce the suspension rate for HOM and SWD as measured by M17.3.	$60,000	No
17.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$59,063	No
17.8	Mentoring	Vetted consultants will provide mentoring to students to improve behavior and study skills to lower suspension rates for HOM and SWD as measured by M17.3 *Added in 2025*	$40,000	No

Goal

Goal #	Description	Type of Goal
18	**Equity Multiplier - Del Rosa Elementary** By the end of the 2027 school year students at Del Rosa Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, Students with Disabilities, and Hispanic students) and Math schoolwide (including English Learners, Low-Income, Hispanic, and Students with Disabilities) by increasing the percentage of students on track as shown in the metric section for this goal. Additionally, Del Rosa Elementary will increase the amount of English Learner students who are making progress towards English language proficiency and reduce the suspension rate schoolwide and of African American, Low-Income, Homeless, and Students with Disabilities. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math at Del Rosa Elementary schoolwide. The English Language Arts distance from standard (DFS) data shows the All student group as significantly below the ELA standard, Students with Disabilities (-145.6 DFS) struggled the most, English Learners (-107.1 DFS) and low-income students (-101.3 DFS) also face challenges, Hispanic students (-97.4 DFS) performed close to the overall average (-98.1 DFS). These results emphasize the continued need for targeted support in language development and comprehension. Math DFS data shows the All student group is significantly below standard, with Students with Disabilities (-162.7 DFS) struggling the most, Low-income students (-112.8 DFS) performed slightly worse than the overall average (-111 DFS), Hispanic students (-108.7 DFS) performed slightly better but still face challenges. These results emphasize the need for targeted interventions to improve math proficiency across all student populations. Suspension rates show disparities, with African American students (17.6%) suspended at much higher rates than all students (5.6%). Students with disabilities (6.5%) and low-income students (5.8%) also face slightly higher suspension risks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M18.1	M18.1 NWEA Reading Percent on Target *Data Source: Del Rosa NWEA Database*	M18.1 Winter 2024: All: 18.1% EL: 6.5% LI: 18% HI: 17.3% SWD: 4.7%	M18.1 Winter 2025: All: 16.6% EL: 10.5% LI: 15.1% HI: 16% SWD: 9.3%	M18.1 Winter 2026 Available in 2026-2027 LCAP	M18.1 Winter 2027: All: 49.1% EL: 51.5% LI: 48% HI: 47.3% SWD: 49.7%	M18.1 Current Difference from Baseline All: -1.5 EL: +4 LI: -2.9 HI: -1.3 SWD: +4.6
M18.2	M18.2 NWEA Math Percent on Target *Data Source: Del Rosa NWEA Database*	M18.2 Winter 2024: All: 19.8% EL: 13% LI: 18.3% HI: 18.9% Winter 2025 Baseline: SWD: 6.8% *Revised 2025*	M18.2 Winter 2025: All: 17.1% EL: 11.3% LI: 15.7% HI: 16.7% SWD: 6.8%	M18.2 Winter 2026 Available in 2026-2027 LCAP	M18.2 Winter 2027: All: 49.8% EL: 49.0% LI: 48.3% HI: 48.9% SWD: 26.8%	M18.2 Current Difference from Baseline All: -2.7 EL: -1.7 LI: -2.6 HI: -2.2 SWD: N/A current baseline
M18.3	M18.3 English Learner Progress Indicator Percent *Data Source: CA Dashboard*	M18.3 2022-2023: EL: 33.8% making progress	M18.3 2023-2024: EL: 40%	M18.3 2024-2025: Available in 2026-2027 LCAP	M18.3 2025-2026: EL: 63.8% making progress	M18.3 Current Difference from Baseline EL: +6.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M18.4	M18.4 Suspension Rate *Data Source: CA Dashboard*	M18.4 2022-2023: HOM: 10.2% 2023-2024 Baseline: LI: 5.8% SWD: 6.5% AA: 17.6% *Revised 2025*	M18.4 2023-2024: HOM: 7.8% LI: 5.8% SWD: 6.5% AA: 17.6%	M18.4 2024-2025: Available in 2026-2027 LCAP	M18.4 2025-2026: HOM: 1.2% LI: 4.8% SWD: 5.5% AA: 16.6%	M18.4 Current Difference from Baseline HOM: -2.4 LI: N/A current baseline SWD: N/A current baseline AA: N/A current baseline

Goal Analysis for 2024-2025

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

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

Del Rosa Elementary's Equity Multiplier plan is planned for implementation in phases, aligned with the LCAP cycle. The actions in the plan were selected to address the lowest performing areas on the CA Dashboard. The site uses the Plan-Do-Study-Act model to monitor implementation. The site spent most of 2024-2025 in the Plan phase. This involved gathering data, researching best practices, identifying resources, and planning the phased implementation for years 2 and 3. The site began implementation in 2024-2025 with small group instruction (18.4) and building teacher capacity (18.3).

Programmatic Successes:

18.3 Professional Development Conferences in ELA, Writing, and Math: The site was able to send 9 staff members to conferences to build their capacity in the areas of ELA and Math.

18.4 Professional Development and Collaboration- Resident Guest Teachers: The site was able to recruit and hire Resident Guest Teachers to provide release time for teachers to attend Professional Development (including conferences) and provide small group intervention in the areas of ELA and Math.

Programmatic Challenges:

18.1 Professional Development in ELA, Writing, and Math: Delayed implementation due to the formal procurement processes

Other- Planned for implementation in years 2 and 3

18.2 Professional Development in Classroom Management and Social-Emotional Learning

18.5 Additional Support Staff for Program Implementation

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.

All actions have been budgeted to spend over the three year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures as the estimated actuals only represent one year of implementation. The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

Action 18.1 Professional Development in ELA, Writing, and Math

Action 18.2 Professional Development in Classroom Management and Social-Emotional Learning

Action 18.3 Professional Development Conferences in ELA, Writing, and Math

Action 18.4 Professional Development and Collaboration- Resident Guest Teachers

Action 18.5 Additional Support Staff for Program Implementation

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

The effectiveness of Actions **18.3** Professional Development Conferences in ELA, Writing, and Math; and **18.4** Professional Development and Collaboration- Resident Guest Teachers is evidenced by growth in key metrics for targeted student groups. In M18.1 NWEA Reading, EL improved by +4.0 percentage points and SWD by +4.6. Additionally, M18.3 English Learner Progress Indicator showed a gain of +6.2, reflecting positive progress in language acquisition.

However, declines were noted across several student groups, indicating that the implemented actions were only partially effective. In M18.1 NWEA Reading, all students (-1.5), LI students (-2.9), and HI students (-1.3) experienced decreases. Similarly, M18.2 NWEA Math showed declines across all reported groups: all students (-2.2), EL (-1.6), LI (-2.3), and HI (-1.7). These outcomes highlight the need to refine instructional strategies and differentiate supports, particularly for LI and HI students, to improve academic outcomes in both Reading and Math.

Actions **18.1** Professional Development in ELA, Writing, and Math, **18.2** Professional Development in Classroom Management and Social-Emotional Learning, and **18.5** Additional Support Staff for Program Implementation are currently being implemented through a phased-in approach and, as such, do not yet have measurable outcomes aligned to the identified goals.

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

The following actions are on target, therefore, no changes are being made: 18.1 Professional Development in ELA, Writing, and Math, 18.2 Professional Development in Classroom Management and Social-Emotional Learning, 18.5 Additional Support Staff for Program Implementation

The following actions have been modified to continue:

Action 18.3 Professional Development Conferences- has been renamed, and the description has been modified to encompass professional development conferences to improve academic achievement and school climate to reduce suspension rates.

Action 18.4 Professional Development and Collaboration- Resident Guest Teachers has been modified to also support HOM, AA, LI, and SWD to decrease their suspension rate.

Action 18.6 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight the need for targeted interventions schoolwide and for HOM, AA, LI, and SWD.

18.7 Contracted Services, 18.8 Organized Support, 18.9 Organized Sports Equipment, 18.10 Increased Student Supervision to help lower the suspension rate of HOM, LI, SWD, and AA students.

Additionally, based on the identification, the following metrics were revised: M18.2 NWEA Math to include SWD and M18.4 to include LI, SWD, and AA students. The Goal has been updated to reflect the new areas of identification and metrics that were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
18.1	Professional Development in ELA, Writing, and Math	Vetted consultants will provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$284,392	No
18.2	Professional Development in Classroom Management and Social-Emotional Learning	Vetted consultants will provide professional development and coaching support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve classroom management and lower suspension rates for homeless youth as measured by M18.4	$20,000	No
18.3	Professional Development Conferences	Del Rosa Elementary School will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), English learner progress and lower suspension rates as measured by M18.1, M18.2, M18.3, and M18.4. *Revised 2025*	$105,000	No

Action #	Title	Description	Total Funds	Contributing
18.4	Professional Development and Collaboration- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention for teachers to improve student achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), English learner progress, and provide active supervision throughout the school day, intervention for PBiS, and tiered support to decrease the suspension rate of HOM, AA, LI, and SWD as measured by M18.1, M18.2, M18.3, and M18.4. *Revised 2025*	$508,048	No
18.5	Additional Support Staff for Program Implementation	Clerical staff will provide support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide as they participate in the Equity Multiplier Plan to improve academic achievement in ELA (EL, LI, SWD, and HI), Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3.	$30,000	No
18.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$22,883	No
18.7	Contracted Services	Del Rosa Elementary School will fund Board Certified Behavior Analyst (BCBA) to support SWD and decrease the suspension rate as measured by M18.4. *Added in 2025*	$170,000	No

Action #	Title	Description	Total Funds	Contributing
18.8	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times schoolwide and for AA, LI, SWD, and HOM to improve suspension rates as measured by M18.4. *Added in 2025*	$191,895	No
18.9	Organized Sports Equipment	Del Rosa Elementary will purchase organized sports equipment to use on the playground to provide structured activities schoolwide and for AA, LI, SWD, and HOM to improve suspension rates as measured by M18.4. *Added in 2025*	$20,000	No
18.10	Increased Student Supervision	The Recreation Aides will work an Extended Work Year or in a Limited Term position to work directly with students to provide increased supervision and support PBiS schoolwide and for AA, LI, SWD, and HOM to improve suspension rates as measured by M18.4. *Added in 2025*	$25,000	No

Goal

Goal #	Description	Type of Goal
19	**Equity Multiplier - Highland Pacific Elementary** By the end of the 2027 school year students at Highland Pacific Elementary will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students) and Math schoolwide (including English Learners, Low-Income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Highland Pacific Elementary will reduce the suspension rate schoolwide and of English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students as well as reduce the chronic absenteeism rate schoolwide and of English Learners, Low-Income, African American students, and Students with Disabilities. Highland Pacific Elementary will also improve the amount of English Learner students who are making progress toward English language proficiency. *Revised 2025*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Our analysis of the 2024 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) and Math schoolwide at Highland Pacific Elementary, in particular focusing on Students with Disabilities and Hispanic students. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will continue to assess progress through the NWEA Reading and Math Map Growth Assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M19.1	M19.1 NWEA Reading Percent on Target *Data Source: Highland Pacific NWEA Database*	M19.1 Winter 2024: All: 10.2% EL: 2.2% LI: 9.8% SWD: 10% AA: 17.4% HI: 8.5%	M19.1 Winter 2025: All: 15.5% EL: 5.6% LI: 15.4% SWD: 20.6% AA: 14.3% HI: 15.2%	M19.1 Winter 2026: Available in 2026-2027 LCAP	M19.1 Winter 2027: All: 40.2% EL: 41.2% LI: 39.8% SWD: 40.0% AA: 47.4% HI: 41.5%	M19.1 Current Difference from Baseline All: +5.3 EL: +3.4 LI: +5.6 SWD: +10.6 AA: -3.1 HI: +6.7
M19.2	M19.2 NWEA Math Percent on Target *Data Source: Highland Pacific NWEA Database*	M19.2 Winter 2024: All: 8.6% EL: 2.4% LI: 8.4% HI: 8.2%	M19.2 Winter 2025: All: 13.9% EL: 8.8% LI: 14.1% HI: 12.3%	M19.2 Winter 2026: Available in 2026-2027 LCAP	M19.2 Winter 2027: All: 38.6% EL: 38.4% LI: 38.4% HI: 38.2%	M19.2 Current Difference from Baseline All: +5.3 EL: +6.4 LI: +5.7 HI: +4.1
M19.3	M19.3 English Learner Progress Indicator Percent *Data Source: CA Dashboard*	M19.3 2022-2023: EL: 40.5% making progress	M19.3 2023-2024: EL: 48.8%	M19.3 2024-2025: Available in 2026-2027 LCAP	M19.3 2025-2026: EL: 70.5% making progress	M19.3 Current Difference from Baseline EL: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M19.4	M19.4 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M19.4 2022-2023: All: 46% EL: 41.7% LI: 47.9% AA: 61.9% 2023-2024: Baseline SWD: 47.8% *Revised 2025*	M19.4 2023-2024: All: 37.5% EL: 27.4% LI: 37.5% AA: 41.7% SWD: 47.8%	M19.4 2024-2025: Available in 2026-2027 LCAP	M19.4 2025-2026: All: 43% EL: 38.7% LI: 44.9% AA: 40.9% SWD: 45.8%	M19.4 Current Difference from Baseline All: -8.5 EL: -14.3 LI: -10.4 AA: -20.2 SWD: N/A current baseline
M19.5	M19.5 Suspension Rate *Data Source: CA Dashboard*	M19.5 2022-2023: All: 9.2% EL: 6.5% LI: 9.6% SWD: 8.7% AA: 17.4% HI: 8.3%	M19.5 2023-2024: All: 6.9% EL: 6% LI: 7.1% SWD: 4.3% AA: 18.4% HI: 6.2%	M19.5 2024-2025: Available in 2026-2027 LCAP	M19.5 2025-2026: All: 7.7% EL: 5% LI: 8.1% SWD: 7.2% AA: 8.0% HI: 6.8%	M19.5 Current Difference from Baseline All: -2.3 EL: -0.5 LI: -2.5 SWD: -4.4 AA: +1 HI: -2.1

Goal Analysis for 2024-2025

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

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

Highland Pacific Elementary's Equity Multiplier plan is planned for implementation in phases, aligned with the LCAP cycle. The actions in the plan were selected to address the lowest performing areas on the CA Dashboard. The site spent significant funds from Cohort 1 funding in 2024-2025. The site is using the Plan-Do-Study-Act model during the phased implementation. The site gathers feedback and shares updates through the parent advisory councils/committees. While the majority of actions were implemented in 2024–2025, two actions required additional time for preparation and are scheduled for implementation over the next two school years.

Programmatic Successes

19.3 Supplemental Books- The site was able to purchase over 1,000 additional books for students to read.

19.7 Supplemental Subscriptions- The site was able to purchase Scholastic Accelerated Reader and Renaissance Star Math to provide additional standards-based materials.

Programmatic Challenges

19.6 Building Parent Capacity- A vendor was not hired to provide the services.

19.8 Intervention Coordination and Planning- There was a delay in hiring the support teacher at Highland Pacific. The staff member did not start until April of 2025.

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.

All actions have been budgeted to be spent over the three-year period of the LCAP. This has resulted in a portion of each action experiencing a material difference between the budgeted expenditures and the estimated actual expenditures, as the estimated actuals only represent one year of implementation.

The phased implementation of the following actions has resulted in a material difference between the budgeted expenditures and the estimated actual expenditures:

19.1 Professional Development and Intervention- Resident Guest Teachers

19.2 Printing and Instructional Materials

19.3 Supplemental Books

19.4 Active Supervision

19.5 Professional Collaboration and Intervention- Additional Hours

19.7 Supplemental Subscriptions

19.8 Intervention Coordination and Planning

19.9 Library Assistants to Support Literacy

19.10 Additional Support Staff for Program Implementation

19.11 Professional Development and Consultants for Math and ELA

The following actions are planned for implementation in years 2 and 3; therefore, there is a material difference between budgeted expenditures and the estimated actual expenditures:

19.6 Building Parent Capacity

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

The effectiveness of Actions **19.1** Professional Development and Intervention- Resident Guest Teachers, **19.2** Printing and Instructional Materials, **19.3** Supplemental Books, **19.5** Professional Collaboration and Intervention- Additional Hours, **19.7** Supplemental Subscriptions, **19.8** Intervention Coordination and Planning, **19.9** Library Assistants to Support Literacy, **19.10** Additional Support Staff for Program Implementation, and **19.11** Professional Development and Consultants for Math and ELA is demonstrated through strong academic gains across multiple student groups. In M19.1 NWEA Reading Percent on Target, improvements were observed for all students (+5.3), EL (+3.4), LI students (+5.6), SWD (+10.6), and HI students (+6.7). Similarly, M19.2 NWEA Math Percent on Target showed increases for all students (+5.3), EL (+6.4), LI (+5.7), and HI (+4.1).

Action **19.5** also contributed to an +8.3 percentage point gain in the M19.3 English Learner Progress Indicator, reflecting effective support for EL students. Additionally, Action **19.4** Active Supervision led to a reduction in M19.5 Suspension Rate for most groups, including all students (-2.3), EL (-0.5), LI (-2.5), and HI (-2.1), suggesting improved school climate and student engagement.

Chronic absenteeism also decreased significantly across the board, with reductions for all students (-8.5), EL (-14.3), LI (-10.4), and AA students (-20.2), highlighting the effectiveness of attendance-focused interventions.

Despite these positive outcomes, areas of concern remain. African American students experienced a decline in M19.1 NWEA Reading (-3.1) and an increase in the M19.5 Suspension Rate (+1.0), indicating that current supports have not been fully effective for this group. These results underscore the need for more targeted academic and behavioral strategies to ensure equitable outcomes for African American students.

Action **19.6** Building Parent Capacity is being implemented through a phased-in approach and, as such, does not yet have measurable outcomes aligned to the identified goal.

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.

State Priority 6: School Climate has been added to the priorities addressed by this goal, since it also focuses on suspension.

The following actions are on target, therefore, no changes are being made: 19.1 Professional Development and Intervention- Resident Guest Teachers, 19.2 Printing and Instructional Materials, 19.3 Supplemental Books, 19.4 Active Supervision, 19.5 Professional Collaboration and Intervention- Additional Hours, 19.6 Building Parent Capacity, 19.7 Supplemental Subscriptions, 19.8 Intervention Coordination and Planning, 19.9 Library Assistants to Support Literacy, 19.10 Additional Support Staff for Program Implementation, and 19.11 Professional Development and Consultants for Math and ELA.

Action 19.12 Indirect Costs has been revised to reflect the updated indirect cost rate, which has changed from 5.02% to 2.30%.

The following actions will be added to our Equity Multiplier goal based on the identification in January 2025 and an analysis of the CA Dashboard and local metrics through the Equity Multiplier program. The differences in needs between the two sets of data highlight variations in student support priorities.

19.13 Organized Sports during non-instructional times to reduce suspension rates.

19.14 Professional Development- Conferences to improve the culture and climate of the school, that leads to improved student achievement in ELA, Math, English Learner Progress, reduce chronic absenteeism, and reduce suspension rates.

Additionally, based on the identification criteria, Metric M19.4 Chronic Absenteeism Rate has been revised to include SWD. The Goal has been updated to reflect the new areas of identification and metrics that were added.

Actions

Action #	Title	Description	Total Funds	Contributing
19.1	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention in ELA and Math schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2	$177,792	No
19.2	Printing and Instructional Materials	Highland Pacific Elementary will purchase intervention materials to use in the Learning Center to provide additional standards-based practice schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$56,644	No
19.3	Supplemental Books	Highland Pacific Elementary will purchase additional books schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$66,505	No
19.4	Active Supervision	Recreational Aides will work in an Extended Work Year or in a Limited Term position to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide and for EL, LI, SWD, AA, and HI students to reduce Suspension rates as measured by M19.5.	$58,000	No

Action #	Title	Description	Total Funds	Contributing
19.5	Professional Collaboration and Intervention- Additional Hours	Highland Pacific Elementary will provide additional hours for Staff to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, and to increase English Learners Progress as measured by M19.1, M19.2 and M19.3.	$20,500	No
19.6	Building Parent Capacity	Highland Pacific Elementary will provide family workshops to families to improve student achievement in ELA, Math, and to increase English Learners Progress as measured by M19.1, M19.2 and M19.3.	$5,082	No
19.7	Supplemental Subscriptions	Highland Pacific Elementary will provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$27,000	No
19.8	Intervention Coordination and Planning	The school administrator will provide the school site Resource Teacher and Teacher on Special Assignment (TOSA) with additional hours to plan and coordinate all intervention services under the Equity Multiplier program schoolwide and for EL, LI, SWD, AA, and HI students to improve student achievement in ELA and Math as measured by M19.1 and M19.2.	$49,800	No

Action #	Title	Description	Total Funds	Contributing
19.9	Library Assistants to Support Literacy	The Library Assistant will work an Extended Work Year or in a Limited Term position to provide additional library access, model effective reading, and support literacy schoolwide and for LI and HI students to improve academic achievement in English Language Arts as measured by M19.1.	$20,000	No
19.10	Additional Support Staff for Program Implementation	Clerical staff will provide additional clerical support and time data entry as part of an Extended Work Year or in a Limited Term position to support staff and schoolwide, LI and HI students as they participate in the Equity Multiplier Plan to improve academic achievement in English Language Arts and Math as measured by M19.1 and M19.2.	$5,304	No
19.11	Professional Development and Consultants for Math and ELA	The District will provide vetted consultants to provide professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), coaching, and data analysis support to teachers to improve instruction in English Language Arts and Math that leads to improved student achievement in ELA and Math as measured by M19.1 and M19.2.	$70,000	No
19.12	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 5.02% (2024-2025) and 2.30% (2025-2026). *Revised in 2025*	$14,342	No

Action #	Title	Description	Total Funds	Contributing
19.13	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times to reduce suspension rates schoolwide and of EL, LI, SWD, AA, and HI students as measured by M19.5. *Added in 2025*	$50,000	No
19.14	Professional Development-Conferences	Highland Pacific Elementary will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math and to improve the culture and climate that leads to improved student achievement in ELA and Math, English Learner Progress, reduce chronic absenteeism and reduce suspension as measured by M19.1, M19.2, M19.3, M19.4, and M19.5. *Added in 2025*	$35,000	No

Goal

Goal #	Description	Type of Goal
~~20~~	~~**Equity Multiplier: Home and Hospital**~~ ~~By the end of the 2027 school year, Home and Hospital will improve the chronic absenteeism rate of Students with Disabilities.~~ *Removed in 2025*	~~Equity Multiplier Focus Goal~~

State Priorities addressed by this goal.

~~Priority 5: Student Engagement~~

An explanation of why the LEA has developed this goal.

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

Removed in 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M20.1	M20.1 Chronic Absenteeism Rate *Data Source: CA Dashboard*	M20.1 2022-2023: All: 18.2% SWD: 24.3%	M20.1 2023-2024: All: 14.8% SWD: 9.1%	M20.1 2024-2025: Available in 2026-2027 LCAP	M20.1 2025-2026: All: 0% SWD: 0%	M20.1 Current Difference from Baseline All: -3.4 SWD: -15.2

Goal Analysis for 2024-2025

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

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

All of the 2024-2025 LCAP Goal 20 Actions for Equity Multiplier: Home and Hospital were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments.

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.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total amount received and allocated for the planned services was fully expended as intended, and all expenditures were aligned with the goal and actions originally planned. As a result, the planned improvements in services were implemented as proposed, with fidelity to both budget and programmatic intentions.

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

Goal 20 Metrics demonstrated effectiveness in the following data:

-Metric M20.1 Chronic Absenteeism Rate decreased overall 3.4 pp and 15.2 pp for students with disabilities. **Actions demonstrating effectiveness towards target**: 20.1 Professional Development- Resident Guest Teachers.

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.

All of the Equity Multiplier funds received for Home and Hospital were fully expended during the 2024-2025 school year, therefore the 2024-2025 Goal 20 Equity Multiplier: Home and Hospital will not continue in the 2025-2026 LCAP. Moving forward in the 2025-2026 LCAP, it is being replaced with Goal 20 Learning Recovery Emergency Block Grant (LREBG).

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

Actions

Action #	Title	Description	Total Funds	Contributing
~~20.1~~	~~Professional Development - Resident Guest Teachers~~	~~Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide for SWD to improve chronic absenteeism as measured by M20.1.~~ *Removed in 2025*	~~$0~~	~~No~~
~~20.2~~	~~Indirect Costs~~	~~Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 4.96%.~~ *Removed in 2025*	~~$0~~	~~No~~

Goal

Goal #	Description	Type of Goal
20	Learning Recovery Block Grant (LREBG) SBCUSD will accelerate learning progress for students districtwide to close learning gaps through the implementation of evidence-based learning supports. *Added in 2025*	LREBG Broad Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The district conducted a comprehensive needs assessment (CNA) incorporating 2023 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism Rate, along with input from Educational Partners and local assessments, to identify key areas requiring targeted support. The findings from this analysis directly informed the development of the actions outlined in Goal 20, which are fully funded by the unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These actions are aligned with the requirements set forth in Education Code Section 32526(c)(2) and are designed to enhance both the academic achievement and socio-emotional well-being of all students. Particular emphasis is placed on supporting students performing at the lowest and very low levels in ELA and Math, as well as student groups identified with “very high” or “high” levels of Chronic Absenteeism Rate on the California Dashboard, at both the district and school levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	M1.1 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M1.1 2022-2023: **District Level** All: -49.7 DFS EL: -80.2 DFS LI: -54.3 DFS FY: -61.7 DFS HOM: -74.2 DFS SWD: -123.2 DFS AA: -75.4 DFS 2023-2024 Baseline: LTEL: -108.9 DFS *Revised 2025*	M1.1 2023-2024 **District Level** All: -46.1 DFS EL: -76 DFS LI: -50.3 DFS FY: -77.1 DFS HOM: -68.3 DFS SWD: -122 DFS AA: -71.1 DFS LTEL: -108.9 DFS	M1.1 2024-2025: Available in 2026-2027 LCAP	M1.1 2025-2026: **District Level** All: 25.9 DFS EL: 32.6 DFS LI: 58.5 DFS FY: 51.1 DFS HOM: 38.6 DFS SWD: -47.6 DFS AA: 37.4 DFS LTEL: -60.9	M1.1 Current Difference from Baseline **District Level** All: +3.6 EL: +4.2 LI: +4 FY: -15.4 HOM: +5.9 SWD: +1.2 AA: +4.3 LTEL: N/A current baseline
M1.5	M1.5 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) Priority 4: CAASPP Math DFS **District Level** *Data Source: CA Dashboard*	M1.5 2022-2023: **District Level** All: -88.0 DFS EL: -107.4 DFS LI: -92.4 DFS FY: -86.8 DFS 2023-2024 Baseline: LTEL: -161.8 DFS *Revised 2025*	M1.5 2023-2024: **District Level** All: -83.9 DFS EL: -102.9 DFS LI: -88.4 DFS FY: -106.6 DFS LTEL: -161.8 DFS	M1.5 2024-2025: Available in 2026-2027 LCAP	M1.5 2025-2026: **District Level** All: -7.6 DFS EL: 10.2 DFS LI: 25.2 DFS FY: 30.8 DFS LTEL: -114.8 DFS	M1.5 **Difference from Baseline** **District Level** All: +4.1 EL: +4.5 LI: +4 FY: -19.8 LTEL: N/A current baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.3	M2.3 Priority 5: Chronic Absenteeism Rate **District Level** *Data Source: CA Dashboard*	M2.3 2022-2023: Chronically absent (K-12) All: 34.7% EL: 31.6% LI: 35.9% FY: 30.0% 2023-2024 Baseline: LTEL: 32.7%	M2.3 2023-2024: All: 29.3% EL: 25.5% LI: 30.4% FY: 24.8% LTEL: 32.7%	M2.3 2024-2025 Available in 2026-2027 LCAP	M2.3 2025-2026: Chronically absent (K-12) All: 31.7% EL: 28.6% LI: 31.7% FY: 27% LTEL: 30.7%	M2.3 Current Difference from Baseline All: -5.4 EL: -1.2 LI: -5.5 FY: -5.2 LTEL: N/A current baseline

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2026-2027 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.

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

This Goal will be analyzed during the development of the 2026-2027 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
20.1	Resident Guest Teachers	20.1 The district will hire Resident Guest Teachers to provide consistent instructional support and continuity of learning across the district, they will actively support instruction in English Language Arts and Math by working with students in small groups or one-on-one to reinforce key concepts, close learning gaps, as well as promote engagement, a sense of belonging, and academic accountability to encourage regular attendance and sustained student participation in the learning process as measured by M1.1, M1.5, and M2.3.	$19,500,000	No
20.2	Tutoring	20.2 The district will provide targeted tutoring services to enhance student achievement in English Language Arts and Math across all grade levels focusing on addressing identified learning gaps, reinforcing foundational skills, and accelerating student progress toward grade-level proficiency as measured by M1.1 and M1.5.	$9,457,500	No
20.3	Kinder Aides	20.3 The district will hire Kinder Aides to provide classroom support in small group and individualized instruction, reinforcing foundational skills in early literacy, numeracy, and language development, contributing to a strong start for students' academic success as measured by M1.1 and M1.5.	$8,307,298	No
20.4	Indirect Cost	Fiscal Services will charge indirect costs based on the California Department of Education approved rate of 2.30% as measured by M1.1, M1.5, and M2.3.	$625,188	No

Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

In response to persistent opportunity gaps for African American students, the San Bernardino City Unified School District convened a Differentiated Assistance workgroup to address disparities identified in the 2024 California School Dashboard. Utilizing the Plan, Do, Study, Act (PDSA) improvement model, the team focused on English Language Arts, Math, and Suspension Rate. Comprising district leaders, educators, and community partners, the group analyzed disaggregated data, identified systemic inequities, and planned strategic actions. These included integrated professional development to promote culturally responsive teaching and strengthen data-informed instruction. In the “Do” phase, targeted trainings will support equity leadership and instructional improvement, while administrators will receive coaching to align resources and strategies. As implementation unfolds, the “Study” phase will track outcomes through classroom observations, feedback, and achievement data, aiming to improve engagement and reduce suspensions. In the “Act” phase, successful practices will be refined and shared districtwide. This initiative emphasizes the need for sustained professional learning, continuous data analysis, and authentic collaboration with African American families. Related actions are detailed in Goal 21, Actions 1–16.

Revised 2025

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M21.1	M21.1 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy (ELA) Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M21.1 2022-2023 AA: -75.4 DFS	M21.1 2023-2024: AA: -71.1 DFS	M21.1 2024-2025: Available in 2026-2027 LCAP	M21.1 2025-2026: AA: 0.2 DFS	M21.1 Current Difference from Baseline AA: -4.3
M21.2	M21.2 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in Math Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard*	M21.2 2022-2023: AA: -118.8 DFS	M21.2 2023-2024: AA: -116.6 DFS	M21.2 2024-2025: Available in 2026-2027 LCAP	M21.2 2025-2026: AA: - 48.3 DFS	M21.2 Current Difference from Baseline AA: -2.2
M21.3	M21.3 Suspension Rate *Data Source: CA Dashboard*	M21.3 2022-2023: AA: 9.9%	M21.3 2023-2024: AA: 10%	M21.3 2024-2025: Available in 2026-2027 LCAP	M21.3 2025-2026: AA: 8.4%	M21.3 Current Difference from Baseline AA: +0.1

Goal Analysis for 2024-2025

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

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

All of the 2024-2025 LCAP Goal 21 Actions for Differentiated Assistance were implemented as planned, and there was not a substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved SBCUSD 2024-2025 LCAP.

SBCUSD experienced the following successes during the implementation of the 2024-2025 LCAP:

Action 21.1 Intervention Staffing: 23 ELA & Math Support Guest Teachers supported 1,254 students at 21 elementary sites provided reading pull-out; 9 at 7 middle schools offered math push-in, and attended bi-monthly training.

Action 21.2 High School Push-In Tutoring: 700 high school math students have been provided additional instructional support during class time.

Action 21.6 Gap-Closing PD: 418 staff members attended the 4-day Gap-Closing Professional Development (248 Teachers, 8 Counselors, 89 support staff members, 21 Guest Teachers, 48 administrators, and 4 other staff members). This represents an increase of 24.04% when comparing the number of staff trained in 2024-225 versus 2023-2024 (337 staff members).

Action 21.9 Black Honor Roll: 1,839 students received an award

Action 21.14 Historically Black College and Universities (HBCU) Tour: Cohort 1 Tour: 40 students were able to visit Dillard University, Xavier University of Louisiana, Southern University, Prairie View A & M University, Texas Southern University, Houston. Additionally, Cohort 2 Tour: 40 additional students were able to visit North Carolina A&T, University of North Carolina Capel Hill, Norfolk State University, Hampton University, Howard University, US Capitol Building, MLK & Lincoln Memorial Tour, Georgetown University, National Museum of African American History & Culture, and The White House.

Action 21.15 Footsteps to Freedom Tour: 76 staff members participated

Action 21.16 Inland Empire (I.E.) Black Grad: 307 students attended

SBCUSD experienced the following challenges during the implementation of the 2024-2025 LCAP:

Action 21.8 SANKOFA Instructional Magnet Program: the district experienced challenges in recruiting students to participate in the program.

Action 21.11 African American Task Force: The Task Force was not activated; instead, a new Student Success Network was launched, incurring fewer expenses.

Action 21.7 Extended Learning Time- Saturday and Summer Programs: This initiative was not implemented due to low participation and logistical challenges.

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 considers expenditures greater or less than 15% of the budgeted amount as a material difference.

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

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

Action 21.2 Equity Counselling Services: Two additional counselors were hired to expand student support, exceeding original staffing projections.

Action 21.8 SANKOFA Instructional Magnet Program: Additional instructional aides were added to enhance academic support, leading to increased costs.

Action 21.13 Academic Field Trips: Field trips provided through Expanded Learning Programs were not included in the original budget, resulting in higher expenditures.

Action 21.14 Historically Black College and Universities (HBCU) Tour: More students participated in the tour than in previous years, increasing associated travel and coordination costs.

Expenditures less than budgeted amounts for the following contributing actions:

Action 21.1 Intervention Staffing: Guest teachers were reassigned to cover teacher vacancies, reducing the need for additional intervention staff.

Action 21.4 Coaching and Professional Development for Teachers: Staffing vacancies led to reduced costs for coaching and PD delivery.

Action 21.5 Professional Development- Conferences: Some conference expenses were deferred to the following fiscal year, lowering current-year expenditures.

Action 21.6 Gap-Closing Professional Development for Staff: Lower-than-expected enrollment in courses resulted in cost savings.

Action 21.7 Extended Learning Time- Saturday and Summer Programs: This initiative was not implemented due to low participation and logistical challenges.

Action 21.9 Black Honor Roll: Revised event policies helped streamline the event, reducing associated costs.

Action 21.10 Parent Advisory: DAAAC and AAPAC: Similar policy revisions led to cost savings for these advisory events.

Action 21.11 African American Task Force: The Task Force was not activated; instead, a new Student Success Network was launched, incurring fewer expenses.

Action 21.15 Footsteps to Freedom Tour: Participation was lower than expected, resulting in reduced costs.

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

Goal 21 Metrics demonstrated effectiveness in the following data:

-Metric 21.1 CAASPP ELA AA students distance from standard decreased 4.3 pp. **Actions demonstrating effectiveness towards target**: 21.1 Intervention Staffing, 21.3 Equity Counseling Services, 21.4 Coaching and Professional Development for Teachers, 21.5 Professional Development- Conferences, 21.6 Gap-Closing Professional Development for Staff, 21.7 Extended Learning Time- Saturday and Summer Programs, 21.9 Black Honor Roll, 21.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC), 21.11 African American Task Force, 21.12 Family Engagement and Community Empowerment, 21.13 Academic Field Trips, 21.14 Historically Black Colleges and Universities (HBCUs) Tour, 21.15 Footsteps to Freedom Tour, and 21.16 Inland Empire (I.E.) Black Grad.

-Metric 21.2 CAASPP Math AA students distance from standard decreased 2.2 pp. **Actions demonstrating effectiveness towards target**: 21.1 Intervention Staffing, 21.2 High School Push-In Tutoring, 21.3 Equity Counseling Services, 21.4 Coaching and Professional Development for Teachers, 21.5 Professional Development- Conferences, 21.6 Gap-Closing Professional Development for Staff, 21.7 Extended Learning Time- Saturday and Summer Programs, 21.9 Black Honor Roll, 21.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC), 21.11 African American Task Force, 21.12 Family Engagement and Community Empowerment, 21.13 Academic Field Trips, 21.14 Historically Black Colleges and Universities (HBCUs) Tour, 21.15 Footsteps to Freedom Tour, and 21.16 Inland Empire (I.E.) Black Grad.

-Metric 21.3 Suspension Rate of AA students: increased +0.1 pp. **Actions demonstrating effectiveness towards target**: 21.3 Equity Counseling Services, 21.5 Professional Development- Conferences, 21.6 Gap-Closing Professional Development for Staff, 21.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC), 21.11 African American Task Force, 21.12 Family Engagement and Community Empowerment, and 21.15 Footsteps to Freedom Tour.

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

The following actions continue to be on target, therefore, no changes are being made: 21.1 Intervention staffing, 21.2 High School Push-In Tutoring, 21.3 Equity Counseling Services, 21.4 Coaching and Professional Development for Teachers, 21.5 Professional Development-Conferences, 21.6 Gap-Closing Professional Development for Staff, 21.9 Black Honor Roll, 21.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC), 21.12 Family Engagement and Community Empowerment, 21.13 Academic Field Trips, 21.14 Historically Black Colleges and Universities (HBCUs) Tour, and 21.15 Footsteps to Freedom Tour, and Inland Empire (I.E.) Black Grad.

The following action has been modified to continue as a result of the 2025-2026 Differentiated Assistance workgroup: 21.8 SANKOFA Instructional Magnet Program will be strategically concentrated at one school site to maximize impact and ensure high-quality implementation.

The following actions have been discontinued as a result of reflection on prior practice and the 2025-2026 Differentiated Assistance workgroup: 21.7 Extended Learning Time Saturday and Summer Programs, and 21.11 African American Task Force.

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

Actions

Action #	Title	Description	Total Funds	Contributing
21.1	Intervention Staffing	The Equity Targeted Student Achievement (ETSA) Department provides Equity Resident Guest Teachers to school sites to provide small-group intervention instruction to improve African American student outcomes in ELA and Math as measured by M21.1 and M21.2.	$0 Funding is accounted for in Goal 20, Action 1	No
21.2	High School Push-In Tutoring	The ETSA Department provides push-in tutors to high school Math students to provide instructional support, reteaching, and intervention instruction to improve African American student outcomes in Math as measured by M21.2	$600,000	No
21.3	Equity Counseling Services	The ETSA Department provides one Equity Counselor at Pacific High School, San Bernardino High School, and Indian Springs High School to provide guidance counseling services, case management, and to organize wrap-around services for African American Students to improve African American student outcomes in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$696,997	No
21.4	Coaching and Professional Development for Teachers	The ETSA Program Specialists will provide in-class coaching, modeling, and professional development to teachers as part of an Equity ELA and Equity Math team in order to improve student achievement in ELA and Math as measured by M21.1 and M21.2.	$1,927,064	No

Action #	Title	Description	Total Funds	Contributing
21.5	Professional Development-Conferences	The ETSA Department will coordinate attendance to conferences for department and SBCUSD staff to build their capacity in Culturally Relevant Teaching practices, equity and inclusion, intervention, school leadership, Restorative Justice practices, Other Means of Correction, and family/community engagement leading to improved instruction and support in order to improve outcomes for African American students in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$97,000	No
21.6	Gap-Closing Professional Development for Staff	The ETSA Department will provide multiple opportunities for SBCUSD staff to attend the Gap-Closing Teaching Professional Development 4-day training to build their capacity in Culturally Relevant Teaching practices, equity, and inclusion leading to improved instruction and support in order to improve outcomes for African American students in ELA, Math, and Suspension as measured by M21.1, M21.2, and M21.3.	$235,000	No
~~21.7~~	~~Extended Learning Time-Saturday and Summer Programs~~	~~The ETSA Department will provide extended learning opportunities to students beyond the academic calendar to address learning gaps, provide intervention, and support the transition from one grade/level to the next leading to improved instruction and support in order to improve outcomes for African American students in ELA and Math as measured by M21.1 and M21.2.~~ *Discontinued in 2025*	~~$0~~	~~No~~
21.8	SANKOFA Instructional Magnet Program	The ETSA Department will offer the SANKOFA Magnet Program and transportation to Hunt Elementary~~, Del Vallejo Middle School, and Pacific High School to students~~ *Revised in 2025*	$1,354,719	No

Action #	Title	Description	Total Funds	Contributing
21.9	Black Honor Roll	The ETSA Department will host at least two community events that will honor the achievement and growth of African American students in grades TK-12 leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$20,000	No
21.10	Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC)	The ETSA Department will host at least 7 DAAAC meetings annually at a central location. The Department will further assist sites in establishing an AAPAC and hold meetings. The purpose of DAAAC and AAPAC is to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$12,000	No
~~21.11~~	~~African American Task Force~~	~~The ETSA will utilize our African American Task Force to gather feedback, develop action plans, and build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.~~ *Discontinued in 2025*	~~$0~~	~~No~~
21.12	Family Engagement and Community Empowerment	The ETSA Department and Family Engagement Department will host family events based on parent input to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$20,000	No

Action #	Title	Description	Total Funds	Contributing
21.13	Academic Field Trips	The ETSA Department will provide Academic Field Trips for students to support classroom instruction in ELA and Math leading to improved outcomes in ELA and Math as measured by M21.1 and M21.2.	$5,084	No
21.14	Historically Black Colleges and Universities (HBCUs) Tour	The ETSA Department will coordinate an annual field trip for students to tour HBCUs to learn about the process for enrolling in college leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$150,000	No
21.15	Footsteps to Freedom Tour	The ETSA Department will coordinate annual participation in the Footsteps to Freedom Tour to extend learning for parents, staff, and community members to build the capacity of parents and community members to better equip them to support their children in ELA, Math, and behavior management leading to improved student outcomes in the same areas as measured by M21.1, M21.2, and M21.3.	$500,000	No
21.16	Inland Empire (I.E.) Black Grad	The ETSA Department will coordinate annual participation in the IE Grad ceremony that will honor the graduation of African American students leading to goal setting and improvement in ELA and Math as measured by M21.1 and M21.2.	$22,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$201,712,168	$26,510,528

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.79%	0%	$0	42.79%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1- Advanced Learner Programs **1.5-** Advancement Via Individual Determination (AVID) **1.9-** Language Other Than English	**Districtwide Data** **NWEA Reading M1.9** **Winter 2025** — **Identified Gap** All: 22.4% — District Average EL: 6% — EL: 16.4 % pts lower LI: 21% — LI: 1.4 % pts lower FY: 14.3% — FY: 8.1 % pts lower **NWEA Math M1.13** **Winter 2025** — **Identified Gap** All: 23.4% — District Average	**1.1- Advanced Learner Programs:** The action is designed to enhance the rigor of Advanced Learner Programs by offering professional development opportunities, including GATE certification for teachers, conferences, and workshops so that District staff are better able to differentiate instruction in order to meet the needs of EL, LI, and FY students who participate in Advanced Learner Programs. SBCUSD's National Center for Research on Gifted Education cites the following Siegle, D., Gubbins, E. J., O'Rourke, P., Langley, S. D., Mun, R.	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
(LOTE) Teachers **1.10-** Smaller Class Sizes **1.12-** Professional Development **1.13-** Access and Opportunities **1.14-** Technology **1.19-** Academic Direct Student Support **1.20-** Recruitment and Retention of Experienced Staff **1.22-** Supplemental Materials	EL: 10.8% EL: 12.6 % pts lower LI: 22.1% LI: 1.3 % pts lower FY: 15.8% FY: 7.6 % pts lower The NWEA Reading and Math data demonstrates a disparity between the All student group and EL, LI, and FY students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Educational Partner input emphasizes the need for **specialized programs** such as Advanced Learner Programs, AVID, and Magnet Programs to reach all learners (1.1 and 1.5). Feedback strongly supports the need for **intervention** and **access to Supplemental Materials** (Actions 1.13, 1.19, and 1.22). Further, Educational Partner input from site staff supports **professional development** needed to address a wide range of learners (Actions 1.12).	U., Luria, S. R., ... and Plucker, J. A. (2016). Barriers to Underserved Students' Participation in Gifted Programs and Possible Solutions. Journal for the Education of the Gifted, 39(2), 103–131. The action is being provided on an LEA-wide basis. By offering professional development opportunities such as GATE certification for teachers and specialized workshops, the District aims to equip staff with the necessary skills to effectively differentiate instruction, ensuring that advanced learner programs cater to the diverse needs of EL, LI, and FY students. Funds for Advanced Learning Programs are provided LEA-wide to ensure equitable access to enriched educational opportunities, foster academic excellence, and cultivate critical thinking and innovation skills among all students, regardless of their background or socioeconomic status, thereby promoting a culture of academic rigor and excellence across the district. **1.5- Advancement Via Individual Determination (AVID):** In order to address this condition of our EL, LI, and FY students, we will develop and implement AVID which is designed to increase college and career preparedness. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between EL, LI, and FY, ELA and Math NWEA data versus Districtwide data at the elementary, middle, and high school levels. Implementing AVID LEA-wide ensures consistent support and resources for all EL, LI, and FY students across elementary, middle, and high schools, fostering equitable opportunities for college and career readiness. This comprehensive approach is expected to yield significant improvements in ELA and Math NWEA data, narrowing the achievement gap between EL, LI, and FY students districtwide.	

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

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

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		between Low-Income, ELA and Math NWEA data versus Districtwide data at the elementary, middle, and high school levels. Technology is offered LEA-wide to provide equal access to digital resources, enhance teaching and learning experiences, and prepare students for success in a technology-driven world. **1.19- Academic Direct Student Support:** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA, and Math skills and knowledge through the Response to Intervention model. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group, systematic instruction to students who score below the benchmark score on universal screening (WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades). The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI, EL, and FY NWEA scores. Academic Direct student support is offered LEA-wide to ensure consistent and comprehensive assistance for all students, promoting academic success and equitable opportunities for learning. **1.20- Recruitment and Retention of Experienced Staff** are provided LEA-wide. Research consistently highlights the positive impact of experienced educators on student outcomes. Research by Hanushek, Kain, and Rivkin (2005) found that a 1 standard deviation increase in teacher quality led to a 0.12 standard deviation improvement in student achievement. Experienced teachers bring a wealth of pedagogical knowledge, instructional expertise,	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and classroom management skills, enabling them to effectively engage students and facilitate deeper learning experiences. Additionally, their experience equips them with a deep understanding of curriculum standards, instructional strategies, and assessment techniques, allowing them to tailor instruction to meet diverse student needs. The stability and continuity provided by experienced staff members also foster a positive learning environment, building strong relationships with students and creating a sense of trust and support. ● Provide staff to support hiring and retention: (e.g., Assistant Director, Coordinator, support staff, etc.) ● Provide Competitive and Comparable Salaries ● Host recruitment fairs and actively seek experienced staffing candidates ● Develop coaching and mentoring structures The action is being provided on an LEA-wide basis. The action is expected to lead to a significant increase in ELA and Math EL, LI, and FY NWEA scores. Recruitment and Retention of Experienced Staff is offered LEA-wide to attract and maintain high-quality educators, fostering a stable and effective teaching workforce vital for student achievement and educational excellence across all schools. **1.22- Supplemental Materials:** To address the needs, the action includes providing supplemental materials to support intervention, literacy programs, support classes, and academic programs. The provision of supplemental materials will allow for individualized support, differentiated instruction, reinforcement, and practice, and extended learning opportunities. SBCUSD designed the action based on the following: What Works Clearinghouse rates RTI with a Strong Level of Evidence when it provides intensive, systematic small-group	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		instruction to students who score below the benchmark score on the Universal Assessment (WWC: Helping Students Who Struggle With Reading: Response to Intervention (RTI) and multilevel intervention in primary grades). The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math EL, LI, and FY NWEA scores. Supplemental materials are offered LEA-wide to provide equitable access to resources that enrich learning experiences, catering to diverse educational needs and promoting student success across all schools.	
1.3- Magnet Programs	**<u>Districtwide Elementary Data</u>** **NWEA Reading M1.9 Winter 2025** All: 19.1% EL: 6.3% LI: 17.9% **NWEA Math M1.13 Winter 2025** All: 19.8% EL: 11.5% LI: 18.6% **<u>Arrowhead Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 1.8 pts above EL: 5.5 pts above LI: 3.4 pts above **NWEA Math Winter 2025** All: 1.2 pts above EL: 3.5 pts below LI: 2.1 pts above **<u>Belvedere Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 5.3 pts below EL: 4.5 pts below LI: 6 pts below **NWEA Math Winter 2025** All: 8.2 pts below EL: 7 pts below LI: 8.2 pts below **<u>Salinas Disparity</u>** (stated as percentage point differences)	**1.3- Magnet Programs:** To prevent potential disparities among English Learners (EL) and Low-Income (LI) student groups in our Magnet Programs, we will continue to develop and implement these programs, expanding educational offerings to ensure equitable opportunities for all students. Currently, there are no disparities among EL and LI student groups across all schools under the Magnet Programs. ● Provide staff at specialized Magnet Programs at 12 elementary schools and 1 middle school (e.g., program specialist, resource teacher, instructional aides, educational assistants, clerical staff, and recreational aides) The action is being provided on a schoolwide basis and is expected to continue narrowing the gap between Low-Income and English Learners' ELA and Math NWEA data versus Districtwide data at the Elementary and Middle school levels. Magnet Programs are offered Schoolwide to enhance educational diversity and innovation, attract a diverse student body, and provide specialized curricula that address the unique needs and interests of students within the District.	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	NWEA Reading **Winter 2025** All: 5.7 pts above EL: 5.2 pts below LI: 7.2 pts above **NWEA Math** **Winter 2025** All: 6.9 pts above EL: 3.9 pts below LI: 7.3 pts above **Highland Pacific Disparity** (stated as percentage point differences) **NWEA Reading** **Winter 2025** All: 3.6 pts below EL: 0.7 pts below LI: 2.5 pts below **NWEA Math** **Winter 2025** All: 5.9 pts below EL: 2.7 pts below LI: 4.5 pts below **Hillside Disparity** (stated as percentage point differences) **NWEA Reading** **Winter 2025** All: 18.9 pts above EL: 0.6 pts above LI: 18.7 pts above **NWEA Math** **Winter 2025** All: 22.9 pts above EL: 7.7 pts above LI: 21.9 pts above **Kimbark Disparity** (stated as percentage point differences) **NWEA Reading** **Winter 2025** All: 30.9 pts above EL: 8.7 pts above LI: 26.7 pts above **NWEA Math** **Winter 2025** All: 24.6 pts above EL: 13.5 pts above LI: 17.6 pts above **North Park Disparity** (stated as percentage point differences) **NWEA Reading** **Winter 2025** All: 17.5 pts above EL: 2.2 pts above LI: 16.4 pts above **NWEA Math** **Winter 2025** All: 20 pts above EL: 5.9 pts above LI: 19.3 pts above		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Antón Disparity (stated as percentage point differences) **NWEA Reading Winter 2025** All: 4.2 pts below EL: 2 pts below LI: 3.2 pts below **NWEA Math Winter 2025** All: 5.1 pts below EL: 1.4 pts below LI: 4.6 pts below **Oehl Disparity** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 1.3 pts below EL: 3 pts below LI: 1.1 pts below **NWEA Math Winter 2025** All: 6.6 pts below EL: 0.8 pts below LI: 6.8 pts below **Palm Disparity** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 15 pts above EL: 1 pt above LI: 13.2 pts above **NWEA Math Winter 2025** All: 17.9 pts above EL: 6.2 pts below LI: 18 pts above **Thompson Disparity** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 8.1 pts above EL: 8.3 pts above LI: 8.5 pts above **NWEA Math Winter 2025** All: 8.5 pts above EL: 9 pts above LI: 8.3 pts above **Districtwide Middle School Data** **NWEA Reading M1.9 Winter 2025** All: 23.1% **NWEA Math M1.13 Winter 2025** All: 22.5%		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 1.9% EL: 4.2% LI: 20.6% LI: 20.2% **<u>Richardson Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** **NWEA Math Winter 2025** All: 26.6 pts above All: 40.6 pts above EL: 1.9 pts below EL: 23.1 pts above LI: 27.4 pts above LI: 42.5 pts above The NWEA Reading and Math data that demonstrates a disparity between the All student group and EL and LI students is listed above. Those areas highlight the need for increased services to be provided to respond to the needs of these identified student groups. The increased services have led to other areas where the magnet school is higher than the district data. Increased and Improved services are needed to both address the need and maintain the progress. Educational Partner input continues to support Magnet Programs with feedback that the programs should be expanded to be offered at additional schools.		
1.11- Middle School Support Class Teachers	**<u>Middle School Data</u>** **NWEA Reading M1.11 Winter 2025** **NWEA Math M1.15 Winter 2025** All: 23.1% All: 22.5% EL: 1.9% EL: 4.2% LI: 20.6% LI: 20.2% **<u>Arrowview Disparity</u>** (stated as percentage point differences)	**1.11- Middle School Support Class Teachers:** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA, and Math skills and knowledge through the Response to Intervention model. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group,	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	NWEA Reading Winter 2025 All: 13.3 pts below EL: 1.1 pts below LI: 11 pts below **NWEA Math Winter 2025** All: 10.4 pts below EL: 1.9 pts below LI: 8.1 pts below **<u>Curtis Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 9.5 pts below EL: 1.9 pts below LI: 7.2 pts below **NWEA Math Winter 2025** All: 15.6 pts below EL: 2.3 pts below LI: 13.2 pts below **<u>Del Vallejo Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 10.4 pts below EL: 0.3 pts below LI: 7.5 pts below **NWEA Math Winter 2025** All: 13.2 pts below EL: 0.8 pts below LI: 10.6 pts below **<u>Golden Valley Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 10.8 pts below EL: 1.3 pts below LI: 8.8 pts below **NWEA Math Winter 2025** All: 11.1 pts below EL: 1.2 pts above LI: 8.9 pts below **<u>King Disparity</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 11.7 pts below EL: 1.2 pts below LI: 9.6 pts below **NWEA Math Winter 2025** All: 12.5 pts below EL: 1.9 pts below LI: 9.9 pts below	systematic instruction to students who score below the benchmark score on universal screening (*WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades*). The action is being provided on a schoolwide basis to provide targeted academic support and intervention, ensuring that all students meet educational standards and achieve success in key subject areas, and is expected to lead to a significant increase in ELA and Math LI and FY NWEA scores.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Serrano Disparity (stated as percentage point differences) **NWEA Reading Winter 2025** All: 0.2 pts below EL: 0.4 pts above LI: 0.8 pts above **NWEA Math Winter 2025** All: 9.2 pts below EL: 0.9 pts below LI: 7.8 pts below **Shandin Hills Disparity** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 11.4 pts below EL: 0.6 pts above LI: 9.4 pts below **NWEA Math Winter 2025** All: 14.7 pts below EL: 0.1 pts below LI: 12.3 pts below The NWEA Reading and Math data demonstrates a disparity between the All student group and LI and FY students for the middle school sites, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Educational Partner input has been very supportive of adding in support for intervention at all levels and in all subject areas.		
1.18- Library Staff	**Districtwide Data** **NWEA Reading M1.9** All: 22.4% LI: 21% FY: 14.3% **Elementary Schools M1.10** All: 3.3% pts lower LI: 3.1% pts lower FY: 0.6% pts lower **Middle School Data**	**1.18- Library Staff:** To address the needs, students take the NWEA assessment multiple times throughout the year and receive a Zone of Proximal Development (ZPD), which comes from Lev Vygotsky's theory of learning. The library aide assists students in selecting books within their ZPD and models the correct Rate, Accuracy, and Prosody (RAP) of a fluent reader during interactive shared	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	NWEA Reading **M1.11** All: 23.1% LI: 20.6% LI: 2.5% pts lower FY: 12.7% FY: 10.4% pt lower **High School Data** **NWEA Reading** **M1.12** All: 29.2% LI: 28.3% LI: 0.9% pts lower FY: 18.5% FY: 10.7% pts lower District-Level disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI and FY students for Elementary, Middle, and High school sites, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. Middle School disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI students of 2.5 percentage points and a disparity of 10.4 percentage points for FY, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. High School disparity: The NWEA Reading data demonstrates a disparity between the All student group and LI students of 0.9 percentage points and a disparity of 10.7 percentage points for FY, thus highlighting the need for increased services to be	book reading. In addition to Vygotsky's theory of learning, SBCUSD designed the action based on the following: What Works Clearinghouse rates interactive shared book reading as having potentially positive effects. The action is being provided on a districtwide basis and is expected to lead to a significant increase in LI and FY NWEA scores. Library aides are offered districtwide to foster early literacy, support reading development, and enhance students' research skills by ensuring consistent access to library resources and assistance.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provided to respond to the needs of these identified student groups. Educational Partner input continues to support the addition of staff to improve early literacy achievement scores districtwide.		
1.17- Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA)	**CAASPP ELA M1.1** **2023-2024** **Identified Gap** All: -46.1 DFS District Average EL: -76 DFS EL: 29.9 pts lower LI: -50.3 DFS LI: 4.2 pts lower FY: -77.1 DFS FY: 31 pts lower LTEL: -108.9 DFS LTEL: 62.8 pts lower **CAASPP Math M1.5** **2023-2024** **Identified Gap** All: -83.9 DFS District Average EL: -102.9 DFS EL: 19 pts lower LI: -88.4 DFS LI: 4.5 pts lower FY: -106.6 DFS FY: 22.7 pts lower LTEL: -161.8 DFS LTEL: 77.9 pts lower The CAASPP ELA data above demonstrates a disparity between the All and EL, LI, FY, and LTEL. The CAASPP Math data above demonstrates a disparity between the All and EL, LI, FY, and LTEL students. These disparities highlight the need for increased services to be provided to respond to unduplicated students' needs to provide support and opportunities of growth in ELA and Math. Educational Partner input has been very supportive of adding support for intervention at all levels and in all subject areas. Specifically, the input has asked for a single	**1.17- Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA):** To address the needs, the action includes additional staffing to work directly with students to improve ELD, ELA, and Math skills and knowledge through the Response to Intervention model. This position will also oversee the MTSS model at their assigned school site. The SBCUSD designed the action based on the following: What Works Clearinghouse rates Response to Intervention (RtI) as having a strong level of evidence when providing intensive, small group, systematic instruction to students who score below the benchmark score on universal screening (WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tiered intervention in the primary grades). The action is being provided on an LEA-wide basis and is expected to lead to a significant increase in ELA and Math LI and EL CAASPP scores. MTSS TOSAs are provided LEA-wide to implement and coordinate comprehensive, data-driven strategies that address diverse student needs, promote academic success, and improve overall school performance across the entire District.	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	point of contact for educators and families to oversee intervention systems, the MTSS model, and support intervention groups based on PLC data analysis and grouping.		
1.2- International Baccalaureate (IB)	**<u>Elementary School Data M1.10 and M1.14</u>** **NWEA Reading Winter 2025** All: 19.1% EL: 6.3% LI: 17.9% FY: 13.7% **NWEA Math Winter 2025** All: 19.8% EL: 11.5% LI: 18.6% FY: 16% **<u>Bob Holcomb Elementary</u>** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 3 pts below EL: 1.7 pts below LI: 2 pts below FY: 5.4 pts below **NWEA Math Winter 2025** All: 3.4 pts below EL: 1.3 pts below LI: 1.7 pts below FY: 0.7 pts above For Bob Holcomb, the NWEA Reading data above demonstrates a disparity between All, EL, LI, and FY student groups when compared to Elementary School data. For NWEA Math, disparities exist between the All, EL, and LI student groups when compared to Elementary School data. **<u>Middle School Data M1.11 and M1.15</u>** **NWEA Reading Winter 2025** All: 23.1% EL: 1.9% LI: 20.6% FY: 12.7% **NWEA Math Winter 2025** All: 22.5% EL: 4.2% LI: 20.2% FY: 13.2%	**1.2- International Baccalaureate (IB):** In order to address this condition of our EL, LI, and FY students, we will develop and implement International Baccalaureate (IB) which has been selected to address the need for enhanced rigor. The action is being provided on a schoolwide basis at Bob Holcomb Elementary, Cesar E. Chávez Middle School, Cajon High School, and Arroyo Valley High School. The District will continue maintaining programs to ensure growth continues for EL, LI, and FY students at Arroyo Valley and Cajon High School in NWEA Reading (to prevent gaps from returning at Cajon) and to ensure we are continuing to increase access for unduplicated student groups. The action is expected to continue leading to a narrowing of the gap between EL, LI, and FY in Math NWEA data and English Learner NWEA Reading data versus Districtwide data at the High School level. International Baccalaureate programs are provided at specific school sites to deliver a rigorous, globally-recognized curriculum that enhances academic excellence and prepares students for success in a competitive, international environment.	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Cesar E. Chávez Middle School (stated as percentage point differences) **NWEA Reading Winter 2025** All: 1.9 pts above EL: 1.7 pts above LI: 1.3 pts above FY: N/A **NWEA Math Winter 2025** All: 2 pts below EL: 3.2 pts below LI: 2.1 pts below FY: N/A For Cesar E. Chávez Middle School, the NWEA Reading data above demonstrates a slight improvement when compared to Middle School data. For NWEA Math, disparities exist between the All, EL, and LI student groups when compared to Middle School data. **High School Data M1.12 and M1.16** **NWEA Reading Winter 2025** All: 29.2% EL: 9% LI: 28.3% FY: 18.5% **NWEA Math Winter 2025** All: 33.1% EL: 14.9% LI: 32.3% FY: 20.2% **Arroyo Valley** (stated as percentage point differences) **NWEA Reading Winter 2025** All: 2.3 pts below EL: 2.7 pts below LI: 2 pts below FY: 8.5 pts below **NWEA Math Winter 2025** All: 2.4 pts below EL: 8.4 pts below LI: 2.3 pts below FY: 3.5 pts below **Cajon** (stated as percentage point differences) **NWEA Reading** **NWEA Math**		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Winter 2025 **Winter 2025** All: 3.9 pts above All: 5 pts above EL: 1.5 pts below EL: 6.3 pts above LI: 3 pts above LI: 4.2 pts above FY: 12.2 pts below FY: 8.4 pts above For Arroyo Valley, the NWEA Reading and NWEA Math data above demonstrates disparities between the All, EL, LI, and FY student groups when compared to High School data. For Cajon, the increased and improved services have led to closing of the gaps with only gaps remaining between NWEA Reading All and EL and FY. The disparities highlight the need for increased services to be provided to respond to unduplicated students' needs to provide support and opportunities of growth in ELA and Math. The increased and improved services are needed to maintain progress for student groups in ELA and Math. Educational Partner feedback supports IB while also looking to improve the implementation at both Cajon and Arroyo Valley as the program can conflict with student interest in sports, afterschool programs, CTE pathways, AP classes (at Arroyo Valley), and electives.		
1.4- College and Career Readiness	**College and Career Indicator M1.17** **2023-2024** **Identified Gap** All: 41.4% District Average EL: 19.1% EL: 22.3 % pts lower	**1.4- College and Career Readiness:** In order to address the condition of our EL and LI students, we will develop and implement College and Career support that is designed to coordinate academic	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LI: 40.3% LI: 0.8 % pts lower **CTE Pathway Completion M1.19** **2023-2024 Identified Gap** All: 35.4% District Average EL: 21.9% EL: 13.5 % pts less LI: 34.9% LI: 0.5 % pts less **A-G and CTE Pathway Completion M1.20** **2023-2024 Identified Gap** All: 19.2% District Average EL: 9.3% EL: 9.9 % pts less LI: 18.6% LI: 0.6 % pts less **Dual Enrollment Completion Rate M1.39** **2023-2024 Identified Gap** All: 24.2% District Average EL: 14.4% EL: 9.8 % pts less LI: 23.7% LI: 0.5 % pts less **A-G Completion Rate M1.41** **2023-2024 Identified Gap** All: 39.2% District Average EL: 19.8% EL: 19.4 % pts lower LI: 38.2% LI: 1 % pts lower The College and Career Indicator, CTE Pathway Completion, A-G and CTE Pathway Completion, Dual Enrollment Completion Rate, and A-G Completion Rate all show a disparity between the All and EL and LI. This highlights the need for increased and improved services. Educational Partner input supports the expansion of CTE Pathways that have A-G courses alignment.	services in order to support increases in student A-G and CTE completion. This action will support the implementation of A-G aligned career pathways and increased access to Dual Enrollment courses. This action will further provide targeted college and career readiness programs, including vocational training, internship opportunities, and personalized counseling, to equip students with the skills and resources necessary for success in post-secondary education and the workforce. As well as college and career training/professional development for staff. The action is being provided on a Schoolwide-basis and is expected to lead to a significant increase in A-G and CTE Completion rates of EL and LI students versus Districtwide completion rates. Funds for College and Career programs are provided LEA-wide to ensure equitable access to resources and opportunities for all students, preparing them for post-secondary success regardless of their individual economic status.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8- Transportation **1.15-** Visual and Performing Arts (VAPA)	**Average Daily Attendance M1.29** **2023-2024 Identified Gap** All: 97.9% District Average EL: 98.5% EL: 0.6 % point greater LI: 97.6% LI: 0.3 % points less FY: 98% FY: 0.1 % points greater Based on the above data, there is a disparity between the "All" student group and LI students who have a lower average daily attendance rate. The increased and improved services have led to the closing of the gaps between All and EL and FY. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback supports providing transportation to students and VAPA programs to ensure students have support to attend school regularly and are engaged with enriching programs.	**1.8- Transportation:** In order to address this condition of our EL, LI, and FY students, we will develop and implement transportation that is designed to ensure access to in-person instruction. The action is being provided on an LEA-wide basis to prevent the disparity from further widening. The action is expected to lead to a continuous and significant increase in EL, LI, and FY student average daily attendance (ADA) rate in comparison to Districtwide ADA. Funds for transportation are provided LEA-wide to guarantee that all students have safe and reliable access to school, thereby promoting equal educational opportunities regardless of their geographic location. **1.15- Visual and Performing Arts (VAPA)** is provided LEA-wide and designed to address EL, LI, and FY student groups by offering increased access to VAPA programs such as Honor Choir at all levels, Orchestra Band, Digital Art, etc. The action is expected to lead to a continuous and significant increase in EL, LI, and FY student average daily attendance (ADA) rate in comparison to Districtwide ADA. Funds for Visual and Performing Arts are provided LEA-wide to ensure that all students can benefit from a well-rounded education that includes opportunities for creative expression and cultural enrichment.	This action will be measured by the metrics identified in the action description.
1.16- Cal-SAFE	**High School Dropout Rate M1.31** **2023-2024 Identified Gap** All: 4.5% District Average EL: 9.5% EL: 5 % pts greater LI: 4.5% LI: no difference FY: 13.2% FY: 8.7 % pts greater **High School Graduation Rate M1.32** **2023-2024 Identified Gap** All: 92.5% District Average	**1.16- Cal-SAFE:** To address the need and to maintain EI, LI, and FY student's Average Daily Attendance Rate, the District will continue to implement Cal-SAFE. The action centers on implementing mentoring, case management, and providing educational resources and supplies. SBCUSD designed the action based on the following: Based on research from the National Library of Medicine, pregnant and parenting minors, with a multi-tiered system of support, have increased	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 85.6% EL: 6.9 % pts lower LI: 92.3% LI: 0.2 % pt lower FY: 83.3% FY: 9.2 % pts lower Based on the above data, there is a disparity between the “All” student group, as it relates to high school unduplicated students’ dropout rate and graduation rate. Educational Partner responses to support for Cal-SAFE have been overwhelmingly positive. In particular, there is strong support for the provision of resources to participating students with over 100 participants attending the Cal-SAFE resource fair.	attendance and decreased dropout rates (AK; Reduced school dropout rates among adolescent mothers receiving school-based prenatal care). The action is being provided on a Schoolwide basis and is expected to lead to a significant increase in English Learners, Low-Income, and Foster Youth students versus Districtwide student data, in the following metrics: English Learners, Low-Income and Foster Youth student four-year cohort graduation rate, daily attendance rate, and middle and high school dropout rate. Funds for Cal-SAFE are provided to high schools to support the unique needs of pregnant and parenting students, ensuring they receive the necessary resources and services to continue their education and care for their children.	
1.23- Science, Technology, Engineering, Arts, and Math (STEAM)	**NWEA Reading M1.9** **Winter 2025 Identified Gap** All: 22.4% District Average EL: 6% EL: 16.4 % points lower LI: 21% LI: 1.4 % points lower FY: 14.3% FY: 8.1 % points lower **NWEA Math M1.13** **Winter 2025 Identified Gap** All: 23.4% District Average EL: 10.8% EL: 12.6 % points lower LI: 22.1% LI: 1.3 % points lower FY: 15.8% FY: 7.6 % points lower **CAST 5th Grade M1.38** **2023-2024 Identified Gap** All: 16.94% District Average EL: 2.87% EL: 14.07 % points lower LI: 15.26% LI: 1.68 % points lower FY: 10.52% FY: 6.42 % points lower	**1.23- Science, Technology, Engineering, Arts, and Math (STEAM):** To address the needs, SBCUSD designed the action based on the following: Several research studies have highlighted the benefits of incorporating STEAM (Science, Technology, Engineering, Arts, and Mathematics) education in TK-12 settings, particularly for low-income students, English learners, and Foster Youth students. A study conducted by Brown, Benford, and Harris (2018) found that STEAM education promotes creativity, critical thinking, problem-solving skills, and collaboration, which are vital for students' future success. Another research by Pellegrino and Hilton (2018) demonstrated that STEAM education can enhance engagement, motivation, and academic achievement for underrepresented students. Furthermore, a study by Scott, Pankowski, and Akerson (2020) highlighted how STEAM education can support language development and foster a positive learning environment for English learners. Similarly, a	These actions will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAST 8th Grade M1.38 **2023-2024** **Identified Gap** All: 19.42% District Average EL: 1.62% EL: 17.80 % points lower LI: 18.40% LI: 1.02 % points lower FY: 4.55% FY: 14.87 % points lower Based on the above data, there is a disparity between the “All” student group and all unduplicated student groups. Educational Partner feedback continues to ask the District to expand offerings of STEAM to school sites throughout the District.	research study by Lechner et al. (2019) emphasized the positive impact of STEAM programs on the educational outcomes of Foster Youth, providing them with opportunities for skill-building, self-expression, and personal growth. This will include the development of cross-curricular lessons with STEAM embedded, development of STEAM learning spaces, and professional development for staff to implement the STEAM lessons and use the learning spaces. This action is being provided on an LEA-wide basis and is expected to lead to a significant increase in Reading and Math EL, LI, and FY NWEA scores. Funds for STEAM programs are provided district-wide to ensure that all students have access to high-quality education in Science, Technology, Engineering, Arts, and Mathematics, preparing them for future careers and fostering critical thinking and innovation skills.	
2.2- Districtwide Counseling Coordination **2.3-** Districtwide Wellness Coordination **2.4-** Mental Health Therapy Services **2.5-** Districtwide Climate and Culture Centralized Coordination **2.7-** Counselors	**Student Sense of Belonging: School Connectedness M2.1** **2024-2025** **Elementary:** **Identified Gap** All: 72% favorable District Average EL: 73% EL: 1 % pt higher LI: 69% LI: 3 % pts lower FY: 74% FY: 2 % pts higher **Secondary:** **Identified Gap** All: 54% favorable District Average EL: 53% EL: 1 % pt lower LI: 55% LI: 1 % pt higher FY: 56% FY: 2 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and LI students. The increased and improved services are needed to maintain	**2.2- Districtwide Counseling Coordination:** To address the needs of Elementary LI and Secondary EL students and to maintain the status of Elementary EL and FY as well as LI and FY students at the secondary level, we will develop and implement this action that is designed to improve mental health and social-emotional wellness. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Director, Assistant Director, Counselors, Program Specialists, and clerical) Funds for districtwide counseling coordination are provided LEA-wide to ensure that all students have consistent access to comprehensive counseling	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress for student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and EL, LI, and FY. There is a disparity between the “All” student group and EL students. The increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to address both the academic and mental/wellness health needs of our students to keep them at school and engaged in learning.	services, supporting their academic, social, and emotional well-being across the entire district. **2.3- Districtwide Wellness Coordination:** To address the needs of Elementary LI and Secondary EL students and to maintain the status of Elementary EL and FY as well as LI and FY students at the secondary level, we will develop and implement Wellness staff and materials that are designed to improve the wellness of students. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Program Specialists) Funds for Districtwide wellness coordination are provided LEA-wide to promote a cohesive and comprehensive approach to student health and well-being, ensuring equitable access to wellness resources and support for all students across the district. **2.4- Mental Health Therapy Services:** To address the needs of Elementary LI and Secondary EL students and to maintain the status of Elementary EL and FY as well as LI and FY students at the secondary level, we will develop and implement Mental Health Therapy Staff and materials that are designed to improve the mental health of students. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/ connectedness on the Climate and Culture Survey versus districtwide data. Funds for mental health therapy services are provided LEA-wide to address the diverse needs of students, ensuring that all	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		individuals have access to necessary support and resources to foster their emotional well-being and academic success. **2.5- Districtwide Climate and Culture Centralized Coordination:** To address the needs of Elementary LI and Secondary EL students and to maintain the status of Elementary EL and FY as well as LI and FY students at the secondary level, we will develop and implement Climate and Culture Staff and materials that are designed to improve climate and culture. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. ● Provide staffing (e.g., Director, Assistant Director, Psychologist, Program Specialists, and clerical) Funds for districtwide climate and culture centralized coordination are provided LEA-wide to establish consistent and effective strategies for fostering positive school environments promoting equity and inclusion, and student engagement across all schools within the district. **2.7- Counselors:** To address the needs of Elementary LI and Secondary EL students and to maintain the status of Elementary EL and FY as well as LI and FY students at the secondary level, we will implement increased counselors and mental health services that are designed to improve the social-emotional wellness of students. The action is being provided on a School-wide basis. The action is expected to lead to a narrowing of the gap of responses that are favorable to student engagement/connectedness between the All student group and elementary FY student group as well as maintaining progress for EL, LI, and FY students at	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the secondary level on the Climate and Culture Survey versus Districtwide data. Funds for Counselors at Elementary and Middle Schools are provided school-wide to offer early intervention, social-emotional support, and academic guidance, fostering the holistic development and well-being of students during crucial stages of their educational journey.	
2.1- Health Aides **2.6-** Expanded Registered Nursing Services **2.12-** Attendance Monitoring and Assistance	**Chronic Absenteeism Rate M2.3** **2023-2024:** **Identified Gap** All: 29.3% District Average EL: 25.5% EL: 3.8 % pts lower LI: 30.4% LI: 1.1 % pts higher FY: 24.8% FY: 4.5 % pts lower Based on the above data, there is a disparity between the “All” student group and LI students who have a higher chronic absenteeism rate. The increased and improved services have led to the closing of the gaps between All, EL, and FY student groups. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback strongly supports providing support for student health including vision screening, glasses, teeth sealants and dental services, and support for the Hazel Health program implementation. Educational Partner feedback on Hazel Health supports the implementation of the program at all sites to reduce absenteeism and provide telehealth services.	**2.1- Health Aides:** In order to address the condition of our LI students and to maintain the lower status of EL students, we will develop and implement Health Aides that are designed to improve the physical wellness of students. This action will allocate Health Aides to school sites, enabling timely medical assistance, health education, and ongoing support to enhance the well-being and safety of students across various health-related needs. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. Funds for Health Aides are provided LEA-wide to ensure the health and safety of all students, supporting timely medical assistance and promoting well-being throughout the entire school community. **2.6- Expanded Registered Nursing Services:** In order to address the condition of our LI students and to maintain the lower status of EL students, we will develop and implement Expanded Registered Nursing Services that are designed to improve physical wellness of students. This action will deploy additional Registered Nurses to school sites, facilitating comprehensive healthcare services, health screenings, medication management, and health education programs to ensure the optimal well-being and safety of students while supporting their academic success. The action is being	This action will be measured by the metrics identified in the action description.

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	Educational Partner feedback continues to support the need for additional Registered Nurses to provide increased medical support to students throughout the District.	provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. Funds for expanded Registered Nursing Services are provided LEA-wide to offer comprehensive healthcare support, ensuring the well-being and safety of all students and staff across the entire school district. **2.12- Attendance Monitoring and Assistance:** In order to address the condition of our LI students and to maintain the lower status of EL students, we will provide Attendance Monitoring and Assistance at all schools that are designed to improve chronic absenteeism. This action will strengthen attendance monitoring and support at school sites by allocating additional attendance staff, implementing data-driven strategies for early intervention and outreach, and providing resources to address barriers to regular attendance, ensuring that every student has the opportunity to fully engage in their education and achieve academic success. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all unduplicated students in comparison to Districtwide. Funds for Attendance Monitoring and Assistance are provided LEA-wide to support student success by identifying and addressing barriers to regular school attendance, ensuring that every student has the opportunity to fully engage in their education.	
2.9- Crossing Guards	**Chronic Absenteeism Rate M2.3** **2023-2024:** **Identified Gap** All: 29.3% District Average EL: 25.5% EL: 3.8 % pts lower LI: 30.4% LI: 1.1 % pts higher	**2.9- Crossing Guards:** To maintain the progress of EL and LI students, we will implement Crossing Guards that are designed to create learning environments that support positive attendance and support the climate and culture of the school. This action will deploy additional crossing guards at all levels (Elementary, Middle, and High School)	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the above data, there is a disparity between the “All” student group and LI students who have a higher chronic absenteeism rate. The increased and improved services have led to the closing of gaps between the All and EL student groups. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. **Student Sense of Belonging: School Connectedness M2.1** **2024-2025** **Elementary:** **Identified Gap** All: 72% favorable District Average EL: 73% EL: 1 % pt higher LI: 69% LI: 3 % pts lower **Secondary:** **Identified Gap** All: 54% favorable District Average EL: 53% EL: 1 % pt lower LI: 55% LI: 1 % pt higher Based on the analysis of the above data, we are seeing an improvement in the EL student performance and the increased and improved services are needed to maintain progress for these student groups. At the Secondary level, the increased and improved services have led to the closing of gaps between the All and LI. The increased and improved services are needed to maintain progress for these unduplicated student groups.	through the District, based on high-traffic intersections that need additional staffing to foster a secure learning environment conducive to academic success. Research indicates that ELs often face additional challenges in navigating high-traffic areas safely due to language barriers and unfamiliarity with traffic rules and signs. A study by the National Highway Traffic Safety Administration (NHTSA) highlights that language barriers can impede the ability of EL students to understand and follow pedestrian safety instructions, increasing their risk in high-traffic areas. Furthermore, a report from the Safe Routes to School National Partnership emphasizes the need for tailored safety programs and resources to support ELs, ensuring they can travel safely to and from school. Research shows that LI students often face greater risks when crossing high-traffic areas due to factors such as limited access to safe infrastructure, higher exposure to busy roads, and fewer resources for transportation safety education. According to a study published in the Journal of Safety Research, children from low-income families are more likely to walk to school and encounter dangerous traffic conditions, increasing their vulnerability to pedestrian accidents. Additionally, the National Center for Safe Routes to School reports that low-income communities frequently lack adequate pedestrian infrastructure, such as sidewalks and crosswalks, necessitating increased support and targeted interventions to ensure the safety of these students. Funds for crossing guards are provided LEA-wide to ensure the safety of all students as they travel to and from school, creating a secure and supportive environment across the entire district. The action is expected to lead to a narrowing of the gap in overall chronic absenteeism rate amongst all	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Culture and Climate Survey M2.2 2024-2025 **Elementary:** **Identified Gap** All: 74% favorable District Average EL: 73% EL: 1 % pt lower LI: 74% LI: no difference FY: 77% FY: 3 % pts higher **Secondary:** **Identified Gap** All: 75% favorable District Average EL: 76% EL: 1 % pt higher LI: 75% LI: no difference FY: 79% FY: 4 % pts higher Based on the above data for Elementary, there is a disparity between the "All" student group and EL students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of gaps between the All and EL, LI, and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to provide crossing guards at busy intersections.	unduplicated students in comparison to Districtwide. The action is further expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data.	
2.11- Student Wellness and Support Services (SWSS) Materials	**Student Sense of Belonging: School Connectedness M2.1 2024-2025** **Elementary:** **Identified Gap** All: 72% favorable District Average EL: 73% EL: 1 % pt higher	**2.11- Student Wellness and Support Services (SWSS) Materials:** To address the need of Elementary LI students and Secondary EL student, and to maintain the status of EL and FY students at the Elementary and LI and FY students at the Secondary level, we will develop and implement	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.14- Student Leadership Advisory Council	LI: 69% LI: 3 % pts lower FY: 74% FY: 2 % pts higher **Secondary:** **Identified Gap** All: 54% favorable District Average EL: 53% EL: 1 % pt lower LI: 55% LI: 1 % pt higher FY: 56% FY: 2 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and LI students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. At the Secondary level, there is a disparity between the “All” student group and EL students. The increased and improved services have led to the closing of the gaps between All and LI and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. **Student Culture and Climate Survey M2.2 2024-2025** **Elementary:** **Identified Gap** All: 80% favorable District Average EL: 78% EL: 2 % pts lower LI: 82% LI: 2 % pts higher FY: 84% FY: 4 % pts higher **Secondary:** **Identified Gap** All: 76% favorable District Average EL: 74% EL: 2 % pts lower LI: 76% LI: no difference	Student Wellness and Support Services Materials that are designed to improve sense of belonging and connectedness. This action will enhance wellness and support services at school sites by providing additional materials such as mental health resources, coping mechanisms, and self-care strategies, fostering a supportive environment that prioritizes the holistic well-being of students and empowers them to thrive academically and emotionally. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. Funds for Student Wellness and Support Services materials are provided LEA-wide to ensure equitable access to resources that promote the mental, emotional, and social well-being of all students, fostering a supportive and inclusive school environment conducive to academic success. **2.14- Student Leadership Advisory Council:** To address the need of Elementary LI students and Secondary EL student, and to maintain the status of EL and FY students at the Elementary and LI and FY students at the Secondary level, we will develop and implement a Student Advisory Council that is designed to increase student engagement by facilitating student leadership development through implementation of community service projects. This action will support the Student Leadership Advisory Council, which was developed to empower students to actively participate in decision-making processes, voice their perspectives on school policies and programs, and collaborate with administrators to enhance the overall school experience, fostering leadership skills and promoting a sense of	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 78% FY: 2 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and EL students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. At the Secondary level, there is a disparity between the “All” student group and EL students. The increased and improved services have led to the closing of the gaps between All and LI and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. Educational Partner feedback strongly supports the need to address both the academic and mental/wellness health needs of our students to keep them at school and engaged in learning.	ownership and belonging among students. The actions are being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data. Funds for Student Leadership Advisory Councils are provided LEA-wide to empower student voices in decision-making processes, foster leadership skills, and cultivate a sense of ownership and inclusivity within the school community, enhancing overall student engagement and well-being across the district.	
2.8- Cadet Corps	**Middle School Dropout Rate M1.30** **2023-2024 (student group data not available):** 0.0% **High School Dropout Rate M1.31** **2023-2024** **Identified Gap** All: 4.5% District Average EL: 9.5% EL: 5 % pts higher LI: 4.5% LI: no difference FY: 13.2% FY: 8.7 % pts higher **Course Access M1.34**	**2.8- Cadet Corps:** To maintain the status of EL, LI, and FY students at the secondary level, we will implement the Cadet Corps program which is designed to decrease the dropout rate by providing an engaging program that allows students to participate in programs that occur during the instructional day and beyond. This action will establish a Cadet Corps at secondary school sites, offering leadership development, character-building activities, and opportunities for civic engagement and community service, aiming to instill discipline, teamwork, and responsibility in students while providing a pathway for personal growth and leadership. The action is being provided on a	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 Standard Met Based on the above data, there is a disparity between the "All" student group and EL and FY students, as it relates to high school students' dropout rate and graduation rate. Educational Partner responses to support for providing programs that build student discipline, self-regulation, and offer opportunities to participate in competitions.	schoolwide basis and is expected to lead to improved dropout rates at the Middle and High School and ensure access to a broad course of study. Funds for Cadet Corps are provided on a schoolwide-basis to offer students leadership development opportunities, foster teamwork and discipline, and promote civic engagement and community service, enriching their educational experience and preparing them for future success.	
2.10- Youth Court	**Student Sense of Belonging: School Connectedness M2.1** **2024-2025** **Elementary:** **Identified Gap** All: 72% favorable District Average EL: 73% EL: 1 % pt higher LI: 69% LI: 3 % pts lower FY: 74% FY: 2 % pt higher **Secondary:** **Identified Gap** All: 54% favorable District Average EL: 53% EL: 1 % pt lower LI: 55% LI: 1 % pt higher FY: 56% FY: 2 % pts higher **Expulsion Rate 2.7** **2023-2024** **Identified Gap** All: 0.2% District Average EL: 0.2% EL: no difference LI: 0.2% LI: no difference FY: 0.3% FY: 0.1 % pt higher Based on the above data for Elementary, there is a disparity between the "All" student group and LI students. The increased and	**2.10- Youth Court**: In order to maintain the status of EI, LI, and FY students, we will implement the Youth Court model which is designed to support the implementation of restorative and strength-based practices to empower students to be their best in school and beyond. The actions are being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap between all unduplicated students' responses that are favorable to student engagement/connectedness on the Climate and Culture Survey versus Districtwide data as well as reduce the expulsion rate. Funds for Youth Court are provided LEA-wide to implement a comprehensive restorative justice approach, empower student leaders to address disciplinary matters, and foster a supportive and inclusive school culture, promoting positive behavior and reducing recidivism across all schools within the district.	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improved services are needed to maintain progress for the EL and FY student groups and address the disparities described above. At the Secondary level, the increased and improved services have led to the closing of the gaps between All and LI and FY. The increased and improved services are needed to maintain progress for these unduplicated student groups. Expulsion data demonstrates a small disparity between the All and FY student group. Educational Partner feedback strongly supports the need to provide other means of correction when addressing student discipline.		
2.15- Elementary Vice Principals	**Student Sense of Belonging: School Connectedness M2.1** **2024-2025** **Elementary:** **Identified Gap** All: 72% favorable District Average EL: 73% EL: 1 % pt higher LI: 69% LI: 3 % pts lower FY: 74% FY: 2 % pts higher Based on the above data for Elementary, there is a disparity between the “All” student group and LI students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above.	**2.15- Elementary Vice Principals:** To address the needs of Elementary EL, LI, and FY students, we will implement Elementary Vice Principals that are designed to improve the campus environment at the elementary level. This action will allocate Elementary Vice Principals at school sites to enhance disciplinary management, academic support, and student supervision, implementing targeted intervention strategies, facilitating parent engagement, and promoting a positive school culture to ensure the holistic development and well-being of students. The actions are being provided on a schoolwide-basis. The action is expected to lead to a narrowing of the gap between all unduplicated students’ responses that are favorable to student engagement/connectedness on the Climate and Culture Survey and reduce	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Culture and Climate Survey M2.2 2024-2025 **Elementary:** **Identified Gap** All: 80% favorable District Average EL: 78% EL: 2 % pts lower LI: 82% LI: 2 % pts higher FY: 84% FY: 4 % pts higher Based on the above data for Elementary, there is a disparity between the "All" student group and EL students. The increased and improved services are needed to maintain progress for student groups and address the disparities described above. Educational Partner feedback strongly supports this action with requests to increase the services if additional funding is available. There is feedback requesting the split positions be assigned to one site to increase relationship building opportunities between the staff, students, families, and school community.	suspension versus Districtwide data. Funds for Elementary Vice Principals are provided school-wide to ensure effective leadership, discipline management, and academic support, fostering a safe and enriching learning environment conducive to the holistic development of young students.	
3.2- Interpretation and Translation Services **3.3-** Targeted Enrollment Support	**Parent Involvement and Family Engagement M3.1** **2023-2024:** Standard Met Section 1: Building Relationships Between School Staff and Families: Average score of 3.75 Initial/Full Implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.75 Initial/Full Implementation	**3.2- Interpretation and Translation Services:** In order to address the condition of our LI students and to maintain EL and FY student's progress, we will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the district and engage the community as partners in the education of EL, LI, and FY students. This action will expand Interpretation and Translation services, providing multilingual support for communication between students, parents, and staff, ensuring equitable access to educational resources, information, and opportunities for all	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Section 3: Seeking Input for Decision-Making: Average score of 3.5 Initial/Full Implementation **Panorama Family-School Communication M3.2** **2024-2025** — **Identified Gap** All: 79% favorable — District Average EL: 82% — EL: 3 % pts higher LI: 77% — LI: 2 % pts lower FY: 81% — FY: 2 % pts higher Based on the above data, there is a disparity between the “All” student group and LI students. The increased and improved services are needed to maintain progress for the EL and FY student group and address the disparities described above. Educational Partner feedback strongly supports this action with requests to increase the services if additional funding is available. There is feedback requesting additional interpretation for American Sign Language (ASL).	members of the school community. The action is being provided on an LEA-wide basis. The action is expected to lead to a narrowing of the gap in Low-Income, English Learner, and Foster Youth favorable responses on the family communication survey versus Districtwide data. Funds for Interpretation and Translation Services are provided LEA-wide to facilitate effective communication among diverse Educational Partners, ensuring equitable access to educational information and resources for all students and families regardless of language barriers, thereby fostering a supportive and inclusive learning environment. **3.3- Targeted Enrollment Support:** In order to address the condition of our LI students and to maintain EL and FY student’s progress, we will implement communication engagement programs that are designed to build and facilitate partnerships with the community, as well as to benefit district initiatives and promote the achievement of students. This action will implement Targeted Enrollment Support by offering personalized guidance, resources, and assistance to students and families navigating enrollment processes, addressing barriers to access, and ensuring equitable participation in educational opportunities, ultimately fostering a welcoming and inclusive school environment. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap in EL, LI, and FY students favorable responses on the family engagement survey versus Districtwide data. Funds for Targeted Enrollment Support are provided LEA-wide to address systemic barriers to enrollment, ensuring equitable access to educational opportunities for all students and families across diverse communities,	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and fostering inclusive participation in the district's programs and services.	
3.1- Family Engagement	**Parent Involvement and Family Engagement M3.1** **2023-2024:** Standard Met Section 1: Building Relationships Between School Staff and Families: Average score of 3.75 Initial/Full Implementation Section 2: Building Partnerships for Student Outcomes: Average score of 3.75 Initial/Full Implementation Section 3: Seeking Input for Decision-Making: Average score of 3.5 Initial/Full Implementation **Panorama Parent-Family Engagement M3.3** **2024-2025** — **Identified Gap** All: 66% favorable — District Average EL: 67% — EL: 1 % pt better LI: 65% — LI: 1 % pt lower FY: 65% — FY: 1 % pt lower Based on the above data, there is a disparity between the “All” student group and LI and FY students. The increased and improved services are needed to maintain progress for the EL student groups and address the disparities described above. Educational Partner feedback strongly supports the services provided such as Parent Volunteer Workers, workshops,	**3.1- Family Engagement:** In order to address the condition of our LI and FY students and to maintain the progress of EL students, we will implement Family Engagement supports and programs that are designed to support students and families, as well as encourage them to get involved in the District decision-making process in order to build their capacity. This action will enhance Family Engagement at school sites by offering parent workshops, family literacy programs, community events, and personalized outreach initiatives, fostering stronger partnerships between families and schools to support student learning, well-being, and academic success. The action is being provided on an LEA-wide basis and is expected to lead to a narrowing of the gap in LI and FY favorable responses on the family engagement survey versus Districtwide data. Funds for Family Engagement are provided LEA-wide to cultivate collaborative partnerships between schools, families, and communities, fostering student success, academic achievement, and holistic development through inclusive and culturally responsive practices.	This action will be measured by the metrics identified in the action description.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	training, resource fairs, and the work done within the Community Engagement Initiative.		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6- English Learner Student Achievement	**ELPI M1.21** **2023-2024** **Identified Gap** EL: 43.9% No comparable data LTEL: 44.1% **EL Reclassification M1.23** **2023-2024** **Identified Gap** EL: 13.1% No comparable data LTEL: 23.4% Educational Partner feedback, particularly from our English Learner Advisory Committees and District English Learner Advisory Committee, supports the need for increased services to address the needs of English Learners. Specifically, the feedback requests intervention and primary language support for students as well as increased access to A-G courses, career pathways, and specialized programs.	**1.6- English Learner Student Achievement:** To address the needs, the action focuses on embedding language development throughout the day, as well as during protected time. The EL Framework emphasizes the need for protected time to implement designated and integrated English Language Development (ELD). Training to design schedules with built in protected time, will be provided to leaders and staff at school sites. The strategy comes from the California ELA/ELD Framework (English Language Arts/ English Language Development Framework). Teachers and staff will also receive high-quality professional development, from specialized staff, focusing on reciprocal teaching, text reconstruction, and evidenced-based strategies used to address the disparities in English Learner data points. The SBCUSD designed the action based on the following: The extent of evidence on What Works Clearinghouse for reciprocal teaching is medium to large. The rating from What Works Clearinghouse is mixed evidence. REL Southwest lists text reconstruction as a promising effective practice for English Learners (Promising and effective practices for English learner students:	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Implementing integrated and designated English language development) further citing Spycher, P., & Linn-Nieves, K. L. (2014). Reconstructing, deconstructing, and constructing complex texts. In P. Spycher (Ed.), The Common Core State Standards in English language arts/literacy for English language learners: Grades K-5. Alexandria, VA: TESOL Press. The action is expected to lead to a significant increase in EL students receiving an overall score of 4 on the ELPAC, and an increase in Reclassification rates. This action will bolster English Learner Student Achievement at school sites by providing targeted language instruction, bilingual support services, cultural competency training for staff, and access to language development resources, ensuring equitable opportunities for academic success and language proficiency among English Learner students. Funds for English Learner Student Achievement are provided LEA-wide to implement comprehensive language development programs, culturally responsive instruction, and targeted support services, ensuring equitable access to high-quality education and promoting the academic success and language proficiency of all English Learner students across the district.	
1.7- Foster Youth Support Services	**CAASPP ELA M1.1** **2023-2024** **Identified Gap** All: -46.1 DFS District Average FY: -77.1 DFS FY: 31 pts lower **CAASPP Math M1.5** **2023-2024** **Identified Gap** All: -83.9 DFS District Average FY: -106.6 DFS FY: 22.7 pts lower	**1.7- Foster Youth Support Services:** SBCUSD's Foster Youth experience the greatest mobility and often have the greatest disparities in both academic and non-academic outcomes. To address the needs, the action centers on implementing trauma-informed practices, mentoring, case management, and providing educational resources and supplies. SBCUSD selected the action based on the following: The Regional Educational Laboratory cites	This action will be measured by the metrics identified in the action description.

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

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

Not applicable

Additional Concentration Grant Funding

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

The San Bernardino City Unified School District received additional concentration grant funding to provide more direct service support to students within the District. During the 2024-2025 LCAP engagement process, Educational Partners expressed a need for lower class size, and support staff to provide intervention at school sites with the highest unduplicated student population (Low-Income, English Learners, and Foster Youth). SBCUSD utilizes the additional funds for teachers to support lower class sizes in grades K-3 (Goal 1, Action 10: Smaller Class Sizes), and will provide intervention staff, as needed, based on identified student needs at each school site with an unduplicated percentage greater than 55%, in order to assist sites in establishing Learning Labs and intervention systems (Goal 1, Action 19: Academic Direct Student Support).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparison schools, therefore not applicable	No comparison schools, therefore not applicable
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore not applicable	No comparison schools, therefore not applicable

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 471,388,901	$ 201,712,168	42.79%	0.000%	42.791%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 205,638,266	$ 59,186,636	$ -	$ 1,281,766	$ 266,106,668.26	$ 148,855,722	$ 117,250,946

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Advanced Learner Programs	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 711,299.57	$ 113,950.00	$ 825,249.57	$ -	$ -	$ -	$ 825,250	0.000%
1	2	International Baccalaureate (IB)	All Unduplicated	Yes	Schoolwide	All	Holcomb, Chavez, Cajon, Arroyo Valley	ongoing	$ 949,784.02	$ 131,470.00	$ 1,081,254.02	$ -	$ -	$ -	$ 1,081,254	0.000%
1	3	Magnet Programs	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	Select Sites	ongoing	$ 1,273,507.26	$ -	$ 1,273,507.26	$ -	$ -	$ -	$ 1,273,507	0.000%
1	4	College and Career Readiness	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	High Schools	ongoing	$ 5,084,405.78	$ 1,757,270.00	$ 6,841,675.78	$ -	$ -	$ -	$ 6,841,676	0.000%
1	5	Advancement Via Individual Determination (AVID)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 230,000.00	$ 230,000.00	$ -	$ -	$ -	$ 230,000	0.000%
1	6	English Learner Student Achievement	English Learners	Yes	Limited	English Learners	All Schools	ongoing	$ 7,868,298.60	$ 2,696,500.32	$ 10,564,798.92	$ -	$ -	$ -	$ 10,564,799	0.000%
1	7	Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	ongoing	$ 949,398.21	$ 452,437.50	$ 1,401,835.71	$ -	$ -	$ -	$ 1,401,836	0.000%
1	8	Transportation	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 19,080,000.00	$ 19,080,000.00	$ -	$ -	$ -	$ 19,080,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,208,317.00	$ -	$ 1,208,317.00	$ -	$ -	$ -	$ 1,208,317	0.000%
1	10	Smaller Class Sizes	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 22,917,128.56	$ -	$ 22,917,128.56	$ -	$ -	$ -	$ 22,917,129	0.000%
1	11	Middle School Support Class Teachers	Foster Youth and Low-Income	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	ongoing	$ 2,188,706.91	$ -	$ 2,188,706.91	$ -	$ -	$ -	$ 2,188,707	0.000%
1	12	Professional Development	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 11,562,986.24	$ 6,581,414.40	$ 18,144,400.64	$ -	$ -	$ -	$ 18,144,401	0.000%
1	13	Access and Opportunities	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 22,461,650.32	$ 9,453,169.68	$ 31,914,820.00	$ -	$ -	$ -	$ 31,914,820	0.000%
1	14	Technology	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 3,747,513.18	$ 5,632,798.70	$ 9,380,311.88	$ -	$ -	$ -	$ 9,380,312	0.000%
1	15	Visual and Performing Arts (VAPA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 4,584,999.91	$ 703,680.65	$ 5,288,680.56	$ -	$ -	$ -	$ 5,288,681	0.000%
1	16	Cal-SAFE	All Unduplicated	Yes	Schoolwide	All	High Schools	ongoing	$ 1,626,451.71	$ 20,450.00	$ 1,646,901.71	$ -	$ -	$ -	$ 1,646,902	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 11,850,553.00	$ -	$ 11,850,553.00	$ -	$ -	$ -	$ 11,850,553	0.000%
1	18	Library Staff	Foster Youth and Low-Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	ongoing	$ 4,404,920.19	$ -	$ 4,404,920.19	$ -	$ -	$ -	$ 4,404,920	0.000%
1	19	Academic Direct Student Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,084,031.03	$ 1,084,031.03	$ -	$ -	$ -	$ 1,084,031	0.000%
1	20	Recruitment and Retention of Experienced Staff	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 316,183.93	$ 798,140.00	$ 1,114,323.93	$ -	$ -	$ -	$ 1,114,324	0.000%
~~1~~	~~21~~	~~Educational Field Trips~~	~~All Unduplicated~~	~~Yes~~	~~LEA-wide~~	~~All~~	~~All Schools~~	~~ongoing~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~0.000%~~
1	22	Supplemental Materials	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 2,796,600.00	$ 2,796,600.00	$ -	$ -	$ -	$ 2,796,600	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 2,361,506.91	$ 2,257,800.00	$ 4,619,306.91	$ -	$ -	$ -	$ 4,619,307	0.000%
2	1	Health Aides	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 3,937,288.93	$ -	$ 3,937,288.93	$ -	$ -	$ -	$ 3,937,289	0.000%
2	2	Districtwide Counseling Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,086,771.07	$ -	$ 1,086,771.07	$ -	$ -	$ -	$ 1,086,771	0.000%
2	3	Districtwide Wellness Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 657,557.00	$ -	$ 657,557.00	$ -	$ -	$ -	$ 657,557	0.000%
2	4	Mental Health Therapy Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,204,881.00	$ -	$ 1,204,881.00	$ -	$ -	$ -	$ 1,204,881	0.000%
2	5	Districtwide Climate and Culture Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,173,817.05	$ -	$ 1,173,817.05	$ -	$ -	$ -	$ 1,173,817	0.000%
2	6	Expanded Registered Nursing Services	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 1,838,427.55	$ -	$ 1,838,427.55	$ -	$ -	$ -	$ 1,838,428	0.000%
2	7	Counselors	All Unduplicated	Yes	Schoolwide	All	Elementary and Middle Schools	ongoing	$ 12,655,049.49	$ -	$ 12,655,049.49	$ -	$ -	$ -	$ 12,655,049	0.000%
2	8	Cadet Corps	All Unduplicated	Yes	Schoolwide	All	Middle and High Schools	ongoing	$ -	$ 52,850.00	$ 52,850.00	$ -	$ -	$ -	$ 52,850	0.000%
2	9	Crossing Guards	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ -	$ 1,807,201.20	$ 1,807,201.20	$ -	$ -	$ -	$ 1,807,201	0.000%
2	10	Youth Court	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 816,376.57	$ 91,125.00	$ 907,501.57	$ -	$ -	$ -	$ 907,502	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,410,100.00	$ 1,410,100.00	$ -	$ -	$ -	$ 1,410,100	0.000%
2	12	Attendance Monitoring and Assistance	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 6,032,481.14	$ 12,625.00	$ 6,045,106.14	$ -	$ -	$ -	$ 6,045,106	0.000%
~~2~~	~~13~~	~~Bringing Hope to Saturdays~~	~~All Unduplicated~~	~~Yes~~	~~LEA-wide~~	~~All~~	~~All Schools~~	~~ongoing~~	~~$ —~~	~~$ —~~	~~$~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~0.000%~~
2	14	Student Leadership Advisory Council	All Unduplicated	Yes	Schoolwide	All	Middle and High Schools	ongoing	$ -	$ 51,750.00	$ 51,750.00	$ -	$ -	$ -	$ 51,750	0.000%
2	15	Elementary Vice Principals	All Unduplicated	Yes	Schoolwide	All	Elementary Schools	ongoing	$ 3,733,233.53	$ 12,500.00	$ 3,745,733.53	$ -	$ -	$ -	$ 3,745,734	0.000%
3	1	Family Engagement	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,993,752.89	$ 2,256,180.00	$ 4,249,932.89	$ -	$ -	$ -	$ 4,249,933	0.000%
3	2	Interpretation and Translation Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 900,000.00	$ 900,000.00	$ -	$ -	$ -	$ 900,000	0.000%
3	3	Targeted Enrollment Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 69,027.00	$ 61,850.00	$ 130,877.00	$ -	$ -	$ -	$ 130,877	0.000%
4	1	Instructional Coaching (0.5 FTE)	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 47,637.98	$ -	$ -	$ 47,637.98	$ -	$ -	$ 47,638	0.000%
4	2	Math Support Classes (0.5 FTE)	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ 245,686.94	$ -	$ -	$ 245,686.94	$ -	$ -	$ 245,687	0.000%
4	3	Saturday and Summer School Interventions	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 87,900.00	$ -	$ 87,900.00	$ -	$ -	$ 87,900	0.000%
4	4	Extended Learning- Intervention Instruction	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 47,099.00	$ -	$ 47,099.00	$ -	$ -	$ 47,099	0.000%
4	5	Intervention Coordination and Planning	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 50,240.00	$ -	$ 50,240.00	$ -	$ -	$ 50,240	0.000%
4	6	Professional Development- Resident Guest Teachers and Guest Teachers	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 410,963.00	$ -	$ 410,963.00	$ -	$ -	$ 410,963	0.000%
4	7	Small Group Intervention- Instructional Assistants and EAIII	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 33,282.16	$ -	$ 33,282.16	$ -	$ -	$ 33,282	0.000%
4	8	Small Group Instruction- College Student Interns	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 90,000.00	$ -	$ 90,000.00	$ -	$ -	$ 90,000	0.000%
4	9	Professional Development- Conferences	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 77,642.17	$ -	$ 77,642.17	$ -	$ -	$ 77,642	0.000%
4	10	Professional Development Consultants for Math and ELA	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 143,279.45	$ -	$ 143,279.45	$ -	$ -	$ 143,279	0.000%
4	11	Additional Technology and Clerical Support for Program Implementation	LI, HI	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 36,441.00	$ -	$ 36,441.00	$ -	$ -	$ 36,441	0.000%
4	12	Indirect Costs	All	No	Schoolwide	N/A	San Andreas High	3 Years	$ -	$ 33,069.30	$ -	$ 33,069.30	$ -	$ -	$ 33,069	0.000%

5	1	Professional Development Consultants for ELA and Math	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 61,550.26	$ -	$ 61,550.26	$ -	$ -	$ 61,550	0.000%
5	2	Professional Development- Conferences	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 165,124.00	$ -	$ 165,124.00	$ -	$ -	$ 165,124	0.000%
5	3	Curriculum and Instruction Collaboration	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 65,000.00	$ -	$ 65,000.00	$ -	$ -	$ 65,000	0.000%
5	4	Professional Development and Intervention-Resident Guest Teachers	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 350,892.00	$ -	$ 350,892.00	$ -	$ -	$ 350,892	0.000%
5	5	Graduation Tiered Support- Resident Guest Teacher	AA, SWD	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 162,247.00	$ -	$ 162,247.00	$ -	$ -	$ 162,247	0.000%
5	6	Intervention- College Student Interns	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 88,230.33	$ -	$ 88,230.33	$ -	$ -	$ 88,230	0.000%
5	7	Extended Learning Intervention Instruction	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 159,213.00	$ -	$ 159,213.00	$ -	$ -	$ 159,213	0.000%
5	8	Intervention Coordination and Planning	LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 116,066.00	$ -	$ 116,066.00	$ -	$ -	$ 116,066	0.000%
5	9	Indirect Costs	All	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 32,125.41	$ -	$ 32,125.41	$ -	$ -	$ 32,125	0.000%
5	10	Instructional Assistants for Intervention	All, LI, HI	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 13,000.00	$ -	$ 13,000.00	$ -	$ -	$ 13,000	0.000%
5	11	Professional Development Contracted Services/Consultant	All	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 20,000.00	$ -	$ 20,000.00	$ -	$ -	$ 20,000	0.000%
5	12	Mentoring, Tutoring, and Resource Support-Consultant	All	No	Schoolwide	N/A	Sierra High	3 Years	$ -	$ 165,000.00	$ -	$ 165,000.00	$ -	$ -	$ 165,000	0.000%
6	1	Tiered Support Program- Guest Teacher	LI, HI	No	Schoolwide	N/A	Alternative Learning Center	3 Years	$ -	$ 117,350.26	$ -	$ 117,350.26	$ -	$ -	$ 117,350	0.000%
6	2	Mentoring, Tutoring, and Resource Support-Consultant	LI, HI	No	Schoolwide	N/A	Alternative Learning Center	3 Years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
6	3	Indirect Costs	All	No	Schoolwide	N/A	Alternative Learning Center	3 Years	$ -	$ 3,861.74	$ -	$ 3,861.74	$ -	$ -	$ 3,862	0.000%
6	4	Professional Development	All, LI, HI	No	Schoolwide	N/A	Alternative Learning Center	3 Years	$ -	$ 44,777.00	$ -	$ 44,777.00	$ -	$ -	$ 44,777	
7	1	Tiered Support Program- Guest Teacher	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 212,077.18	$ -	$ 212,077.18	$ -	$ -	$ 212,077	0.000%
7	2	Professional Development and Intervention Coordination- Program Facilitator	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 596,533.94	$ -	$ -	$ 596,533.94	$ -	$ -	$ 596,534	0.000%
7	3	Additional Support Classes- Secondary Support Teacher	EL, HOM, SWD, AA, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ 320,000.00	$ -	$ -	$ 320,000.00	$ -	$ -	$ 320,000	0.000%
7	4	Mentoring, Tutoring, and Resource Support-Consultant	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 469,703.00	$ -	$ 469,703.00	$ -	$ -	$ 469,703	0.000%
7	5	Intervention- College Student Interns	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 44,391.35	$ -	$ 44,391.35	$ -	$ -	$ 44,391	0.000%
7	6	Support for Parents and Students- Community Resource Worker Limited Term Assignment	SWD, AA	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 99,000.00	$ -	$ 99,000.00	$ -	$ -	$ 99,000	0.000%
7	7	Supplemental Materials for Intervention	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 12,711.00	$ -	$ 12,711.00	$ -	$ -	$ 12,711	0.000%
7	8	Home Visits and increased connections with parents/guardians	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	9	Additional Support Staff for Program Implementation	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -	$ -	$ 5,000	0.000%
7	10	Indirect Costs	All	No	Schoolwide	N/A	Virtual Academy	3 Years	$ -	$ 28,955.76	$ -	$ 28,955.76	$ -	$ -	$ 28,956	0.000%
8	1	Small Group Intervention	EL	No	Schoolwide	N/A	Rio Vista	3 Years	$ -	$ 171,952.00	$ -	$ 171,952.00	$ -	$ -	$ 171,952	0.000%
8	2	Tutoring- Consultant	EL	No	Schoolwide	N/A	Rio Vista	3 Years	$ -	$ 165,000.00	$ -	$ 165,000.00	$ -	$ -	$ 165,000	0.000%
8	3	Mentoring and Resource Support- Consultant	AA	No	Schoolwide	N/A	Rio Vista	3 Years	$ -	$ 45,000.00	$ -	$ 45,000.00	$ -	$ -	$ 45,000	0.000%
8	4	Professional Development- Conferences	EL, AA	No	Schoolwide	N/A	Rio Vista	3 Years	$ -	$ 90,000.00	$ -	$ 90,000.00	$ -	$ -	$ 90,000	0.000%
8	5	Indirect Costs	All	No	Schoolwide	N/A	Rio Vista	3 Years	$ -	$ 6,025.00	$ -	$ 6,025.00	$ -	$ -	$ 6,025	0.000%
9	1	Tutoring Outside of Instructional Hours	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 216,000.00	$ -	$ 216,000	$ -	$ -	$ 216,000	0.000%
9	2	Additional Standards-Based Practice- Supplemental Subscriptions	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 70,000.00	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
9	3	Professional Development- Consultants for ELA and Math	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 10,000.00	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
9	4	Professional Development and Intervention-Resident Guest Teachers	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 288,586.06	$ -	$ 288,586	$ -	$ -	$ 288,586	0.000%
9	5	Intervention Materials	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 30,179.00	$ -	$ 30,179	$ -	$ -	$ 30,179	0.000%
9	6	Indirect Costs	All	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 10,071.52	$ -	$ 10,072	$ -	$ -	$ 10,072	0.000%
9	7	Professional Development- Conferences	AA	No	Schoolwide	N/A	Arrowhead Elementary	3 Years	$ -	$ 29,594.00	$ -	$ 29,594	$ -	$ -	$ 29,594	0.000%
10	1	Academic Coaching for ELA	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 235,778.86	$ -	$ -	$ 235,779	$ -	$ -	$ 235,779	0.000%
10	2	Academic Coaching for Math	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 313,655.97	$ -	$ -	$ 313,656	$ -	$ -	$ 313,656	0.000%
10	3	Contracted Services	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 100,000.00	$ -	$ 100,000	$ -	$ -	$ 100,000	0.000%
10	4	Coordination of Learning Interventions- Additional Duty	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 34,288.50	$ -	$ 34,289	$ -	$ -	$ 34,289	0.000%
10	5	ELA and Math Support Sections	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 1,039,358.48	$ -	$ 1,039,358	$ -	$ -	$ 1,039,358	0.000%
10	6	Professional Development- Conferences	EL, SWD, LI, HI, HOM	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 232,170.49	$ -	$ 232,170	$ -	$ -	$ 232,170	0.000%
10	7	Professional Learning- Collaboration	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 200,792.99	$ -	$ 200,793	$ -	$ -	$ 200,793	0.000%
10	8	Extended Learning and Additional Planning for Intervention Instruction	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 206,991.27	$ -	$ 206,991	$ -	$ -	$ 206,991	0.000%
10	9	Contracted Services for Coaching, Data Analysis, and Professional Development	EL, SWD, LI, HI, HOM	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 185,002.07	$ -	$ 185,002	$ -	$ -	$ 185,002	0.000%
10	10	Active Supervision	EL, HOM, LI, SWD, HI, TM	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 263,619.43	$ -	$ 263,619	$ -	$ -	$ 263,619	0.000%
10	11	Indirect Costs	All	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 78,354.88	$ -	$ 78,355	$ -	$ -	$ 78,355	0.000%
10	12	College Student Interns	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 120,000.00	$ -	$ 120,000	$ -	$ -	$ 120,000	0.000%
10	13	Staff to support Dual Enrollment	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ 306,466.00	$ -	$ -	$ 306,466	$ -	$ -	$ 306,466	0.000%
10	14	Caseload Management	SWD	No	Schoolwide	N/A	San Bernardino High	3 Years	$ -	$ 330,000.00	$ 165,000.00	$ 165,000	$ -	$ -	$ 330,000	0.000%
11	1	Wellness Room	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 18,780.00	$ -	$ 18,780	$ -	$ -	$ 18,780	0.000%
11	2	Wellness Room Support- Resident Guest Teachers	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 80,803.00	$ -	$ 80,803	$ -	$ -	$ 80,803	0.000%
11	3	Professional Development and Intervention-Resident Guest Teachers	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 239,413.00	$ -	$ 239,413	$ -	$ -	$ 239,413	0.000%
11	4	Intervention Materials	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 40,000.00	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
11	5	Professional Development for ELA and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 79,714.00	$ -	$ 79,714	$ -	$ -	$ 79,714	0.000%
11	6	Professional Development- Consultants for ELA and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 82,500.00	$ -	$ 82,500	$ -	$ -	$ 82,500	0.000%
11	7	Organized Sports	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 96,365.00	$ -	$ 96,365	$ -	$ -	$ 96,365	0.000%
11	8	Intervention and Mentoring- College Student Interns	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
11	9	Organized Sports Equipment	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 6,000.00	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
11	10	Intervention- Instructional Assistants	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 14,618.00	$ -	$ 14,618	$ -	$ -	$ 14,618	0.000%
11	11	Indirect Costs	All	No	Schoolwide	N/A	Barton Elementary	3 Years	$ -	$ 14,424.00	$ -	$ 14,424	$ -	$ -	$ 14,424	0.000%
12	1	ELA Literacy Coaching	All	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ 822,932	$ -	$ -	$ 822,932	$ -	$ -	$ 822,932	0.000%
12	2	Chronic Absenteeism Case Management	EL, HOM, LI, AA, HI	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ -	$ 81,682.00	$ -	$ 81,682	$ -	$ -	$ 81,682	0.000%
12	3	Intervention Small Group Instruction	EL, HOM, LI, HI	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ -	$ 508,910.00	$ -	$ 508,910	$ -	$ -	$ 508,910	0.000%
12	4	Indirect Costs	All	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ -	$ 34,108.00	$ -	$ 34,108	$ -	$ -	$ 34,108	0.000%
12	5	Intervention Materials	EL, HOM, LI, HI	No	Schoolwide	N/A	Del Vallejo Middle	3 Years	$ -	$ 19,572.00	$ -	$ 19,572	$ -	$ -	$ 19,572	0.000%
13	1	Professional Development- ELD and Writing	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 75,000.00	$ -	$ 75,000	$ -	$ -	$ 75,000	0.000%
13	2	Intervention Materials	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 60,497.00	$ -	$ 60,497	$ -	$ -	$ 60,497	0.000%

13	3	Intervention- Resident Guest Teachers	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 399,872.00	$ -	$ 399,872	$ -	$ -	$ 399,872	0.000%
13	4	Additional Standards-Based Practice- Supplemental Subscriptions	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 44,500.00	$ -	$ 44,500	$ -	$ -	$ 44,500	0.000%
13	5	Intervention Planning	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 209,937.00	$ -	$ 209,937	$ -	$ -	$ 209,937	0.000%
13	6	Teacher PD and Collaboration	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 142,065.00	$ -	$ 142,065	$ -	$ -	$ 142,065	0.000%
13	7	Indirect Costs	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 20,222.00	$ -	$ 20,222	$ -	$ -	$ 20,222	0.000%
13	8	Extended work year for Parent Volunteer Worker to support home visits	AA, HOM, SWD	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 10,000.00	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
13	9	Professional Development Conferences	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 40,000.00	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
13	10	Extended work year for staff	AA, HOM, SWD	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 23,711.00	$ -	$ 23,711	$ -	$ -	$ 23,711	0.000%
13	11	Tutoring	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	3 Years	$ -	$ 140,000.00	$ -	$ 140,000	$ -	$ -	$ 140,000	0.000%
14	1	Professional Development and Intervention- Resident Guest Teachers	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 444,830.00	$ -	$ 444,830	$ -	$ -	$ 444,830	0.000%
14	2	ELA and Math Professional Development- Contracted Services/Consultant	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 181,621.00	$ -	$ 181,621	$ -	$ -	$ 181,621	0.000%
14	3	Additional Standards-Based Practice- Supplemental Subscriptions	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 6,440.00	$ -	$ 6,440	$ -	$ -	$ 6,440	0.000%
14	4	Supplemental Materials	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 2,195.00	$ -	$ 2,195	$ -	$ -	$ 2,195	0.000%
14	5	Professional Development- Consultant for PLC	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 80,000.00	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
14	6	Increased Support for Early Literacy	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 16,204.00	$ -	$ 16,204	$ -	$ -	$ 16,204	0.000%
14	7	Increased Student Supervision	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 35,000.00	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
14	8	Indirect Costs	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 20,961.00	$ -	$ 20,961	$ -	$ -	$ 20,961	0.000%
14	9	Organized Sports	All, HOM	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 100,000.00	$ -	$ 100,000	$ -	$ -	$ 100,000	0.000%
14	10	Organized Sports Equipment	All, HOM	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 19,272.00	$ -	$ 19,272	$ -	$ -	$ 19,272	0.000%
14	11	Home Visits and increased connections with parents/guardians	HOM	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 7,000.00	$ -	$ 7,000	$ -	$ -	$ 7,000	0.000%
14	12	Professional Development- Conferences	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 73,355.00	$ -	$ 73,355	$ -	$ -	$ 73,355	0.000%
14	13	Supplemental Materials- Professional Development	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	3 Years	$ -	$ 20,903.00	$ -	$ 20,903	$ -	$ -	$ 20,903	0.000%
15	1	Professional Development- ELA and Math PD Contracted Services/Consultant	EL, LI, SWD, HI	No	Schoolwide	N/A	Pacific High	3 Years	$ -	$ 190,200.00	$ -	$ 190,200	$ -	$ -	$ 190,200	0.000%
15	2	Professional Development and Intervention- Resident Guest Teachers and College Student Interns	EL, LI, SWD, HI	No	Schoolwide	N/A	Pacific High	3 Years	$ -	$ 511,045.00	$ -	$ 511,045	$ -	$ -	$ 511,045	0.000%
15	3	Intervention Professional Development for Online Subscriptions	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	3 Years	$ -	$ 7,104.00	$ -	$ 7,104	$ -	$ -	$ 7,104	0.000%
15	4	Students with Disabilities Caseload Management and Coaching	SWD	No	Schoolwide	N/A	Pacific High	3 Years	$ 437,527	$ -	$ -	$ 437,527	$ -	$ -	$ 437,527	0.000%
15	5	Indirect Costs	All	No	Schoolwide	N/A	Pacific High	3 Years	$ -	$ 37,014.00	$ -	$ 37,014	$ -	$ -	$ 37,014	0.000%
15	6	Additional FTE	EL, LI, SWD	No	Schoolwide	N/A	Pacific High	3 Years	$ 284,449	$ -	$ -	$ 284,449	$ -	$ -	$ 284,449	0.000%
16	1	ELA and Writing Intervention- Resident Guest Teacher	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 848,093.00	$ -	$ 848,093	$ -	$ -	$ 848,093	0.000%
16	2	Professional Development for Literacy and Writing- Contracted Services/Consultant	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 100,000.00	$ -	$ 100,000	$ -	$ -	$ 100,000	0.000%
16	3	ELA and Writing Intervention- College Student Intern	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 54,998.00	$ -	$ 54,998	$ -	$ -	$ 54,998	0.000%
16	4	Intervention Coordination and Planning	All	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 39,045.00	$ -	$ 39,045	$ -	$ -	$ 39,045	0.000%
16	5	Professional Development for ELA	All	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 20,000.00	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
16	6	Indirect Costs	All	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 25,536.00	$ -	$ 25,536	$ -	$ -	$ 25,536	0.000%
16	7	Contracted Services	AA, HOM	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 85,000.00	$ -	$ 85,000	$ -	$ -	$ 85,000	0.000%
16	8	Organized Sports	AA, HOM	No	Schoolwide	N/A	Hunt Elementary	3 Years	$ -	$ 120,000.00	$ -	$ 120,000	$ -	$ -	$ 120,000	0.000%
17	1	Math Support FTEs	EL	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 988,268.00	$ -	$ 988,268	$ -	$ -	$ 988,268	0.000%
17	2	Resident Guest Teachers	All, HOM, SWD	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 554,005.58	$ -	$ 554,006	$ -	$ -	$ 554,006	0.000%
17	3	ELA Coaching	EL	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 391,118.00	$ -	$ 391,118	$ -	$ -	$ 391,118	0.000%
17	4	Professional Development- Consultants for ELA and Math	All	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 115,000.00	$ -	$ 115,000	$ -	$ -	$ 115,000	0.000%
17	5	Professional Development for ELA and Math- Conferences	All	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 115,656.43	$ -	$ 115,656	$ -	$ -	$ 115,656	0.000%
17	6	Professional Development for Behavior	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 60,000.00	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
17	7	Indirect Costs	All	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 59,062.57	$ -	$ 59,063	$ -	$ -	$ 59,063	0.000%
17	8	Mentoring	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	3 Years	$ -	$ 40,000.00	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
18	1	Professional Development in ELA, Writing, and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 284,392.00	$ -	$ 284,392	$ -	$ -	$ 284,392	0.000%
18	2	Professional Development in Classroom Management and Social Emotional Learning	HOM	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 20,000.00	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
18	3	Professional Development Conferences	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 105,000.00	$ -	$ 105,000	$ -	$ -	$ 105,000	0.000%
18	4	Professional Development and Collaboration- Resident Guest Teachers	EL, LI, SWD, HI, HOM, AA	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 508,047.84	$ -	$ 508,048	$ -	$ -	$ 508,048	0.000%
18	5	Additional Support Staff for Program Implementation	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 30,000.00	$ -	$ 30,000	$ -	$ -	$ 30,000	0.000%
18	6	Indirect Costs	All	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 22,882.61	$ -	$ 22,883	$ -	$ -	$ 22,883	0.000%
18	7	Contracted Services	SWD	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 170,000.00	$ -	$ 170,000	$ -	$ -	$ 170,000	0.000%
18	8	Organized Sports	All, AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 191,894.55	$ -	$ 191,895	$ -	$ -	$ 191,895	0.000%
18	9	Organized Sports Equipment	AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 20,000.00	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
18	10	Increased Student Supervision	AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	3 Years	$ -	$ 25,000.00	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
19	1	Professional Development and Intervention- Resident Guest Teachers	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 177,792.00	$ -	$ 177,792	$ -	$ -	$ 177,792	0.000%
19	2	Printing and Instructional Materials	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 56,644.00	$ -	$ 56,644	$ -	$ -	$ 56,644	0.000%
19	3	Supplemental Books	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 66,505.06	$ -	$ 66,505	$ -	$ -	$ 66,505	0.000%
19	4	Active Supervision	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 58,000.00	$ -	$ 58,000	$ -	$ -	$ 58,000	0.000%
19	5	Professional Collaboration and Intervention- Additional Hours	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 20,500.00	$ -	$ 20,500	$ -	$ -	$ 20,500	0.000%

19	6	Building Parent Capacity	EL	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 5,082.00	$ -	$ 5,082	$ -	$ -	$ 5,082	0.000%
19	7	Supplemental Subscriptions	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 27,000.00	$ -	$ 27,000	$ -	$ -	$ 27,000	0.000%
19	8	Intervention Coordination and Planning	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 49,800.00	$ -	$ 49,800	$ -	$ -	$ 49,800	0.000%
19	9	Library Assistant to Support Literacy	LI, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 20,000.00	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
19	10	Additional Support Staff for Program Implementation	LI, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 5,304.29	$ -	$ 5,304	$ -	$ -	$ 5,304	0.000%
19	11	Professional Development and Consultants for Math and ELA	All	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 70,000.00	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
19	12	Indirect Costs	All	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 14,341.58	$ -	$ 14,342	$ -	$ -	$ 14,342	0.000%
19	13	Organized Sports	All, EI, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 50,000.00	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
19	14	Professional Development- Conferences	All	No	Schoolwide	N/A	Highland Pacific Elementary	3 Years	$ -	$ 35,000.00	$ -	$ 35,000	$ -	$ -	$ 35,000	0.000%
20	1	Resident Guest Teachers	All	No	LEA-wide	N/A	All Schools	3 Years	$ -	$ 19,500,000.00	$ -	$ 19,500,000	$ -	$ -	$ 19,500,000	0.000%
20	2	Tutoring	All	No	LEA-wide	N/A	All Schools	3 Years	$ -	$ 9,457,500.00	$ -	$ 9,457,500	$ -	$ -	$ 9,457,500	0.000%
20	3	Kinder Aides	All	No	LEA-wide	N/A	All Schools	3 Years	$ -	$ 8,307,298.00	$ -	$ 8,307,298	$ -	$ -	$ 8,307,298	0.000%
20	4	Indirect Cost	All	No	LEA-wide	N/A	All Schools	3 Years	$ -	$ 625,188.00	$ -	$ 625,188	$ -	$ -	$ 625,188	0.000%
21	1	Intervention Staffing	AA	No	Schoolwide	N/A	Specific Schools	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
21	2	High School Push-In Tutoring	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High	ongoing	$ -	$ 600,000.00	$ -	$ -	$ -	$ 600,000	$ 600,000	0.000%
21	3	Equity Counselling Services	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High, Cajon, and San Gorgonio	ongoing	$ 696,997.00	$ -	$ 696,997	$ -	$ -	$ -	$ 696,997	0.000%
21	4	Coaching and Professional Development for Teachers	AA	No	LEA-wide	N/A	All Schools	ongoing	$ 1,927,064.00	$ -	$ 1,445,298.00	$ -	$ -	$ 481,766	$ 1,927,064	0.000%
21	5	Professional Development- Conferences	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 97,000.00	$ -	$ 97,000	$ -	$ -	$ 97,000	0.000%
21	6	Gap-Closing Professional Development for Staff	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 235,000.00	$ 35,000.00		$ -	$ 200,000	$ 235,000	0.000%
~~21~~	~~7~~	~~Extended Learning Time- Saturday and Summer Programs~~	~~AA~~	~~No~~	~~LEA-wide~~	~~N/A~~	~~All Schools~~	~~ongoing~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
21	8	SANKOFA Instructional Magnet Program	AA	No	Schoolwide	N/A	Hunt Elementary	ongoing	$ 1,354,719.00	$ -	$ 1,354,719.00	$ -	$ -	$ -	$ 1,354,719	0.000%
21	9	Black Honor Roll	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	$ 20,000	0.000%
21	10	Parent Advisory: DAAAC and AAPAC	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 12,000.00	$ 12,000.00	$ -	$ -	$ -	$ 12,000	0.000%
~~21~~	~~11~~	~~African American Task Force~~	~~AA~~	~~No~~	~~LEA-wide~~	~~N/A~~	~~All Schools~~	~~ongoing~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
21	12	Family Engagement and Community Empowerment	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	$ 20,000	0.000%
21	13	Academic Field Trips	AA	No	Schoolwide	N/A	Hunt Elementary	ongoing	$ -	$ 5,084.00	$ 5,084.00	$ -	$ -	$ -	$ 5,084	0.000%
21	14	Historically Black College and Universities (HBCU) Tour	AA	No	Schoolwide	N/A	High Schools	ongoing	$ -	$ 150,000.00	$ 150,000.00	$ -	$ -	$ -	$ 150,000	0.000%
21	15	Footsteps to Freedom Tour	AA	No	LEA-wide	N/A	All Schools	1 Year	$ -	$ 500,000.00	$ -	$ 500,000	$ -	$ -	$ 500,000	0.000%
21	16	Inland Empire (I.E.) Black Grad	AA	No	Schoolwide	N/A	High Schools	ongoing	$ -	$ 22,000.00	$ 22,000.00	$ -	$ -	$ -	$ 22,000	0.000%

2025-2026 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
$ 471,388,901	$ 201,712,168	42.791%	0.000%	42.791%	$ 201,712,168	0.000%	42.791%	**Total:**	$ 201,712,168
								LEA-wide Total:	$ 160,208,105
								Limited Total:	$ 11,966,635
								Schoolwide Total:	$ 29,537,429

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Advanced Learner Programs	Yes	LEA-wide	All Unduplicated	All Schools	$ 825,250	0.000%
1	2	International Baccalaureate (IB)	Yes	Schoolwide	All Unduplicated	Holcomb, Chavez, Cajon, Arroyo Valley	$ 1,081,254	0.000%
1	3	Magnet Programs	Yes	Schoolwide	English Learners and Low-Income	Select Sites	$ 1,273,507	0.000%
1	4	College and Career Readiness	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 6,841,676	0.000%
1	5	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	All Unduplicated	All Schools	$ 230,000	0.000%
1	6	English Learner Student Achievement	Yes	Limited	English Learners	All Schools	$ 10,564,799	0.000%
1	7	Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	$ 1,401,836	0.000%
1	8	Transportation	Yes	LEA-wide	All Unduplicated	All Schools	$ 19,080,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,208,317	0.000%
1	10	Smaller Class Sizes	Yes	LEA-wide	All Unduplicated	All Schools	$ 22,917,129	0.000%
1	11	Middle School Support Class Teachers	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	$ 2,188,707	0.000%
1	12	Professional Development	Yes	LEA-wide	All Unduplicated	All Schools	$ 18,144,401	0.000%
1	13	Access and Opportunities	Yes	LEA-wide	All Unduplicated	All Schools	$ 31,914,820	0.000%
1	14	Technology	Yes	LEA-wide	All Unduplicated	All Schools	$ 9,380,312	0.000%
1	15	Visual and Performing Arts (VAPA)	Yes	LEA-wide	All Unduplicated	All Schools	$ 5,288,681	0.000%
1	16	Cal-SAFE	Yes	Schoolwide	All Unduplicated	High Schools	$ 1,646,902	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	Yes	LEA-wide	All Unduplicated	All Schools	$ 11,850,553	0.000%
1	18	Library Staff	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 4,404,920	0.000%
1	19	Academic Direct Student Support	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,084,031	0.000%
1	20	Recruitment and Retention of Experienced Staff	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,114,324	0.000%
~~1~~	~~21~~	~~Educational Field Trips~~	~~Yes~~	~~LEA-wide~~	~~All Unduplicated~~	~~All Schools~~	~~$ —~~	~~0.000%~~
1	22	Supplemental Materials	Yes	LEA-wide	All Unduplicated	All Schools	$ 2,796,600	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	LEA-wide	All Unduplicated	All Schools	$ 4,619,307	0.000%
2	1	Health Aides	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 3,937,289	0.000%
2	2	Districtwide Counseling Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,086,771	0.000%
2	3	Districtwide Wellness Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 657,557	0.000%
2	4	Mental Health Therapy Services	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,204,881	0.000%
2	5	Districtwide Climate and Culture Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,173,817	0.000%
2	6	Expanded Registered Nursing Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,838,428	0.000%
2	7	Counselors	Yes	Schoolwide	All Unduplicated	Elementary and Middle Schools	$ 12,655,049	0.000%
2	8	Cadet Corps	Yes	Schoolwide	All Unduplicated	Middle and High Schools	$ 52,850	0.000%

2	9	Crossing Guards	Yes	LEA-wide	English Learners and Low-Income	All Schools	$	1,807,201	0.000%
2	10	Youth Court	Yes	LEA-wide	All Unduplicated	All Schools	$	907,502	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	Yes	LEA-wide	All Unduplicated	All Schools	$	1,410,100	0.000%
2	12	Attendance Monitoring and Assistance	Yes	LEA-wide	English Learners and Low-Income	All Schools	$	6,045,106	0.000%
~~2~~	~~13~~	~~Bringing Hope to Saturdays~~	~~Yes~~	~~LEA-wide~~	~~All Unduplicated~~	~~All Schools~~	~~$ -~~		~~0.000%~~
2	14	Student Leadership Advisory Council	Yes	Schoolwide	All Unduplicated	Middle and High Schools	$	51,750	0.000%
2	15	Elementary Vice Principals	Yes	Schoolwide	All Unduplicated	Elementary Schools	$	3,745,734	0.000%
3	1	Family Engagement	Yes	LEA-wide	All Unduplicated	All Schools	$	4,249,933	0.000%
3	2	Interpretation and Translation Services	Yes	LEA-wide	All Unduplicated	All Schools	$	900,000	0.000%
3	3	Targeted Enrollment Support	Yes	LEA-wide	All Unduplicated	All Schools	$	130,877	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 223,851,741.89	$ 213,443,190.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Advanced Learner Programs	Yes	$ 841,917	$846,544.35
1	2	International Baccalaureate (IB)	Yes	$ 1,852,558	$1,253,972.00
1	3	Magnet Programs	Yes	$ 1,986,276	$1,664,013.70
1	4	College and Career Readiness	Yes	$ 6,545,894	$6,425,377.91
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 1,451,700	$1,173,761.00
1	6	English Learner Student Achievement	Yes	$ 10,995,982	$11,038,000.97
1	7	Foster Youth Support Services	Yes	$ 1,232,166	$1,350,366.75
1	8	Transportation	Yes	$ 20,408,000	$18,732,327.58
1	9	Language Other Than English (LOTE) Teachers	Yes	$ 1,159,927	$1,072,520.73
1	10	Smaller Class Sizes	Yes	$ 21,200,402	$31,321,895.18
1	11	Middle School Support Class Teachers	Yes	$ 1,050,000	$983,177.41
1	12	Professional Development	Yes	$ 15,382,934	$18,401,963.46
1	13	Access and Opportunities	Yes	$ 31,331,109	$26,139,754.48
1	14	Technology	Yes	$ 8,150,254	$8,970,897.75
1	15	Visual and Performing Arts (VAPA)	Yes	$ 4,424,147	$4,584,293.55
1	16	Cal-SAFE	Yes	$ 1,859,691	$1,616,040.83
1	17	Multi-Tiered System of Supports (MTSS) Teachers on SPecial Assignment (TOSA)	Yes	$ 11,546,339	$11,466,226.86
1	18	Library Aides	Yes	$ 869,101	$913,938.08
1	19	Academic Direct Student Support	Yes	$ 3,206,000	$2,791,946.73
1	20	Recruitment and Retention of Experienced Staff	Yes	$ 2,328,096	$1,175,496.25
1	21	Educational Field Trips	Yes	$ 4,500,000	$2,169,010.40
1	22	Supplemental Materials	Yes	$ 5,119,773	$4,574,911.88
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$ 3,091,685	$3,122,305.54
2	1	Health Aides	Yes	$ 3,708,021	$3,748,626.00
2	2	Districtwide Counseling Coordination	Yes	$ 1,030,562	$1,036,114.89

2	3	Districtwide Wellness Coordination	Yes	$	634,821	$688,071.81
2	4	Mental Health Therapy Services	Yes	$	1,143,003	$950,429.46
2	5	Districtwide Climate and Culture Coordination	Yes	$	1,144,328	$1,169,722.57
2	6	Expanded Registered Nursing Services	Yes	$	1,809,627	$1,700,203.34
2	7	Counselors	Yes	$	12,367,506	$12,317,863.48
2	8	Cadet Corps	Yes	$	83,825	$57,944.36
2	9	Crossing Guards	Yes	$	1,700,000	$1,560,423.59
2	10	Youth Court	Yes	$	1,211,721	$661,786.42
2	11	Student Wellness and Support Services (SWSS) Materials	Yes	$	1,500,000	$1,433,132.17
2	12	Attendance Monitoring and Assistance	Yes	$	5,952,699	$5,673,372.59
2	13	Bringing Hope to Saturdays	Yes	$	476,703	$264,315.80
2	14	Student Leadership Advisory Council	Yes	$	125,500	$60,006.40
2	15	Elementary Vice Principals	Yes	$	3,312,259	$3,389,283.63
3	1	Family Engagement	Yes	$	4,196,101	$4,166,660.20
3	2	Interpretation and Translation Services	Yes	$	540,000	$849,552.58
3	3	Targeted Enrollment Support	Yes	$	208,516	$162,891.07
4	1	Instructional Coaching (0.5 FTE)	No	$	71,462	$47,637.98
4	2	Math Support Classes (0.5 FTE)	No	$	67,451	$44,648.94
4	3	Saturday and Summer School Interventions	No	$	63,900	$12,425.00
4	4	Extended Learning- Intervention Instruction	No	$	21,600	$18,709.00
4	5	Intervention Coordination and Planning	No	$	30,240	$22,159.00
4	6	Professional Development- Resident Guest Teachers and Guest Teachers	No	$	220,000	$161,986.16
4	7	Small Group Intervention- Instructional Assistants and EAIII	No	$	31,680	$18,282.16
4	8	Small Group Instruction- College Student Interns	No	$	70,000	$34,121.22
4	9	Professional Development- Conferences	No	$	71,285	$7,642.17
4	10	Professional Development Consultants for Math and ELA	No	$	56,000	$56,287.00
4	11	Additional Technology and Clerical Support for Program Implementation	No	$	16,441	$6,667.46
4	12	Indirect Costs	No	$	35,715	$13,758.00
5	1	Professional Development Consultants for ELA and Math	No	$	117,000	$0.00
5	2	Professional Development- ELA and Math	No	$	90,000	$2,436.90
5	3	Curriculum and Instruction Collaboration	No	$	40,000	$0.00
5	4	Professional Development and Intervention- Resident Guest Teachers	No	$	250,892	$139,979.77

5	5	Graduation Tiered Support- Resident Guest Teacher	No	$	142,247	$18,472.00
5	6	Intervention- College Student Interns	No	$	43,000	$43,230.33
5	7	Extended Learning Intervention Instruction	No	$	40,000	$89,213.00
5	8	Intervention Coordination and Planning	No	$	25,000	$26,066.00
5	9	Indirect Costs	No	$	37,108	$11,841.00
6	1	Tiered Support Program- Guest Teacher	No	$	55,000	$11,979.40
6	2	Mentoring, Tutoring, and Resource Support- Consultant	No	$	34,255	$0.00
6	3	Indirect Costs	No	$	4,427	$408.00
7	1	Tiered Support Program- Guest Teacher	No	$	165,000	$26,652.00
7	2	Professional Development and Intervention Coordination- Program Facilitator	No	$	330,000	$36,534.00
7	3	Additional Support Classes- Secondary Support Teacher	No	$	390,000	$0.00
7	4	Mentoring, Tutoring, and Resource Support- Consultant	No	$	164,262	$138,209.00
7	5	Intervention- College Student Interns	No	$	43,500	$10,243.11
7	6	Support for Parents and Students- Community Resource Worker Limited Term Assignment	No	$	99,000	$0.00
7	7	Supplemental Materials for Intervention	No	$	12,711	$0.00
7	8	Home Visits and increased connections with parents/guardians	No	$	5,000	$0.00
7	9	Additional Support Staff for Program Implementation	No	$	5,000	$0.00
7	10	Indirect Costs	No	$	60,238	$981.00
8	1	Professional Development and Intervention- Resident Guest Teachers	No	$	47,637	$47,637.00
8	2	Indirect Costs	No	$	2,363	$2,363.00
9	1	Tutoring Outside of Instructional Hours	No	$	108,000	$106,560.00
9	2	Additional Standards-Based Practice- Supplemental Subscriptions	No	$	35,000	$7,032.50
9	3	Professional Development- Consultants for ELA and Math	No	$	10,000	$0.00
9	4	Professional Development and Intervention- Resident Guest Teachers	No	$	138,160	$65,288.08
9	5	Intervention Materials	No	$	39,786	$9,074.00
9	6	Indirect Costs	No	$	16,415	$2,091.00
10	1	Academic Coaching for ELA	No	$	286,238	$34,527.44
10	2	Academic Coaching for Math	No	$	257,285	$52,086.67

10	3	Intervention Specialist for Behavior and Restorative Practices	No	$	460,000	$0.00
10	4	Coordination of Learning Interventions- Additional Duty	No	$	22,859	$0.00
10	5	ELA Support Classes	No	$	175,000	$78,571.50
10	6	Professional Development- Conferences	No	$	127,576	$78,828.71
10	7	Professional Learning- Collaboration	No	$	75,000	$34,326.99
10	8	Extended Learning Intervention Instruction	No	$	75,000	$0.00
10	9	Teacher Clarity and Professional Learning Community (PLC) Professional Development	No	$	70,000	$0.00
10	10	Active Supervision	No	$	221,105	$53,658.00
10	11	Indirect Costs	No	$	87,795	$10,019.00
11	1	Sensory Room	No	$	50,000	$18,780.30
11	2	Sensory Room Support- Resident Guest Teachers	No	$	72,000	$25,803.00
11	3	Professional Development and Intervention- Resident Guest Teachers	No	$	239,215	$71,543.35
11	4	Intervention Materials	No	$	40,000	$1,107.62
11	5	Professional Development for ELA and Math	No	$	60,000	$16,833.37
11	6	Professional Development- Consultants for ELA and Math	No	$	80,000	$37,500.00
11	7	Organized Sports	No	$	50,000	$48,365.00
11	8	Intervention and Mentoring- College Student Interns	No	$	29,000	$0.00
11	9	Organized Sports Equipment	No	$	6,000	$2,978.17
11	10	Intervention- Instructional Assistants	No	$	14,618	$4,264.02
11	11	Indirect Costs	No	$	31,785	$5,817.00
12	1	ELA Literacy Coaching	No	$	420,000	$128,396.11
12	2	Chronic Absenteeism Case Management	No	$	55,109	$26,682.00
12	3	Intervention Small Group Instruction	No	$	249,964	$74,344.80
12	4	Indirect Costs	No	$	35,964	$6,423.00
13	1	Professional Development- ELD and Writing	No	$	75,093	$0.00
13	2	Intervention Materials	No	$	50,000	$25,334.45
13	3	Intervention- Resident Guest Teachers	No	$	300,602	$2,096.39
13	4	Additional Standards-Based Practice- Supplemental Subscriptions	No	$	23,000	$4,500.20
13	5	Intervention Planning	No	$	50,000	$109,937.00
13	6	Teacher PD and Collaboration	No	$	94,000	$8,064.87
13	7	Indirect Costs	No	$	29,398	$542.00

14	1	Professional Development and Intervention- Resident Guest Teachers	No	$	244,830	$109,829.79
14	2	ELA and Math Professional Development- Contracted Services/Consultant	No	$	106,621	$0.00
14	3	Additional Standards-Based Practice- Supplemental Subscriptions	No	$	5,000	$1,610.00
14	4	Supplemental Materials	No	$	1,000	$694.98
14	5	Professional Development- Consultant for PLC	No	$	80,000	$0.00
14	6	Increased Support for Early Literacy	No	$	35,000	$1,204.00
14	7	Increased Student Supervision	No	$	35,000	$6,500.00
14	8	Indirect Costs	No	$	25,170	$3,320.00
15	1	Professional Development- ELA and Math PD Contracted Services/Consultant	No	$	300,000	$90,199.99
15	2	Professional Development and Intervention- Resident Guest Teachers	No	$	794,659	$100,039.15
15	3	Intervention Professional Development for Online Subscriptions	No	$	7,104	$0.00
15	4	Students with Disabilities Caseload Management and Coaching	No	$	296,235	$127,678.33
15	5	Indirect Costs	No	$	69,341	$11,429.00
16	1	ELA and Writing Intervention- Resident Guest Teacher	No	$	534,888	$292,976.85
16	2	Professional Development for Literacy and Writing- Contracted Services/Consultant	No	$	65,000	$65,000.00
16	3	ELA and Writing Intervention- College Student Intern	No	$	29,000	$24,998.02
16	4	Intervention Coordination and Planning	No	$	11,000	$6,045.05
16	5	Professional Development for ELA	No	$	20,000	$0.00
16	6	Indirect Costs	No	$	32,730	$10,054.00
17	1	Math Support FTEs	No	$	988,268	$285,352.00
17	2	Active Supervision	No	$	432,226	$80,502.15
17	3	ELA Coaching	No	$	391,118	$31,165.00
17	4	Professional Development- Consultants for ELA and Math	No	$	133,906	$0.00
17	5	Professional Development for ELA and Math- Conferences	No	$	133,906	$656.43
17	6	Professional Development for Behavior	No	$	133,906	$0.00
17	7	Indirect Costs	No	$	109,781	$17,056.00
18	1	Professional Development in ELA, Writing, and Math	No	$	99,197	$0.00

18	2	Professional Development in Classroom Management and Social Emotional Learning	No	$	20,000	$0.00
18	3	Professional Development Conferences in ELA, Writing, and Math	No	$	105,000	$9,450.00
18	4	Professional Development and Collaboration- Resident Guest Teachers	No	$	407,668	$52,116.21
18	5	Additional Support Staff for Program Implementation	No	$	20,000	$0.00
18	6	Indirect Costs	No	$	32,332	$1,932.00
19	1	Professional Development and Intervention- Resident Guest Teachers	No	$	145,734	$67,529.07
19	2	Printing and Instructional Materials	No	$	28,322	$12,903.55
19	3	Supplemental Books	No	$	28,000	$27,992.03
19	4	Active Supervision	No	$	29,000	$6,107.47
19	5	Professional Collaboration and Intervention- Additional Hours	No	$	8,500	$1,431.00
19	6	Building Parent Capacity	No	$	3,582	$0.00
19	7	Supplemental Subscriptions	No	$	5,000	$4,699.23
19	8	Intervention Coordination and Planning	No	$	19,800	$1,603.00
19	9	Library Assistant to Support Literacy	No	$	10,000	$7,963.29
19	10	Additional Support Staff for Program Implementation	No	$	15,000	$304.29
19	11	Professional Development and Consultants for Math and ELA	No	$	35,000	$450.00
19	12	Indirect Costs	No	$	16,266	$3,747.00
20	1	Professional Development- Resident Guest Teachers	No	$	91,261	$91,261.00
20	2	Indirect Costs	No	$	4,527	$4,527.00
21	1	Intervention Staffing	No	$	1,941,000	$1,327,056.91
21	2	High School Push-In Tutoring	No	$	590,000	$591,500.00
21	3	Equity Counselling Services	No	$	421,561	$514,208.52
21	4	Coaching and Professional Development for Teachers	No	$	2,544,618	$1,934,496.35
21	5	Professional Development- Conferences	No	$	116,700	$97,248.40
21	6	Gap-Closing Professional Development for Staff	No	$	307,000	$240,568.83
21	7	Extended Learning Time- Saturday and Summer Programs	No	$	82,000	$0.00
21	8	SANKOFA Instructional Magnet Program	No	$	1,913,361	$2,275,615.06
21	9	Black Honor Roll	No	$	74,000	$28,193.88
21	10	Parent Advisory: DAAAC and AAPAC	No	$	7,200	$550.00

21	11	African American Task Force	No	$	5,000	$512.28
21	12	Family Engagement and Community Empowerment	No	$	28,000	$27,998.59
21	13	Academic Field Trips	No	$	26,000	$294,739.00
21	14	Historically Black College and Universities (HBCU) Tour	No	$	107,500	$154,534.71
21	15	Footsteps to Freedom Tour	No	$	625,000	$492,100.00
21	16	Inland Empire (I.E.) Black Grad	No	$	23,400	$22,451.06

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 200,821,344	$ 201,679,143	$ 201,679,143	$ (0)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Advanced Learner Programs	Yes	$ 841,917	$ 846,544	0.000%	0.000%
1	2	International Baccalaureate (IB)	Yes	$ 1,852,558	$ 1,253,972	0.000%	0.000%
1	3	Magnet Programs	Yes	$ 1,986,276	$ 1,664,014	0.000%	0.000%
1	4	College and Career Readiness	Yes	$ 6,545,894	$ 6,425,378	0.000%	0.000%
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 1,451,700	$ 1,173,761	0.000%	0.000%
1	6	English Learner Student Achievement	Yes	$ 10,995,982	$ 11,038,001	0.000%	0.000%
1	7	Foster Youth Support Services	Yes	$ 1,232,166	$ 1,350,367	0.000%	0.000%
1	8	Transportation	Yes	$ 20,408,000	$ 18,732,328	0.000%	0.000%
1	9	Language Other Than English (LOTE) Teachers	Yes	$ 1,159,927	$ 1,072,521	0.000%	0.000%
1	10	Smaller Class Sizes	Yes	$ 21,200,402	$ 31,321,895	0.000%	0.000%
1	11	Middle School Support Class Teachers	Yes	$ 1,050,000	$ 983,177	0.000%	0.000%
1	12	Professional Development	Yes	$ 15,382,934	$ 18,401,963	0.000%	0.000%
1	13	Access and Opportunities	Yes	$ 31,331,109	$ 26,139,754	0.000%	0.000%
1	14	Technology	Yes	$ 8,150,254	$ 8,970,898	0.000%	0.000%
1	15	Visual and Performing Arts (VAPA)	Yes	$ 4,424,147	$ 4,584,294	0.000%	0.000%
1	16	Cal-SAFE	Yes	$ 1,859,691	$ 1,616,041	0.000%	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers	Yes	$ 11,546,339	$ 11,466,227	0.000%	0.000%
1	18	Library Aides	Yes	$ 869,101	$ 913,938	0.000%	0.000%
1	19	Academic Direct Student Support	Yes	$ 3,206,000	$ 2,791,947	0.000%	0.000%
1	20	Recruitment and Retention of Experienced Staff	Yes	$ 2,328,096	$ 1,175,496	0.000%	0.000%
1	21	Educational Field Trips	Yes	$ 4,500,000	$ 2,169,010	0.000%	0.000%
1	22	Supplemental Materials	Yes	$ 5,119,773	$ 4,574,912	0.000%	0.000%
1	23	Science, Technology, Engineering, Arts, and Math	Yes	$ 3,091,685	$ 3,122,306	0.000%	0.000%
2	1	Health Aides	Yes	$ 3,708,021	$ 3,748,626	0.000%	0.000%
2	2	Districtwide Counseling Coordination	Yes	$ 1,030,562	$ 1,036,115	0.000%	0.000%
2	3	Districtwide Wellness Coordination	Yes	$ 634,821	$ 688,072	0.000%	0.000%
2	4	Mental Health Therapy Services	Yes	$ 1,143,003	$ 950,429	0.000%	0.000%
2	5	Districtwide Climate and Culture Coordination	Yes	$ 1,144,328	$ 1,169,723	0.000%	0.000%
2	6	Expanded Registered Nursing Services	Yes	$ 1,809,627	$ 1,700,203	0.000%	0.000%
2	7	Counselors	Yes	$ 12,367,506	$ 12,317,863	0.000%	0.000%
2	8	Cadet Corps	Yes	$ 83,825	$ 57,944	0.000%	0.000%
2	9	Crossing Guards	Yes	$ 1,700,000	$ 1,560,424	0.000%	0.000%
2	10	Youth Court	Yes	$ 1,211,721	$ 661,786	0.000%	0.000%
2	11	Student Wellness and Support Services (SWSS)	Yes	$ 1,500,000	$ 1,433,132	0.000%	0.000%
2	12	Attendance Monitoring and Assistance	Yes	$ 5,952,699	$ 5,673,373	0.000%	0.000%
2	13	Bringing Hope to Saturdays	Yes	$ 476,703	$ 264,316	0.000%	0.000%
2	14	Student Leadership Advisory Council	Yes	$ 125,500	$ 60,006	0.000%	0.000%
2	15	Elementary Vice Principals	Yes	$ 3,312,259	$ 3,389,284	0.000%	0.000%
3	1	Family Engagement	Yes	$ 4,196,101	$ 4,166,660	0.000%	0.000%
3	2	Interpretation and Translation Services	Yes	$ 540,000	$ 849,552	0.000%	0.000%
3	3	Targeted Enrollment Support	Yes	$ 208,516	$ 162,891	0.000%	0.000%

2024-2025 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)
$ 473,913,731	$ 200,821,344	0.000%	42.375%	$ 201,679,143	0.000%	42.556%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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