LCFF Budget Overview for Parents Template

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

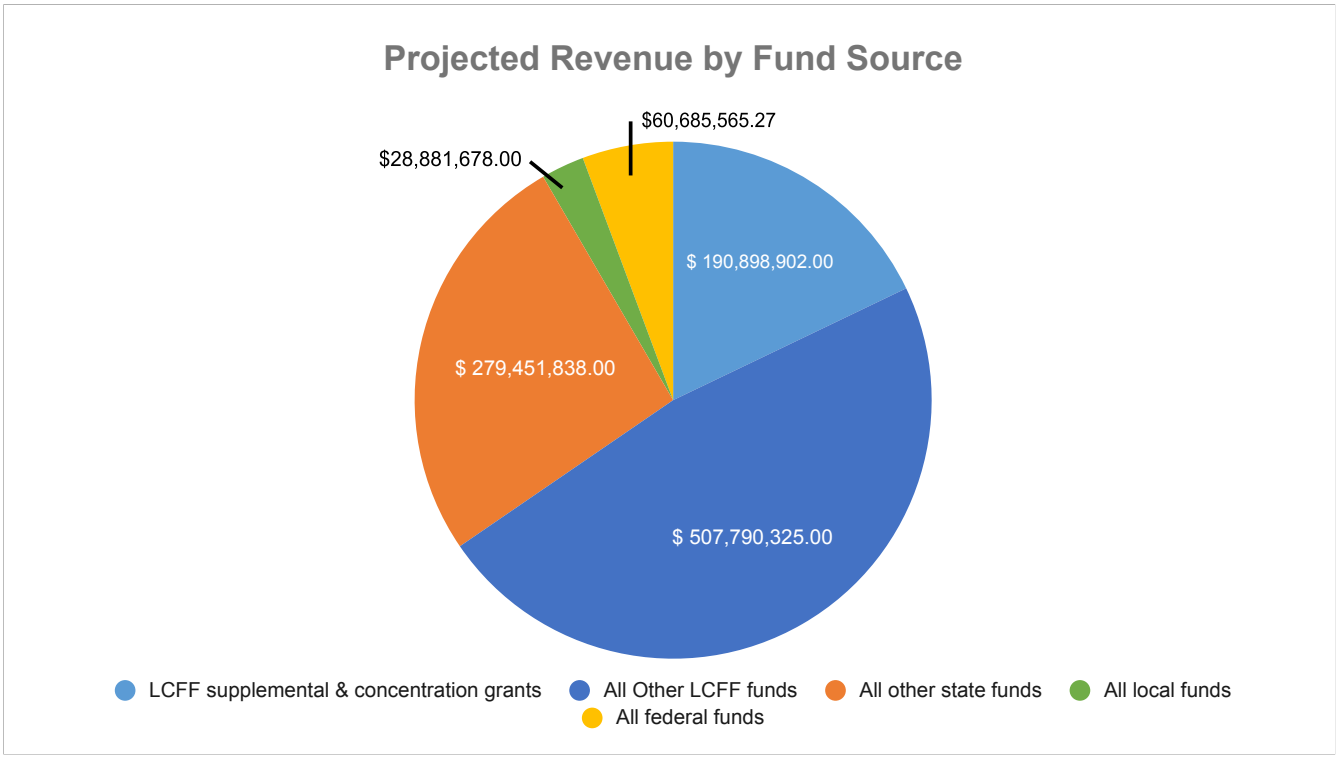
CDS Code: 36 67876 0000000

School Year: 2026-27

LEA contact information: Ossie Coonrod - 909.381.1154
Director of Fiscal Services
ossie.coonrod@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).

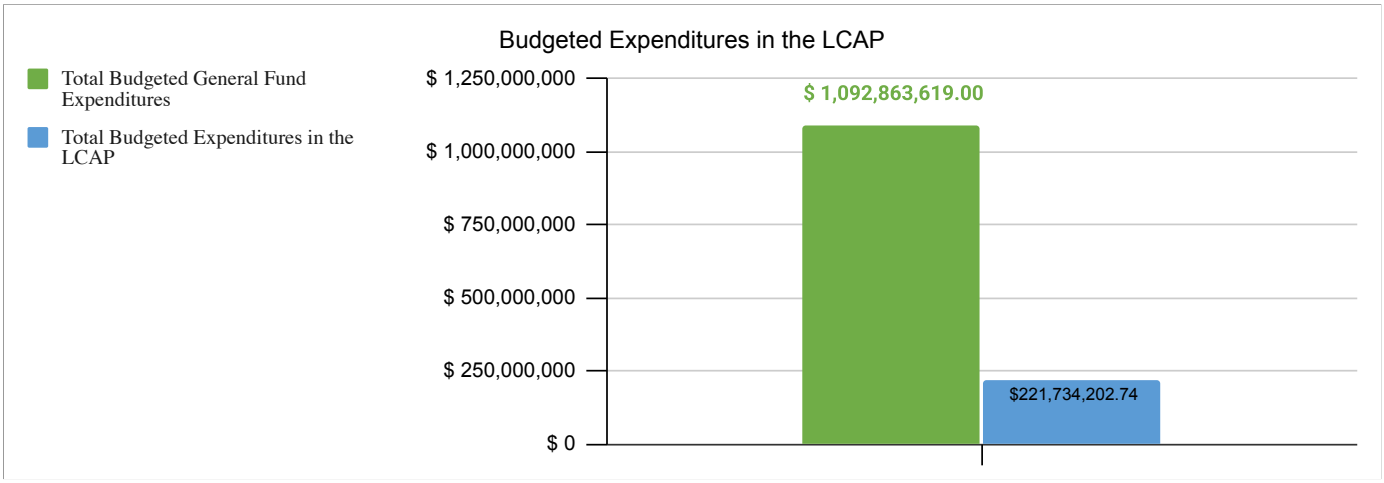
Budget Overview for the 2026-27 School Year



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 $1,067,708,308.27, of which $698,689,227.00 is Local Control Funding Formula (LCFF), $279,451,838.00 is other state funds, $28,881,678.00 is local funds, and $60,685,565.27 is federal funds. Of the $698,689,227.00 in LCFF Funds, $190,898,902.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

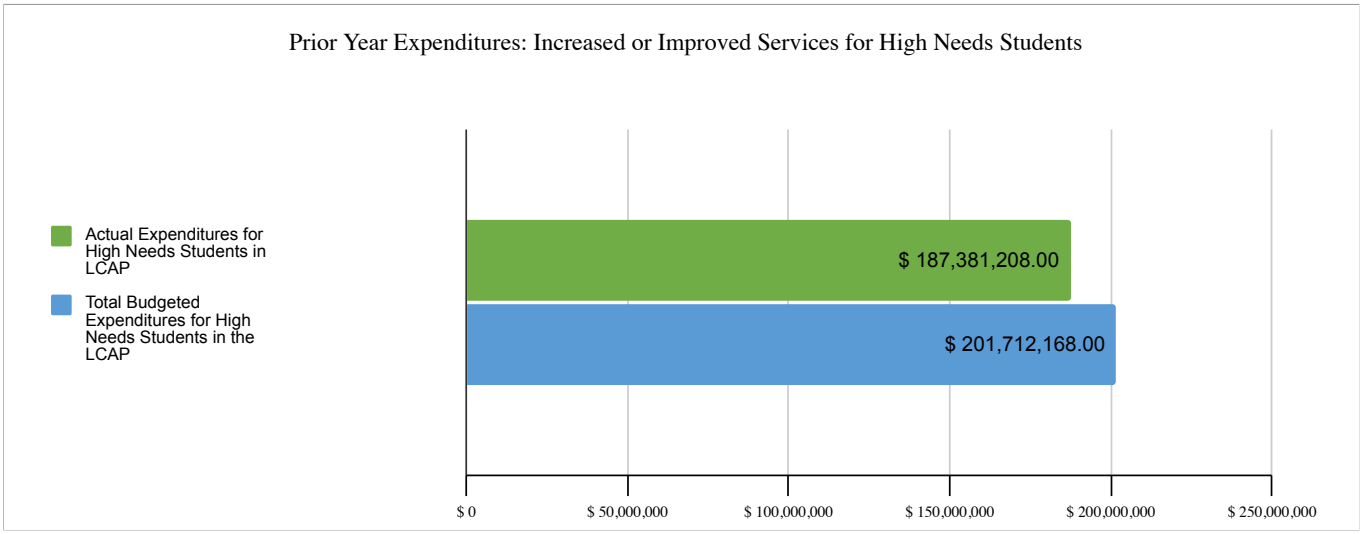
The text description of the above chart is as follows: San Bernardino City Unified School District plans to spend $1,092,863,619.00 for the 2026-27 school year. Of that amount, $221,734,202.74 is tied to actions/services in the LCAP and $871,129,416.26 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the 2026-2027 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 2026-27 School Year

In 2026-27, San Bernardino City Unified School District is projecting it will receive $190,898,902.00 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 $190,898,902.00 towards meeting this requirement, as described in the LCAP.

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



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 2025-26, San Bernardino City Unified School District's LCAP budgeted $201,712,168.00 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District actually spent $187,381,208.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $14,330,960.00 had the following impact on San Bernardino City Unified School District's ability to increase or improve services for high needs students:

Among other external factors, the transition to the lengthy Universal Benefit Application rather than the Alternative Income Survey resulted in fewer forms returned. This resulted in a drop of 12.51 percentage points in the District's single-year 2025-2026 Unduplicated Pupil Percentage and a 3.56 percentage point loss in the 2025-2026 3-Year Rolling Percentage. This decreased the District's Supplemental and Concentration allocation by over $14,000,000 during the 2025-2026 school year. Actual expenditures using Supplemental and Concentration funds were adjusted to align with the decreased allocation. One-time funds were used to fully fund the LCAP planned expenditures and services for high-needs students to minimize the impact.

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 2026-2027

General Information

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

San Bernardino City Unified School District (SBCUSD) is the 9th largest school district in California and the 16th 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 75 schools, Transitional Kindergarten (TK) through Adult Education, including 1 adult education center, 3 alternative schools of choice, 2 continuation high schools, 2 district community day schools, 49 elementary schools, 1 K-8 school, 10 middle schools, 6 high schools, and 1 special education 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 88.75%. SBCUSD is made up of approximately 43,340 students, with 20.1% English Learners, 1.83% of which are Long Term English Learners (LTELs), 67.78% Low-Income, 0.70% Foster Youth, 10.9% Students Experiencing Homelessness, 15.98% Students with Disabilities, and 9.3% students identified as Gifted and Talented (GATE). The student population comprises a variety of ethnicities, with 83.77% identifying as Hispanic or Latino, 8.20% African American, 3.63% White, 1.29% Asian, 1.72% Two or more races, and 0.43% 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 9,082 staff members. Of the 9,082 positions, 48% are Certificated Staff members, 31% are Classified Staff members, 18% 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 non-stability 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 were no longer 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	25.15%	95.68%	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

Cohort 3: Schools identified based on the 2024-2025 Non-Stability Rate and Socio-Economically Disadvantaged Percentage:

School Name	2024-2025 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2026-2027 LCAP Goal
San Andreas High	59.6%	97.1%	4
Sierra High	60.1%	95.8%	5
Alternative Learning Center	62.9%	97.1%	6
Virtual Academy	36.8%	93.9%	7
Arrowhead Elementary	33.7%	96.8%	9
Captain Leland Norton Elementary	26.8%	97.8%	13
Juanita Blakely Jones Elementary	25.6%	98.2%	14
Hunt Elementary	25.6%	97.2%	16
Highland Pacific Elementary	27.4%	89.8%	19
Howard Inghram Elementary (New for 2026-2027)	28.9%	97.3%	20
Lankershim Elementary (New for 2026-2027)	27.0 %	97.6%	21

The following schools were not identified in 2025; 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	2026-2027 LCAP Goal
Barton Elementary	29.73%	94.05%	11
Pacific High	27.62%	95.84%	15
Indian Springs High	25.96%	95.33%	17

The following schools were not identified in 2025; however, the goals and funding source from Cohort 2 will continue until June 30, 2028 or until all funds are exhausted (whichever occurs first).

School Name	2024-2025 Non-Stability Rate	Socio-Economically Disadvantaged Percentage	2026-2027 LCAP Goal
Rio Vista	25.15%	95.68%	8
San Bernardino High	25.51%	96.30%	10
Del Vallejo Middle	26.99%	97.47%	12
Del Rosa Elementary	27.78%	93.63%	18

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
Anton	ALL, EL, LI, HI	ALL EL, LI, HI	N/A
Urbita	ALL, EL, LI, HI	N/A	30% Making Progress
Vermont	SWD	N/A	N/A
Warm Springs	ALL, EL, LI, HI	N/A	N/A
Arrowview	HOM	ALL, EL, HOM, LI, AA	N/A
Magnolia Heights	EL, SWD	N/A	N/A
Curtis	EL, HOM, SWD, AA	EL, HOM, AA	N/A
Del Vallejo	ALL, EL, HOM, LI, HI	EL, HOM, LI, HI	N/A
Golden Valley	EL, SWD	EL, AA	N/A
King	ALL, EL, HOM, LI, SWD, AA, HI	ALL, EL, HOM, LI, SWD, AA, HI	39.7% Making Progress
Serrano	EL	EL, HOM	N/A
Shandin Hills	ALL, EL, HOM, LI, SWD, AA, HI, WH	ALL, EL, LI, SWD, AA, HI, WH	N/A
Arroyo Valley	HOM, SWD	HOM	39.2% Making Progress
Cajon	EL, SWD, AA	EL, AA, SWD	N/A

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

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

Warm Springs	N/A	AA
Arrowview	HOM	AA
Magnolia Heights	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 2025 CA Dashboard) in comparison to Baseline data

Districtwide CAASPP ELA performance shows an overall improvement of +11.8 points above baseline, with notable gains among English Learners (+15.7), African American students (+14.1), Low-Income (+11.9), Students with Disabilities (+10.9), and Long-Term English Learners (+8.8) indicating strong progress for several historically underserved student groups. Moderate increases were also observed for Foster Youth (+4.8) and Homeless students (+0.9).

Districtwide CAASPP Math results show overall growth of +9.2 points above baseline, with positive gains for English Learners (+10.4) and Low-Income students (+9.0), indicating steady improvement across key student groups. Long-Term English Learners also improved (+5.3), though at a slower rate.

Districtwide NWEA Reading results show strong overall growth of +12.3 points above baseline in the percent of students on track (61st percentile or higher), indicating meaningful improvement in Reading performance across K–12. Low-Income students (+11.0) and Foster Youth (+9.9) demonstrated notable gains, reflecting positive progress among key student groups. English Learners also improved (+4.8), though at a slower rate than other groups.

Districtwide NWEA Math results show overall improvement of +7.9 points above baseline in the percent of students on track (61st percentile or higher), indicating positive growth in math performance across K–12. Foster Youth demonstrated the largest gain (+9.0), followed by Low-Income students (+6.5), reflecting meaningful progress among key student groups. English Learners also increased (+4.6), though at a slightly lower rate.

Districtwide results for the CA School Dashboard College/Career Indicator (Priority 8) show a strong overall improvement of +11.5 points above baseline, reflecting increased college and career readiness among students. Significant gains were observed for Foster Youth (+16.9), English Learners (+13.3), and Low-Income students (+11.7), indicating notable progress in preparing key student groups for postsecondary opportunities. Long-Term English Learners also improved (+4.2), though at a lower rate.

Districtwide CTE Pathway Completion rates (Priority 4) show a strong increase of +14.5 points above baseline, indicating significant growth in students successfully completing career technical education pathways. Gains were consistent across student groups, with Low-Income students (+14.7) showing the largest increase, followed by Foster Youth (+12.4) and English Learners (+11.5).

Districtwide results for the combined A–G Completion and CTE Pathway Completion rate show a substantial increase of +40.6 points above baseline, reflecting significant progress in preparing students for both college eligibility and career pathways. Gains were strong across student groups, with Low-Income students (+40.6) matching the overall growth and Foster Youth (+34.0) demonstrating notable improvement. English Learners also increased (+31.1).

Districtwide results for the CA Dashboard English Learner Progress Indicator (ELPI) show mixed outcomes compared to baseline. English Learners overall declined slightly (-3.0), suggesting a need to strengthen supports that accelerate language acquisition and progress toward proficiency. In contrast, Long-Term English Learners demonstrated significant improvement (+16.0).

Districtwide English Learner Reclassification rates show a slight improvement for English Learners overall (+1.7) compared to baseline, indicating modest progress in supporting students toward English proficiency. However, Long-Term English Learners declined (-4.5), suggesting ongoing challenges in reclassifying students who have remained in English learner status for an extended period.

Districtwide results for the rate of students passing Advanced Placement (AP) exams with a score of 3 or higher show a modest increase of +4.1 points above baseline, indicating gradual improvement in advanced coursework success. Low-Income students demonstrated slightly stronger gains (+4.8), suggesting increased access to and success in rigorous academic opportunities for this group. However, English Learners experienced a slight decline (-0.5).

Districtwide results for the rate of students earning an International Baccalaureate (IB) Diploma show a notable increase of +10.6 points above baseline, indicating improved success in completing this rigorous academic program. Low-Income students demonstrated even stronger growth (+14.4), suggesting expanded access and increased achievement in advanced coursework for this group.

Districtwide results for the rate of students completing IB exams with a score of 4 or higher show a modest increase of +2.8 points above baseline, indicating gradual improvement in performance on rigorous IB assessments. Low-Income students also demonstrated growth (+1.8), reflecting incremental progress in achieving higher scores within advanced coursework.

Districtwide average daily attendance (ADA) increased by +1.0 percentage point above baseline, indicating modest improvement in overall student attendance. English Learners and Low-Income students both showed slightly higher gains (+1.1), reflecting positive progress in attendance among these student groups. Foster Youth also improved (+0.5).

Districtwide high school dropout rates decreased by -2.6 points from baseline, indicating overall improvement in student retention and graduation pathways. Larger reductions were observed among English Learners (-5.5) and Low-Income students (-2.8), Foster Youth showed the most significant improvement (-18.1).

Districtwide high school graduation rates increased by +3.2 points above baseline, indicating overall improvement in students successfully completing high school. Larger gains were observed among English Learners (+6.2) and Foster Youth (+10.9), reflecting strong progress in supporting these student groups toward graduation. Low-Income students and Long-Term English Learners both increased (+3.5).

Districtwide 5th grade CA Science Test (CAST) results show a modest increase of +1.9 points above baseline in the percentage of students meeting or exceeding standards. Low-Income students also demonstrated improvement (+1.7), while Foster Youth showed a substantial increase (+13.0). 8th grade CA Science Test (CAST) results show an overall increase of +2.6 points above baseline in the percentage of students meeting or exceeding standards. Low-Income students also demonstrated improvement (+2.3), while Foster Youth showed a significant increase (+13.1).

Districtwide Dual Enrollment completion rates increased by +11.3 points above baseline, indicating expanded participation and success in college-level coursework while students are in high school. Gains were observed across student groups, with Low-Income students increasing by +10.9 and English Learners by +9.6, reflecting broader access to dual enrollment opportunities. Foster Youth demonstrated the largest improvement (+17.2).

Districtwide A–G completion rates increased by +7.8 points above baseline, indicating overall progress in students meeting college entrance requirements. English Learners demonstrated the largest improvement (+14.6), followed by Foster Youth (+12.0), reflecting strong gains in college eligibility for these student groups. Low-Income students also increased (+8.1).

Goal 2: Safe, Secure and Attractive Learning Environments (Based on the 2025 CA Dashboard) in comparison to Baseline data

The District's Chronic Absenteeism Rate improvement overall, with decreases for All students (-6.4), English Learners (-7.2), Low-Income students (-6.3), and Long-Term English Learners (-0.9).

The District's Suspension Rate has decreased overall, with improvements for All students (-1.3), Low-Income students (-1.2), African American students (-0.9), Pacific Islander students (-2.0), English Learners (-0.4), and Foster Youth (-0.2).

The District's Expulsion Rate has slightly improved overall, with small decreases for All students (-0.1), English Learners (-0.1), and Foster Youth (-0.3).

Goal 3: Collaborative Engagement with Families and Educational Partners (Based on the 2025 CA Dashboard) in comparison to Baseline data

The Parent Involvement and Family Engagement indicators remained stable overall, with the district maintaining similar performance levels across all sections. Section 1, Building Relationships Between School Staff and Families, showed the greatest growth with a +0.75 point increase. Sections 2, Building Partnerships for Student Outcomes, and 3, Seeking Input for Decision-Making, each reflected a modest +0.25 point increase, indicating continued consistency in family engagement efforts.

Recognitions and Celebrations

State Superintendent of Public Instruction, Tony Thurmond announced Captain Leland Norton Elementary as a 2026 California Green Ribbon Schools (CA-GRS) “Our California Green Ribbon Schools reflect the very best of what is possible when innovation, equity, and environmental stewardship come together,” Superintendent Thurmond said. “I congratulate this year’s honorees for their leadership in creating healthy, sustainable learning environments, particularly in communities that have been historically underserved, and for empowering students with the knowledge and skills to address climate resiliency and critical local challenges. Your commitment ensures that California’s students are prepared to be thoughtful, creative, and responsible stewards of our shared future.”

State Superintendent of Public Instruction Tony Thurmond announced that four SBCUSD schools: Cajon High School, Middle College High School, Richardson PREP HI Middle School, and Rodriguez PREP Academy have been recognized in the prestigious 2026 California Distinguished Schools Program, the state’s school recognition program honoring exceptional schools that demonstrate exemplary student outcomes.

Based on improved performance on the 2025 CA Dashboard, Shandin Hills Middle School, the only remaining school exited the CSI program.

Based on improved performance on the 2025 CA Dashboard, the following five schools have exited the ATSI program: San Gorgonio High School, Bradley Elementary, Newmark Elementary, Parkside Elementary, and Oehl Elementary.

In July 2025, the Back to School Extravaganza was attended by over 7,000 families who received access to resources such as vaccines, school sports physicals, and school supplies (Goal 3, Action 1 Community Engagement).

SBCUSD hosted the District College Night, welcoming nearly 80 universities, colleges, and career representatives and drawing an estimated total of about 1,500 attendees, where students from across the district had the opportunity to speak directly with college recruiters and admissions staff about their college options (Goal 1, Action 4 College and Career).

Kimbark Elementary was recognized as an AVID Showcase School and recipient of the 2024 RIMS AVID Impact Award. The school hosts showcases to demonstrate its successful schoolwide AVID implementation, focusing on fostering a college-going culture through student organization, critical thinking, and collaboration (Goal 1, Action 5 Advancement Via Individual Determination [AVID]).

The District received a Golden Bell Award for the Pathway to Biliteracy Program (Goal 1, Action 6 English Learner Student Achievement).

The 2025 California PBiS Award Winning School identified 8 Platinum, 40 Gold, 18 Silver, 2 Bronze Award Winning Schools from SBCUSD (Goal 2, Action 5 Districtwide Climate and Culture Coordination).

The District launched a new online safety tool, giving families the ability to supervise their child’s school-issued Chromebook use at home while the district maintains control during educational hours (Goal 1, Action 14 Technology).

Gold-medal winners from the District Science Fair advancing to the County competition include Belvedere and North Verdemont (elementary), Arrowview and Richardson PREP HI (middle school), and Arroyo Valley, Pacific, and San Gorgonio (high school).(Goal 1, Action 23 Science, Technology, Engineering, Arts and Math [STEAM]).

The Educational Results Partnership 2025 Honor Roll recognized six 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, Paakuma K-8, Richardson Prep Hi, Rodriguez Prep Academy, and Middle College High (Goal 1, Action 1 Advanced Learner Programs).

The Linked Learning Alliance awarded Silver Certification to three additional Linked Learning Pathways, bringing the total to 22 Silver and 12 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 22 elementary schools and 7 middle schools. The department also launched the first of two Design Thinking professional learning sessions for elementary teachers, where educators engaged in the engineering design process, developed STEAM lessons connected to children's literature, and received grade-level resources to expand hands-on STEAM learning into everyday classroom instruction. Additionally, SBCUSD staff received UC Davis C-STEM Certificates of Recognition for Administrator of the Year, Excellence in Service, and Teacher of the Year (Goal 1, Action 23 Science, Technology, Engineering, Arts and Math [STEAM]).

Indian Springs High School has been named a 2025 Recognized ASCA Model Program (RAMP) school by the American School Counselor Association (ASCA) for its counseling initiative that increased college readiness among African-American students by significantly improving A–G course completion through targeted counseling, progress monitoring, and community collaboration (Goal 2, Action 7 Counselors).

SBCUSD cadets excelled at the California Cadet Corps State Individual Major Awards, demonstrating leadership through inspections, drill, exams, interviews, and presentations, with top honors earned by San Gorgonio High School, Pacific High School, and Del Vallejo, along with honorable mentions for Serrano Middle School and Shandin Hills Middle School (Goal 2, Action 8 Cadet Corps).

Enrollment and Placement Services expanded access to schools by hosting two summer enrollment fairs, distributing 50,000 community flyers, airing 15 bilingual radio ads across the Inland Empire, completing 1,098 standard enrollments including 906 English Learners and processing 957 school transfer requests (Goal 3, Action 3 Targeted Enrollment Support).

The Specialized Programs Department hosted a Cal SAFE Resource Fair that brought pregnant and parenting students and this year their parents/guardians together with community partners and workshops that provided resources, education, and support to help teen parents succeed now and in the future (Goal 1, Action 16 Cal SAFE).

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, 199 classified employees participated in the mentorship program, supported by 154 classified mentors. Additionally, 20 participants engaged in the Transformational Leadership Coaching (TLC) with guidance from 17 TLC coaches, while 29 educators took part in the Peer Assistance and Review (PAR) program (Goal 1, Action 12 Employee Development).

SBCUSD's Golden Bell Winner Demonstration Teacher Program also saw substantial engagement, with 50 demonstration teachers and 23 demonstration support teachers facilitating learning experiences for 2,050 teachers who visited demonstration classrooms. Professional development opportunities were widely utilized, with 464 employees attending coaching workshops, 614 participating in CSTP workshops, and 174 new teachers benefiting from the New Teacher Academy (Goal 1, Action 12 Employee Development).

SBCUSD's Golden Bell Winner Comprehensive onboarding programs ensured a smooth transition for new employees, with 139 participants in the Onboarding Program and 104 part-time onboarding coaches providing support. Additionally, 248 employees attended the New Employee Orientation (NEO), 288 participated in the New Classified Orientation (NCO), 216 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 supports have expanded significantly across schools. A total of 10,948 Social-Emotional Learning (SEL) lessons were delivered in TK–8, and all 10 high schools have implemented SEL instruction (Goal 2, Action 2: Districtwide Counseling Coordination). Mental health therapy services have expanded to reach more students, now available across 36 schools in 2025–26, up from 23 schools in the previous year. (Goal 2, Action 4 Mental Health Therapy Services).

Learning Recovery Emergency Block Grants (LREBG) Funds

SBCUSD has $18,018,476.34 in unexpended funds, to support five actions in Goal 22 of the 2026-2027 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 22, 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 five actions in alignment with the allowable use of LREBG funds to Accelerate Learning Progress:

Goal 22, 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 22, 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 22, 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 22, Action 4: Indirect Costs are required by Fiscal Services to support the overall operation of activities, based on a rate of 4.32%, which the California Department of Education sets.

Goal 22, Action 5: Supplemental Language Development Software is grounded in research demonstrating that technology-enhanced language instruction improves English Learners' oral language proficiency, pronunciation, fluency, engagement, and overall language acquisition. Studies on speech recognition technology (SRT) and artificial intelligence-supported language learning have found that students benefit from immediate corrective feedback, repeated speaking opportunities, and individualized instruction that adapts to learner needs. This action aligned with the allowable use of Accelerating Learning Progress.

The San Bernardino City Unified School District (SBCUSD) has identified the following metrics (which will remain unchanged during the remaining year 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
Magnolia Heights	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
Anton	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 2)

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 2025 California School Dashboard. The District is now in Year 2 of Differentiated Assistance for African American students in English Language Arts (ELA), Mathematics, and Suspension Rate. Guided by the Plan, Do, Study, Act (PDSA) continuous improvement model, the workgroup concentrated on these priority metrics while monitoring broader student outcome indicators. The collaborative team, composed of district leaders, school administrators, teachers, and community Educational Partners worked collectively to identify root causes of inequities and implement strategic actions to improve academic achievement and student engagement while reducing disciplinary disparities.

During the planning phase, the workgroup conducted a comprehensive analysis of disaggregated data, revealing patterns of underperformance and disproportionate discipline outcomes. This analysis was informed by school site reports, student and family focus groups, and structured reflective dialogue. These efforts highlighted systemic barriers and reinforced the need for culturally responsive instructional practices and strong equity-centered leadership. In response, the workgroup developed a focused plan emphasizing integrated professional development to build educator capacity in culturally responsive teaching, strengthen data-informed instructional decision-making, and foster inclusive, supportive school environments.

As the District advanced into implementation, targeted supports were deployed to operationalize the plan. Equity leadership workshops equipped school and district leaders to facilitate meaningful conversations on race, bias, and institutional inequities. Teachers engaged in professional learning centered on culturally responsive pedagogy, with an emphasis on asset-based instruction and relationship-building. Administrators received ongoing coaching in the analysis and application of disaggregated data to refine instructional strategies and align resources. District instructional coaches supported fidelity of implementation through feedback, collaboration, and continuous alignment to identified goals.

Early outcomes reflected on the 2025 California School Dashboard indicate measurable progress for African American students. ELA performance improved by 9.8 percentage points, moving from orange to yellow, while Mathematics increased by 6.1 percentage points and is now at orange. The Suspension Rate decreased by 1.0 percentage point, chronic absenteeism declined by 0.3 percentage point, graduation rates increased by 1.5 percentage points, and the College/Career Indicator improved by 6.3 percentage points. These results suggest positive momentum across both academic and student engagement indicators.

As implementation continues, the workgroup will deepen the “Study” phase by examining qualitative and quantitative data, including classroom observations, instructional rounds, and Educational Partner feedback, to assess shifts in practice and school climate. In the “Act” phase, strategies will be refined based on evidence of effectiveness. Schools demonstrating notable gains will share best practices to support systemwide learning and sustainability. Collectively, this work reinforces the importance of sustained professional learning, continuous data analysis, and authentic partnerships with African American students and families as the District advances its equity-focused improvement efforts.

Actions related to Differentiated Assistance for African American students can be found in Goal 23, Actions 1-16.

Differentiated Assistance: Foster Youth students Suspension Rate and Chronic Absenteeism (year 1)

In the San Bernardino City Unified School District, the Differentiated Assistance workgroup convened with a continued commitment to improving outcomes for Foster Youth students, informed by findings from the 2025 California School Dashboard. The District continues in Year 1 of Differentiated Assistance for Foster Youth students, with a specific focus on Suspension Rate and Chronic Absenteeism. Dashboard data underscored persistent challenges in both academic performance, school climate, and engagement, reinforcing the need for targeted, systemwide support.

During the planning phase, the workgroup examined disaggregated data alongside input from Foster Youth students and their caregivers to better understand the barriers impacting engagement and achievement. A consistent theme emerged around the importance of a welcoming, stable, and supportive experience during school transitions. Frequent placement and school changes often disrupt learning and contribute to disengagement. In response, the team identified the development of a structured, comprehensive orientation process as a high-leverage strategy to promote belonging, ensure timely access to resources, and strengthen connections with caring adults on campus.

As the work moved into implementation, schools began piloting the orientation process for Foster Youth students. Key components include personalized campus tours; intentional introductions to school counselors, Foster Youth liaisons, and other support staff; and guided sessions outlining academic programs, extracurricular opportunities, and available support. Students also receive tailored resource guides that highlight mental health services, academic interventions, and community-based supports. Peer mentorship and student ambassador opportunities are embedded to foster positive relationships and support social-emotional adjustment.

The 2025 California School Dashboard reflects both areas of progress and continued need. Foster Youth students demonstrated substantial academic gains, with English Language Arts improving by 20.2 percentage points to yellow and Mathematics increasing by 6.7 percentage points to orange. The College/Career Indicator rose by 20.3 percentage points, and graduation rates increased by 1.0 percentage point. The Suspension Rate was maintained at 10.2 percentage points, indicating stability in disciplinary outcomes. However, Chronic Absenteeism increased by 11.6 percentage points, reinforcing the importance of sustained focus on engagement, attendance, and wraparound support.

During the study phase, the workgroup will continue to collect and analyze qualitative and quantitative data, including surveys and focus groups with students, caregivers, and Educational Partners, to assess the effectiveness of the orientation process and related supports. Feedback will be used to examine student connectedness, confidence, and access to services, as well as staff capacity to identify and respond to needs early.

In the act phase, the workgroup will refine and strengthen the orientation process based on evidence and input from Educational Partners. Planned adjustments include expanding peer mentorship opportunities, enhancing access to on-demand resources, and embedding regular check-ins throughout the school year to support attendance and well-being. Actions related to Differentiated Assistance for Foster Youth students are aligned to Local Control and Accountability Plan Goal 1, Action 7.

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

Differentiated Assistance: Homeless students in ELA, Math, and Chronic Absenteeism (year 1)

Building on the Differentiated Assistance work underway for Foster Youth, the District will apply the same core strategies to support Homeless students, who have been identified in Year 1 of Differentiated Assistance for English Language Arts, Mathematics, and Chronic Absenteeism. This approach leverages lessons learned from Foster Youth supports, particularly the emphasis on intentional transitions, early connection to trusted adults, and coordinated access to academic, social-emotional, and community-based resources.

For Homeless students, the District will adapt the comprehensive orientation and onboarding model to ensure immediate belonging, clear communication of available supports, and consistent monitoring of academic progress and attendance. Schools will prioritize early identification, individualized check-ins, and cross-department collaboration to reduce instructional disruptions and strengthen engagement. Professional learning for educators will reinforce culturally responsive, trauma-informed practices and the use of disaggregated data to guide timely interventions in ELA, Mathematics, and attendance.

The 2025 California School Dashboard for Homeless students highlights both challenges and promising trends. Academic performance declined in ELA by 5.0 percentage points and in Mathematics by 7.9 percentage points, reinforcing the need for targeted instructional support. At the same time, improvements were observed in school climate and postsecondary readiness indicators, with suspensions decreasing by 1.4 percentage points, chronic absenteeism decreasing by 0.2 percentage point, graduation rates increasing by 2.5 percentage points, and the College/Career Indicator improving by 10.1 percentage points.

By extending proven Foster Youth practices to Homeless students, the District is intentionally aligning its Differentiated Assistance efforts to promote stability, equity, and continuous improvement. This coordinated strategy supports academic recovery while strengthening attendance, engagement, and long-term outcomes for students experiencing housing insecurity.

Services to support the implementation of this Differentiated Assistance PDSA model are funded federally using Title I Allowable Reservation funds for Homeless students. This allowable reservation is used to provide staffing, services, and materials for our Homeless students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable; SBCUSD does not have any identified CSI schools.

Support for Identified Schools

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

Not applicable; SBCUSD does not have any identified CSI schools.

Monitoring and Evaluating Effectiveness

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

Not applicable; SBCUSD does not have any identified CSI schools.

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 4, 2026, through April 30, 2026, 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 72 thoughts and 643 ratings.
District Advisory Council (DAC), which includes student members	Three hybrid meetings on the following dates and corresponding topics: October 9, 2025, LCAP Summary and Monitoring February 12, 2026, LCAP Mid-Year Update May 14, 2026 Annual LCAP Update and Draft of the 2026-2027 LCAP
District African American Parent Advisory Council (DAAAC)	Two hybrid meetings on the following dates and corresponding topics: November 6, 2025, LCAP Summary and Monitoring March 5, 2026, LCAP Mid-Year Update
District English Learner Advisory Committee (DELAC)	Two hybrid meetings on the following dates and corresponding topics: November 7, 2025, LCAP Summary and Monitoring March 13, 2026, LCAP Mid-Year Update

Educational Partner(s)	Process for Engagement
Community Advisory Committee (CAC)	Two hybrid meetings on the following dates and corresponding topics: November 20, 2025, LCAP Summary and Monitoring February 19, 2026, LCAP Mid-Year Update
Student Leadership Advisory Council (SLAC)	Two meetings on the following dates and corresponding topics: October 20, 2025, LCAP Summary and Monitoring March 16, 2026, LCAP Mid-Year Update Students from both middle and high schools across the district provided input through Padlet, an online collaborative platform that functions as a real-time digital bulletin board for sharing and organizing ideas. A total of 256 votes and 289 comments were collected.
Superintendent's Parent Advisory Council (SPAC)	Two hybrid meetings on the following dates and corresponding topics: November 3, 2025, LCAP Summary and Monitoring February 23, 2026, LCAP Mid-Year Update
Governing Board	The Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 17, 2026.
SELPA Administrator Consultation	The 2026-2027 LCAP draft was presented to the area SELPA Administrator on April 29, 2026.
District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC)	The 2026-2027 LCAP draft was presented to the DAC and DELAC on May 18, 2026. Questions and comments were taken for the Superintendent to respond to in writing and posted on the District website on June 12, 2026.
School Board Community Members	The 2026-2027 LCAP draft was posted publicly on the district website on June 2, 2026. The 2026-2027 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 2, 2026, for the Public Hearing. The 2026-2027 LCAP was adopted during the June 16, 2026, regularly scheduled Board of Education Meeting.

Educational Partner(s)	Process for Engagement
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 were 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 were added to the 2025-2026 LCAP to support student achievement and promote a healthy school climate.

Educational Partner(s)	Process for Engagement
	Cohort 3: Schools identified based on the 2024-2025 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, Highland Pacific Elementary, Hunt Elementary, Howard Inghram Elementary, Juanita Blakely Jones Elementary, Lankershim Elementary, Captain Leland Norton Elementary, San Andreas High, Sierra High, and 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 2025 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 2026-2027 LCAP to support student achievement and promote a healthy school climate. **For Cohort 1, 2, and 3:** 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. The survey was open for Cohort 2 from February 18, 2025, through May 9, 2025. This survey was open for Cohort 3 from February 19, 2026, through April 24, 2026. 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 March 19, 2026 and April 9, 2026; District Technical Assistance on February 20, 2026. **Sierra High:** SSC on April 9 and 23, 2026; ELAC on April 13, 2026; School Classified and Certificated Staff on April 21, 2026; District Technical Assistance on April 10, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on April 17, 2026.

Educational Partner(s)	Process for Engagement
	Alternative Learning Center: SSC on May 5, 2026; ELAC on April 30, 2026; District Technical Assistance on March 20, 2026. **Virtual Academy:** SSC on May 5, 2026; ELAC on April 30, 2026; District Technical Assistance on March 20, 2026. **Rio Vista**: SSC on March 12, 2026 and April 16, 2026; ELAC on March 12, 2026 and April 16, 2026; Coffee with the Principal on April 24, 2026; School Classified and Certificated Staff on April 13, 2026; District Technical Assistance on April 6, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on April 8, 2026. **Arrowhead Elementary:** SSC on April 14 and 23, 2026; ELAC on April 14, 2026; Coffee with the Principal on April 17, 2026; District Technical Assistance on March 17, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on April 23, 2026. **San Bernardino High:** SSC on March 10, 2026 and April 28, 2026; ELAC on March 6, 2026; Coffee with the Principal on April 8, 2026; African American Parent Advisory Committee (AAPAC) on April 15, 2026; School Classified and Certificated Staff on April 27, 2026; District Technical Assistance on March 20, 2026. **Barton Elementary:** SSC on March 5, 2026 and April 24, 2026; ELAC on April 16, 2026; District Technical Assistance on April 9, 2026. **Del Vallejo:** SSC on March 10, 2026 and April 21, 2026; ELAC on March 10, 2026; School Classified and Certificated Staff on April 7, 2026; District Technical Assistance on March 17, 2026. **Captain Leland Norton Elementary:** SSC on March 12, 2026 and April 16, 2026; ELAC on March 12, 2026; School Classified and Certificated Staff on March 16, 2026; District Technical Assistance on March 17, 2026 and April 6, 2026. **Juanita Blakely Jones Elementary:** SSC on March 6, 2026 and on April 20, 2026; ELAC on April 20, 2026; Coffee with the Principal on April 17, 2026; School Classified and Certificated Staff on April 6, 2026; District Technical Assistance on April 10, 2026. **Pacific High:** SSC on March 9, 2026 and on April 13, 2026; ELAC on April 6, 2026; School Classified and Certificated Staff on April 6, 2026; District Technical Assistance on March 23, 2026.

Educational Partner(s)	Process for Engagement
	Hunt Elementary: SSC on March 5, 2026 and on April 24, 2026; ELAC on March 19, 2026; District Technical Assistance on February 20, 2026. **Indian Springs High:** SSC on March 12, 2026 and April 16, 2026; ELAC on March 12, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on March 19, 2026; Coffee with the Principal on March 12, 2026; District technical assistance on March 17, 2026. **Del Rosa Elementary:** SSC on March 6, 2026 and April 24, 2026; ELAC on March 20, 2026; School Classified and Certificated Staff on January 12, 2026 and April 6, 2026; District Technical Assistance on April 6, 2026. **Highland Pacific Elementary:** SSC on April 16 and 23, 2026; ELAC on April 16, 2026; School Classified and Certificated Staff on April 6, 2026 with Leadership and April 14, 2026 with all staff; District Technical Assistance on April 7, 2026. **Howard Inghram Elementary:** SSC on March 10, 2026 and April 13, 2026; ELAC on March 10, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on March 13, 2026; Multilingual Programs Collaboration for English Learners on March 13, 2026; School Classified and Certificated Staff on February 20, 2026; District Technical Assistance on February 19, 2026 and on March 17, 2026. **Lankershim Elementary:** SSC on March 20, 2026 and April 17, 2026; ELAC on March 20, 2026; Equity and Targeted Student Achievement (ETSA) Collaboration for African American Student Achievement on March 20, 2026; School Classified and Certificated Staff on March 9, 2026, April 6 and 13, 2026; District Technical Assistance on February 19, 2026 and on April 9 2026.
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.

Educational Partner(s)	Process for Engagement
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 Suspension and Chronic Absenteeism. Differentiated Assistance for Homeless students, with a focus on English Language Arts, Math performance and Chronic Absenteeism.

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 staff**
  Actions Influenced: Goal 1, Action 12

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

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

- Continue providing Multilingual Programs
  Actions Influenced: Goal 1, Action 6 and 9

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

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

- Continue to provide access to VAPA at all levels
  Action Influenced: Goal 1, Action 15

- Increase STEAM access
  Actions influenced: Goal 1, Action 23

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

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

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

- Enhance 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), Intervention/Intervention Staffing (Goal 4, Actions 3, 4, 7, 8, and 13), Professional Development (Goal 4, Actions 6, 9, and 10), and Program Implementation Staffing (Goal 4, Actions 5, 11, and 12).

Sierra High: Intervention/Tutoring Staffing (Goal 5, Actions 4 and 6), Professional Development (Goal 5, Actions 1, 2, and 3), and Program Implementation (Goal 5, Action 9).

Alternative Learning Center: Intervention Staffing and Materials (Goal 6, Actions 1 and 5), Professional Development (Goal 6, Actions 1 and 4), Chronic Absenteeism Support (Goal 6, Action 6), and Program Implementation (Goal 6, Action 3).

Virtual Academy: Additional Classroom Teachers (Goal 7, Actions 2 and 3), Intervention Staffing and Materials/Subscriptions (Goal 7, Actions 1, 2, 3, 8, 10, and 11), Professional Development (Goal 7, Actions 2 and 12), Supplemental Materials (Goal 7, Action 7), Program Implementation (Goal 7, Actions 2 and 10).

Rio Vista: Tutoring/Intervention (Goal 8, Action 2), Professional Development (Goal 8, Actions 4 and 6), 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), Increased Supervision (Goal 9, Actions 8, 9, and 10), Organized Sports and Equipment (Goal 9, Actions 11 and 12), and Program Implementation Staffing (Goal 9, Action 6).

San Bernardino High: Intervention Staffing and Materials (Goal 10, Actions 4, 5, 12, and 15), Tutoring (Goal 10, Action 16), Academic Coaching (Goal 10, Action 17), Professional Development (Goal 10, Actions 6 and 9), and Program Implementation (Goal 10, Actions 11 and 18).

Barton Elementary: Intervention Staffing (Goal 11, Actions 2 and 3), Professional Development (Goal 11, Actions 3, 5, and 6), Supplemental Materials (Goal 11, Action 4), Mentoring (Goal 11, Action 12), and Program Implementation Staffing (Goal 11, Action 11).

Del Vallejo: Academic Coaching (Goal 12, Action 1), Intervention Staffing and Materials (Goal 12, Actions 2, 3, and 5), and Program Implementation (Goal 12, Action 4).

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, 10, and 11), 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 and 11), Professional Development (Goal 14, Actions 2, 5, and 12), Supplemental Materials (Goal 14, Actions 10 and 13), Increased Supervision (Goal 14, Action 7), Tutoring (Goal 14, Action 14), and Program Implementation Staffing (Goal 14, Actions 6 and 8).

Pacific High: Academic Coaches (Goal 15, Action 4), Supplemental Materials (Goal 15, Action 3), Intervention Staffing (Goal 15, Actions 2, 6, and 8), Professional Development (Goal 15, Action 7), and Program Implementation (Goal 15, Action 5).

Hunt Elementary: Intervention Staffing (Goal 16, Action 1), Professional Development (Goal 16, Actions 2, 5, and 8), Wraparound and Behavior Support (Goal 16, Actions 7, 11, and 12), Organized Sports and Equipment (Goal 16, Actions 8 and 9), Increased Supervision (Goal 16, Action 10), Chronic Absenteeism Support (Goal 16, Action 13), and Program Implementation Staffing (Goal 16, Actions 4 and 6).

Indian Springs High: Additional Classroom Teacher (Goal 17, Action 1), Academic Coaches (Goal 17, Action 3), Intervention Staffing and Materials (Goal 17, Actions 2, 8, 9, 10, and 12), Professional Development (Goal 17, Actions 5 and 6), Increased Supervision (Goal 17, Action 9), Tutoring (Goal 17, Action 11), Increased Connections with Parents/Guardians (Goal 17, Action 13), and Program Implementation Staffing (Goal 17, Action 7).

Del Rosa Elementary: Intervention Staffing (Goal 18, Actions 4 and 10), Professional Development (Goal 18, Actions 1, 2, and 3), Supplemental Materials (Goal 18, Actions 9 and 11), and Program Implementation Staffing(Goal 18, Actions 5, 6, 7, and 8).

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

Howard Inghram Elementary: Intervention Staffing and Materials (Goal 20, Actions 1, 5, and 6), Professional Development (Goal 20, Actions 2, and 3), Increased Connections with Staff/Students (Goal 20, Actions 4 and 7), and Program Implementation (Goal 20, Action 8).

Lankershim Elementary: Intervention Staffing and Materials/Subscriptions (Goal 21, Actions 1, 3, 4, and 6), Tutoring (Goal 21, Action 2), Increased Supervision (Goal 21, Action 5), Professional Development (Goal 21, Actions 6, 7, and 8), Organized Sports and Materials (Goal 21, Actions 9 and 10), and Program Implementation (Goal 21, Action 11).

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: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

During the development of the District's Comprehensive Needs Assessment (CNA), the district analyzed and presented State and local data over several meetings. This information was shared through forums such as DAC, DELAC, DAAAC, SPAC, SLAC, CAC, and LCAP Community Meetings. Needs were prioritized based on analysis of the California Dashboard, ensuring that all metrics at the lowest performance levels were addressed. The district is continuing this focus and maintaining steady progress in the 2026-2027 LCAP.

Additionally, the district continues to actively seek and integrate feedback from its Educational Partners, including parents, students, teachers, principals and administrators, other school personnel, local collective bargaining units, the District Advisory Committee (DAC), the English Learner Advisory Committee (DELAC), and SELPA. Throughout the CNA and Educational Partner input process, the critical need to address academics continues to be evident. These identified needs aligned with feedback gathered by the Superintendent during Superintendent Forums and with the development of the district's five-year Superintendent's plan, SBCUSD SHINES. This alignment continues to guide the district's steady focus in the 2026–2027 LCAP.

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: **District Level** All: -37.9 DFS EL: -64.5 DFS LI: -42.4 DFS FY: -56.9 DFS HOM: -73.3 DFS SWD: -112.3 DFS AA: -61.3 DFS LTEL: -100.1 DFS	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: +11.8 EL: +15.7 LI: +11.9 FY: +4.8 HOM: +0.9 SWD: +10.9 AA: +14.1 LTEL: +8.8
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: **Arrowhead** All: -46.7 DFS EL: -73.4 DFS LI: -48.7 DFS HI: -38.6 DFS	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: +34.7 EL: +39.3 LI: +33.2 HI: +52.7
	M1.2 CAASPP ELA DFS **Elementary School Level**	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: **Barton** All: -74.7 DFS EL: -65.8 DFS LI: -74.9 DFS SWD: -134.8 DFS HI: -71.4 DFS	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: +21.4 EL: +43.1 LI: +21.3 SWD: -7.6 HI: +27.2

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**	M1.2 2022-2023: **Bing Wong** EL: -74.8 DFS	M1.2 2023-2024: **Bing Wong** EL: -75.6 DFS	M1.2 2024-2025: **Bing Wong** EL: -65.8 DFS	M1.2 2025-2026: **Bing Wong** EL: -2.8 DFS	M1.2 Current Difference from Baseline **Bing Wong** EL: +9.0
	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: **Holcomb** EL: -72.0 DFS SWD: -109.2 DFS	M1.2 2025-2026: **Holcomb** EL: -7.9 DFS SWD: -49.8 DFS	M1.2 Current Difference from Baseline **Holcomb** EL: +7.9 SWD: +12.6
	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: **Cole** All: -73.4 DFS EL: -67.6 DFS LI: -73.8 DFS SWD: -131.3 DFS HI: -74.9 DFS	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: -0.5 EL: +22.7 LI: -0.4 SWD: +6.9 HI: +3.8
	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: **Cypress** SWD: -76.8 DFS	M1.2 2025-2026: **Cypress** SWD: -43.1 DFS	M1.2 Current Difference from Baseline **Cypress** SWD: +38.3
	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: **Del Rosa** All: -77.6 DFS EL: -93.2 DFS LI: -79.2 DFS SWD: -143.3 DFS HI: -80.4 DFS	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: +15.6 EL: +11.1 LI: +15.2 SWD: -17.8 HI: +12.8

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: **Henry** SWD: -142.7 DFS	M1.2 2023-2024: **Henry** SWD: -127.1 DFS	M1.2 2024-2025: **Henry** SWD: -110.2 DFS	M1.2 2025-2026: **Henry** SWD: -70.7 DFS	M1.2 Current Difference from Baseline **Henry** SWD: +32.5
	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: **Brown:** EL: -83.4 DFS SWD: -90.2 DFS	M1.2 2025-2026: **Brown** EL: -0.8 DFS SWD: -70.7 DFS	M1.2 Current Difference from Baseline **Brown:** EL: -10.6 SWD: +31.2
	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: **Dominguez** All: -82.2 DFS EL: -94.4 DFS LI: -82.2 DFS SWD: -158.9 DFS HI: -82.1 DFS	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: -3.6 EL: -11.1 LI: -1.7 SWD: -21.2 HI: -1.2
	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: **Highland Pacific** All: -68.1 DFS EL: -94.2 DFS LI: -71.0 DFS SWD: -82.8 DFS HI: -74.0 DFS	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: +19.7 EL: +7.2 LI: +20.6 SWD: +1.8 HI: +14.0

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: **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: **Inghram** All: -56.6 DFS EL: -77.1 DFS LI: -56.8 DFS HI: -59.1 DFS	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: +17.3 EL: +27.5 LI: +15.1 HI: +17.2
	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: **Hunt** All: -61.9 DFS LI: -64.3 DFS SWD: -129.0 DFS AA: -81.0 DFS HI: -58.5 DFS	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: +15.3 LI: +13.7 SWD: -5.3 AA: +22.7 HI: +14.2
	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: **Jones** EL: -66.5 DFS SWD: -98.1 DFS	M1.2 2025-2026: **Jones** EL: -11.1 DFS SWD: -35.9 DFS	M1.2 Current Difference **Jones** EL: +16.6 SWD: +9.8
	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: **Kendall** SWD: -136.3 DFS	M1.2 2025-2026: **Kendall** SWD: -30.2 DFS	M1.2 Current Difference from Baseline **Kendall** SWD: -34.1
	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 **Lankershim** All: -73.5 DFS EL: -80.5 DFS LI: -74.3 DFS SWD: -139.9 DFS HI: -77.6 DFS	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: -1.5 EL: +5.9 LI: -1.0 SWD: -5.3 HI: -3.6

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: **Lincoln** EL: -112.5 DFS	M1.2 2023-2024: **Lincoln** EL: -114.8 DFS	M1.2 2024-2025: **Lincoln** EL: -98.3 DFS	M1.2 2025-2026: **Lincoln** EL: -40.5 DFS	M1.2 Current Difference from Baseline **Lincoln** EL: +14.2
	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: **Lytle Creek** All: -60.1 DFS EL: -65.3 DFS HOM: -86.1 DFS LI: -61.2 DFS SWD: -118.2 DFS HI: -62.2 DFS	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: +12.5 EL: +10.0 HOM: +13.8 LI: +13.0 SWD: +80.8 HI: +10.0
	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 **Marshall** EL: -60.3 DFS	M1.2 2025-2026: **Marshall** EL: -9.1 DFS	M1.2 Current Difference **Marshall** EL: +20.8
	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: **Monterey** All: -79.7 DFS EL: -66.2 DFS LI: -81.7 DFS HI: -87.5 DFS	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: +12.3 EL: +28.5 LI: +12.5 HI: +10.3
	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: **Muscoy** EL: -59.4 DFS HOM: -66.5 DFS SWD: -126.5 DFS	M1.2 2025-2026: **Muscoy** EL: -2.5 DFS HOM: -2.9 DFS SWD: -47 DFS	M1.2 Current Difference from Baseline **Muscoy** EL: +15.1 HOM: +8.4 SWD: -7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Newmark** All: -92.6 DFS EL: -109.8 DFS LI: -94.3 DFS HI: -90.3 DFS	M1.2 2023-2024: **Newmark** All: -87.7 DFS EL: -108.4 DFS LI: -86.8 DFS HI: -86.5 DFS	M1.2 2024-2025: **Newmark** All: -90.3 DFS EL: -104.1 DFS LI: -91.0 DFS HI: -90.5 DFS	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: +2.3 EL: +5.7 LI: +3.3 HI: -0.2
	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: **Oehl** EL: -55.8 DFS LI: -55.7 DFS SWD: -140.3 DFS	M1.2 2025-2026: **Oehl** EL: -8.4 DFS LI: 0 DFS SWD: -78 DFS	M1.2 Current Difference from Baseline **Oehl** EL: +24.6 LI: +16.3 SWD: +9.7
	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: **Paakuma** SWD: -52.7	M1.2 2025-2026: **Paakuma** SWD: -10.8 DFS	M1.2 Current Difference from Baseline **Paakuma** SWD: +30.1
	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: **Palm** SWD: -54.5 DFS	M1.2 2025-2026: **Palm** SWD: -26.5 DFS	M1.2 Current Difference from Baseline **Palm** SWD: +44.0
	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: **Ramona-Alessandro** SWD: -109.3 DFS	M1.2 2025-2026: **Ramona-Alessandro** SWD: -47.5 DFS	M1.2 Current Difference from Baseline **Ramona-Alessandro** SWD: +10.2
	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: **Riley** SWD: -97.4 DFS	M1.2 2025-2026: **Riley** SWD: -60.8 DFS	M1.2 Current Difference from Baseline **Riley** SWD: +35.4

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: **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: **Rio Vista** EL: -76.0 DFS SWD: -111.0 DFS	M1.2 2025-2026: **Rio Vista** EL: -4.7 DFS SWD: -35.8 DFS	M1.2 Current Difference from Baseline **Rio Vista** EL: +0.7 SWD: -3.2
	M1.2 CAASPP ELA DFS **Elementary School Level**	M1.2 2022-2023: **Anton** All: -75.3 DFS EL: -93.7 DFS LI: -78 DFS HI: -76.7 DFS	M1.2 2023-2024: **Anton** All: -68.7 DFS EL: -85.6 DFS LI: -71.2 DFS HI: -69.6 DFS	M1.2 2024-2025: **Anton** All: -43.1 DFS EL: -57.6 DFS LI: -45.0 DFS HI: -42.3 DFS	M1.2 2025-2026: **Anton** All: -3.3 DFS EL: -21.7 DFS LI: -0.9 DFS HI: -4.7 DFS	M1.2 Current Difference from Baseline **Anton** All: +32.2 EL: +36.1 LI: +33.0 HI: +34.4
	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: **Urbita** All: -60.6 DFS EL: -70.1 DFS LI: -62.9 DFS HI: -59.7 DFS	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: +10.3 EL: +1.6 LI: +10.0 HI: +11.8
	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: **Vermont** SWD: -115.4 DFS	M1.2 2025-2026: **Vermont** SWD: -47.2 DFS	M1.2 Current Difference from Baseline **Vermont** SWD: +3.8
	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: **Warm Springs** All: -62.6 DFS EL: -61.3 DFS LI: -63.4 DFS HI: -70.7 DFS	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: +19.8 EL: +30.0 LI: +19.2 HI: +11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.3	M1.3 CAASPP ELA DFS **Middle School Level** *Data Source: CA Dashboard*	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: **Arrowview** HOM: -78.9 DFS LTEL: -73.5 DFS	M1.3 2025-2026: **Arrowview** HOM: -8.9 DFS LTEL: -32.6	M1.3 Current Difference from Baseline **Arrowview** HOM: +6.2 LTEL: +7.1
	M1.3 CAASPP ELA DFS **Middle School Level**	M1.3 2022-2023: **Magnolia Heights** EL: -142.1DFS SWD: -166.8 DFS	M1.3 2023-2024: **Magnolia Heights** EL: -116.8 DFS SWD: -140.8 DFS	M1.3 2024-2025: **Magnolia Heights** EL: -107.4 DFS SWD:-146.6 DFS	M1.3 2025-2026: **Magnolia Heights** HOM: -65.9 DFS SWD:-90.6 DFS	M1.3 Current Difference from Baseline **Magnolia Heights** EL: +34.7 SWD: +20.2
	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: **Curtis** EL: -84.6 DFS HOM: -86.0 DFS SWD: -152.1 DFS AA: -109.8 DFS LTEL: -101.3 DFS	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: -3.6 HOM: -2.3 SWD: +7.2 AA: -4.2 LTEL: +9.9
	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: **Del Vallejo** All: -77.3 DFS EL: -96.6 DFS HOM: -133.3 DFS LI: -78.2 DFS HI: -77.7 DFS	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: +30.0 EL: +26.4 HOM: -28.4 LI: +29.5 HI: +27.8

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: **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: **Golden Valley** EL: -60.8 DFS SWD: -88.1 DFS	M1.3 2025-2026: **Golden Valley** EL: -5 DFS SWD: -32 DFS	M1.3 Current Difference from Baseline **Golden Valley** EL: +20.4 SWD: +20.1
	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: **King** All: -77.7 DFS EL: -88.2 DFS HOM: -89.2 DFS LI: -78.5 DFS SWD: -136.8 DFS AA: -94.2 DFS HI: -76.2 DFS LTEL: -112.5 DFS	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: +28.4 EL: +48.1 HOM: +22.7 LI: +27.4 SWD: +32.5 AA: +58.1 HI: +26.0 LTEL: +38.5
	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: **Serrano** EL: -56.5 DFS LTEL: -81.0 DFS	M1.3 2025-2026: **Serrano** EL: -6.8 DFS LTEL: -38.9 DFS	M1.3 Current Difference from Baseline **Serrano** EL: +26.5 LTEL: +5.9

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: **Shandin Hills** All: -69.0 DFS EL: -83.4 DFS HOM: -102.3 DFS LI: -70.2 DFS SWD: -143.0 DFS AA: -79.1 DFS HI: -70.4 DFS WH: -38.6 DFS LTEL: -97.8 DFS	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: +19.7 EL: +38.9 HOM: -16.5 LI: +21.4 SWD: +2.7 AA: +26.6 HI: +18.4 WH: +40.8 LTEL: +33.3
M1.4	M1.4 CAASPP ELA DFS **High School Level** *Data Source: CA Dashboard*	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: **Arroyo Valley** HOM: -83.2 DFS SWD: -158.1 DFS LTEL: -127.3 DFS	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: +12.4 SWD: -12.4 LTEL: -8.2
	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: **Cajon** EL: -71.2 DFS SWD: -104.7 DFS AA: +5.8 DFS	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: +42.0 SWD: +57.1 AA: +69.1

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: **Indian Springs** EL: -76.9 DFS LTEL: -110.6 DFS	M1.4 2025-2026: **Indian Springs** EL: -15.9 DFS LTEL: -52.3 DFS	M1.4 Current Difference from Baseline **Indian Springs** EL: +28.7 LTEL: -10.3
	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: **Pacific** All: -40.2 DFS EL: -126.2 DFS LI: -42.8 DFS SWD:-129.6 DFS	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: +7.4 EL: -3.2 LI: +8.3 SWD: +0.4
	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 DFS 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: **San Bernardino** All: -49.7 DFS EL: -91.9 DFS LI: -49.3 DFS SWD: -135.7 DFS HI: -43.7 DFS	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: +5.8 EL: +23.7 LI: +10.1 SWD: +19.3 HI: +5.3
	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: **San Gorgonio** EL: -76.9 DFS SWD: -106.6 DFS	M1.4 2025-2026: **San Gorgonio** EL: -46.1 DFS SWD: -56.4 DFS	M1.4 Current Difference from Baseline **San Gorgonio** EL: +58.9 SWD: +39.5

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: **San Andreas** All: -139.9 DFS LI: -139.6 DFS HI: -134.8 DFS	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: +0.5 LI: -1.2 HI: +2.3
	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: **Sierra** All: -115.9 DFS LI: -117.3 DFS HI: -114.5 DFS	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: +26.2 LI: +24.3 HI: +19.3
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 2024-2025 Baseline: HOM: -114.6 DFS *Revised 2026*	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 HOM: N/A	M1.5 2024-2025: **District Level** All: -78.8 DFS EL: -97.0 DFS LI: -83.4 DFS FY: -100.0 DFS LTEL: -156.5 DFS HOM: -114.6 DFS	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 HOM: -91.1 DFS	M1.5 Difference from Baseline **District Level** All: +9.2 EL: +10.4 LI: +9.0 FY: -13.2 LTEL: +5.3 HOM: N/A Current Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.6	M1.6 CAASPP Math DFS **Elementary School Level** *Data Source: CA Dashboard*	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: **Arrowhead** All: -87.3 DFS LI: -88.8 DFS HI: -78.8 DFS	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: +19.9 LI: +21.6 HI: +23.1
	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: **Barton** EL: -71.4 DFS LI: -90.9 DFS SWD: -145.5 DFS HI: -86.0 DFS	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: +42.9 LI: +19.2 SWD: -8.5 HI: +21.5
	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: **Bing Wong** SWD: -108.7 DFS	M1.6 2025-2026: **Bing Wong** SWD: -49.6 DFS	M1.6 Current Difference from Baseline **Bing Wong** SWD: +11.4
	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: **Holcomb** SWD: -136.6 DFS	M1.6 2025-2026: **Holcomb** SWD: -58.6 DFS	M1.6 Current Difference from Baseline **Holcomb** SWD: -7.5
	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: **Bradley** SWD: -109.2 DFS	M1.6 2025-2026: **Bradley** SWD: -41.6 DFS	M1.6 Current Difference from Baseline **Bradley** SWD: +2.9

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: **Cole** SWD: -155.8 DFS	M1.6 2023-2024: **Cole** SWD: -193.1 DFS	M1.6 2024-2025: **Cole** SWD: -165.8 DFS	M1.6 2025-2026: **Cole** SWD: -85.3 DFS	M1.6 Current Difference from Baseline **Cole** SWD: -10.0
	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: **Cypress** SWD: -111.0 DFS	M1.6 2025-2026: **Cypress** SWD: -61 DFS	M1.6 Current Difference from Baseline **Cypress** SWD: +20.5
	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: **Del Rosa** All: -96.8 DFS EL: -105.3 DFS LI: -98.9 DFS HI: -98.5 DFS	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: +13.2 EL: +11.6 LI: +11.9 HI: +10.5
	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: **Henry** SWD: -136.2 DFS	M1.6 2025-2026: **Henry** SWD: -87.3 DFS	M1.6 Current Difference from Baseline **Henry** SWD: +21.6
	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: **Brown** AA: -113.2 DFS	M1.6 2025-2026: **Brown** AA: -50.8 DFS	M1.6 Current Difference from Baseline **Brown** AA: +8.1
	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: **Dominguez** All: -125.5 DFS EL: -133.3 DFS LI: -126.0 DFS SWD: -187.9 DFS HI: -124.3 DFS	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 **Dominguez** All: -9.9 EL: -14.9 LI: -10.2 SWD: -12.1 HI: -6.7

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: **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: **Highland Pacific** All: -112.1 DFS EL:-122.1 DFS LI: -113.0 DFS HI: -112.4 DFS	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: -6.4 EL:-4.6 LI: -1.4 HI: -1.8
	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: **Inghram** EL: -101.6 DFS	M1.6 2025-2026: **Inghram** EL: -51.9 DFS	M1.6 Current Difference from Baseline **Inghram** EL: +20.8
	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: **Jones** EL: -107.3 DFS SWD: -140.7 DFS	M1.6 2025-2026: **Jones** EL: -32.3 DFS SWD: -47.7 DFS	M1.6 Current Difference from Baseline **Jones** EL: -4.5 SWD: -22.5
	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: **Lankershim** EL: -92.2 DFS SWD: -156.3 DFS AA: -109.7 DFS	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: +9.0 SWD: +1.6 AA: +1.7
	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: **Lincoln** EL: -95.3 DFS	M1.6 2025-2026: **Lincoln** EL: -45.1 DFS	M1.6 Current Difference from Baseline **Lincoln** EL: +20.3

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: **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: **Lytle Creek** HOM: -140.3 DFS SWD: -155.5 DFS	M1.6 2025-2026: **Lytle Creek** HOM: -35.1 DFS SWD: -131 DFS	M1.6 Current Difference from Baseline **Lytle Creek** HOM: -34.7 SWD: +46.0
	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: **Monterey** All: -106.5 DFS EL: -94.0 DFS LI: -108.0 DFS HI: -112.5 DFS	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: +10.1 EL: +23.0 LI: +10.1 HI: +3.0
	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: **Muscoy** EL: -88.2 DFS SWD: -155.6 DFS	M1.6 2025-2026: **Muscoy** EL: -25.9 DFS SWD: -63.4 DFS	M1.6 Current Difference from Baseline **Muscoy** EL: +8.2 SWD: -21.7
	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: **Newmark** All: -115.0 DFS EL: -130.2 DFS LI: -117.9 DFS HI: -115.5 DFS	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: -5.3 EL: -14.0 LI: -7.5 HI: -8.5

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: **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: **Oehl** All: -87.0 DFS EL: -83.2 DFS LI: -90.3 DFS SWD: -165.9 DFS HI: -87.0 DFS	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: +15.1 EL: +27.6 LI: +18.7 SWD: +17.0 HI: +15.2
	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: **Palm** SWD: -52.4 DFS	M1.6 2025-2026: **Palm** SWD: -28.8 DFS	M1.6 Current Difference from Baseline **Palm** SWD: +46.9
	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: **Parkside** LI: -83.4 DFS	M1.6 2025-2026: **Parkside** LI: -27.6 DFS	M1.6 Current Difference from Baseline **Parkside** LI: +14.7
	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: **Ramona-Alessandro** SWD:-137.9 DFS	M1.6 2025-2026: **Ramona-Alessandro** SWD: -55.7 DFS	M1.6 Current Difference from Baseline **Ramona-Alessandro** SWD: -11.7
	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: **Riley** SWD: -117.4 DFS	M1.6 2025-2026: **Riley** SWD: -59 DFS	M1.6 Current Difference from Baseline **Riley** SWD: +12.1
	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: **Rio Vista** SWD: -139.0 DFS	M1.6 2025-2026: **Rio Vista** SWD: 42.7 DFS	M1.6 Current Difference from Baseline **Rio Vista** SWD: -25.8

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: **Anton** All: -101.5 DFS EL: -113.7 DFS LI: -104.2 DFS HI: -100.2 DFS	M1.6 2023-2024: **Anton** All: -86.9 DFS EL: -101.5 DFS LI: -90.2 DFS HI: -86.8 DFS	M1.6 2024-2025: **Anton** All: -66.4 DFS EL: -76.3 DFS LI: -68.6 DFS HI: -65.0 DFS	M1.6 2025-2026: **Anton** All: -31 DFS EL: -43.2 DFS LI: -33.7 DFS HI: -29.7 DFS	M1.6 Current Difference from Baseline **Anton** All: +35.1 EL: +37.4 LI: +35.6 HI: +35.2
M1.7	M1.7 CAASPP Math DFS **Middle School Level** *Data Source: CA Dashboard*	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: **Arrowview** All: -102.8 DFS EL: -115.2 DFS HOM: -150.1 DFS LI: -104.6 DFS AA: -165.2 DFS HI: -99.6 DFS	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: +12.3 EL: +16.7 HOM: +4.2 LI: +11.5 AA: -24.8 HI: +14.0
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2023-2024: **Magnolia Heights** LTEL: -185.6 DFS *Revised 2026*	M1.7 2023-2024: **Magnolia Heights** LTEL: -185.6 DFS	M1.7 2024-2025: **Magnolia Heights** LTEL: -163.1 DFS	M1.7 2025-2026: **Magnolia Heights** LTEL: -138.6 DFS	M1.7 Current Difference from Baseline **Magnolia Heights** LTEL: +22.5
	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: **Curtis** EL: -122.8 DFS HOM: -128.0 DFS AA:-146.7 DFS	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: +25.3 HOM: +15.5 AA: +23.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	M1.7 CAASPP Math DFS **Middle School Level**	M1.7 2022-2023: **Del Vallejo** EL: -175.2 DFS HOM: -160.3 DFS LI: -156.8 DFS HI: -156 DFS	M1.7 2023-2024: **Del Vallejo** EL: -142 DFS HOM: -147.8 DFS LI: -139.7 DFS HI: -136.2 DFS	M1.7 2024-2025: **Del Vallejo** EL: -156.1 DFS HOM: -199.3 DFS LI: -148.4 DFS HI: -146.2 DFS	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: +19.1 HOM: -39.0 LI: +8.4 HI: +9.8
	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: **Golden Valley** EL: -114.4 DFS AA: -85.0 DFS	M1.7 2025-2026: **Golden Valley** EL: -46.8 DFS AA: -21.8 DFS	M1.7 Current Difference from Baseline **Golden Valley** EL: +21.8 AA: +26.2
	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: **King** All: -129.4 DFS EL: -137.1 DFS HOM: -148.3 DFS LI: -129.7 DFS SWD: -179.3 DFS AA: -128.1 DFS HI: -129.6 DFS LTEL: -159.9 DFS	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: +14.6 EL: +29.8 HOM: -4.3 LI: +13.8 SWD: +19.7 AA: +65.3 HI: +10.3 LTEL: +34.3

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: **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: **Serrano** EL: -123.3 DFS HOM: -117.3 DFS LTEL: -151.3 DFS	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: +22.5 HOM: +8.9 LTEL: -6.1
	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: **Shandin Hills** All: -120.3 DFS EL: -135.3 DFS LI: -120.9 DFS SWD: -191.2 DFS AA: -144.0 DFS HI: -120.0 DFS WH: -68.1 DFS	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: +18.7 EL: +29.0 LI: +20.6 SWD: -5.2 AA: +16.3 HI: +19.6 WH: +45.6
M1.8	M1.8 CAASPP Math DFS **High School Level** *Data Source: CA Dashboard*	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: **Arroyo Valley** HOM: -154.1 DFS LTEL: -170.4 DFS	M1.8 2025-2026: **Arroyo Valley** HOM: -64.7 DFS LTEL: -147 DFS	M1.8 Current Difference from Baseline **Arroyo Valley** HOM: +7.8 LTEL: +23.6

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: **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: **Cajon** EL: -143.7 DFS SWD: -175.9 DFS AA: -103.5 DFS	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: +45.7 SWD: +39.1 AA: +30.6
	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: **Indian Springs** All: -104.3 DFS EL: -144.1 DFS LI: -105.6 DFS SWD: -191.3 DFS HI: -98.5 DFS LTEL: -175.0 DFS	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: +25.1 EL: +38.6 LI: +23.3 SWD: +19.6 HI: +34.0 LTEL: +19.0
	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: **Pacific** All: -123.1 DFS LI: -126.4 DFS SWD: -186.1 DFS HI: -121.7 DFS	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: +12.9 LI: +12.1 SWD: +1.4 HI: +12.8
	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: **San Bernardino** SWD: -210.0 DFS	M1.8 2025-2026: **San Bernardino** SWD: -117.4 DFS	M1.8 Current Difference from Baseline **San Bernardino** SWD: +4.6

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: **San Gorgonio** LI: -126.8 DFS SWD: -186.6 DFS HI: -119.8 DFS	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: +1.3 SWD: +41.5 HI: +5.6
	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: **San Andreas** All: -197.3 DFS LI: -197.4 DFS HI: -195.1 DFS	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: +23.8 LI: +21.8 HI: +22.2
	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: **Sierra** All: -176.1 DFS LI: -173.3 DFS HI: -175.2 DFS	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: +45.8 LI: +49.3 HI: +41.6
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 Winter 2026: **District Level** All: 33.6 % EL: 10.2% LI: 30.8% FY: 22.8%	M1.9 Winter 2027: **District Level** All: 51.3% EL: 37.1% LI: 49.8% FY: 42.9%	M1.9 Current Difference from Baseline **District Level** All: +12.3 EL: +4.8 LI: +11.0 FY: +9.9

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: **Elementary** All: 26.4% EL: 9.6% LI: 24.5% FY: 19.8%	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: +6.6 EL: +2.5 LI: +5.8 FY: +7.5
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: **Middle School** All: 32.4% EL: 4.7% LI: 28.4% FY: 26.2%	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: +10.0 EL: +3.3 LI: +8.5 FY: +10.3
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: **High School** All: 48.1% EL: 18.7% LI: 45.9% FY: 27.9%	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: +25.1 EL: +16.9 LI: +24.1 FY: +17.8

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: **District Level** All: 29.5% EL: 14.5% LI: 26.8% FY: 20.5%	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: +7.9 EL: +4.6 LI: +6.5 FY: +9.0
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: **Elementary** All: 26.2% EL: 16.3% LI: 24.3% FY: 20.9%	M1.14 Winter 2027: **Elementary** All: 50.2% EL: 41.6% LI: 49.2% FY: 42%	M1.14 Current Difference from Baseline **Elementary** All: +6.0 EL: +4.7 LI: +5.1 FY: +8.9
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: **Middle School** All: 30.0% EL: 7.7% LI: 26.3% FY: 20.0%	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: +8.5 EL: +4.4 LI: +7.2 FY: +8.6

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: **High School** All: 37.4% EL: 13.9% LI: 34.8% FY: 23.6%	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: +12.5 EL: +7.5 LI: +11.2 FY: +13.4
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: **District Level** All: 50.2% EL: 26.7% LI: 49.4% FY: 31.4% LTEL: 23.8%	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 **District Level** All: +11.5 EL: +13.3 LI: +11.7 FY: +16.9 LTEL: +4.2
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: **San Gorgonio** SWD: 25.9%	M1.18 2025-2026: **San Gorgonio** SWD: 37.9%	M1.18 Current Difference from Baseline **San Gorgonio** SWD: +18.0

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: **San Andreas** All: 6.5% EL: 3.6% HOM: 2.7% LI: 6.5% SWD: 4.5% AA: 4.3% HI: 6.5%	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: +4.4 EL: +3.6 HOM: +2.7 LI: +4.4 SWD: +4.5 AA: +4.3 HI: +4.3
	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: **Sierra** All: 8.8% EL: 2.6% HOM: 8.6% LI: 8.5% SWD: 10.6% AA: 14.3% HI: 8.3% LTEL: 2.6%	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: +7.7 EL: +2.6 HOM: +7.4 LI: +7.4 SWD: +10.6 AA: +14.3 HI: +7.1 LTEL: +2.6
M1.19	M1.19 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: All: 46.2% EL: 31.1% LI: 45.8% FY: 30.2%	M1.19 2025-2026: All: 61.7% EL: 49.6% LI: 61.1% FY: 47.8%	M1.19 Current Difference from Baseline All: +14.5 EL: +11.5 LI: +14.7 FY: +12.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: All: 58.0% EL: 38.2% LI: 57.2% FY: 38.5%	M1.20 2025-2026: All: 47.4% EL: 37.1% LI: 46.6% FY: 34.5%	M1.20 Current Difference from Baseline All: +40.6 EL: +31.1 LI: +40.6 FY: +34.0
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: **District Level** EL: 45.5% LTEL: 53.8%	M1.21 2025-2026: **District Level** EL: 78.5% LTEL: 67.8%	M1.21 Current Difference from Baseline **District Level** EL: -3.0 LTEL: +16.0
M1.22	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level** *Data Source: CA Dashboard* *Revised 2026*	M1.22 2022-2023: **Arrowhead** EL: 37.5% making progress	M1.22 2023-2024: **Arrowhead** EL: 34.1% making progress	M1.22 2024-2025: **Arrowhead** EL: 45.5% making progress	M1.22 2025-2026: **Arrowhead** 67.5% making progress	M1.22 Current Difference from Baseline **Arrowhead** EL: +8.0
	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: **Cole** EL: 52.7% making progress	M1.22 2025-2026: **Cole** 64.4% making progress	M1.22 Current Difference from Baseline **Cole** EL: +18.3

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: **Davidson** EL: 35.4% making progress	M1.22 2023-2024: **Davidson** EL: 45.2% making progress	M1.22 2024-2025: **Davidson** EL: 46.3% making progress	M1.22 2025-2026: **Davidson** EL: 65.4% making progress	M1.22 Current Difference from Baseline **Davidson** EL: +10.9
	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: **Del Rosa** EL: 42.9% making progress	M1.22 2025-2026: **Del Rosa** EL: 63.8% making progress	M1.22 Current Difference from Baseline **Del Rosa** EL: +9.1
	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: **Emmerton** EL: 42.9% making progress	M1.22 2025-2026: **Emmerton** EL: 74.7% making progress	M1.22 Current Difference from Baseline **Emmerton** EL: -1.8
	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: **Highland Pacific** EL: 29.4% making progress	M1.22 2025-2026: **Highland Pacific** EL: 70.5% making progress	M1.22 Current Difference from Baseline **Highland Pacific** EL: -11.1
	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: **Lytle Creek** EL: 46.3% making progress	M1.22 2025-2026: **Lytle Creek** EL: 71.8% making progress	M1.22 Current Difference from Baseline **Lytle Creek** EL: +4.5

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: **Monterey** EL: 40% making progress	M1.22 2023-2024: **Monterey** EL: 35.7% making progress	M1.22 2024-2025: **Monterey** EL: 53.4% making progress	M1.22 2025-2026: **Monterey** EL: 70% making progress	M1.22 Current Difference from Baseline **Monterey** EL: +13.4
	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: **North Park** EL: 53.1% making progress	M1.22 2025-2026: **North Park** EL: 74.2% making progress	M1.22 Current Difference from Baseline **North Park** EL: +8.9
	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: **Oehl** EL: 46.7% making progress	M1.22 2025-2026: **Oehl** EL: 67.1% making progress	M1.22 Current Difference from Baseline **Oehl** EL: +9.6
	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: **Parkside** EL: 49.4% making progress	M1.22 2025-2026: **Parkside** EL: 52.7% making progress	M1.22 Current Difference from Baseline **Parkside** EL: +26.7
	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: **Urbita** EL: 42.0% making progress	M1.22 2025-2026: **Urbita** EL: 60% making progress	M1.22 Current Difference from Baseline **Urbita** EL: +12.0

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: **Magnolia Heights** LTEL: 40.8% making progress	M1.22 2023-2024: **Magnolia Heights** LTEL: 40.8% making progress	M1.22 2024-2025: **Magnolia Heights** LTEL: 58.4% making progress	M1.22 2025-2026: **Magnolia Heights** LTEL: 60.8% making progress	M1.22 Current Difference from Baseline **Magnolia Heights** LTEL: +17.6
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Del Vallejo** LTEL: 35.9% making progress	M1.22 2023-2024: **Del Vallejo** LTEL: 35.9% making progress	M1.22 2024-2025: **Del Vallejo** LTEL: 41.3% making progress	M1.22 2025-2026: **Del Vallejo** LTEL: 55.9% making progress	M1.22 Current Difference from Baseline **Del Vallejo** LTEL: +5.4
	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: **Golden Valley** LTEL: 57.6% making progress	M1.22 2025-2026: **Golden Valley** LTEL: 60.7% making progress	M1.22 Current Difference from Baseline **Golden Valley** LTEL: +16.9
	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: **King** EL: 67.5% making progress	M1.22 2025-2026: **King** EL: 69.7% making progress	M1.22 Current Difference from Baseline **King** EL: +27.8
	M1.22 CA Dashboard English Learner Progress Indicator Percent (ELPI) **School Level**	M1.22 2023-2024 Baseline: **Shandin Hills** LTEL: 30.4% making progress	M1.22 2023-2024: **Shandin Hills** LTEL: 30.4% making progress	M1.22 2024-2025: **Shandin Hills** LTEL: 60.8% making progress	M1.22 2025-2026: **Shandin Hills** LTEL: 50.4% making progress	M1.22 Current Difference from Baseline **Shandin Hills** LTEL: +30.4

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 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: **Arroyo Valley** EL: 37.9% making progress	M1.22 2025-2026: **Arroyo Valley** EL: 69.2% making progress	M1.22 Current Difference from Baseline **Arroyo Valley** EL: -1.3
	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% making progress	M1.22 2024-2025: **Cajon** LTEL: 59.4% making progress	M1.22 2025-2026: **Cajon** LTEL: 40.5% making progress	M1.22 Current Difference from Baseline **Cajon** LTEL: +38.9
	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% making progress	M1.22 2024-2025: **Indian Springs** LTEL: 45.4% making progress	M1.22 2025-2026: **Indian Springs** LTEL: 60.3% making progress	M1.22 Current Difference from Baseline **Indian Springs** LTEL: +5.1
	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: **Sierra** EL: 41.8% making progress	M1.22 2025-2026: **Sierra** EL: 53.1% making progress	M1.22 Current Difference from Baseline **Sierra** EL: +18.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: **District Level** EL: 11.8% LTEL: 14.6%	M1.23 2025-2026: **District Level** EL: 13% LTEL: 15% *Revised 2026*	M1.23 Current Difference from Baseline **District Level** EL: +1.7 LTEL: -4.5
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: All: 34.0% EL: 63.9% LI: 33.9% FY: Not Reported	M1.24 2025-2026: All: 59.9% EL: 94.4% LI: 59.1% FY: 63.3%	M1.24 Current Difference from Baseline All: +4.1 EL: -0.5 LI: +4.8 FY: Not Reported
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: All: 26.2% LI: 26.4%	M1.25 2025-2026: All: 18.6% LI: 18.0%	M1.25 Current Difference from Baseline All: +10.6 LI: +14.4
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: All: 48.3% LI: 48.5%	M1.26 2025-2026: All: 75.5% LI: 76.7%	M1.26 Current Difference from Baseline All: +2.8 LI: +1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.27	M1.27 Priority 4: Early Assessment Program % of students prepared for College ELA *Data Source: SBCUSD CAASPP Records*	M1.27 2022-2023: All: 55.41% EL: 7.68% LI: 46.04% FY: 22.42%	M1.27 2023-2024: All: 38.5% EL: 4.7% LI: 37.7% FY: 22.7%	M1.27 2024-2025: All: 42.0% EL: 6.0% LI: 40.6% FY: 30.8%	M1.27 2025-2026: All: 67.4% EL: 34.5% LI: 65.5% FY: 37.1%	M1.27 Current Difference from Baseline All: -13.4 EL: -1.7 LI: -5.4 FY: +8.4
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: 13.2% EL: 0.8% LI: 12.1% FY: 0.0% *Revised 2026*	M1.28 2023-2024: All: 12.5% EL: 1.1% LI: 11.9% FY: 9.1%	M1.28 2024-2025: All: 16.1% EL: 4.4% LI: 15.2% FY: 16.7%	M1.28 2025-2026: All: 43.3% EL: 30.6% LI: 42.2% FY: 30%	M1.28 Current Difference from Baseline All: +2.9 EL: +3.6 LI: +3.1 FY: +16.7
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: **District Level** All: 91.3% EL: 92.1% LI: 91.2% FY: 91.0%	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: +1.0 EL: +1.1 LI: +1.1 FY: +0.5
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: All: 0.50% EL: 0.80% LI: 0.51% FY: 0.00%	M1.30 2025-2026: All: 0.0% EL: 0.0% LI: 0.0% FY: 0.0%	M1.30 Current Difference from Baseline All: +0.49 EL: +0.79 LI: +0.50 FY: -0.06

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.31	M1.31 Priority 5: High School Dropout Rate *Data Source: CA Dashboard*	M1.31 2022-2023: All: 5.5% EL: 12.1% LI: 5.6% FY: 22%	M1.31 2023-2024: All: 4.5% EL: 9.5% LI: 4.5% FY: 13.2%	M1.31 2024-2025: All: 2.9% EL: 6.6% LI: 2.8% FY: 3.9%	M1.31 2025-2026: All: 2.6% EL: 3.1% LI: 2.6% FY: 19%	M1.31 Current Difference from Baseline All: -2.6 EL: -5.5 LI: -2.8 FY: -18.1
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: All: 93.5% EL: 87.3% LI: 93.7% FY: 84.3% LTEL: 90.4%	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: +3.2 EL: +6.2 LI: +3.5 FY: +10.9 LTEL: +3.5
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: **Pacific** SWD: 89.2%	M1.33 2025-2026: **Pacific** SWD: 81.3%	M1.33 Current Difference from Baseline **Pacific** SWD: +37.9
	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: **Sierra** SWD: 75.0% AA: 77.8%	M1.33 2025-2026: **Sierra** SWD: 93.3% AA: 95.8%	M1.33 Current Difference from Baseline **Sierra** SWD: +11.7 AA: +12.0
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: 100%	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: 0.10% of Teacher Mis-assignments	M1.35 2025-2026: 0.00% of Teacher Mis-assignments	M1.35 Current Difference from Baseline +0.03
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: 100% of students have access to standards-aligned instructional materials: Full Implementation and Sustainability on the 2025 CA Dashboard	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
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: 100% of students have access to Full Implementation of state standards on the 2025 CA Dashboard	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.38	M1.38 CA Science Test (CAST) % of students who Met/Exceeded Standards *Data Source:* *CAST Records*	M1.38 2022-2023: 5th Grade CAST All: 16.47% EL: 3.19% LI: 14.97% FY: 4.35% 8th Grade CAST All: 19.03% EL: 1.50% LI: 17.65% FY: 4.76%	M1.38 2023-2024: 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: 5th Grade CAST All: 18.44% EL: 2.49% LI: 16.71% FY: 17.39% 8th Grade CAST All: 21.61% EL: 1.05% LI: 20.03% FY: 17.86%	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: +1.9 EL: -0.7 LI: +1.7 FY: +13.0 8th Grade CAST All: +2.6 EL: -0.4 LI: +2.3 FY: +13.1
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: All: 33.8% EL: 18.2% LI: 33.4% FY: 25.6%	M1.39 Class of 2026 All: 52.5% EL: 38.6% LI: 52.5% FY: 38.4%	M1.39 Current Difference from Baseline All: +11.3 EL: +9.6 LI: +10.9 FY: +17.2
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 2025*	M1.40 2024-2025: 112 out of 117 students who have 50 plus hours (96%)	M1.40 2025-2026: 207 out of 328 students who have 50 plus hours (63%)	M1.40 2026-2027: 100 out of 100 students who have 50 plus hours within the transition curriculum	M1.40 Current Difference from Baseline - 31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: All: 47.3% EL: 28.5% LI: 46.3% FY: 25.6%	M1.41 2025-2026: All: 69.5% EL: 43.9% LI: 68.2% FY: 43.6%	M1.41 Current Difference from Baseline All: +7.8 EL: +14.6 LI: +8.1 FY: +12.0

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.

All 2025–2026 LCAP Goal 1 Actions for Academics and Innovation were implemented as planned, with no substantive differences from the descriptions outlined in the approved LCAP. Implementation followed a systematic and consistent approach aligned to each goal action description, with ongoing monitoring and evaluation conducted throughout the school year to assess progress and inform adjustments. Based on Educational Partner feedback, funding for specific goal actions was increased during the first and second interim reporting periods; however, these adjustments did not alter the approved SBCUSD 2025–2026 LCAP. During year two of implementation, no significant implementation challenges were experienced, and SBCUSD achieved the following successes in implementing the 2025–2026 LCAP:

Action 1.4 College and Career Readiness: SBCUSD has 12 Gold and 22 Silver Linked Learning Pathways that have earned statewide recognition for excellence in preparing students for college, career, and life.

Action 1.6 English Learner Student Achievement: SBCUSD's Multilingual Programs was recognized with the CSBA Golden Bell Award for the Seal of Biliteracy Pathway, resulting in 716 Seal of Biliteracy recipients and 14 Trilingual Seal recipients across Spanish, French, Tagalog, and Hindi.

Action 1.7 Foster Youth Support Services: the Specialized Programs Department implemented a comprehensive system of support for foster youth, including the Help Everyone Attain Resiliency, Togetherness, and Success (HEARTS) program at all high schools, the Inspiring Growth and Nurturing Individuals through Enrichment (IGNITE) program at four middle schools, and Elite Leaders in Training Extraordinary (ELITE) at six elementary schools. In addition, each SBCUSD school is supported by an ATLAS Liaison, ensuring consistent access to resources and support for students.

Action 1.8 Transportation: Provides families of 6,536 bus riders with access to a digital application offering real-time bus tracking, stop locations, and arrival alerts, enhancing safety, communication, and reliability of student transportation.

Action 1.12 Professional Development: SBCUSD was recognized with the CSBA Golden Bell Award winning Demonstration Teacher Program that included 50 Demonstration Teachers and 23 Demonstration Support Teachers, supporting 2,050 teacher visits to model classrooms. Additionally, the CSBA Golden Bell Award winning Employee Orientation and Onboarding Programs served a broad range of new staff, including 139 onboarding participants supported by 104 part-time onboarding coaches, along with 248 new employee orientation participants, 288 classified staff, 216 guest teachers, and 20 managers.

Action 1.14 Technology: SBCUSD provides families with tools to monitor and manage their child's use of school-issued Chromebooks at home while maintaining district control during instructional hours. During school hours, the district ensures uninterrupted access to educational resources through full device management and filtering. After school hours, families gain visibility into student activity and can set additional controls, such as internet pauses and time limits. District safety filters remain in place 24/7, with families able to add, but not remove restrictions to support safe and responsible technology use.

Action 1.22 Supplemental Materials: the Special Education Department provided a multi-tiered tutoring system that extended learning time with grade-level standards, incorporated diagnostic assessments to deliver personalized instruction, and utilized specialized software to support the development and implementation of high-quality Individualized Education Programs (IEPs).

Action 1.23 Science, Technology, Engineering, Arts, and Math (STEAM): SBCUSD expanded STEAM lab access to 22 elementary and 7 middle schools, with 12 sites supported by resident guest teachers delivering consistent instruction and 10 sites served by itinerant teachers who receive ongoing professional development and coaching to strengthen high-quality, standards-based STEAM learning.

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 1.1 Advanced Learner Programs due to increased personnel costs from salary adjustments and higher-than-anticipated conference expenses associated with the International Baccalaureate program.

Action 1.9 Language Other Than English (LOTE) Teachers due to increased personnel costs from salary adjustments.

Action 1.19 Academic Direct Student Support due to increased personnel costs from salary adjustments and additional summer school costs from the 2024–2025 cycle attributed to payroll timing windows. summer school costs from 2024-2025 due to payroll windows.

Action 1.20 Recruitment and Retention of Experienced Staff due to expanded recruitment efforts aimed at reducing the number of ineffective, out-of-field, and inexperienced teachers.

Expenditures less than budgeted amounts for the following contributing actions:

Action 1.10 Smaller Class Sizes costs were shifted to an alternate funding source due to decreased Supplemental and Concentration funding associated with the updated Unduplicated Pupil Percentage (UPP).

Action 1.22 Supplemental Materials due to costs being less than anticipated.

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

Actions:
1.1 Advanced Learner Programs
1.3 Magnet Programs
1.5 Advancement Via Individual Determination (AVID)
1.12 Professional Development
1.13 Access and Opportunities
1.18 Library Staff
1.19 Academic Direct Student Support
1.22 Supplemental Materials
These actions focus on improving ELA and Math achievement, as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16.

For M1.9, at the district level in NWEA Reading, all student groups demonstrated growth above baseline, with the largest gain among all students (+12.3) and the smallest among English Learners (+4.8), indicating overall improvement with a need for continued focus on EL progress. For M1.10, at the elementary level in NWEA Reading, all groups showed gains from baseline, led by Foster Youth (+7.5), while English Learners (+2.5) demonstrated the smallest growth, suggesting a need for targeted support for EL students. For M1.11, at the middle school level in NWEA Reading, all student groups exceeded baseline growth, with Foster Youth (+10.3) and All students (+10.0) showing the strongest gains, while English Learners (+3.3) lagged behind, indicating a continued need for targeted EL support. For M1.12, at the high school level in NWEA Reading, all student groups demonstrated substantial gains above baseline, particularly All students (+25.1) and Low-Income students (+24.1), while English Learners (+16.9) and Foster Youth (+17.8) also showed strong growth but at comparatively lower levels. For M1.13, at the district level in NWEA Math, all student groups showed positive growth from baseline, with Foster Youth (+9.0) leading gains and English Learners (+4.6) demonstrating the lowest growth, indicating a need for continued targeted support for EL students. For M1.14, at the elementary level in NWEA Math, all student groups improved above baseline, with Foster Youth (+8.9) showing the greatest gains and English Learners (+4.7) demonstrating comparatively smaller, though still positive, growth. For M1.15, at the middle school level in NWEA Math, all student groups exceeded baseline growth, with Foster Youth (+8.6) and All students (+8.5) leading gains, while English Learners (+4.4) showed comparatively lower progress. For M1.16, at the high school level in NWEA Math, all student groups demonstrated strong growth above baseline, led by Foster Youth (+13.4) and All students (+12.5), while English Learners (+7.5) showed comparatively lower, though still meaningful, gains.

Effectiveness: The listed actions have been collectively effective in promoting academic growth across all student groups. At every grade span and content area, students exceeded baseline growth, with particularly strong gains among Foster Youth, Low-Income students, and the overall student population. These outcomes reflect the positive impact of expanded access to rigorous coursework, strengthened instructional practices, and targeted support for unduplicated students.

Action:

1.2 International Baccalaureate (IB)

This action focuses on improving ELA and Math achievement and decreasing Middle School Dropout Rate, as measured by M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16.

For M1.10, M1.11, M1.12, M1.14, M1.15, and M1.16 gains mirror those above.

Effectiveness: International Baccalaureate (IB) program is effectively supporting student achievement across all grade spans. All student groups exceeded baseline growth, with the strongest gains observed at the secondary level. These results reflect the impact of IB's rigorous, inquiry-based approach, which promotes critical thinking, academic writing, and college and career-ready skills. Consistent growth across elementary and middle school levels further suggests that IB-aligned instructional practices are strengthening foundational skills, supporting student engagement, and building readiness for advanced coursework.

Action:

1.11 Middle School Support Class Teachers

This action focuses on improving ELA and Math achievement and decreasing Middle School Dropout Rate, as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, M1.16, and M1.30.

For M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16 gains mirror those above. For M1.30, at the middle school level, the dropout rate increased slightly above baseline for most groups, particularly English Learners (+0.79), while Foster Youth (-0.06) showed a small improvement, indicating a need to address rising dropout trends among EL and other student groups.

Effectiveness: The NWEA Reading and Math data (M1.9–M1.16), along with middle school dropout data (M1.30), indicate that Middle School Support Class Teachers are effectively supporting academic growth. All student groups exceeded baseline growth in both content areas, with particularly strong gains among Foster Youth and the overall student population. These results reflect the positive impact of targeted instructional support in reinforcing core instruction and promoting student progress.

Actions:

1.9 Language Other Than English (LOTE) Teachers
1.10 Smaller Class Sizes
1.20 Recruitment and Retention of Experienced Staff
These actions focus on improving ELA and Math achievement and increasing the amount of Fully Credentialed and Appropriately Assigned Teachers, as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, M1.16, and M1.35.
For M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16 gains mirror those above. For M1.35, The percentage of fully credentialed and appropriately assigned teachers increased slightly (+0.03) from baseline.
Effectiveness: The NWEA Reading and Math data (M1.9–M1.16), along with staffing data (M1.35), indicate that investments in Language Other Than English (LOTE) Teachers, smaller class sizes, and the recruitment and retention of experienced staff are contributing to improved student outcomes. Across all grade spans and content areas, every student group exceeded baseline growth, with particularly strong gains among Foster Youth, Low-Income students, and the overall student population. These results suggest that increased instructional capacity, more individualized attention through smaller class sizes, and a stable, experienced workforce are strengthening core instruction and supporting academic progress.

Action:

1.14 Technology
This action focuses on improving ELA and Math achievement and improving Access to Standards-Aligned Instructional Materials, as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, M1.16, and M1.36.
For M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16 gains mirror those above. For M1.36, access to standards-aligned instructional materials remains at 100% with no change from baseline, indicating sustained, systemwide consistency in providing core instructional resources to all students.
Effectiveness: The NWEA Reading and Math data (M1.9–M1.16), along with access to instructional materials data (M1.36), indicate that investments in technology are effectively supporting student achievement and maintaining equitable access to learning resources. Across all grade spans and content areas, every student group exceeded baseline growth, with particularly strong gains among Foster Youth, Low-Income students, and the overall student population. These outcomes suggest that technology is enhancing instruction, increasing engagement, and supporting access to standards-aligned curriculum.

Action:
1.23 Science, Technology, Engineering, Arts, and Math (STEAM)
This action focuses on improving ELA and Math achievement and improving the percent of students who Met/Exceed Standards on the CA Science Test, as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, M1.16, and M1.38.
For M1.9, M1.10, M1.11, M1.12, M1.13, M1.14, M1.15, and M1.16 gains mirror those above. For M1.38, in 5th Grade CAST, most student groups showed improvement above baseline, especially Foster Youth (+13.0), while English Learners (-0.7) declined, indicating a need for targeted support for EL students. In 8th Grade CAST, most student groups improved above baseline, particularly Foster Youth (+13.1), while English Learners (-0.4) experienced a slight decline, highlighting a need for focused support for EL students.
Effectiveness: The NWEA Reading and Math data (M1.9–M1.16), along with CAST results (M1.38), indicate that STEAM initiatives are effectively supporting student achievement and engagement across content areas. All student groups exceeded baseline growth in Reading and Math, with particularly strong gains among Foster Youth, Low-Income students, and the overall student population. Additionally, improvements in 5th and 8th grade CAST scores for most student groups reflect the positive impact of integrated, hands-on, and inquiry-based STEAM instruction in strengthening science learning.

Action:
1.4 College and Career Readiness
This action focuses on improving the College/Career Indicator, CTE Pathway Completion Rate, A-G Completion Rate, Dual Enrollment Completion, and Programs and Services for Students with Disabilities, as measured by M1.17, M1.18, M1.19, M1.20, M1.39, and M1.41.
For M1.17, at the district level, the College/Career Indicator shows strong gains across all student groups, led by Foster Youth (+16.9) and English Learners (+13.3), while Long-Term English Learners (+4.2) demonstrate more modest improvement. For M1.18, across sites, all student groups showed growth above baseline, with particularly strong gains among SWD at San Gorgonio (+18.0) and African American students at Sierra (+14.3), while English Learners and LTEL groups demonstrated comparatively smaller increases. For M1.19, CTE Pathway Completion rates increased notably across all student groups, with the largest gains among Low-Income students (+14.7) and All students (+14.5), while English Learners (+11.5) and Foster Youth (+12.4) also showed strong improvement. For M1.20, the percentage rate and CTE pathway completion showed substantial gains across all student groups, with the highest increases among All students and Low-Income students (+40.6), while English Learners (+31.1) and Foster Youth (+34.0) also demonstrated significant improvement.

For M1.39, Dual Enrollment Completion rates increased across all student groups, with the largest gain among Foster Youth (+17.2) and strong growth for All students (+11.3) and Low-Income students (+10.9), while English Learners (+9.6) showed comparatively smaller but positive improvement. For M1.41, A–G completion rates increased across all student groups, with the largest gains among English Learners (+14.6) and Foster Youth (+12.0).

Effectiveness: The College and Career Readiness data (M1.17–M1.20, M1.39, M1.41) indicate that district actions are effectively expanding access to and success in college and career pathways. Strong gains across the College/Career Indicator, CTE pathway completion, and Dual Enrollment demonstrate increased student participation and achievement, with particularly notable growth among Foster Youth, Low-Income students, and the overall student population. These results reflect the positive impact of expanded opportunities, pathway alignment, and targeted supports that are preparing students for postsecondary success.

Action:

1.6 English Learner Student Achievement

This action focuses on increasing English Learner Progress and Reclassification Rate, as measured by M1.21, M1.22, and M1.23.

For M1.21, at the district level, the English Learner Progress Indicator shows a decline for English Learners (-3.0) alongside a significant increase for Long-Term English Learners (+16.0). Across sites, most schools showed positive ELPI growth for English Learners and LTELs, highlighted by strong gains at Shandin Hills (+30.4), Parkside (+26.7), and Cajon LTEL (+38.9). For M1.23, at the district level, English Learner reclassification rates increased slightly for EL students (+1.7) but declined for Long-Term English Learners (-4.5).

Effectiveness: The English Learner data (M1.21–M1.23) indicate mixed progress in the effectiveness of actions supporting English Learner student achievement. While Long-Term English Learners demonstrated significant gains on the English Learner Progress Indicator (+16.0), overall English Learner progress declined slightly (-3.0). Additionally, reclassification rates increased modestly for English Learners (+1.7). Overall, these results suggest that current actions are yielding positive outcomes in targeted contexts but require greater consistency and refinement to ensure sustained progress and improved outcomes for all English Learners.

Actions:
1.8 Transportation
1.15 Visual and Performing Arts (VAPA)
These actions focus on increasing attendance rate, as measured by M1.29.
For M1.29, at the district level, average daily attendance improved slightly across all student groups, with modest gains for All students (+1.0), English Learners and Low-Income students (+1.1), and a smaller increase for Foster Youth (+0.5).
Effectiveness: The attendance data (M1.29) indicate that providing transportation and access to Visual and Performing Arts (VAPA) is contributing to improved student engagement and school attendance. Average daily attendance increased across all student groups, with modest gains for All students, English Learners, and Low-Income students, and smaller but positive growth for Foster Youth. These results suggest that reducing transportation barriers and expanding access to engaging programs such as VAPA are supporting consistent student participation.

Actions:
1.7 Foster Youth Support Services
1.17 Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)
These actions focus on ELA and Math achievement, as measured by M1.1, M1.2, M1.3, M1.4, M1.5, M1.6, M1.7, and M1.8
For M1.1, at the district level in CAASPP ELA DFS, all student groups demonstrated growth above baseline, led by English Learners (+15.7) and African American students (+14.1), while Foster Youth (+4.8) and Homeless students (+0.9) showed more modest gains. For M1.2, at the elementary level in CAASPP ELA DFS, most schools demonstrated notable gains across student groups, especially among English Learners and Students with Disabilities at sites like Arrowhead, Cole, and Lytle Creek. For M1.3, at the middle school level in CAASPP ELA DFS, most schools and student groups showed strong gains, particularly at King and Shandin Hills with substantial increases across multiple groups. For M1.4, at the high school level in CAASPP ELA DFS, most schools demonstrated strong gains, especially among English Learners and Students with Disabilities at sites like Cajon and San Gorgonio. For M1.5, at the district level in CAASPP Math DFS, most student groups improved above baseline, particularly English Learners (+10.4). For M1.6, at the elementary level in CAASPP Math DFS, results are mixed with strong gains at schools like Anton, Arrowhead, and Oehl, particularly among English Learners. For M1.7, at the middle school level in CAASPP Math DFS, most schools and student groups demonstrated strong gains, particularly at King and Shandin Hills. For M1.8, at the high school level in CAASPP Math DFS, all schools showed strong gains across student groups, especially at Sierra, Cajon, and Indian Springs, highlighting substantial overall improvement with particularly high growth among English Learners, Low-Income students, and Students with Disabilities.

Effectiveness: The CAASPP ELA and Math data (M1.1–M1.8) indicate that Foster Youth Support Services and MTSS Teachers on Special Assignment (TOSA) are effectively supporting improved academic outcomes across all grade spans. Most schools and student groups demonstrated notable gains in ELA and Math, with particularly strong improvements at the middle and high school levels and across multiple sites. Significant growth among English Learners and Students with Disabilities suggests that targeted interventions, differentiated instruction, and coordinated supports are positively impacting student achievement. These results reflect the effectiveness of MTSS structures and specialized support services in identifying and addressing student needs, while also promoting equitable outcomes for diverse student groups.

Action:

1.16 Cal-SAFE

This action focuses on decreasing high school drop out rate and increasing high school graduation rate, as measured by M1.31, M1.32, and M1.33.

For M1.31, the high school dropout rate decreased across all student groups, with the most significant reduction among Foster Youth (-18.1) and notable declines for English Learners (-5.5). For M1.32, the high school graduation rate increased across all student groups, with the largest gains among Foster Youth (+10.9) and English Learners (+6.2). For M1.33, at the site level, high school graduation rates show significant gains, particularly for Students with Disabilities at Pacific (+37.9) and Sierra (+11.7), as well as African American students at Sierra (+12.0).

Effectiveness: The graduation and dropout data (M1.31–M1.33) indicate that the Cal-SAFE program is effectively supporting student persistence and completion. High school dropout rates decreased across all student groups, with the most significant reductions among Foster Youth and notable declines for English Learners. At the same time, graduation rates increased across all groups, with particularly strong gains among Foster Youth and English Learners, as well as significant site-level improvements for Students with Disabilities and African American students. These outcomes suggest that Cal-SAFE is successfully providing targeted support, resources, and engagement strategies that help students remain in school and graduate.

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 middle school formerly named Cesar E. Chávez Middle School has been renamed Magnolia Heights Middle School. This update has been reflected throughout the 2026–2027 LCAP, including within Metrics M1.3, M1.7, and M1.22, to ensure consistency and accuracy across all references.

The following metrics were revised:

M1.3, M1.4, M1.6, M1.7, and M1.8 Added data source in the Metric column for continuity.
M1.5 The Homeless (HOM) student group was added as they are eligible for technical assistance.
M1.7 Magnolia Heights The baseline year has been revised to accurately align with the 2023–2024 data.
M1.22 The phrase “making progress” was added to the Baseline, Year 1 Outcome, and Year 2 Outcome columns to ensure coherence and consistency.
M1.23 English Learners Reclassification Rate Target for Year 3 Outcome has been revised. These revised targets reflect a commitment to continuous improvement by building on prior gains while addressing identified areas of need, particularly for LTEL student groups.
M1.28 The baseline data has been revised to accurately reflect baseline year outcomes.

The following actions will remain in the 2026-2027 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, 1.18, 1.19, 1.20, 1.22, and 1.23.

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.	$1,073,747	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.	$ 1,411,664	Yes
1.3	Magnet Programs	1.3 The Enrollment and Placement Services Department will provide access to magnet programs principally directed for English Learners and Low-Income students to increase their access to rigorous learning environments as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$1,250,659	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.	$6,241,354	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.	$227,123	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Student Achievement	1.6 The Multilingual Programs Department will provide personnel to coordinate English Language Development (ELD), progress monitoring, and professional development principally directed for English Learners and Long Term English Learners to increase their language proficiency and reclassification rates as measured by M1.21, M1.22, and M1.23.	$11,160,536	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.	$1,510,156	Yes
1.8	Transportation	1.8 The Transportation Services Department will provide transportation services principally directed to English Learners, Low-Income, and Foster Youth students to ensure access to in-person instruction as measured by M1.29.	$20,034,000	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.	$1,618,406	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$6,465,246	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.	$2,282,752	Yes
1.12	Professional Development	1.12 The Elementary Instruction and Secondary Education Departments will increase staff capacity and teacher clarity through ongoing professional development, including training in social-emotional learning mental health, grading practices, implementation of standards-aligned curriculum, and instructional best practices principally directed to English Learners, Low-Income, and Foster Youth students to improve their educational experience as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, and M1.16.	$18,471,614	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.	$32,399,989	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.	$11,328,272	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.	$4,570,227	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.	$1,855,751	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.	$12,301,158	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.	$4,674,805	Yes
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.	$775,078	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$660,937	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.	$2,659,818	Yes
1.23	Science, Technology, Engineering, Arts, and Math (STEAM)	1.23 The STEAM Department will pilot the STEAM Framework principally directed at English Learners, Low-Income, and Foster Youth students to improve academic achievement as measured by M1.9, M1.10, M1.11, M1.12, M1.13, M.1.14, M1.15, M1.16, and M1.38.	$5,653,246	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.

The district's goal was to ensure that all students learned in spaces that were clean, well-maintained, and free from drugs, fostering an atmosphere conducive to both academic and personal growth. The district placed a strong emphasis on promoting social-emotional learning and nurturing positive relationships among students and staff. By prioritizing these areas, the district worked to reduce suspension and chronic absenteeism rates, creating a supportive environment in which students could thrive academically, physically, and emotionally. The district is continuing this focus and maintaining steady progress as it moves into the 2026-2027 LCAP.

During the Comprehensive Needs Assessment, SBCUSD and its Educational Partners reviewed both local and State data. Identified needs included promoting wellness, health, and safe and secure learning environments. In the 2024-2025 LCAP, the district revised its metrics to ensure closer alignment with strategic goals and to provide a more precise measure of progress. These updates, which addressed all required metrics, were essential for accurately monitoring student performance and making data-informed decisions to improve student outcomes. By enhancing the metrics, the district gained a clearer understanding of successes and identified areas requiring continued attention, a focus that remains steady as the district plans for the 2026-2027 LCAP.

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: Student Sense of Belonging: School Connectedness **Elementary**: overall 72% favorable EL: 71% LI: 71% FY: 68% **Secondary:** overall 58% favorable EL: 57% LI: 58% FY: 62%	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: -2 FY: -2 **Secondary:** overall +6 favorable EL: +4 LI: +6 FY: +8
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%	M2.2 2024-2025: Student Culture and Climate Survey **Elementary**: overall 80% favorable EL: 78% LI: 82% FY: 84%	M2.2 2025-2026: Student Culture and Climate Survey **Elementary**: overall 81% favorable EL: 79% LI: 81% FY: 82%	M2.2 2026-2027: Student Culture and Climate Survey **Elementary:** overall 77% favorable EL: 75% LI: 77% FY: 80%	M2.2 Current Difference from Baseline Student Culture and Climate Survey **Elementary**: overall +7 favorable EL: +6 LI: +7 FY: +5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary: overall 75% favorable EL: 76% LI: 75% FY: 79%	**Secondary:** overall 76% favorable EL: 74% LI: 76% FY: 78%	**Secondary:** overall 77% favorable EL: 76% LI: 77% FY: 76%	**Secondary**: overall 78% favorable EL: 79% LI: 78% FY: 82%	**Secondary:** overall +2 favorable EL: +0 LI: +2 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% 2024-2025 Baseline HOM: 40.9% *Revised 2026*	M2.3 2023-2024: All: 29.3% EL: 25.5% LI: 30.4% FY: 24.8% LTEL: 32.7% HOM: N/A	M2.3 2024-2025: All: 28.3% EL: 24.4% LI: 29.6% FY: 36.4% LTEL: 31.8% HOM: 40.9%	M2.3 2025-2026: All: 31.7% EL: 28.6% LI: 31.7% FY: 27% LTEL: 30.7% HOM: 39.9%	M2.3 Current Difference from Baseline All: -6.4 EL: -7.2 LI: -6.3 FY: +6.4 LTEL: -0.9 HOM: N/A Current 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: **Barton** AA: 41.2%	M2.4 2025-2026: **Barton** AA: 50.1%	M2.4 Current Difference from Baseline **Barton** AA: -11.9
	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: **Bradley** HOM: 42.3%	M2.4 2025-2026: **Bradley** HOM: 37%	M2.4 Current Difference from Baseline **Bradley** HOM: +2.3

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 **Cole** HOM: 53.7%	M2.4 2023-2024: **Cole** HOM: 50%	M2.4 2024-2025: **Cole** HOM: 43.8%	M2.4 2025-2026: **Cole** HOM: 50.7%	M2.4 Current Difference from Baseline **Cole** HOM: -9.9
	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: **Cypress** AA: 36.2%	M2.4 2025-2026: **Cypress** AA: 49.8%	M2.4 Current Difference from Baseline **Cypress** AA: -16.6
	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: **Roberts** SWD: 19.6%	M2.4 2025-2026: **Roberts** SWD: 36.1%	M2.4 Current Difference from Baseline **Roberts** SWD: -19.5
	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: **Fairfax** EL: 27.4%	M2.4 2025-2026: **Fairfax** EL: 44.7%	M2.4 Current Difference from Baseline **Fairfax** EL: -20.3
	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: **Brown** HOM: 46.7%	M2.4 2025-2026: **Brown** HOM: 32.2%	M2.4 Current Difference from Baseline **Brown** HOM: +11.5
	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: **Highland Pacific** All: 33.9% EL: 20.0% LI: 35.1% AA: 39.5%	M2.4 2025-2026: **Highland Pacific** All: 43% EL: 38.7% LI: 44.9% AA: 58.9%	M2.4 Current Difference from Baseline **Highland Pacific** All: -12.1 EL: -21.7 LI: -12.8 AA: -22.4

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 **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: **Inghram** All: 41.5% EL: 35.5% LI: 41.8% AA: 36.4%	M2.4 2025-2026: **Inghram** All: 45.4% EL: 42.6% LI: 45.7% AA: 43.9%	M2.4 Current Difference from Baseline **Inghram** All: -6.9 EL: -10.1 LI: -6.9 AA: -10.5
	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: **Kimbark** SWD: 23.4% WH: 19.4%	M2.4 2025-2026: **Kimbark** SWD: 31.3% WH: 24.4%	M2.4 Current Difference from Baseline **Kimbark** SWD: -10.9 WH: -8.0
	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: **Lincoln** HOM: 38.3%	M2.4 2025-2026: **Lincoln** HOM: 46.3%	M2.4 Current Difference from Baseline **Lincoln** HOM: -11.0
	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: **Salinas** HOM: 37.2%	M2.4 2025-2026: **Salinas** HOM: 39.4%	M2.4 Current Difference from Baseline **Salinas** HOM: -5.2
	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: **Monterey** HOM: 49.1%	M2.4 2025-2026: **Monterey** HOM: 47%	M2.4 Current Difference from Baseline **Monterey** HOM: -0.9
	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: **North Park** TM: 28.0%	M2.4 2025-2026: **North Park** TM: 26%	M2.4 Current Difference from Baseline **North Park** TM: -1.0

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 **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: **North Verdemont** EL: 14.9% SWD: 30.0% WH: 22.5%	M2.4 2025-2026: **North Verdemont** EL: 28.6% SWD: 34% WH: 23.9%	M2.4 Current Difference from Baseline **North Verdemont** EL: -16.7 SWD: -7.0 WH: -4.4
	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: **Oehl** SWD: 26.7%	M2.4 2025-2026: **Oehl** SWD: 42.1%	M2.4 Current Difference from Baseline **Oehl** SWD: -18.4
	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: **Paakuma** AA: 16.9%	M2.4 2025-2026: **Paakuma** AA: 21.2%	M2.4 Current Difference from Baseline **Paakuma** AA: -7.3
	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: **Palm** EL: 8.0%	M2.4 2025-2026: **Palm** EL: 31.7%	M2.4 Current Difference from Baseline **Palm** EL: -26.7
	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: **Parkside** HOM: 43.3% SWD: 23.7% AA: 34.7%	M2.4 2025-2026: **Parkside** HOM: 50.3% SWD: 46.5% AA: 36.7%	M2.4 Current Difference from Baseline **Parkside** HOM: -10.0 SWD: -25.8 AA: -5.0
	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: **Rio Vista** HOM: 26.7%	M2.4 2025-2026: **Rio Vista** HOM: 47%	M2.4 Current Difference from Baseline **Rio Vista** HOM: -23.3

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 **Anton** HOM: 56% SWD: 56.5%	M2.4 2023-2024: **Anton** HOM: 45.5% SWD: 47.5%	M2.4 2024-2025: **Anton** HOM: 36.6% SWD: 41.1%	M2.4 2025-2026: **Anton** HOM: 53% SWD: 53.5%	M2.4 Current Difference from Baseline **Anton** HOM: -19.4 SWD: -15.4
	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: **Thompson** HOM: 32.0% LI: 31.3%	M2.4 2025-2026: **Thompson** HOM: 42.2% LI: 34.8%	M2.4 Current Difference from Baseline **Thompson** HOM: -13.2 LI: -6.5
	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: **Urbita** SWD: 31.8%	M2.4 2025-2026: **Urbita** SWD: 29.6%	M2.4 Current Difference from Baseline **Urbita** SWD: -0.8
	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: **Vermont** HOM: 32.7% SWD: 35.0%	M2.4 2025-2026: **Vermont** HOM: 35.1% SWD: 46.2%	M2.4 Current Difference from Baseline **Vermont** HOM: -5.4 SWD: -14.2
	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: **Arrowview** HOM: 51.4%	M2.4 2025-2026: **Arrowview** HOM: 46.5%	M2.4 Current Difference from Baseline **Arrowview** HOM: +1.9

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 **Magnolia Heights** SWD: 43.4% 2023-2024 Baseline: LTEL 29.9%	M2.4 2023-2024: **Magnolia Heights** SWD: 27.3% LTEL: 29.9%	M2.4 2024-2025: **Magnolia Heights** SWD: 30.0% LTEL: 29.4%	M2.4 2025-2026: **Magnolia Heights** SWD: 40.4% LTEL: 27.9%	M2.4 Current Difference from Baseline **Magnolia Heights** SWD: -13.4 LTEL: -0.5
	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: **Curtis** LTEL: 34.2%	M2.4 2025-2026: **Curtis** LTEL: 32.9%	M2.4 Current Difference from Baseline **Curtis** LTEL: -0.7
	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: **Del Vallejo** All: 36.5% EL: 41.1% HOM: 54.9% LI: 37.1% AA: 36.1% HI: 36.4%	M2.4 2025-2026: **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: -5.4 EL: +0.3 HOM: +4.2 LI: -4.9 AA: -11.3 HI: -3.9
	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: **Golden Valley** HOM: 44.0% AA: 42.5%	M2.4 2025-2026: **Golden Valley** HOM: 47.6% AA: 46.3%	M2.4 Current Difference from Baseline **Golden Valley** HOM: -6.6 AA: -6.8

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 **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: **King** All: 34.0% EL: 28.5% HOM: 40.0% LI: 34.0% SWD: 31.0% AA: 44.2% HI: 32.0%	M2.4 2025-2026: **King** All: 36.6% EL: 38.8% HOM: 34.7% LI: 36.7% SWD: 45.0% AA: 42.2% HI: 35.6%	M2.4 Current Difference from Baseline **King** All: -5.6 EL: -13.3 HOM: +2.3 LI: -5.7 SWD: -17.0 AA: -1.0 HI: -6.6
	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: **Serrano** LTEL: 41.8%	M2.4 2025-2026: **Serrano** LTEL: 33.4%	M2.4 Current Difference from Baseline **Serrano** LTEL: +6.4
	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: **Shandin Hills** HOM: 42.5% AA: 38.0% WH: 37.1%	M2.4 2025-2026: **Shandin Hills** HOM: 44.4% AA: 42% WH: 36.6%	M2.4 Current Difference from Baseline **Shandin Hills** HOM: -4.9 AA: -7.0 WH: -2.5

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: **District Level** All: 3.8% EL: 3.3% LI: 4.0% FY: 10..2% AA: 9.0% PI: 5.1% LTEL: 8.2%	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: -1.3 EL: -0.4 LI: -1.2 FY: -0.2 AA: -0.9 PI: -2.0 LTEL: +0.2
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: **Barton** All: 4.8% EL: 2.2% HOM: 8.2% LI: 5.0% SWD: 6.2% AA: 7.6% HI: 4.4%	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: -1.8 EL: -4.8 HOM: -1.0 LI: -1.7 SWD: -2.2 AA: -1.0 HI: -1.8

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: **Belvedere** EL: 3.4% SWD: 3.3%	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: -2.4 SWD: -8.2
	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: **Holcomb** AA: 3.7%	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: -3.9%
	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: **Bradley** AA: 3.8%	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: -4.1
	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: **Cole** AA: 10.8%	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: -0.1

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 **Del Rosa** HOM: 10.2%	M2.6 2023-2024: **Del Rosa** HOM: 7.8%	M2.6 2024-2025: **Del Rosa** HOM: 8.1%	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: -2.1
	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: **Fairfax** SWD: 2.0%	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: -4.7
	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: **Brown** SWD: 6.6% AA: 7.8%	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: -3.1 AA: +0.2

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 **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: **Highland Pacific** All: 5.7% EL: 5.1% LI: 5.9% SWD: 9.9% AA: 11.4% HI: 4.5%	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: -3.5 EL: -1.4 LI: -3.7 SWD: +1.2 AA: -6.0 HI: -3.8
	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: **Lankershim** All: 5.1% EL: 3.6% HOM: 4.2% LI: 5.1% SWD: 8.5% HI: 4.7%	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: +2.0 EL: +0.1 HOM: -2.1 LI: +1.9 SWD: +1.7 HI: +1.4

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 **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: **Mt. Vernon** All: 1.3% EL: 0.6% LI: 1.3% HI: 1.0%	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: -2.4 EL: -2.6 LI: -2.6 HI: -2.9
	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: **Newmark** SWD: 3.4% AA: 6.7%	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: -2.8 AA: -3.6
	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: **North Park** AA: 2.0%	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: -5.1

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 **North Verdemont** EL: 7.3%	M2.6 2023-2024: **North Verdemont** EL: 1.9%	M2.6 2024-2025: **North Verdemont** EL: 3.8%	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: -3.5
	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: **Oehl** AA: 3.9%	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: -2.4
	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: **Paakuma** LI: 1.7% SWD: 0.7% HI: 0.8%	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: -2.8 SWD: -6.0 HI: -3.0
	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: **Parkside** AA: 3.4%	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: -4.0

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 **Anton** All: 3.5% LI: 3.7% AA: 6.4% HI: 3.5%	M2.6 2023-2024: **Anton** All: 2.6% LI: 2.7% AA: 6.3% HI: 1.8%	M2.6 2024-2025: **Anton** All: 2.0% LI: 2.0% AA: 10.0% HI: 1.0%	M2.6 2025-2026: Rate of students suspended at least once **Anton** All: 2% LI: 2.2% AA: 4.9% HI: 2%	M2.6 Current Difference from Baseline **Anton** All: -1.5 LI: -1.7 AA: +3.6 HI: -2.5
	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: **Thompson** AA: 12.5%	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: +3.7
	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: **Warm Springs** AA: 9.6%	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: -1.9
	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: **Arrowview** AA: 12.5%	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: -8.9

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 **Magnolia Heights** AA: 19% SWD: 23.3%	M2.6 2023-2024: **Magnolia Heights** AA: 14.3% SWD: 8.8%	M2.6 2024-2025: **Magnolia Heights** AA: 2.9% SWD: 15.2%	M2.6 2025-2026: Rate of students that have been suspended at least once **Magnolia Heights** AA: 17.5% SWD: 22.9%	M2.6 Current Difference from Baseline **Magnolia Heights** AA: -16.1 SWD: -8.1
	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: **Curtis** HOM: 5.8%	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: -13.0
	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: **Golden Valley** All: 12.6% EL: 9.0% HOM: 14.5% LI: 13.0% SWD: 10.8% AA: 31.1% HI: 9.9%	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: -2.9 EL: -6.0 HOM: -9.4 LI: -3.0 SWD: -8.5 AA: +6.1 HI: -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 **King** AA: 17.5%	M2.6 2023-2024: **King** AA: 31.7%	M2.6 2024-2025: **King** AA: 14.3%	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: -3.2
	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: **Serrano** All: 8.4% LI: 8.9% SWD: 8.4% AA: 19.5%	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: -5.2 LI: -4.1 SWD: -4.1 AA: -5.5

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: **Shandin Hills** All: 9.1% EL: 8.6% HOM: 4.5% LI: 9.5% SWD: 7.1% AA: 18.6% HI: 7.6% LTEL: 12.0%	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: -3.3 EL: -4.1 HOM: -12.0 LI: -3.2 SWD: -3.4 AA: -3.6 HI: -4.2 LTEL: -10.5
	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: **Arroyo Valley** WH: 8.8%	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: -20.1
	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: **Cajon** EL: 6.3% AA: 12.1%	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: -4.0 AA: -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 **Indian Springs** HOM: 9.9% SWD: 11.5%	M2.6 2023-2024: **Indian Springs** HOM: 8.8% SWD: 11.3%	M2.6 2024-2025: **Indian Springs** HOM: 4.6% SWD: 8.1%	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: -5.3 SWD: -3.4
	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: **Pacific** WH: 5.2%	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: -5.3
	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: **San Bernardino** All: 6.7% EL: 8.4% HOM: 10.5% LI: 6.9% SWD: 8.1% HI: 5.8% TM: 6.7%	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: -4.7 EL: -4.5 HOM: -3.9 LI: -4.6 SWD: -8.5 HI: -5.1 TM: -9.5

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 **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 2024-2025: **San Gorgonio** All: 6.1% EL: 8.2% HOM: 8.9% LI: 6.3% SWD: 8.4% WH: 1.5% TM: 12.1%	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: -4.8 EL: -3.5 HOM: -4.5 LI: -4.9 SWD: -9.7 WH: -14.5 TM: -11.8
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: All: 0.1% EL: 0.1% LI: 0.2% FY: 0.0%	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: -0.1 EL: -0.1 LI: 0 FY: -0.3
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: Zero	M2.8 2025-2026: Zero	M2.8 Current Difference from Baseline None

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.

All of the 2025-2026 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 2025-2026 LCAP. SBCUSD experienced the following successes during the implementation of the 2025-2026 LCAP:

Action 2.2 Social-Emotional and Mental Health support has expanded significantly across schools. There are 66 schools implementing Effective Classroom Practice, 50 schools are implementing Tier 2 Intervention of Check-In/Check-Out, 30 schools are implementing Tier 2 Intervention Emotion Management, and 14 schools are implementing Tier 2 Intervention Trails to Wellness. and 36 schools have Tier 3 Mental Health Therapy Services supporting 118 students.

Action 2.4 Mental health therapy services reached 118 students across 36 schools in 2025-26, up from 87 students and 23 schools in comparison to the previous year.

Action 2.5 The 2025 California PBiS Award Winning School identified 8 Platinum, 40 Gold, 18 Silver, and 2 Bronze Award Winning Schools from SBCUSD. The total number of participating schools increased from 64 to 68, representing a 6.25% growth over one year.

Action 2.7 Counselors implemented at Indian Springs High School was named a 2025 ASCA Recognized Model Program (RAMP) school, its first time earning the distinction highlighting successful counseling initiatives that significantly increased college readiness among African American students, with A-G completion rates rising from 35.6% to 62.5%.

Action 2.8 Cadet Corps SBCUSD cadets excelled at the Individual Major Awards competition, earning multiple first-place finishes across divisions and categories, with standout performances from San Gorgonio High School, Pacific High School, and Del Vallejo, demonstrating exceptional leadership and achievement.

SBCUSD experienced challenges with Action 2.14 Student Leadership Advisory Council due to changes in program structure and leadership, including a change in facilitator and adjustments to participating grade levels to include middle school students during select meetings. Additionally, some meetings were not held as originally planned.

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 2.8 Cadet Corps due to expenditures being lower than budgeted since award-related costs vary annually.

Action 2.14 Student Leadership Advisory Council due to field trips were funded through an alternate funding source.

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

Actions:
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
These actions focus on improving student sense of belonging, as measured by M2.1.
For M2.1, Panorama data shows a slight increase in elementary school connectedness (+1) alongside declines for EL, LI, and FY students, while secondary schools demonstrate strong gains overall (+6) with notable improvements across EL, LI, and especially Foster Youth (+8).
Effectiveness: The data indicate that the combined actions of districtwide counseling and wellness coordination, mental health therapy services, climate and culture coordination, and the expansion of counseling support have been effective in advancing progress toward the goal, as evidenced by strong improvements in secondary school connectedness across all student groups, particularly among Foster Youth.

Actions:
2.1 Health Aides
2.6 Expanded Registered Nursing Services
2.12 Attendance Monitoring and Assistance
These actions focus on reducing the Chronic Absenteeism rate, as measured by M2.3 and M2.4.

For M2.3, at the district level, chronic absenteeism decreased for most student groups, especially English Learners (-7.2). For M2.4, at the school level, chronic absenteeism generally declined across most student groups, particularly among English Learners, African American students, and Students with Disabilities at multiple sites.
Effectiveness: The chronic absenteeism data (M2.3 and M2.4) indicate that Health Aides, expanded Registered Nursing Services, and attendance monitoring and assistance are effectively supporting improved student attendance. Chronic absenteeism decreased across most student groups at both the district and school levels, with particularly notable improvements among English Learners, African American students, and Students with Disabilities. These results suggest that increased access to health services, proactive monitoring, and targeted outreach are reducing barriers to attendance and promoting consistent student engagement.

Action:
2.8 Cadet Corps
This action focuses on reducing middle school and high school drop out rate as well as providing course access, as measured by M1.30, M1.31, and M1.34.
For M1.30, at the middle school level, dropout rates increased slightly for most student groups, particularly English Learners (+0.79), while Foster Youth (-0.06) showed a marginal decrease. For M1.31, the high school dropout rate decreased across all student groups, with the most significant reduction among Foster Youth (-18.1) and notable declines for English Learners (-5.5). For M1.34, Course access remains at 100% with no change from baseline (+0).
Effectiveness: The dropout and course access data (M1.30, M1.31, M1.34) indicate that Cadet Corps is contributing to improved student engagement and persistence, particularly at the high school level. High school dropout rates decreased across all student groups, with the most significant reductions among Foster Youth and notable declines for English Learners, suggesting that structured, leadership-focused programs such as Cadet Corps are supporting student connection and retention. The maintenance of 100% course access further reflects consistent opportunities for student participation in enriching programs. While middle school dropout rates showed a slight increase, particularly among English Learners, the overall trend at the secondary level suggests that Cadet Corps is having a positive impact on keeping students engaged and on track to graduate.

Action:
2.9 Crossing Guards
This action focuses on improving student sense of belonging, student culture and climate, and decreasing the Chronic Absenteeism rate, as measured by M2.1, M2.2, M2.3 and M2.4.
For M2.1, M2.3, and M2.4, gains mirror those above. For M2.2, Panorama Student Culture and Climate results show strong gains at the elementary level across all groups (overall +7), while secondary results reflect more modest improvement (+2 overall) with no growth for English Learners and a decline for Foster Youth (-3), indicating stronger climate progress in elementary compared to secondary.
Effectiveness: The data indicate that crossing guards have been effective in advancing progress toward the goal, as evidenced by decreases in chronic absenteeism at both the district and school levels across multiple student groups, reflecting improved student safety, consistent school attendance, and increased engagement, particularly among English Learners and other high-need populations.

Action:
2.10 Youth Court
This action focuses on improving student sense of belonging and decreasing the Expulsion Rate, as measured by M2.1, and M2.7.
For M2.1, gains mirror those above. For M2.7, The expulsion rate decreased slightly for most student groups, including All students, English Learners, and Foster Youth, while remaining stable for Low Income students.
Effectiveness: The data indicate that Youth Court has been effective in advancing progress toward the goal, as evidenced by reductions in expulsion rates across most student groups and improved connectedness at the secondary level, particularly among Foster Youth, reflecting the positive impact of restorative practices on student behavior, accountability, and school engagement.

Actions:
2.11 Student Wellness and Support Services (SWSS) Materials
2.14 Student Leadership Advisory Council
These actions focus on improving student sense of belonging as well as student culture and climate, as measured by M2.1 and M2.2.
For M2.1, M2.2, gains mirror those above.
Effectiveness: The data indicate that the combined actions of Student Wellness and Support Services (SWSS) materials and the Student Leadership Advisory Council have been effective in advancing progress toward the goal, as evidenced by strong improvements in school climate at the elementary level and increased connectedness at the secondary level, particularly among Foster Youth.

Action:
2.15 Elementary Vice Principals
This action focuses on improving student sense of belonging, as well as student culture and climate, and lowering the Suspension Rate, as measured by M2.1, M2.2, M2.5, and M2.6.
For M2.1 and M2.2 gains mirror those above. For M2.5, at the district level, suspension rates decreased for most student groups, particularly Pacific Islander (-2.0) and All students (-1.3). For M2.6, at the school level, suspension rates generally declined across most student groups, particularly among Students with Disabilities, African American students, and Homeless students at several sites.
Effectiveness: The data indicate that Elementary Vice Principals have been effective in advancing progress toward the goal, as evidenced by strong improvements in school climate at the elementary level and consistent reductions in suspension rates across most student groups at both the district and school levels, reflecting strengthened site-based leadership, improved behavior supports, and enhanced school climate systems.

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 middle school formerly named Cesar E. Chávez Middle School has been renamed Magnolia Heights Middle School. This update has been reflected throughout the 2026–2027 LCAP, including within Metrics M2.4 and M2.6, to ensure consistency and accuracy across all references.

The following actions will remain in the 2026-2027 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.

Metric M2.3 was revised, the Homeless (HOM) student group was added as they are eligible for technical assistance.

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.	$4,378,843	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.	$1,166,894	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.	$694,261	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.	$1,256,640	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.	$1,302,480	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.	$1,956,421	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.	$12,842,864	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.	$52,000	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.	$1,800,000	Yes
2.10	Youth Court	2.10 The Positive Youth Development Department will implement the Restorative Youth Court and Restorative Practices principally directed at English Learners, Low-Income, and Foster Youth students to help cultivate a positive youth identity as measured by M2.1 and M2.7.	$945,298	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.	$1,298,424	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.	$6,537,237	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.	$40,985	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.	$2,586,084	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.

The district's focus was on fostering collaboration and leveraging collective expertise and available resources. The district prioritized enhancing academic achievement, supporting career development, and providing essential social services through a comprehensive network of resources, allies, and partnerships. This focus is continuing, with steady implementation planned for the 2026–2027 LCAP.

Along with the analysis of the California Dashboard Local Indicators, SBCUSD Educational Partners reviewed local data collected from families and students through the Panorama Survey. Results from the survey indicated inconsistent growth. Feedback and input gathered during the LCAP development process were used to inform the development of this goal. Additionally, the goal aligned with the work of the Family Engagement Department, which collaboratively developed a new Family Engagement Plan through participation in the Community Engagement Initiative (CEI). SBCUSD participated as part of the third cohort of CEI, which is a component of the California Statewide System of Support. Throughout its participation in CEI, 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: continuing the hiring of Site Parent Liaisons; continuing parent leadership opportunities through the Superintendent Parent Advisory Council (SPAC) and the Family Leadership Institute (FLI); providing professional development to support schools and departments in strengthening family engagement to increase academic achievement and social-emotional well-being; collaborating across departments to elevate parent perspectives and provide family engagement support; continuing to build community partnerships; and supporting school sites in the development and implementation of Family Engagement Plans. These priorities remain a steady focus as the district moves forward with the 2026–2027 LCAP.

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: 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 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: Panorama Family-School Communication All: 79% favorable EI: 83% LI: 79% FY: 85%	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: +1 FY: +6
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: Panorama Parent-Family Engagement All: 67% favorable EI: 68% LI: 68% FY: 67%	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: +2 favorable EI: +2 LI: +4 FY: -1

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.

All of the 2025-2026 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 2025-2026 LCAP. During year two of implementation, no challenges were experienced, and SBCUSD achieved the following successes in implementing the 2025–2026 LCAP:

Action 3.1 Family Engagement: SBCUSD Family Engagement strengthened partnerships between schools and families by connecting 8,733 families to resources, training, and support services, while building capacity through programs such as Family University (1,525 participants) and computer literacy (720 participants), promoting a collaborative, community-wide approach to student success.

Action 3.2 Interpretation and Translation Services: provided at least 110 documented multilingual service interactions, including 40 translation requests and 70 interpretation sessions across phone, video, and in-person formats. Services primarily supported Spanish-speaking families, with additional support in ASL, Vietnamese, and Arabic, ensuring broad language access. A key success was the consistent and timely provision of interpretation and translation services, which strengthened communication and ensured equitable access for families across meetings and district communications.

Action 3.3 Targeted Enrollment: Enrolled 1,098 families, 906 English Learners, and completed 957 school transfers. Enrollment and Placement Services provided 300 backpacks to newly enrolled students, 648 kinder supplies, and 40 Cal SAFE kits were distributed to parenting/pregnant students.

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

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

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

Expenditures less than budgeted amounts for the following contributing actions:

Action 3.3 Targeted Enrollment Support due to a vacant position.

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

Action:
3.1 Family Engagement
This action focuses on increasing family and community engagement, as measured by M3.1 and M3.3.
For M3.1, Parent involvement and family engagement have improved across all sections, with increases from baseline and growth from initial implementation levels (2022–2023) to consistent Initial/Full Implementation in 2024–2025, indicating strengthened relationships, partnerships, and decision-making input systems. For M3.3, Panorama Parent-Family Engagement results show overall improvement (+2 favorable), with stronger gains for Low Income families (+4), consistent increases for English Learners (+2), and a slight decline for Foster Youth (-1).
Effectiveness: The data indicate that family engagement efforts have been effective in advancing progress toward the goal, as evidenced by increased levels of parent involvement and sustained implementation over time, along with improved Panorama Parent-Family Engagement results across most groups, particularly among Low Income families.

Actions:
3.2 Interpretation and Translation Services
3.3 Targeted Enrollment Support
These actions focus on increasing access and engagement , as measured by M3.1 and M3.2.
For M3.1, gains mirror those above. For M3.2, Panorama Family-School Communication results show a slight overall decline (-1 favorable), despite improvements among English Learners and Low Income families (+1 each) and a notable increase for Foster Youth (+6).
Effectiveness: The data indicate that the combined actions of interpretation and translation services and targeted enrollment support have been effective in advancing progress toward the goal, as evidenced by increased parent involvement and sustained implementation, along with improved communication outcomes for English Learners, Low Income families, and Foster Youth.

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 established goals, metrics, target outcomes, and actions remain consistent. During implementation, strategies will be intentionally refined and adapted to better meet the diverse needs of students while strengthening meaningful collaboration with families and Educational Partners.

The only revised action was Action 3.2, which was updated to reflect the change in the department providing the service from Communications to Multilingual Programs.

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.	$4,280,650	Yes
3.2	Interpretation and Translation Services	3.2 The Multilingual Programs 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. *Revised 2026*	$1,000,000	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.	$133,281	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, Long-Term 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 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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 the Suspension rate. To address these needs, our plan involves implementing targeted actions outlined in our goal.

Our analysis of the 2025 Dashboard indicates that several of the areas previously identified in 2024 remain in the red performance level, particularly in ELA and Mathematics for multiple student groups, as well as College and Career readiness and Suspension rates for specific populations. While some indicators show incremental improvement, overall performance levels and significant Distance from Standard scores demonstrate that achievement gaps persist. These continued red indicators confirm that the root causes identified last year require sustained, focused intervention rather than short-term adjustments. Therefore, the school will maintain its strategic emphasis on academic achievement in ELA and Math, targeted supports for English Learners and other disproportionately impacted groups, and restorative practices to improve school climate. Maintaining continuity in these priority areas ensures that resources, professional development, and intervention systems remain aligned to accelerate progress and achieve measurable, long-term improvement for all students.

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: All: 21.5% LI: 22.2% HI: 22.2%	M4.1 Winter 2027: All: 36.7% LI: 36.4% HI: 36.3%	M4.1 Current Difference from Baseline All: +14.8% LI: +15.8% HI: +15.9%
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 All: 5.3% LI: 5.8% HI: 6.0%	M4.2 Winter 2027: All: 32.5% LI: 32.3% HI: 32.7%	M4.2 Current Difference from Baseline All: +2.8% LI: +3.5% HI: +3.3%
M4.3	M4.3 Suspension Rate *Data Source: San Andreas CA Dashboard*	M4.3 2023-2024 Baseline: HOM: 11.9%	M4.3 2023-2024: HOM: 11.9%	M4.3 2024-2025: HOM: 3.0%	M4.3 2025-2026 HOM: 10.9%	M4.3 Current Difference from Baseline HOM: -8.9%

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% 2024-2025 Baseline: LTEL: 3.7%	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 All: 6.5% EL: 3.6% HOM: 2.7% LI: 6.5% SWD: 4.5% AA: 4.3% HI: 6.5% LTEL: 3.7%	M1.18 2025-2026 (% prepared) All: 32.1% EL: 30% HOM: 30% LI: 32.1% SWD: 30% AA: 30% HI: 32.2% LTEL: 13.7%	M1.18 Current Difference from Baseline All: +4.4% EL: +3.6% HOM: +2.7% LI: +4.4% SWD: +4.5% AA: +4.3% HI: +4.3% LTEL: 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.

San Andreas High School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the twelve 2025-2026 Equity Multiplier Actions, eleven were fully implemented (Actions), while one was partially implemented (Action 4.6), and one was not implemented (Action 4.1).

Action 4.1 Instructional Coaching (0.5 FTE): the recruitment of a suitably qualified instructional coach presented ongoing challenges. As a result, this action will be discontinued.

Action 4.2 Math Support Classes: have been highly successful and are now supported by a full-time equivalent (FTE) dedicated to math intervention. As a result, the school is able to offer four additional math support classes, expanding access to targeted assistance for students who need it most.

Action 4.3 Saturday and Summer School Interventions: seventeen Saturday intervention sessions were offered last year, with thirteen sessions conducted this year to date. Summer school interventions will be implemented to align with and reinforce the instructional focus of the regular school year, ensuring continuity of support for participating students.

Action 4.4 Extended Learning- Intervention Instruction: supports supplemental intervention programs that extend beyond the designated math support classes, providing additional targeted instruction to address identified student needs.

Action 4.5 Intervention Coordination and Planning: has been successful in providing oversight of student data and intervention implementation, ensuring continuous monitoring and making timely adjustments to strengthen program effectiveness and student outcomes.

Action 4.6 Professional Development- Resident Guest Teachers and Guest Teachers: has operated successfully, with the majority of resources dedicated to providing teacher release time to support instructional improvement. Guest teachers also provide targeted support to students experiencing attendance challenges, helping maintain continuity of learning. Recruitment has remained strong, with no difficulty securing qualified guest teachers to sustain this intervention. The action was partially implemented because the budgeted expenditures reflected the full three-year allocation for Equity Multiplier Cohorts 1 and 2, while only a portion of the planned activities and expenditures occurred during the current reporting year.

Action 4.7 Small Group Intervention- Instructional Assistants and EAIII: has been implemented effectively, with two staff members consistently providing targeted small group support. While not all team members are able to participate daily, the intervention continues to deliver meaningful assistance. This additional instructional time is especially critical for PM students, ensuring they receive the structured support they would otherwise not have access to.

Action 4.8 Small Group Instruction- College Student Interns: has experienced some turnover and challenges with retention; several college student interns are actively providing small group support. Despite staffing transitions, students have developed positive connections with the interns, contributing to strong engagement and meaningful instructional support.

Action 4.9 Professional Development- Conferences: the site has successfully supported several staff members in attending conferences focused on Teacher Clarity and student engagement. This investment has strengthened instructional practices and reinforced a shared commitment to high-impact teaching strategies across the campus.

Action 4.10 Professional Development- Consultants for Math and ELA: teachers have received targeted professional learning in mathematics and English Language Arts. These trainings have enhanced instructional strategies, provided practical classroom tools, and offered valuable opportunities for professional growth and collaboration.

Action 4.11 Additional Technology and Clerical Support for Program Implementation: expanded technology and clerical assistance have strengthened overall program execution, ensuring seamless support during intervention periods as well as extended learning times beyond the regular school day.

Action 4.12 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following action reflected a material difference, as it was not implemented due to capacity limitations: Action 4.1 Instructional Coaching (0.5 FTE).

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

Actions:
4.2 Math Support Classes (0.5 FTE)
4.5 Intervention Coordination and Planning
4.7 Small Group Intervention- Instructional Assistants and EAIII
4.9 Professional Development- Conferences
4.10 Professional Development- Consultants for Math and ELA
4.11 Additional Technology and Clerical Support for Program Implementation
These actions focus on improving ELA and Math achievement as measured by M4.1 (NWEA Reading) and M4.2 (NWEA Math).
For M4.1, All students showed a +14.8% increase, LI students showed a +15.8% increase, and HI students showed a +15.9% increase from baseline. For M4.2, All students showed a +2.8% increase, LI students showed a +3.5% increase, and HI students showed a +3.3% increase from baseline.
Effectiveness: The data indicate that the combined actions of math support classes, coordinated intervention planning, small group instruction with instructional assistants, professional development through conferences and consultants, and additional technology and clerical support have been highly effective in advancing progress toward the goal.

Actions:
4.3 Saturday and Summer School Interventions
4.4 Extended Learning- Intervention Instruction
These actions focus on improving ELA, Math, and College/Career readiness as measured by M4.1, M4.2, and M1.18 (CCI).
For M4.1 and M4.2, gains mirror those above for All, LI, and HI students. For M1.18, All students showed a +4.4% increase, LI +4.4%, HI +4.3%, EL +3.6%, HOM +2.7%, SWD +4.5%, AA +4.3%, and LTEL grew from a 3.7% baseline to 13.7% current performance.
Effectiveness: The data indicate that the combined actions of Saturday and summer school interventions and extended learning through intervention instruction have been highly effective in advancing progress toward the goal.

Actions:
4.6 Professional Development- Resident Guest Teachers and Guest Teachers
4.8 Small Group Instruction- College Student Interns
These actions focus on improving ELA, Math, and Suspension rates as measured by M4.1, M4.2, and M4.3 (Suspension Rate).
For M4.1 and M4.2, gains mirror those above for All, LI, and HI students. For M4.3, Homeless students showed a -8.9% decrease in suspension rate from baseline (from 11.9% to 3%).

Effectiveness: The data indicate that the combined actions of professional development supported by Resident Guest Teachers and Guest Teachers, along with small group instruction provided by college student interns, have been highly effective in advancing progress toward the goal.

Administrative Action:
Action 4.12 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: Action 4.1 Instructional Coaching (0.5 FTE)

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 a review of the 2025 California School Dashboard, the goal description has been updated to include the LTEL student group under the College and Career Indicator (CCI). Accordingly, Metric M1.18 was revised to reflect this addition.

The following actions are on target; therefore, no changes are being made:
- Action 4.3 Saturday and Summer School Interventions
- Action 4.4 Extended Learning- Intervention Instruction
- Action 4.5 Intervention Coordination and Planning
- Action 4.6 Professional Development- Resident Guest Teachers and Guest Teachers
- Action 4.7 Small Group Intervention- Instructional Assistants and EAIII
- Action 4.8 Small Group Instruction- College Student Interns
- Action 4.9 Professional Development- Conferences
- Action 4.10 Professional Development- Consultants for Math and ELA,
- Action 4.11 Additional Technology and Clerical Support for Program Implementation.

The following actions have been revised:
- Action 4.2 Math Support Classes (0.5 FTE) has been revised to remove (0.5 FTE) as it is now a full FTE
- Action 4.12 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%

The following action has been discontinued: 4.1 Instructional Coaching (0.5 FTE).

Based on analysis of the 2025 California Dashboard and local data, reflection on prior practices, and Educational Partner input, Action 4.13 Teacher on Special Assignment (TOSA): Multi-Tiered System of Supports (MTSS) was added to the Equity Multiplier goal to provide schoolwide support, including targeted support for Low-Income (LI) and Hispanic (HI) students, to improve academic achievement in English Language Arts and Mathematics.

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.~~ *Discontinued 2026*	$0	No
4.2	Math Support Classes	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 *Revised 2026*	$134,190	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.	$20,000	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.	$14,906	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.	$20,000	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.	$103,822	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.	$9,983	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.	$44,923	No
4.9	Professional Development-Conferences	School staff will attend supplemental professional development conferences, such as Teacher Clarity, to gain instructional capacity and increase student metacognition, including schoolwide and for LI and HI students to improve instruction in writing across the curriculum in all core subject areas that leads to improved student achievement in ELA and Math as measured by M4.1 and M4.2.	$89,846	No

Action #	Title	Description	Total Funds	Contributing
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.	$75,000	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.	$7,986	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$25,183	No
4.13	Teacher on Special Assignment (TOSA)- Multi-Tiered System of Supports (MTSS)	A Teacher on Special Assignment (TOSA)- Multi-Tiered System of Supports (MTSS) will be hired to provide support 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. *Added 2026*	$137,279	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

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.

Our analysis of the 2025 Dashboard shows that while there are no red indicators, several priority areas remain in the orange performance level, particularly in ELA and Mathematics across multiple student groups. All Students, English Learners, Long-Term English Learners, Low-Income students, Hispanic students, African American students, and Students with Disabilities continue to perform in orange in core academic areas, with significant Distance from Standard scores indicating that students remain below grade-level expectations. Although some positive change is evident, overall status levels confirm that performance has not yet reached green or blue. The continued presence of orange indicators in the same areas identified in 2024 reinforces the need to sustain and intensify academic support, strengthen Tier I instruction, and expand targeted interventions. Maintaining focus on these established priorities ensures a coherent improvement strategy and positions the school to move student groups from orange to higher performance levels.

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: All: 26.2% LI: 26.8% HI: 26.9%	M5.1 Winter 2027: All: 34.7% LI: 34.6% HI: 35%	M5.1 Current Difference from Baseline All: +21.5% LI: +22.2% HI: +21.9%
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: All: 10.7% LI: 9.7% HI: 10.6%	M5.2 Winter 2027: All: 34.3% LI: 34.4% HI: 34.6%	M5.2 Current Difference from Baseline All: +6.4% LI: +5.3% HI: +6.0%
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: EL: 41.8%	M5.3 2025-2026: EL: 53.1% making progress	M5.3 Current Difference from Baseline EL: +18.7%
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: SWD: 75.0% AA: 77.8%	M5.4 2025-2026: SWD: 93.3% AA: 95.8%	M5.4 Current Difference from Baseline SWD: 11.7% AA: 12.0%

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 All: 8.8% EL: 2.6% HOM: 8.6% LI: 8.5% SWD: 10.6% AA: 14.3% HI: 8.3% LTEL: 2.6%	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: +7.7% EL: +2.6% HOM: +7.4% LI: +7.4% SWD: +10.6% AA: +14.3% HI: +7.1% LTEL: +2.6%

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.

Sierra High School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the twelve 2025-2026 Equity Multiplier Actions, four were fully implemented (Actions 5.2, 5.3, 5.4, and 5.6), and seven were not implemented (Actions 5.1, 5.5, 5.7, 5.8, 5.10, 5.11, and 5.12).

Action 5.2 Professional Development- Conferences was fully implemented, staff attended Multi-Tiered System of Supports (MTSS)and Model Continuation school conferences that had school visits.

Action 5.3 Curriculum and Instruction Collaboration was fully implemented by providing supplemental hourly compensation to teachers for the development of ELA and Math curriculum and instructional plans. This collaborative work strengthened instructional practices and included additional tutoring support to improve student achievement in English Language Arts.

Action 5.4 Professional Development and Intervention- Resident Guest Teachers was fully implemented, with multiple Resident Guest Teachers providing targeted support across key areas. One RGT focused on math intervention, while others supported attendance, credit recovery, and tutoring. Additional support included a Resident Guest Teacher assisting with Special Education needs and another assigned to the wellness center, who also provided academic support such as grading assistance and tutoring.

Action 5.6 Intervention- College Student Interns was fully implemented, with five college student interns providing schoolwide intervention support to improve student achievement in English Language Arts, Mathematics, and the College and Career Indicator (CCI).

Action 5.9 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Relevant implementation challenges included maintaining consistent staffing to support complex procurement processes (Actions 5.1, 5.11, and 5.12) and establishing an organized tracking system to effectively monitor and manage Actions 5.1, 5.5, 5.7, 5.8, 5.10, 5.11, and 5.12, which impacted the timely implementation of several actions.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following seven actions had a material difference since they were not implemented:

Action 5.1 Professional Development- Consultants for ELA and Math was not implemented due to a shift in planning priorities toward securing contracted services to support CTE courses through industry partnerships.

Action 5.5 Graduation Tiered Support- Resident Guest Teacher was not implemented due to staffing constraints, including challenges in securing and assigning a qualified individual to fulfill the role within the planned timeline.

Action 5.7 Extended Learning Intervention Instruction was not implemented due to competing priorities, which limited the site's ability to schedule and sustain extended learning opportunities within the planned timeline.

Action 5.8 Intervention Coordination and Planning was not implemented due to staffing constraints, which limited the site's ability to dedicate personnel and time to effectively coordinate and plan intervention efforts within the planned timeline.

Action 5.10 Instructional Assistants for Intervention was not implemented due to capacity and staffing constraints, including challenges in recruiting and assigning qualified personnel to support the intervention program.

Action 5.11 Professional Development Contracted Services/Consultant was not implemented due to the site's ability to secure and coordinate external providers within the planned timeline.

Action 5.12 Mentoring, Tutoring, and Resource Support- Consultant was not implemented due to challenges in securing a qualified provider to deliver these services within the planned timeline.

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

Action:
5.3 Curriculum and Instruction Collaboration
This action focuses on ELA and Math achievement as measured by M5.1 and M5.2.
For M5.1, NWEA Reading percent on target increased substantially across all student groups, led by Hispanic students (+21.9%) and All students (+21.5%), while Low-Income students (+22.2%) also showed strong gains. For M5.2, NWEA Math percent on target increased across all student groups, led by All students (+6.4%) and Hispanic students (+6.0%), while Low Income students (+5.3%) also showed steady gains.
Effectiveness: The data indicate that curriculum and instruction collaboration has been highly effective in advancing progress toward the goal, as evidenced by substantial gains in reading and consistent improvement in mathematics across all student groups, reflecting strong instructional alignment and enhanced teaching practices that are positively impacting student achievement.

Actions:
5.2 Professional Development- Conferences
5.4 Professional Development and Intervention- Resident Guest Teachers
5.6 Intervention- College Student Interns
These actions focus on ELA and Math achievement as measured by M5.1, M5.2, and the College/Career Indicator as measured by M1.18. For M5.1 and M5.2, gains mirror those above. For M1.18, the College and Career Indicator improved across all student groups, with the largest gains among African American students (+14.3%) and Students with Disabilities (+10.6%), while English Learners and LTELs (+2.6% each) showed more modest increases.
Effectiveness: The data indicate that the combined actions of professional development through conferences, Resident Guest Teachers providing intervention and support, and college student interns have been highly effective in advancing progress toward the goal, as evidenced by strong gains in reading and mathematics alongside notable improvements in the College and Career Indicator across all student groups.

Administrative Action:
Action 5.9 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions that were Not Implemented:
The following actions were not implemented; therefore, no data are reported, as they do not provide a basis for measuring impact on student outcomes:
5.1 Professional Development- Consultants for ELA and Math
5.5 Graduation Tiered Support- Resident Guest Teacher
5.7 Extended Learning Intervention Instruction
5.8 Intervention Coordination and Planning
5.10 Instructional Assistants for Intervention
5.11 Professional Development Contracted Services/Consultant
5.12 Mentoring, Tutoring, and Resource Support- Consultant

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 5.6 Intervention- College Student Interns

The following actions have been revised:

Action 5.1 Professional Development- Consultants for ELA, Math, and CCI has been renamed and revised to include College and Career Indicator (CCI) and Metric M1.18 as a measurable outcome.

Action 5.2 Professional Development- Conferences has been revised to include English Learner Progress Indicator M5.3 and Graduation Rate M5.4 as measurable outcomes.

Action 5.3 Curriculum and Instruction Collaboration, this action has been renamed from *Curriculum and Instruction Collaboration* to *Curriculum, Intervention, and Instructional Planning* and expanded from a focus on curriculum development to a comprehensive model that includes additional staff support, extended learning interventions, and coordinated planning led by a Teacher on Special Assignment, with an increased emphasis on improving ELA, Math, and EL Progress (M5.3) outcomes for all, LI, and HI students.

Action 5.4 Professional Development and Intervention- Resident Guest Teachers has been revised to include Graduation Rate M5.4 as a measurable outcome.

Action 5.9 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

Action 5.5 Graduation Tiered Support- Resident Guest Teacher
Action 5.7 Extended Learning Intervention Instruction
Action 5.8 Intervention Coordination and Planning
Action 5.10 Instructional Assistants for Intervention
Action 5.11 Professional Development Contracted Services/Consultant
Action 5.12 Mentoring, Tutoring, and Resource Support- Consultant

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, Math, and CCI *Renamed 2026*	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 as well as to increase the College and Career Indicator (CCI) schoolwide as measured by M1.18. *Revised 2026*	$163,911	No
5.2	Professional Development-Conferences	Sierra High School will fund staff participation in professional development conferences and workshops beyond District-level and School Plan for Student Achievement offerings to strengthen instructional practices. These efforts are intended to improve student achievement in ELA (schoolwide and for LI and HI students), Mathematics (schoolwide and for LI and HI students), and English Learner progress, as well as to increase the College and Career Indicator (CCI) schoolwide and improve graduation rates for SWD and AA students, as measured by M5.1, M5.2, M5.3, M5.4, and M1.18. *Revised 2026*	$64,889	No

Action #	Title	Description	Total Funds	Contributing
5.3	Curriculum, Intervention, and Instructional Planning *Renamed 2026*	Sierra High School will provide additional supplemental hours for Certificated Staff to collaborate on ELA and Math curriculum and instructional planning, deliver extended learning intervention beyond the instructional day, and coordinate intervention services to improve student achievement in ELA, Math, and EL Progress for all, LI, and HI students, as measured by M5.1, M5.2, and M5.3. *Revised 2026*	$169,708	No
5.4	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and EL, HOM, LI, SWD, AA, and HI students to improve student achievement in ELA, Math, CCI, and Graduation rate as measured by M5.1, M5.2, M5.4, and M1.18. *Revised 2026*	$279,520	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.~~ *Discontinued 2026*	$0	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.	$49,914	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.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	No
5.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education-approved rate of 5.02% (2024-2025), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$24,366	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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

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.

Based on the 2025 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, 55.6% of all ALC students are on track (at or above the 61st percentile). Based on the NWEA Math assessment results, 42.9% of all ALC students, 42.3% of LI students, and 42.9% of HI students are on track.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	M6.1 NWEA Math (K-12) Percent on Track (at or above 61st percentile) *Data Source: ALC NWEA Database Revised 2026*	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: All: 42.9% LI: 42.3% HI: 42.9%	M6.1 Winter 2027: All: 42.2% LI: 40.5% HI: 47.2%	M6.1 Current Difference from Baseline All: +30.7% LI: +31.8% HI: +25.7%
M6.2	M6.2 Chronic Absenteeism Rate *Data Source: ALC CA Dashboard Revised 2026*	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: All: Not Reported HI: Not Reported	M6.2 2025-2026: All: 15.2% HI: 15.2%	M6.2 Current Difference from Baseline All: Not Reported HI: Not Reported
M6.3	M6.3 NWEA Reading (K-12) Percent on Track (at or above 61st percentile) *Data Source: ALC NWEA Database Revised 2026*	M6.3 Winter 2025: Baseline All: 28.6%	M6.3 Winter 2025: All: 28.6%	M6.3 Winter 2026: All: 55.6%	M6.3 Winter 2027: All: 48.6%	M6.3 Current Difference from Baseline All: +27%

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.

All three 2025–2026 Equity Multiplier actions were implemented as planned, with no substantive differences between intended and actual execution. Implementation was consistent and effective, demonstrating strong delivery of targeted academic support and high-impact professional learning, with measurable successes and identified opportunities for continued refinement.

Action 6.1 Tiered Support Program- Resident Guest Teacher was implemented as planned, with push-in support provided to a targeted subgroup of 12 students during the 2025-2026 school year.

Action 6.4 Professional Development was implemented as planned, with five staff members attending a conference. This action was highly successful, with 100% of participants indicating they would recommend the experience due to the relevance and quality of the content. Administrator walkthroughs confirmed that strategies and instructional models from the conferences were effectively integrated into classroom practice. Additionally, staff shared their learning during PLC time, contributing to broader instructional improvement across the site. Survey data from the 2025-2026 Needs Assessment further supports this success, with 92% of Educational Partners indicating that conference funding is an effective or very effective strategy for maintaining high-quality virtual instruction and supporting student wellness.

Challenges remain in ensuring consistent outcomes across all grade levels, particularly for 12th-grade students. An additional challenge is the school’s ongoing student turnover, which is inherent to the design of the school and impacts continuity of instruction and support services. These factors will continue to inform future planning and targeted support strategies.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date. There were no material differences in the implementation of planned actions and services during this period. All actions were implemented as intended, and the variance is solely due to the multi-year budgeting structure rather than changes to services or supports.

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

Action:
6.1 Tiered Support Program- Guest Teacher
This action focuses on Math academic achievement and lowering the rate of Chronic Absenteeism, as measured by M6.1 and M6.2.
For M6.1, NWEA Math (K-12) percent on track increased substantially across all groups, with the largest gains among Low Income students (+31.8%) and All students (+30.7%). For M6.2, ALC has fewer than 11 students; their data is not reported for privacy.
Effectiveness: The data indicate that the Tiered Support Program utilizing a Guest Teacher has been highly effective in advancing progress toward the goal, as evidenced by substantial gains in NWEA Math across all student groups, particularly among Low-Income students, suggesting that targeted, tiered instruction and additional instructional capacity are significantly improving mathematics achievement.

Action:
6.4 Professional Development
This action focuses on Math and ELA academic achievement, as measured by M6.1 and M6.3.
For M6.1, gains mirror those above. For M6.3, NWEA Reading (K–12) percent on track increased significantly by +27% for all students.
Effectiveness: The data indicate that professional development has been highly effective in advancing progress toward the goal, as evidenced by substantial and consistent gains in both mathematics and reading across all student groups, suggesting that strengthened instructional practices are driving significant improvements in overall student achievement.

Administrative Action:
6.3 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

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

All of the metrics have been revised to include the school name ALC in the identified Data Source.

The following actions are on target; therefore, no changes are being made:
Action 6.4 Professional Development

The following actions have been revised:
Action 6.1 Tiered Support Program- Guest Teacher to include metric M6.3 to measure ELA achievement.
Action 6.3 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

Action 6.5 Supplemental Materials for Intervention

Action 6.6 Home Visits and increased connections with parents/guardians

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, M6.2, and M6.3. *Revised 2026*	$29,949	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 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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$2,631	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.	$19,966	No
6.5	Supplemental Materials for Intervention	ALC will purchase supplemental and intervention materials to provide additional standards-based practice in ELA, Math, and lower chronic absenteeism as measured by M6.1, M6.2, and M6.3. *Added 2026*	$9,983	No

Action #	Title	Description	Total Funds	Contributing
6.6	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA, Math, and lower chronic absenteeism as measured by M6.1, M6.2, and M6.3. Anticipated costs include reimbursable mileage and additional hours for staff. *Added 2026*	$1,000	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

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.

Based on the 2025 Identification: The 2025 Dashboard reflects several indicators remaining in the Orange performance level, signaling continued areas of need. Although there are slight improvements in ELA and Mathematics, overall performance remains low, English Learner Progress has declined, and chronic absenteeism has increased across all student groups, impacting both achievement and engagement. In response, the school will continue to focus on the priority areas identified in the 2024 Dashboard by strengthening academic achievement and student engagement through tiered small-group support, ongoing professional development for staff, additional support classes, and the implementation of targeted intervention and supplemental instructional materials to accelerate student growth and ensure sustained improvement for all 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 TK-8:** All: 21.7% EL: 0.0% HOM: 7.7% SWD: 8.1% AA: 19.0% WH: Not Reported **Winter 2026 HS:** All: 51.7% EL: Not Reported HOM: Not Reported SWD: 27.3% AA: Not Reported WH: Not Reported	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 2026 TK-8:** All: -2.5% EL: -6.1% HOM: -3.4% SWD: +4.0% AA: -3.2% WH: Not Reported **Winter 2026 HS:** All: +24.3% EL: Not Reported HOM: Not Reported SWD: +17.9% AA: Not Reported WH: Not Reported

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 TK-8** All: 15.1% EL: 3.8% HOM: 0.0% SWD: 5.3% AA: 23.8% LI: 12.3% HI: 12.1% **Winter 2026 HS** All: 18.8% EL: Not Reported HOM: Not Reported SWD: 4.5% AA: Not Reported LI: 15.1% HI: 18.9%	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 2026 TK-8** All: +3.0% EL: -5.3% HOM: -5.6% SWD: -0.8% AA: +16.4% LI: +0.6% HI: +2.5% **Winter 2026 HS** All: +11.7% EL: Not Reported HOM: Not Reported SWD: +1.4% AA: Not Reported LI: +7.6% HI: +0.7%
M7.3	M7.3 Chronic Absenteeism Rate *Data Source: Virtual Academy CA Dashboard Revised 2026*	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: SWD: 10.3% AA: 11.4% WH: Not Reported	M7.3 2025-2026: SWD: 1.8% AA: 1.4% WH: 1%	M7.3 Current Difference from Baseline SWD:+5.5% AA: +4.0% WH: Not Reported

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: Virtual Academy CA Dashboard Revised 2026*	M7.4 2022-2023: EL: 37.3% making progress	M7.4 2023-2024: EL: 61.9%	M7.4 2024-2025: EL: 41.9%	M7.4 2025-2026: EL: 67.3% making progress	M7.4 Current Difference from Baseline EL: +4.6%

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.

Virtual Academy is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the nine 2025-2026 Equity Multiplier Actions, five were fully implemented (Actions 7.1, 7.3, 7.4, 7.7, and 7.10), while one was partially implemented (Action 7.2), and three were not implemented (Actions 7.5, 7.6, and 7.9).

Action 7.1 Tiered Support Program- Guest Teacher has provided consistent, daily tiered support in ELA and Math for high-need student groups, contributing to improved NWEA outcomes through sustained, classroom-based instruction.

Action 7.2 Professional Development and Intervention Coordination- Program Facilitator strengthened oversight and coordination of interventions for high-need subgroups through Tiered Re-engagement (TRE) and Tier II attendance supports, including daily monitoring, family outreach, and structured meetings to align home and school efforts. These targeted strategies resulted in measurable progress, with over half of participating students demonstrating improvement and others successfully transitioning back to their home schools. The action was partially implemented because the budgeted expenditures reflected the full three-year allocation for Equity Multiplier Cohorts 1 and 2, while only a portion of the planned activities and expenditures occurred during the current reporting year.

Action 7.3 Additional Support Classes- Secondary Support Teacher was impacted by scheduling constraints within the 4-period master schedule, creating challenges in balancing core requirements. Despite this, ELA support classes demonstrated strong outcomes, exceeding schoolwide reading growth in upper grades, while Math support classes showed mixed results, with notable success in Grade 11 but lower growth in Grades 9 and 10.

Action 7.4 Mentoring, Tutoring, and Resource Support- Consultant Tutoring services for approximately forty Kinder – 8th-grade and secondary students were implemented mid-year, limiting full-year impact and contributing to inconsistent attendance, which remains a primary challenge. Despite this, participating students, particularly at the middle school level, demonstrated stronger growth outcomes compared to peers, indicating the effectiveness of targeted academic support when attendance is consistent.

Action 7.10 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following three actions had a material difference since they were not implemented:

Action 7.5 Intervention- College Student Interns was not implemented as planned due to limited continuity of service, as the intern was only available during the first few weeks of the school year, resulting in insufficient capacity to sustain the intervention.

Action 7.6 Support for Parents and Students- Community Resource Worker Limited Term Assignment was not implemented due to staffing constraints, including challenges in identifying and securing a qualified individual for the limited-term role within the planned timeline.

Action 7.9 Additional Support Staff for Program Implementation was not implemented due to staffing constraints, including challenges in recruiting and onboarding qualified personnel to support the program within the planned timeline.

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

Actions:
7.1 Tiered Support Program- Guest Teacher
7.7 Supplemental Materials for Intervention
These actions focus on ELA and Math achievement as measured by M7.1 and M7.2, and English Learner Progress as measured by M7.4 For M7.1, NWEA Reading percent on target shows declines at the TK-8 level for most groups, especially English Learners (-6.1%), while high school results reflect substantial gains for All students (+24.3%) and Students with Disabilities (+17.9%). For M7.2, NWEA Math percent on target shows modest gains overall in TK-8 with notable increases for African American students (+16.4%) but declines for English Learners (-5.3%), Homeless students (-5.6%), and Students with Disabilities (-0.8%), while high school results reflect stronger improvement for All students (+11.7%) and Low Income students (+7.6%). For M7.4, the English Learner Progress Indicator increased by 4.6% from baseline.
Effectiveness: The data indicate that the combined actions of Tiered Support Program with a Guest Teacher and supplemental intervention materials have been partially effective in advancing progress toward the goal, as evidenced by strong gains at the high school level in both reading and mathematics and an increase in the English Learner Progress Indicator.

Actions:
7.2 Professional Development and Intervention Coordination- Program Facilitator
7.4 Mentoring, Tutoring, and Resource Support- Consultant
These actions focus on ELA and Math achievement as measured by M7.1 and M7.2, reducing the Chronic Absenteeism Rate as measured by M7.3, and improving English Learner Progress as measured by M7.4
For M7.1, M7.2, and M7.4, gains mirror those above. For M7.3, Chronic absenteeism increased for Students with Disabilities (+5.5%) and African American students (+4.0%).
Effectiveness: The data indicate that the combined actions of professional development and intervention coordination through a program facilitator, mentoring, tutoring, and resource support from a consultant have been partially effective in advancing progress toward the goal, as evidenced by strong academic gains at the high school level and an increase in the English Learner Progress Indicator.

Action:
7.3 Additional Support Classes- Secondary Support Teacher
This action focuses on ELA achievement as measured by M7.1 at the high school level.
For M7.1, at the high school level (Winter 2026), M7.1 shows strong gains for All students (+24.3%) and Students with Disabilities (+17.9%).
Effectiveness: The data indicate that additional support classes provided by a secondary support teacher have been highly effective in advancing progress toward the goal.

Administrative Action:
7.10 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions that were Not Implemented:
The following actions were not implemented; therefore, no data are reported, as they do not provide a basis for measuring impact on student outcomes: 7.5 Intervention- College Student Interns, 7.6 Support for Parents and Students- Community Resource Worker Limited Term Assignment, and 7.9 Additional Support Staff for Program Implementation.

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

Metrics 7.3 and 7.4 have been revised to include the school name in the identified Data Source.

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

- 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

The following actions have been revised:

- Action 7.8 Home Visits and increased connections with parents/guardians was revised to reinstate home visits as a strategy for engaging families and supporting student achievement, following its discontinuation in 2025.
- Action 7.10 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

- 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 7.9 Additional Support Staff for Program Implementation

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

- Action 7.11 Supplemental Subscriptions to expand standards-based practice through supplemental online tools in ELA and Math to support improved student achievement.
- Action 7.12 Professional Development- Conferences (for ELA and Math) to strengthen ELA and Math instruction and improve student achievement.

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.	$199,804	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.	$201,620	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	$266,175	No
7.4	~~Mentoring, Tutoring, and Resource Support- Consultant~~	~~A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, EL progress, and chronic absenteeism as measured by M7.1, M7.2, M7.3, and M7.4.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	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.	$15,000	No
7.8	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA, Math, schoolwide, EL (EL progress and ELA), LI (Math), SWD/AA (ELA, Math, and Chronic Absenteeism), HOM/WH (ELA and Math) to improve academic achievement in ELA, Math, and EL progress as measured by M7.1, M7.2, and M7.3. Anticipated costs include reimbursable mileage and additional hours for staff. *Revised 2026*	$1,000	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$33,851	No
7.11	Supplemental Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions in ELA and Math that leads to improved student achievement in ELA and Math as measured by M7.1 and M7.2. *Added 2026*	$60,000	No
7.12	Professional Development-Conferences (for ELA and Math)	Virtual Academy will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M7.1 and M7.2. *Added 2026*	$40,000	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.	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), Professional Development- Conferences (Goal 8, Action 4), and Parent Training (Goal 8, Action 6).

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: Rio Vista CA Dashboard* *Revised 2026*	M8.1 2023-2024: 30.1% making progress	M8.1 2024-2025: EL: 30.5%	M8.1 2025-2026: Available in 2027-2028 LCAP	M8.1 2027-2028: 60.1% making progress	M8.1 Current Difference from Baseline EL: +0.4%
M8.2	M8.2 Suspension Rate *Data Source: Rio Vista CA Dashboard* *Revised 2026*	M8.2 2023-2024: AA: 11.6%	M8.2 2024-2025 AA: 8.6%	M8.2 2025-2026 Available in 2027-2028 LCAP	M8.2 2027-2028: AA: 10.1%	M8.2 Current Difference from Baseline AA: -3.1%

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.

Rio Vista Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the five 2025-2026 Equity Multiplier Actions, two were fully implemented (Actions 8.3 and 8.5), while three were partially implemented (Actions 8.1, 8.2, and 8.4).

8.1 Small-Group Intervention- This action was partially implemented. The full scope of services was not supported by this funding source as originally planned, as the school used alternative funding to provide targeted small-group intervention services. As a result, students continued to receive academic support, and the full amount that was allocated in Equity Multiplier was not needed.

8.2 Tutoring- Consultant, this action was partially implemented, with services beginning in the latter half of the 2026 school year. Tutoring focused on supporting approximately 30 English Learner students.

8.3 Mentoring and Resource Support- Consultant, this action was fully implemented, serving approximately 30 female students through targeted mentoring and resource support. Services focused on the five Social-Emotional Learning (SEL) competencies, resulting in noticeable improvements in student behavior. The action was partially implemented because the budgeted expenditures reflected the full three-year allocation for Equity Multiplier Cohorts 1 and 2, while only a portion of the planned activities and expenditures occurred during the current reporting year.

8.4 Professional Development- Conferences, this action was partially implemented. Staff attended four one-day conferences to strengthen instructional practices. Upon returning, participants collaborated to identify and plan for schoolwide implementation of key strategies, supporting consistent application of professional learning. The action was partially implemented because the budgeted expenditures reflected the full three-year allocation for Equity Multiplier Cohorts 1 and 2, while only a portion of the planned activities and expenditures occurred during the current reporting year.

Action 8.5 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following action had a material difference because it was minimally implemented:

Action 8.1 Small-Group Intervention was not implemented as originally planned, as the site utilized alternative funding sources to support these services.

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

Action:
8.1 Small-Group Intervention
8.2 Tutoring- Consultant
These actions focus on ELA achievement as measured by M8.1.
For M8.1, English Learner Progress Indicator increased slightly by 0.4% from baseline.
Effectiveness: The data indicate that small group intervention and tutoring provided through a consultant have been modestly effective in advancing progress toward the goal, as evidenced by a slight increase in the English Learner Progress Indicator.

Action:
8.3 Mentoring and Resource Support- Consultant
This action focuses on reducing the Suspension Rate as measured by M8.2
For M8.2, Suspension rates for African American students decreased by 3.1% from baseline.
Effectiveness: The data indicate that mentoring and resource support provided through a consultant has been effective in advancing progress toward the goal, as evidenced by a reduction in suspension rates for African American students.

Action:
8.4 Professional Development- Conferences
This action focuses on ELA achievement as measured by M8.1 and reducing the Suspension Rate as measured by M8.2.
For M8.1 and M8.2, gains mirror those above.
Effectiveness: The data indicate that professional development through conferences has been modestly effective in advancing progress toward the goal, as reflected in a slight increase in the English Learner Progress Indicator and a reduction in suspension rates for African American students.

Administrative Action:
Action 8.5 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

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

Metrics 8.1 and 8.2 have been revised to include the school name in the identified Data Source.

The following actions are on target; therefore, no changes are being made:
- 8.2 Tutoring- Consultant
- 8.3 Mentoring and Resource Support- Consultant
- 8.4 Professional Development- Conferences

The following actions have been revised:
Action 8.5 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following action has been discontinued: Action 8.1 Small Group Intervention.

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following action has been added to our Equity Multiplier goal: Action 8.6 Professional Development and Parent Training to staff and parents to strengthen support to improve EL student progress and reduce 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
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.~~ *Discontinued 2026*	$0	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.	$90,000	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.	$100,000	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	$69,695	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% (2025-2026) and 4.32% (2026-2027). *Revised 2026*	$3,226	No
8.6	Professional Development and Parent Training	Vetted vendors will provide professional development and training (beyond District-level and School Plan for Student Achievement, planned Professional Development) to staff and parents to improve EL student progress as measured by M8.1 and reduce the suspension rate of AA students as measured by M8.1 and M8.2. *Added 2026*	$19,978	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, as well as the chronic absenteeism rate for English Learners, Homeless, and Hispanic students. *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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).

The 2025 Dashboard shows modest improvement in ELA and Mathematics, reflecting positive movement in academic performance; however, gains remain limited, and several indicators continue to signal areas of concern. Notably, chronic absenteeism has increased for key student groups, including English Learners, Homeless Youth, and Hispanic students, which directly impacts both achievement and overall engagement. For this reason, the school will maintain a focused commitment to the priority areas identified in the 2024 Dashboard, continuing to strengthen academic achievement and student engagement through targeted instructional supports, proactive attendance strategies, and intentional efforts to address barriers that affect student participation and success.

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: All: 26.5% EL: 15.9% LI: 26.1% HI: 28.0%	M9.1 Winter 2027: All: 47.3% EL: 45.1% LI: 46.8% HI: 49%	M9.1 Current Difference from Baseline All: +9.2% EL: +0.8% LI: +9.3% HI: +9.0%
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: All: 23.5% LI: 23.6% HI: 24.4%	M9.2 Winter 2027: All: 52.1% LI: 51.1% HI: 53.9%	M9.2 Current Difference from Baseline All: +1.4% LI: +2.5% HI: +0.5%
M9.3	M9.3 English Learner Progress Indicator Percent *Data Source: Arrowhead CA Dashboard Revised 2026*	M9.3 2022-2023: 37.5% making progress	M9.3 2023-2024: EL: 34.1%	M9.3 2024-2025: EL: 45.5%	M9.3 2025-2026: 67.5% making progress	M9.3 Current Difference from Baseline EL: +8.0%
M9.4	M9.4 Suspension Rate *Data Source: Arrowhead CA Dashboard Revised 2026*	M9.4 2023-2024: Baseline AA: 6.1%	M9.4 2023-2024: AA: 6.1%	M9.4 2024-2025: AA: 3.9%	M9.4 2025-2026: AA: 5.1%	M9.4 Current Difference from Baseline AA: -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.5	M9.5 Chronic Absenteeism *Data Source: Arrowhead CA Dashboard* *Added 2026*	M9.5 2024-2025: Baseline EL: 29.4% HOM: 52.3% HI: 33.9%	M9.5 N/A	M9.5 2024-2025: EL: 29.4% HOM: 52.3% HI: 33.9%	M9.5 2025-2026: EL: 30.4% HOM: 53.3% HI: 34.9%	M9.5 Current Difference from Baseline EL: N/A Current Baseline HOM: N/A Current Baseline HI: 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.

Arrowhead Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Overall, implementation of the planned actions reflects partial progress, with several adjustments due to timing, procurement processes, and staffing challenges. While key supports were initiated, some actions were delayed, modified, or not fully implemented as originally planned. Of the seven 2025-2026 Equity Multiplier Actions, two were fully implemented (Actions 9.5, and 9.6), while four were partially implemented (Actions 9.1, 9.2, 9.4, and 9.7), and one was not implemented (Action 9.3).

Action 9.1 Tutoring Outside of Instructional Hours experienced a delayed start, beginning in February 2026 rather than during the first trimester, due to procurement processes and delays in receiving permission slips. Despite this, participating students, ranging from 22 to 30, have benefited from targeted support in ELA and Math, demonstrating a positive impact once implemented.

Action 9.2 Additional Standards-Based Practice, Supplemental Subscriptions encountered multiple implementation barriers. The PBIS application required approval through the District Technology Committee, which delayed purchasing and rollout. Although approval was secured, additional delays related to proposal timelines and student roster integration have prevented full implementation to date. The site continues to follow up with the vendor. Other planned subscriptions were not purchased due to the adoption of a new Math curriculum.

Action 9.3 Professional Development- Consultants for ELA and Math was not implemented. Instead, staff accessed professional development through central office supports and cluster instructional rounds, representing a shift from the original plan.

Action 9.4 Professional Development and Intervention- Resident Guest Teachers was partially implemented. Resident Guest Teachers provided both push-in and pull-out support in ELA and Math; however, maintaining consistent staffing proved challenging due to vacancies. The site is actively collaborating with Human Resources to address these gaps.

Action 9.5 Intervention Materials was successfully implemented. Three teachers and the principal completed Training of Trainers (TOT) and have begun integrating the strategy across classrooms. Ongoing professional learning is occurring through staff and PLC meetings, with increased use observed across content areas. Plans are in place to expand training in the coming year.

Action 9.6 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Action 9.7 Professional Development- Conferences was implemented with five staff members attending conferences. Participants are expected to share their learning with colleagues. A noted challenge has been securing staff commitment to attend conferences.

Overall, successes include the positive impact of tutoring services and staff engagement in professional learning opportunities. Challenges primarily involved delays in procurement and approval processes, staffing shortages, and participation barriers. These factors contributed to differences between planned actions and actual implementation, informing adjustments and next steps moving forward.

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

The budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following action had a material difference because it was not implemented:

Action 9.3 Professional Development - Consultants for ELA and Math was not implemented due to a shift in resources associated with the new math adoption. The site did not purchase additional subscriptions and instead received professional development through the central office and cluster instructional rounds.

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

Actions:
9.1 Tutoring Outside of Instructional Hours
9.2 Additional Standards-Based Practice- Supplemental Subscriptions
9.5 Intervention Materials
These actions focus on improving ELA and Math achievement as measured by M9.1 (NWEA Reading) and M9.2 (NWEA Math).
For M9.1, Overall, NWEA Reading Percent on Target increased by 9.2 percentage points from baseline, with LI (+9.3%) and HI (+9.0%) showing gains similar to the overall trend, while EL (+0.8%) demonstrated minimal growth in comparison.

For M9.2, NWEA Math Percent on Target increased slightly overall (+1.4%) from baseline, with LI students showing the strongest improvement (+2.5%) while HI students demonstrated minimal growth (+0.5%), contributing to the modest overall gain.
Effectiveness: The actions implemented: tutoring outside of instructional hours, additional standards-based practice through supplemental subscriptions, and the use of intervention materials appear to have been effective in improving reading outcomes, as evidenced by the substantial overall growth (+9.2%), but had a more limited impact on math performance, where gains were modest (+1.4%), suggesting that while the supports are positively influencing literacy development, additional or more targeted strategies may be needed to accelerate mathematics achievement and address subgroup gaps.

Action:

9.4 Professional Development and Intervention- Resident Guest Teachers
This action focuses on improving ELA, Math, and English Learner Progress Indicator Percent as measured by M9.1, M9.2, and M9.3 (ELPI).
For M9.1 and M9.2, gains mirror those above. For M9.3, the English Learner Progress Indicator increased by 8.0 percentage points from baseline, indicating meaningful improvement in English learner progress toward language proficiency.
Effectiveness: The implementation of professional development and intervention support through Resident Guest Teachers appears to be moderately effective, contributing to strong improvements in reading performance and meaningful progress in English learner language development, while math outcomes showed only modest gains, suggesting that the additional instructional expertise and targeted support positively influenced literacy and language acquisition but may require more focused application to strengthen mathematics achievement across student groups.

Action:

9.7 Professional Development- Conferences
This action focuses on improving Math as measured by M9.4 (Suspension Rate).
For M9.2, gains mirror those above. For M9.4, the suspension rate for African American (AA) students decreased by 2.2 percentage points from baseline, indicating an improvement in reducing disciplinary removals for this student group.
Effectiveness: The professional development provided through conferences appears to be moderately effective, contributing to a reduction in suspension rates for African American students and supporting a positive shift in school climate, while academic outcomes in math showed only modest improvement, suggesting that while the training may be strengthening behavioral and engagement practices, additional targeted instructional strategies may be needed to produce stronger gains in mathematics achievement.

Administrative Action:

9.6 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 9.3 Professional Development- Consultants for ELA and Math (not implemented).

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 a review of the 2025 California School Dashboard, the goal description has been updated to include EL, HOM, and HI student groups under Chronic Absenteeism and to add Priority 5: Pupil Engagement to the State Priorities addressed by the goal. Additionally, Metric M9.5 (Chronic Absenteeism) was added, and Metrics 9.3 and 9.4 were revised to specify the school name within the identified data source.

The following actions are on target; therefore, no changes are being made:
- Action 9.4 Professional Development and Intervention- Resident Guest Teachers
- Action 9.5 Intervention Materials
- Action 9.7 Professional Development- Conferences

The following actions have been revised:
- Action 9.1 Tutoring Outside of Instructional Hours has been revised to include two additional metrics: M9.4 Suspension Rate and M9.5 Chronic Absenteeism.
- Action 9.2 Additional Standards-Based Practice- Supplemental Subscriptions to include the reduction of Suspension and Chronic Absenteeism as measured by M9.4 and M9.5.
- Action 9.3 Professional Development- Consultants for ELA and Math will no longer include supplemental Professional Development subscriptions
- Action 9.6 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal to work directly with students to provide increased supervision and support PBiS schoolwide to lower the suspension rate for AA students and decrease chronic absenteeism for EL, HOM, and HI students:
- Action 9.8 Rec Aide Additional Duty
- Action 9.9 Counselor/Teacher/PF Additional Duty
- Action 9.10 Bilingual Clerk Additional Duty

As well as the following two actions to lower the suspension rate for AA students and decrease chronic absenteeism for EL, HOM, and HI students:
- Action 9.11 Organized Sports and
- Action 9.12 Organized Sports Equipment

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	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 well as reduce Suspension for AA students and Chronic Absenteeism for EL, HOM, and HI students as measured by M9.1, M9.2, M9.4, and M9.5. *Revised 2026*	$129,525	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 well as reduce Suspension for AA students and Chronic Absenteeism for EL, HOM, and HI students as measured by M9.1, M9.2, M9.4, and M9.5. *Revised 2026*	$1,098	No
9.3	Professional Development- Consultants for ELA and Math	The District will provide vetted consultants/contracted services 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. *Revised 2026*	$20,000	No

Action #	Title	Description	Total Funds	Contributing
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.	$109,811	No
9.5	Intervention Materials	Arrowhead Elementary will purchase intervention materials to use in the Learning Academy to provide additional standards-based practice using supplemental online subscriptions schoolwide and for EL, LI, and HI students to improve student achievement in ELA and Math as measured by M9.1 and M9.2.	$5,000	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$8,522	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.	$24,957	No

Action #	Title	Description	Total Funds	Contributing
9.8	Rec Aide Additional Duty (No Mondays)	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 for AA students and decrease chronic absenteeism for EL, HOM, and HI students as measured by M9.4 and M9.5. *Added 2026*	$23,959	No
9.9	Counselor/Teacher/PF Additional Duty	Arrowhead Elementary will provide additional duty to Certificated staff to work directly with students to provide increased supervision and support PBiS schoolwide to lower the suspension rate for AA students and decrease chronic absenteeism for EL, HOM, and HI students as measured by M9.4 and M9.5. *Added 2026*	$11,979	No
9.10	Bilingual Clerk Additional Duty 1 hour per day (No Mondays)	Arrowhead Elementary will provide additional duty to the Bilingual Clerk to work directly with students to provide increased supervision and support PBiS schoolwide to lower the suspension rate or AA students and decrease chronic absenteeism for EL, HOM, and HI students as measured by M9.4 and M9.5. *Added 2026*	$5,491	No
9.11	Organized Sports	Arrowhead Elementary will provide vetted consultants to provide organized sports during non-instructional times to lower the suspension rate for AA students and decrease chronic absenteeism for EL, HOM, and HI students as measured by M9.4 and M9.5. *Added 2026*	$100,476	No

Action #	Title	Description	Total Funds	Contributing
9.12	Organized Sports Equipment	Arrowhead Elementary will purchase organized sports equipment to use on the playground to provide structured activities to lower the suspension rate for AA students and decrease chronic absenteeism for EL, HOM, and HI students as measured by M9.4 and M9.5. *Added 2026*	$14,966	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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).

Based on 2025-2026 Educational Partner input, the following actions have been added: 10.15 Instructional Materials for ELA and Math, 10.16 Tutoring for ELA and Math, 10.17 Academic Coaching for ELA and Math, and 10.18 Integrated Instructional Support, Supervision, and Intervention Coordination.

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: All: 43.9% EL: 18.7% LI: 43.0% SWD: 22.2% HI: 44.2%	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: +23.6% EL: +18.1% LI: +33.3% SWD: +21.1% HI: +24.7%
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: SWD: 13.8% All: 36.7% EL: 19.8% HI: 36.5% LI: 36.0%	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: +8.2% All: +3.1% EL: -4.6% HI: -2.4% LI: +2.5%

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: San Bernardino High CA Dashboard Revised 2026*	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: All: 6.7% EL: 8.4% HOM: 10.5% LI: 6.9% SWD: 8.1% HI: 5.8% TM: 6.7% FY: 19.4% WH: 4.9%	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: -4.7% EL: -4.5% HOM: -3.9% LI: -4.6% SWD: -8.5% HI: -5.1% TM: -9.5% FY: -5.6% WH: -9.7%
M10.4	M10.4 College and Career Indicator (% prepared) *Data Source: San Bernardino High CA Dashboard Added 2025*	M10.4 2023-2024 Baseline: SWD: 11.9%	M10.4 2023-2024 SWD: 11.9%	M10.4 2024-2025: SWD: 23.1%	M10.4 2025-2026: SWD: 31.9%	M10.4 Current Difference from Baseline SWD: +11.2%

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.

San Bernardino High School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the fourteen 2025-2026 Equity Multiplier Actions, two were fully implemented (Actions 10.6 and 10.11), while five were partially implemented (Actions 10.2, 10.5, 10.7, 10.10, and 10.12), and seven were not implemented (Actions 10.1, 10.3, 10.4, 10.8, 10.9, 10.13, and 10.14).

10.2 Academic Coaching for Math was implemented with a 1.0 FTE Math Coach supporting the Mathematics department. The coach developed walkthrough tools to provide targeted feedback and has delivered ongoing coaching to strengthen instructional practices and improve math achievement.

10.5 ELA and Math Support Sections were implemented with the addition of targeted support sections to improve academic achievement in ELA and Math, with two ELA support sections and six math support sections offered.

10.11 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Staffing shortages, competing priorities, and challenges securing and coordinating qualified external providers limited the site’s capacity to implement the actions that were not implemented.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following seven actions had a material difference since they were not implemented:

Action 10.1 Academic Coaching for ELA was not implemented due to staffing constraints, which limited the site's ability to assign and sustain dedicated coaching support within the planned timeline.

Action 10.3 Contracted Services was not implemented due to challenges in securing a qualified provider within the planned timeline.

Action 10.4 Coordination of Learning Interventions- Additional Duty was not implemented due to competing priorities, which limited the ability to assign and sustain additional duty responsibilities within the planned timeline.

Action 10.8 Extended Learning and Additional Planning for Intervention Instruction was not implemented due to competing priorities, which limited the ability to schedule and sustain extended learning opportunities and additional planning time within the planned timeline.

Action 10.9 Contracted Services for Coaching, Data Analysis, and Professional Development was not implemented due to challenges in securing and coordinating external providers within the planned timeline.

Action 10.13 Staff to support Dual Enrollment was not implemented due to staffing constraints, including challenges in identifying and assigning qualified personnel to support the program within the planned timeline.

Action 10.14 Caseload Management was not implemented due to staffing constraints, which limited the site's ability to assign dedicated personnel to effectively manage and coordinate these services within the planned timeline.

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

Action:
10.2 Academic Coaching for Math
This action focuses on Math achievement as measured by M10.2.
For M10.2, NWEA Math percent on target showed mixed results, with Students with Disabilities (+8.2%), All students (+3.1%), and Low Income students (+2.5%) improving, while English Learners (-4.6%) and Hispanic students (-2.4%) declined.
Effectiveness: The data indicate that academic coaching for math has been partially effective in advancing progress toward the goal, as evidenced by improved NWEA Math percent on target for All students, Students with Disabilities, and Low Income students.

Actions:
10.5 ELA and Math Support Sections
10.7 Professional Learning- Collaboration
These actions focus on ELA and Math achievement as measured by M10.1 and M10.2.
For M10.2, gains mirror those above. For M10.1, NWEA Reading percent on target increased substantially across all student groups, with the largest gains among Low Income students (+33.3%) and strong improvement for Hispanic students (+24.7%), All students (+23.6%), and Students with Disabilities (+21.1%).

Effectiveness: The data indicate that the combined actions of ELA and Math support sections and professional learning through collaboration have been effective in advancing progress toward the goal, as evidenced by substantial gains in NWEA Reading across all student groups and positive improvement in mathematics for several groups, including Students with Disabilities, All students, and Low Income students.

Action:
10.6 Professional Development- Conferences
This action focuses on ELA and Math achievement as well as decreasing the Suspension rate as measured by M10.1, M10.2, and M10.3.
For M10.1, M10.2, gains mirror those above. For M10.3, suspension rates declined across all student groups compared to baseline, with reductions ranging from -3.9% (HOM) to -9.7% (WH).
Effectiveness: The data indicate that professional development through conferences has been effective in advancing progress toward the goal, as evidenced by substantial gains in NWEA Reading across all student groups, positive improvement in mathematics for several student groups, and consistent reductions in suspension rates schoolwide.

Action:
10.12 College Student Interns
This action focuses on improving the College and Career Indicator as measured by M10.4
For M10.4, the College and Career Indicator for Students with Disabilities increased by 11.2%.
Effectiveness: The data indicate that college student interns have been effective in advancing progress toward the goal, as evidenced by the significant increase in the College and Career Indicator for students with disabilities.

Action:
10.10 Active Supervision
This action focuses on improving suspension rate as measured by M10.3.
For M10.3, gains mirror those above.
Effectiveness: The data indicate that active supervision has been highly effective in advancing progress toward the goal, as evidenced by reduced suspension rates across all student groups, reflecting improved student behavior, increased engagement, and a safer, more positive school environment.

Administrative Action:
Action 10.11 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions that were Not Implemented:
The following actions were not implemented; therefore, no data are reported, as they do not provide a basis for measuring impact on student outcomes:
10.1 Academic Coaching for ELA

10.3 Contracted Services
10.4 Coordination of Learning Interventions- Additional Duty
10.8 Extended Learning and Additional Planning for Intervention Instruction
10.9 Contracted Services for Coaching, Data Analysis, and Professional Development
10.13 Staff to support Dual Enrollment
10.14 Caseload Management

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.

Metric 10.3 has been revised to include the school name in the identified Data Source.

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

Action 10.5 ELA and Math Support Sections
Action 10.6 Professional Development- Conferences
Action 10.9 Contracted Services for Coaching, Data Analysis, and Professional Development
Action 10.12 College Student Interns

The following actions have been revised:

Action 10.4 Coordination of Learning Interventions- Additional Duty has been revised to combine Action 10.8, making it a streamlined action to improve coherence and reduce redundancy. The revised action integrates planning, coordination, and delivery of intervention services, including extended learning opportunities and home visits, under one comprehensive approach to support student achievement in English Language Arts and Mathematics.
Action 10.11 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

Action 10.1 Academic Coaching for ELA
Action 10.2 Academic Coaching for Math
Action 10.3 Contracted Services
Action 10.7 Professional Learning- Collaboration
Action 10.8 Extended Learning and Additional Planning for Intervention Instruction
Action 10.10 Active Supervision
Action 10.14 Caseload Management
Action 10.13 Staff to support Dual Enrollment

Based on our analysis of our local data and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

Action 10.15 Instructional Materials for ELA and Math to provide additional standards-based practice using supplemental instructional materials to improve student achievement in ELA and Math
Action 10.16 Tutoring for ELA and Math provides contracted services to offer supplemental tutoring in ELA and Math
Pre-existing actions were consolidated to improve clarity and conciseness, resulting in a more streamlined action plan that maintains alignment to the original intent and expected outcomes; accordingly, the following actions have been added:
Action 10.17 Academic Coaching for ELA and Math
Action 10.18 Integrated Instructional Support, Supervision, and Intervention Coordination

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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	No
10.4	Coordination of Learning Interventions-Additional Duty	The school administrator will provide Teachers, Counselors, and Teachers on Special Assignment (TOSA) with additional hours for planning, coordination, and delivery of intervention services, including supplemental instruction beyond the instructional day and home visits for SWD. These efforts will support schoolwide and targeted student groups (EL, SWD, LI, and HI) in improving achievement in English Language Arts and Mathematics, as measured by M10.1 and M10.2. *Revised 2026*	$94,837	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.	$135,775	No
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	$124,585	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	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.	$170,000	No
10.10	~~Active Supervision~~	~~Resident Guest Teachers will be hired to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide to reduce Suspension rates as measured by M10.3.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$38,816	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.	$39,867	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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	No
10.15	Instructional Materials for ELA and Math	San Bernardino High School will purchase intervention materials to provide additional standards-based practice using supplemental instructional materials to improve student achievement in ELA and Math as measured by M10.1 and M10.2. *Added 2026*	$53,871	No

Action #	Title	Description	Total Funds	Contributing
10.16	Tutoring for ELA and Math	A vetted vendor will provide contracted services to offer supplemental tutoring in ELA and Math to improve student achievement in ELA and Math as measured by M10.1 and M10.2. *Added 2026*	$150,000	No
10.17	Academic Coaching for ELA and Math	San Bernardino High School will hire ELA and Math Coaches to provide targeted instructional coaching to department teachers, with the goal of improving ELA achievement schoolwide and for EL, SWD, LI, and HI students, and improving Math achievement for SWD, as measured by M10.1 and M10.2. *Added 2026*	$200,000	No
10.18	Integrated Instructional Support, Supervision, and Intervention Coordination	Resident Guest Teachers will be utilized to provide teacher release time for professional learning, collaboration, and lesson planning; deliver active supervision and tiered student support, including PBIS interventions; and coordinate Equity Multiplier intervention services, with the goal of improving student achievement in ELA and Math, reducing suspension rates, and increasing college and career readiness for SWD, as measured by M10.1, M10.2, M10.3, and M10.4. *Added 2026*	$249,572	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

Priority 8: Other Pupil Outcomes

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), Supplemental Materials (Goal 11, Actions 1, 4, and 9), and Mentoring (Goal 11, Action 12). These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2024-2025 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CSSP) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 All: 24.4% EL: 18.6% LI: 24.3% SWD: 5.8% HI: 25.6%	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: +11.3% EL: +11.0% LI: +11.2% SWD: +4.5% HI: +11.5%
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 All: 21.2% EL: 14.5% LI: 20.1% SWD: 6.3% HI: 20.9%	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: +8.1% EL: +7.1% LI: +9.0% SWD: +3.8% HI: +9.3%
M11.3	M11.3 Suspension Rate *Data Source: Barton CA Dashboard Revised 2026*	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: All: 4.8% EL: 2.2% HOM: 8.2% LI: 5.0% SWD: 6.2% AA: 7.6% HI: 4.4%	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: -1.8% EL: -4.8% HOM: -1.0% LI: -1.7% SWD: -2.2% AA: -1.0% HI: -1.8%
M11.4	M11.4 Chronic Absenteeism Rate *Data Source: Barton CA Dashboard Revised 2026*	M11.4 2022-2023: AA: 53.1%	M11.4 2023-2024: AA: 48%	M11.4 2024-2025: AA: 41.2%	M11.4 2025-2026: AA: 47.1%	M11.4 Current Difference from Baseline AA: -11.9%

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.

Barton Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the ten 2025-2026 Equity Multiplier Actions, three were fully implemented (Actions 11.6, 11.7, and 11.11), while four were partially implemented (Actions 11.2, 11.3, 11.4, and 11.5), and three were not implemented (Actions 11.1, 11.9, and 11.10).

Notable Successes:

Action 11.2 Wellness Room Support- Resident Guest Teachers has been implemented as planned, with no substantive differences between the intended and actual implementation. The Resident Guest Teacher (RGT) has effectively led student groups, collaborated with the school counselor, and organized a space that is accessible and supportive for both students and staff. The room is open during lunch to provide additional student access and also serves as a space for in-school suspension with integrated wellness supports. Additionally, the RGT provides just-in-time self-regulation support by engaging with students during recess. Successful implementation is reflected in the consistent use of the space and the coordinated delivery of academic and social-emotional supports.

Action 11.3 Professional Development and Intervention- Resident Guest Teachers has been implemented with a focused approach to supporting instruction and intervention. Resident Guest Teachers (RGTs) are providing push-in support during mathematics instruction and delivering targeted intervention in English Language Arts. While the core intent of the action remains consistent, implementation has emphasized direct classroom support and intervention services. A key success has been the ability to provide timely, targeted assistance to students within the instructional setting, strengthening both access to grade-level content and skill development.

Action 11.5 Professional Development for ELA and Math action has been implemented through staff participation in professional development focused on evidence-based practices in English Language Arts and Mathematics. Specifically, staff attended a conference centered on the Science of Reading, which provided research-aligned, actionable strategies to strengthen literacy instruction, including support for dyslexia, comprehension, and equitable practices.

Action 11.11 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Challenges:

Capacity limitations, staffing shortages, challenges in securing vendors able to provide quality services, and competing priorities restricted the site's ability to allocate space, procure resources, and assign qualified personnel to fully implement these planned actions.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following three actions had a material difference since they were not implemented:

Action 11.1 Wellness Room was not implemented due to capacity constraints and competing priorities, which limited the site's ability to allocate the necessary space, staffing, and resources within the planned timeline.

Action 11.9 Organized Sports Equipment was not implemented due to competing priorities, which limited the site's ability to procure and manage equipment within the planned timeline.

Action 11.10 Intervention- Instructional Assistants was not implemented due to staffing constraints, including challenges in recruiting and assigning qualified personnel to support intervention services within the planned timeline.

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

Actions:
11.2 Wellness Room Support- Resident Guest Teachers
These actions focus on decreasing the suspension rate as measured by M11.3.
For M11.3, suspension rates decreased across all student groups, most notably for English Learners (-4.8%), with consistent declines among All students, Low Income, Students with Disabilities, and other groups, reflecting broad and equitable improvement in student behavior and disciplinary outcomes across the system.
Effectiveness: The data indicate that Wellness Room support through Resident Guest Teachers has been highly effective in advancing progress toward the goal, as evidenced by consistent reductions in suspension rates across all student groups, particularly among English Learners, demonstrating strengthened behavioral supports, improved student regulation, and a more positive and equitable school climate.

Actions:
11.3 Professional Development and Intervention- Resident Guest Teachers
11.4 Intervention Materials
11.6 Professional Development- Consultants for ELA and Math
These actions focus on ELA and Math achievement as measured by M11.1 and M11.2.
For M11.1, NWEA Reading percent on target increased consistently across most student groups, around +11% for All, EL, LI, and Hispanic students, while Students with Disabilities (+4.5%) showed smaller gains. For M11.2, NWEA Math percent on target increased across all student groups, led by All students (+8.1%) and Hispanic students (+9.3%), while Students with Disabilities (+3.8%) and English Learners (+7.1%) showed comparatively smaller gains.
Effectiveness: The data indicate that the combined actions of professional development and intervention support from Resident Guest Teachers, intervention materials, and consultant-led professional development in ELA and Math, have been effective in advancing progress toward the goal, as evidenced by consistent gains in reading and mathematics across most student groups,

Action:
11.5 Professional Development for ELA and Math
This action focuses on ELA and Math achievement, reducing the suspension rate, and reducing chronic absenteeism as measured by M11.1, M11.2, M11.3, and M11.4.
For M11.1, M11.2, and M11.3, gains mirror those above. For M11.4, Chronic absenteeism among African American students decreased by 11.9% from baseline.
Effectiveness: The data indicate that professional development for ELA and Math has been highly effective in advancing progress toward the goal, as evidenced by consistent academic gains in reading and mathematics across most student groups, alongside reductions in suspension rates and chronic absenteeism.

Action:
Action 11.7 Organized Sports
This action focuses on reducing the suspension rate and chronic absenteeism as measured by M11.3 and M11.4.
For M11.3 and M11.4, gains mirror those above.
Effectiveness: The data indicate that organized sports have been effective in advancing progress toward the goal, as evidenced by broad reductions in suspension rates across all student groups and a significant decrease in chronic absenteeism among African American students.

Administrative Action:
Action 11.11 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented

The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 11.1 Wellness Room, 11.9 Organized Sports Equipment, and 11.10 Intervention- Instructional Assistants.

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.

Metrics 11.3 and 11.4 have been revised to include the school name in the identified Data Source.

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

- Action 11.2 Wellness Room Support- Resident Guest Teachers
- Action 11.3 Professional Development and Intervention- Resident Guest Teachers
- Action 11.4 Intervention Materials
- Action 11.6 Professional Development- Consultants for ELA and Math

The following actions have been revised:

- Action 11.5 renamed to Professional Development- Conferences
- Action 11.11 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

- Action 11.1 Wellness Room
- Action 11.7 Organized Sports
- Action 11.9 Organized Sports Equipment
- Action 11.10 Intervention- Instructional Assistants

Based on our analysis of our local data, reflections on our prior practice, and Educational Partner input, the following action has been added to our Equity Multiplier goal: Action 11.12 Mentoring for a vetted provider to deliver mentoring and resource support aimed at improving attendance and reducing 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
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.~~ Discontinued 2026	$0	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.	$50,000	No
11.3	Professional Development and Intervention- Resident Guest Teachers	Resident Guest Teachers will provide the release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide and for EL, LI, SWD, and HI students to improve student achievement in ELA and Math as measured by M11.1 and M11.2.	$24,871	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.	$1,198	No

Action #	Title	Description	Total Funds	Contributing
11.5	Professional Development-Conferences	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. *Revised 2026*	$7,487	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.	$41,202	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.~~ *Discontinued 2026*	$0	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 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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$3,610	No
11.12	Mentoring	A vetted vendor will provide contracted services to offer mentoring resource support to improve attendance for AA students as measured by M11.4 and suspension rates schoolwide and for EL, HOM, LI, SWD, AA, and HI as measured by M11.3. *Added 2026*	$7,500	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).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

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: All: 20.4% EL: 7.1% HOM: 10.0% LI: 20.3% HI: 20.3%	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: +11.9% EL: +7.1% HOM: +5.9% LI: +11.5% HI: +11.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: EL: 5.5% HOM: 3.0% LI: 9.3% HI: 10.0%	M12.2 Winter 2027: EL: 36.9% HOM: 36.1% LI: 36.3% HI: 36.9%	M12.2 Current Difference from Baseline EL: +4.6% HOM: -0.1% LI: +3.0% HI: +3.1%
M12.3	M12.3 Chronic Absenteeism Rate *Data Source: Del Vallejo CA Dashboard Revised 2026*	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: All: 36.5% EL: 41.1% HOM: 54.9% LI: 37.1% AA: 36.1% HI: 36.4%	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: -5.4% EL: +0.3% HOM: +4.2% LI: -4.9% AA: -11.3% HI: -3.9%
M12.4	M12.4 English Learner Progress Indicator Percent *Data Source: Del Vallejo CA Dashboard Revised 2026*	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: EL: 37.2% LTEL: 41.3%	M12.4 2025-2026: EL: 58.3% LTEL: 55.9%	M12.4 Current Difference from Baseline EL: -1.1% LTEL: +5.4%

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.

Del Vallejo Middle School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Four of the five 2025-2026 Equity Multiplier Actions were fully implemented as planned, with no substantive differences between intended and actual implementation. Overall implementation was consistent and effective, with successes reflected in the coordinated delivery of services and supports.

12.1 ELA Literacy Coaching has been successfully implemented, resulting in improved student performance, as evidenced by 2025 SBAC outcomes. The Literacy Coach has supported the development of stronger Professional Learning Communities (PLCs), with teachers collaborating more consistently and utilizing common formative assessments to monitor student progress. While the core intent of the action remains aligned with the plan, the role of the Literacy Coach has been refined to include more direct, in-classroom support during critical instructional periods. The coach also provides weekly updates to the admin on teacher implementation and student progress toward academic goals. A key success has been the strengthened alignment of instruction and increased collaboration, contributing to measurable gains in student achievement.

12.2 Chronic Absenteeism Case Management has been implemented as planned through consistent daily outreach to families regarding student attendance. Staff conduct phone calls to monitor absences, with all interactions documented to track trends and inform next steps. Based on the information gathered, targeted home visits are scheduled to provide additional support.

12.3 Intervention- Small Group Instruction has been implemented as planned by providing targeted small group intervention for students demonstrating needs in reading comprehension and fluency. Students are strategically grouped based on individual learning needs and are supported through a combination of ELA teacher instruction and guest teacher push-in support within the classroom.

12.4 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

12.5 Intervention Materials presented an implementation challenge, as competing site priorities limited the site's ability to implement the planned intervention materials action during the reporting period.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following action had a material difference since it was not implemented: 12.5 Intervention Materials.

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

Action:
12.1 ELA Literacy Coaching
This action focuses on ELA achievement and English Learner Progress as measured by M12.1 and M12.4.
For M12.1, NWEA Reading percent on target increased across all student groups, led by All students (+11.9%), Hispanic students (+11.8%), and Low Income students (+11.5%), while English Learners (+7.1%) and Homeless students (+5.9%) showed smaller but positive gains. For M12.4, the English Learner Progress Indicator shows a slight decline for EL students (-1.1%) alongside improvement for Long-Term English Learners (+5.4%).
Effectiveness: The data indicate that ELA literacy coaching has been effective in advancing progress toward the goal, as evidenced by strong gains in NWEA Reading percent on target across all student groups and continued improvement for Long-Term English Learners.

Action:
12.2 Chronic Absenteeism Case Management
This action focuses on reducing the chronic absenteeism rate as measured by M12.3.
For M12.3, Chronic absenteeism decreased for most student groups, especially African American students (-11.3%), while English Learners (+0.3%) and Homeless students (+4.2%) experienced increases.
Effectiveness: The data indicate that chronic absenteeism case management has been partially effective in advancing progress toward the goal, as evidenced by notable reductions in absenteeism for most student groups, particularly African American students.

Actions:
12.3 Intervention- Small Group Instruction
This action focuses on ELA and Math achievement as measured by M12.1 and M12.2.
For M12.1, gains mirror those above. For M12.2, NWEA Math percent on target increased for English Learners (+4.6%), Low Income (+3.0%), and Hispanic students (+3.1%), while Homeless students (-0.1%) showed no meaningful change.
Effectiveness: The data indicate that small group instruction and the use of intervention materials have been effective in advancing progress toward the goal, as evidenced by strong, consistent gains in reading across all student groups and positive improvements in mathematics for most groups.

Administrative Action:
Action 12.4 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented:
The following action was not implemented; therefore, its effectiveness in contributing to progress toward the goal cannot be determined at this time: 12.5 Intervention Materials.

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.

Metrics 12.3 and 12.4 have been revised to include the school name in the identified Data Source.

The following actions are on target; therefore, no changes are being made:
- 12.1 ELA Literacy Coaching
- 12.2 Chronic Absenteeism Case Management
- 12.3 Intervention- Small Group Instruction
- 12.5 Intervention Materials

The following actions have been revised:
Action 12.4 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

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	$227,793	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.	$53,279	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.	$203,374	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$21,369	No
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.	$4,933	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).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

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.

Our analysis of the 2025 Dashboard reflects a slight improvement in ELA and Mathematics at the All Student level; however, performance declined for Students with Disabilities, and English Learner Progress decreased for English Learners. In addition, chronic absenteeism increased for Homeless Youth and Students with Disabilities, highlighting ongoing barriers to consistent engagement and learning. Given these mixed outcomes, the school will continue to prioritize the focus areas identified in the 2024 Dashboard, maintaining a strong emphasis on improving academic achievement and strengthening student engagement through targeted supports, differentiated instruction, and strategic attendance interventions to ensure equitable progress for all student groups.

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: Norton CA Dashboard Revised 2026*	M13.1 2022-2023: 44.1% making progress	M13.1 2023-2024: EL: 55.4%	M13.1 2024-2025: EL: 34.6%	M13.1 2025-2026: 74.1% making progress	M13.1 Current Difference from Baseline EL: -9.5%
M13.2	M13.2 NWEA Reading Percent on Target *Data Source: Norton NWEA Database*	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 All: 25.8% SWD: 11.2%	M13.2 Winter 2027 All: 37.1% SWD: 36.8%	M13.2 Current Difference from Baseline All: +8.7% SWD: -5.6%
M13.3	M13.3 NWEA Math Percent on Target *Data Source: Norton NWEA Database*	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 All: 24.4% SWD: 7.7%	M13.3 Winter 2027 All: 36.6% SWD: 31.1%	M13.3 Current Difference from Baseline All: +7.8% SWD: -3.4%
M13.4	M13.4 Chronic Absenteeism Rate *Data Source: Norton CA Dashboard Revised 2026*	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: AA: 50.0% HOM: 58.7% SWD: 40.7%	M13.4 2025-2026: AA: 49.2% HOM: 43.2% SWD: 37.2%	M13.4 Current Difference from Baseline AA: -1.2% HOM: +13.5% SWD: +2.5%

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.

Norton Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the eleven 2025-2026 Equity Multiplier Actions, six were fully implemented (Actions 13.2, 13.3, 13.4, 13.5, 13.6, and 13.7), while one was partially implemented (Action 13.1), and four were not implemented (Actions 13.8, 13.9, 13.10, and 13.11).

Successes:

13.2 Intervention Materials were successful in providing targeted, standards-based supplemental resources during classroom and intervention instruction, which provided English Learner students with additional practice and support.

13.4 Additional Standards-Based Practice- Supplemental Subscriptions was successful in the use of targeted online resources, which provided consistent, standards-aligned practice that strengthened student learning schoolwide and supported improved English Learner progress and math achievement

13.7 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Challenges:

Staffing shortages, competing priorities, and challenges securing and coordinating qualified external providers limited the site's capacity to implement the actions that were not implemented.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following four actions had a material difference since they were not implemented:

Action 13.8 Extended work year for Parent Volunteer Worker to support home visits was not implemented as originally planned, as the costs were covered through an alternative funding source.

Action 13.9 Professional Development Conferences was not implemented due to competing priorities, which limited the site's ability to coordinate staff participation and allocate resources within the planned timeline.

Action 13.10 Extended work year for staff was not implemented due to scheduling limitations, which prevented the extension of staff contracts beyond the regular work year within the planned timeline.

Action 13.11 Tutoring was not implemented due to staffing constraints, which limited the site's ability to establish and sustain a consistent tutoring program within the planned timeline.

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

Actions:
13.1 Professional Development- ELD and Writing
13.2 Intervention Materials
13.5 Intervention Planning
13.6 Teacher PD and Collaboration
These actions focus on improving English Learner Progress as measured by M13.1 (ELPI).
For M13.1, the English Learner Progress Indicator declined by 9.5% from baseline.
Effectiveness: The data indicate that, while the English Learner Progress Indicator declined by 9.5% from baseline, the combined actions of professional development in ELD and writing, intervention materials, intervention planning, and teacher collaboration demonstrate emerging effectiveness in advancing progress toward the goal, as evidenced by improved NWEA Reading percent on target growth for English Learners from Winter 2025 (10.7%) to Winter 2026 (13.7%).

Action:
13.3 Intervention- Resident Guest Teachers
13.4 Additional Standards-Based Practice- Supplemental Subscriptions
This action focuses on improving English Learner Progress and Math achievement as measured by M13.1 (ELPI) and M13.3 (NWEA Math). For M13.1, gains mirror those above. For M13.3, NWEA Math percent on target increased for All students (+7.8%) but declined for Students with Disabilities (-3.4%).
Effectiveness: The data indicate that, while the English Learner Progress Indicator declined by 9.5% from baseline, the combined actions of intervention support through Resident Guest Teachers and additional standards-based practice via supplemental subscriptions demonstrate emerging effectiveness in advancing progress toward the goal, as evidenced by increased NWEA Reading growth for English Learners from 10.7% (winter 2025) to 13.7% (winter 2026) and NWEA Math growth from 10.0% to 13.8%.

Administrative Action:
Action 13.7 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 13.8 Extended work year for Parent Volunteer Worker to support home visits, 13.9 Professional Development Conferences, 13.10 Extended work year for staff, and 13.11 Tutoring.

Metrics assigned to Actions that were Not Implemented:
The metric was originally aligned to an action that was not implemented during the 2025-2026 school year. For M13.2, NWEA Reading percent on target increased for All students (+8.7%) but declined for Students with Disabilities (-5.6%).

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.

Metrics 13.1 and 13.4 have been revised to include the school name in the identified Data Source.

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

- Action 13.1 Professional Development- ELD and Writing
- Action 13.2 Intervention Materials
- Action 13.3 Intervention- Resident Guest Teachers
- Action 13.4 Additional Standards-Based Practice- Supplemental Subscriptions
- Action 13.5 Intervention Planning
- Action 13.6 Teacher PD and Collaboration
- Action 13.8 Extended work year for Parent Volunteer Worker to support home visits
- Action 13.9 Professional Development Conferences
- Action 13.10 Extended work year for staff
- Action 13.11 Tutoring

The following action has been revised:
Action 13.7 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

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.	$30,000	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.	$26,954	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.	$309,000	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.	$29,949	No
13.5	Intervention Planning	Norton Elementary School will provide supplemental additional hourly pay to teachers to develop ELD curriculum, parent workshops, tutoring, and planning to improve student achievement in English Learner Progress as measured by M13.1.	$22,461	No

Action #	Title	Description	Total Funds	Contributing
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.	$30,000	No
13.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education-approved rate of 5.02% (2024-2025), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$20,331	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.	$6,988	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.	$44,923	No
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.	$15,000	No

Action #	Title	Description	Total Funds	Contributing
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.	$114,000	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 the English language proficiency as well as improve academic achievement in ELA (including English Learners and Students with Disabilities) 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. Jones Elementary will reduce the amount of students being suspended schoolwide and the chronic absenteeism rate schoolwide (including English Learners, Homeless, Low-Income, Students with Disabilities, and Hispanic students). *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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.

Our analysis of the 2025 CA Dashboard reflects a slight improvement in ELA overall, with the exception of Students with Disabilities, while Mathematics declined at the All Student level and for English Learners, Low-Income students, Students with Disabilities, and Hispanic students. Although suspension rates decreased schoolwide and specifically for Homeless students, chronic absenteeism increased across the school and among English Learners, Low-Income students, Students with Disabilities, and Hispanic students. These mixed outcomes reinforce the need to sustain focused efforts in the priority areas identified in the 2024 Dashboard. The school will continue to strengthen academic achievement, foster a positive school climate, and enhance student engagement through targeted instructional support, inclusive practices, and comprehensive attendance strategies to ensure equitable progress for all student groups.

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: EL: 4.9% SWD: 7.4%	14.1 Winter 2027: EL: 35% SWD: 33%	M14.1 Current Difference from Baseline EL: -0.1% SWD: +4.4%
M14.2	M14.2 NWEA Math Percent on Target *Data Source: Jones NWEA Database*	M14.2 Winter 2024: EL: 10.9% SWD: 6.1% Winter 2026 Baseline: All: 16.7% LI: 16.0% HI: 17.8%	14.2 Winter 2025: EL: 7.2% SWD: 6.9% All: N/A LI: N/A HI: N/A	M14.2 Winter 2026: EL: 14.2% SWD: 6.3% All: 16.7% LI: 16.0% HI: 17.8%	M14.2 Winter 2027: EL: 40.9% SWD: 36.1% All: 26.7% LI: 26.0% HI: 27.8%	M14.2 Current Difference from Baseline EL: 3.3% SWD: 0.2% All: N/A Current Baseline LI: N/A Current Baseline HI: N/A Current Baseline
M14.3	M14.3 English Learner Progress Indicator Percent *Data Source: Jones CA Dashboard* *Revised 2026*	M14.3 2022-2023: 46.2% making progress	M14.3 2023-2024: EL: 35.7%	M14.3 2024-2025: EL: 43.2%	M14.3 2025-2026: EL: 76.2% making progress	M14.3 Current Difference from Baseline EL: -3.0%

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: Jones CA Dashboard Revised 2026*	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%	M14.4 2024-2025: All: 2.7% HOM: 4.2%	M14.4 2025-2026: All: 0.3% HOM: 5.5%	M14.4 Current Difference from Baseline All: +0.9% HOM: -2.3%
M14.5	M14.5 Chronic Absenteeism Rate *Data Source: Jones CA Dashboard Revised 2026*	M14.5 2023-2024 Baseline: HOM: 50.6% 2024-2025 Baseline: All: 34.6% EL: 27.0% LI: 34.8% SWD: 40.4% HI: 34.8%	M14.5 2023-2024: HOM: 50.6% All: N/A EL: N/A LI: N/A SWD: N/A HI: N/A	M14.5 2024-2025: HOM: 46.8% All: 34.6% EL: 27.0% LI: 34.8% SWD: 40.4% HI: 34.8%	M14.5 2025-2026: HOM: 48.6% All: 35.6% EL: 28.0% LI: 35.8% SWD: 41.4% HI: 35.8%	M14.5 Current Difference from Baseline HOM: -3.8% All: N/A Current Baseline EL: N/A Current Baseline LI: N/A Current Baseline SWD: N/A Current Baseline HI: 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.

Jones Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the thirteen 2025-2026 Equity Multiplier Actions, seven were fully implemented (Actions 14.2, 14.3, 14.6, 14.7, 14.8, 14.9, and 14.10), while four were partially implemented (Actions 14.1, 14.5, 14.12, and 14.13), and two were not implemented (Action 14.4 and 14.11).

Actions:

14.1 Professional Development and Intervention- This action was partially implemented. Resident Guest Teachers provided additional instructional support through both push-in and pull-out intervention models, contributing to targeted student assistance. While some release time was provided for teachers to participate in professional development, collaboration, and lesson planning beyond District and School Plan offerings, staffing and scheduling constraints limited full implementation of the intended release time. Despite these challenges, the action supported both student intervention needs and teacher professional learning opportunities.

14.5 Professional Development- This action was partially implemented. The consultant provided coaching and data analysis support to strengthen Professional Learning Communities (PLCs) and instructional supervision; however, the full scope of planned services was not implemented. Despite the reduced level of implementation, the support enhanced collaborative data analysis and instructional practices, contributing to improved student achievement in English Language Arts and Mathematics, including for English Learners and Students with Disabilities.

14.7 Increased Student Supervision- This action was fully implemented despite staffing challenges. Although Recreation Aides were not available to work the anticipated extended or limited-term hours, staff assignments were adjusted and utilized available personnel to provide additional student supervision throughout the school day. These adjustments allowed the school to fully implement the action while maintaining a safe, orderly, and supportive learning environment for students.

14.8 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

14.9 Organized Sports- This action was fully implemented despite challenges with inconsistent service delivery from the vendor. The school worked closely with the vendor to address scheduling issues, adjusted programming as needed, and coordinated with site staff to ensure students continued to participate in organized sports opportunities throughout the year. These efforts allowed the school to implement the action as intended while maintaining student access to enrichment activities.

14.11 Home Visits and increased connections with parents/guardians was a challenge and not implemented due to the position being vacant, which limited the site's ability to conduct planned outreach.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following two actions had a material difference, as they were not implemented:

Action 14.4 Supplemental Materials was not implemented due to shifting priorities and the alignment of resources with core instructional needs, which limited the site's ability to procure additional materials within the planned timeline.

Action 14.11 Home Visits and increased connections with parents/guardians was not implemented due to staffing constraints, which limited the site's ability to coordinate and sustain outreach efforts within the planned timeline.

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

Actions:
14.2 ELA and Math Professional Development- Contracted Services/Consultant
14.5 Professional Development- Consultant for PLC
These actions focus on ELA and Math achievement as measured by M14.1 and M14.2.
For M14.1, NWEA Reading percent on target showed a slight decline for English Learners (-0.1%) while Students with Disabilities (+4.4%) improved. For M14.2, NWEA Math percent on target increased modestly for English Learners (+3.3%) and showed minimal growth for Students with Disabilities (+0.2%).

Effectiveness: The data indicate that professional development through contracted services and PLC-focused consulting has been partially effective in advancing progress toward the goal, as reflected in modest gains in mathematics for English Learners and improvements in reading for students with disabilities.

Actions:
14.3 Additional Standards-Based Practice- Supplemental Subscriptions
14.7 Increased Student Supervision
These actions focus on decreasing the suspension rate as measured by M14.4.
For M14.4, suspension rates increased for All students (+0.9%) while decreasing for Homeless students (-2.3%).
Effectiveness: The data indicate that the combined actions of supplemental subscriptions and increased student supervision have been partially effective in advancing progress toward the goal, as evidenced by reduced suspension rates for students experiencing homelessness.

Actions:
14.1 Professional Development and Intervention- Resident Guest Teachers
14.6 Increased Support for Early Literacy
14.13 Supplemental Materials- Professional Development
These actions focus on ELA and Math achievement, and English Learner progress as measured by M14.1, M14.2, and M14.3.
For M14.1 and M14.2, gains mirror those above. For M14.3, the English Learner Progress Indicator declined by 3.0% from baseline.
Effectiveness: The data indicate that the combined actions of Resident Guest Teachers for professional development and intervention, increased support for early literacy, and professional development tied to supplemental materials have been partially effective in advancing progress toward the goal, as reflected in some gains in reading for students with disabilities and modest improvements in math for English Learners.

Actions:
14.9 Organized Sports
14.10 Organized Sports Equipment
These actions focus on reducing the suspension rate and chronic absenteeism as measured by M14.4 and M14.5.
For M14.4, gains mirror those above. For M14.5, Chronic absenteeism among Homeless students decreased by 3.8% from baseline.
Effectiveness: The data indicate that organized sports and the provision of sports equipment have been partially effective in advancing progress toward the goal, as evidenced by reductions in suspension rates and chronic absenteeism for students experiencing homelessness.

Action:
14.12 Professional Development- Conferences
These actions focus on ELA and Math achievement, English Learner progress, and reduce the Suspension rate as measured by M14.1, M14.2, M14.3, and M14.4.
For M14.1, M14.2, M14.3, and M14.4, the gains mirror those above.
Effectiveness: The data indicate that professional development through conferences has been partially effective in advancing progress toward the goal, as evidenced by some targeted improvements in reading for students with disabilities, modest gains in mathematics for English Learners, and reductions in suspension and chronic absenteeism for students experiencing homelessness.

Administrative Action:
Action 14.8 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Action Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 14.4 Supplemental Materials and 14.11 Home Visits and increased connections with parents/guardians.

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 a review of the 2025 California School Dashboard, the goal description has been updated to include All, LI, and HI student groups for Math and All, EL, LI, SWD, and HI student groups for Chronic Absenteeism. Accordingly, Metric M14.2 (NWEA Math) and Metric M14.5 (Chronic Absenteeism) were revised to reflect these groups, and Metrics 14.3, 14.4, and 14.5 were updated to specify the school name within the identified data source.

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

- Action 14.5 Professional Development- Consultant for PLC
- Action 14.6 Increased Support for Early Literacy
- Action 14.7 Increased Student Supervision
- Action 14.10 Organized Sports Equipment
- Action 14.12 Professional Development- Conferences
- Action 14.13 Supplemental Materials- Professional Development

The following actions have been revised:

Action 14.1 Professional Development and Intervention- Resident Guest Teachers to include supervision and Metrics M14.4 and M14.5.
Action 14.2 ELA and Math Professional Development- Contracted Services/Consultant to include Metric M14.3
Action 14.8 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

Action 14.3 Additional Standards-Based Practice- Supplemental Subscriptions
Action 14.4 Supplemental Materials
Action 14.9 Organized Sports
Action 14.11 Home Visits and increased connections with parents/guardians

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following action has been added to our Equity Multiplier goal: Action 14.14 Tutoring to offer supplemental tutoring in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA and Math.

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. In addition, Resident Guest Teachers will provide active supervision throughout the school day, implement interventions aligned to Positive Behavioral Interventions and Supports (PBIS), and deliver tiered supports schoolwide to reduce chronic absenteeism and suspension rates, as measured by M14.4 and M14.5. *Revised 2026*	$377,352	No

Action #	Title	Description	Total Funds	Contributing
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, LI, SWD, and HI students as measured by M14.1 and M14.2. *Revised 2026*	$36,000	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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	No
14.5	Professional Development- Consultant for PLC	The District will provide a vetted consultant to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to the site leader to improve instructional supervision in ELA and Math schoolwide, which leads to improved student achievement schoolwide in ELA as well as EL and SWD students and schoolwide in Math as well as EL and SWD students as measured by M14.1 and M14.2.	$75,000	No

Action #	Title	Description	Total Funds	Contributing
14.6	Increased Support for Early Literacy	The Library Assistant will work an Extended Work Year or in a Limited Term position to work directly with students to model prosodic reading and support early literacy schoolwide and for EL and SWD to improve student achievement in ELA and Math as measured by M14.1, M14.2, and M14.3.	$5,990	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.	$24,957	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$21,735	No
~~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.~~ *Discontinued 2026*	$0	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.	$4,991	No

Action #	Title	Description	Total Funds	Contributing
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.~~ *Discontinued 2026*	$0	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.	$69,880	No
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.	$19,966	No
14.14	Tutoring	A vetted vendor will provide contracted services to offer supplemental tutoring 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, LI, SWD, and HI students as measured by M14.1 and M14.2. *Added 2026*	$115,000	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 schoolwide and of White students, and improve the graduation rate of Students with Disabilities. *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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), and 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).

Based on 2025–2026 Educational Partner input and the need to strengthen schoolwide suspension reduction efforts for all students, the goal was revised to include the All Student group as a focus for suspension rate and to add Action 15.7 Professional Development- Conferences and Action 15.8 Tutoring, Saturday School, and Intersession Support.

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: All: 30.4% EL: 9.8% LI: 28.6% SWD: 14.2%	M15.1 Winter 2027: All: 47.6% EL: 45.6% LI: 47.1% SWD: 46.5%	M15.1 Current Difference from Baseline All: +12.8% EL: +9.2% LI: +11.5% SWD: +9.7%
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: All: 23.2% LI: 22.1% SWD: 8.2% HI: 23.3%	M15.2 Winter 2027: All: 48.1% LI: 47.2% SWD: 48.7% HI: 47.9%	M15.2 Current Difference from Baseline All: +5.1% LI: +4.9% SWD: +2.5% HI: +5.4%
M15.3	M15.3 Suspension Rate *Data Source: Pacific CA Dashboard Revised 2026*	M15.3 2022-2023: All: 8.2% WH: 10.5%	M15.3 2023-2024: All: 6.5% WH: 3.4%	M15.3 2024-2025: All: 6.7% WH: 5.2%	M15.3 2025-2026: All: 3.7% WH: 6.0%	M15.3 Current Difference from Baseline All: -1.5% WH: -5.3%
M15.4	M15.4 Graduation Rate *Data Source: Pacific CA Dashboard Revised 2026*	M15.4 2022-2023: SWD: 51.3%	M15.4 2023-2024: SWD: 82.4%	M15.4 2024-2025: SWD: 89.2%	M15.4 2025-2026: SWD: 96.3%	M15.4 Current Difference from Baseline SWD: +37.9%

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.

Pacific High School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the six 2025-2026 Equity Multiplier Actions, three were fully implemented (Actions 15.4, 15.5, and 15.6), while one was partially implemented (Action 15.2), and two were not implemented (Actions 15.1 and 15.3).

Successes:

15.2 Professional Development and Intervention- Resident Guest Teachers and College Student Interns was partially implemented, with three Resident Guest Teachers providing targeted writing support and caseload management, contributing to continued ELA and Math intervention and student support.

15.4 Students with Disabilities Caseload Management and Coaching was effectively implemented through a pull-out program model that supported caseload management and provided coaching to teachers in ELA and Math.

15.5 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

15.6 Additional FTE was highly effective, with the staff member exceeding expectations by carrying more than a full caseload while closely monitoring the progress of the lowest-performing students.

Challenges:

Shifting professional development priorities related to new curriculum adoption limited the site's capacity to allocate time and resources to implement planned professional development and intervention support within the timeline.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following two actions had a material difference since they were not implemented:

Action 15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant was not implemented due to a shift in professional development priorities associated with the new curriculum adoption, which required the majority of available PD time.

Action 15.3 Intervention Professional Development for Online Subscriptions was not implemented due to shifting priorities, which resulted in the site not moving forward with the purchase and implementation of additional online subscription-based support within the planned timeline.

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

Actions:
15.2 Professional Development and Intervention- Resident Guest Teachers and College Student Interns
15.6 Additional FTE
These actions focus on ELA and Math achievement as measured by M15.1 and M15.2.
For M15.1, overall, NWEA Reading Percent on Target increased significantly by 12.8 percentage points from baseline, with all student groups, including EL (+9.2%), LI (+11.5%), and SWD (+9.7%), demonstrating strong and consistent gains, indicating broad-based improvement across subgroups. For M15.2, overall, NWEA Math Percent on Target increased by 5.1 percentage points from baseline, with gains across all student groups, particularly HI (+5.4%) and LI (+4.9%), while SWD (+2.5%) showed more modest improvement, indicating positive but uneven growth in mathematics achievement.
Effectiveness: The implemented actions have been effective to date in advancing progress toward the goal, as evidenced by significant, across-the-board gains in reading and consistent improvement in mathematics; these efforts have strengthened instructional quality and expanded student support systems, resulting in broad academic growth, while indicating a need for continued focus on accelerating outcomes for students with disabilities in math.

Action:
15.4 Students with Disabilities Caseload Management and Coaching
This action focuses on ELA and Math achievement as well as increasing the graduation rate as measured by M15.1, M15.2, and M15.4.
For M15.1, M15.2, and M15.4 gains mirror those above.

Effectiveness: The data indicate that students with disabilities caseload management and coaching have been highly effective in advancing progress toward the goal, as reflected in strong gains in reading, measurable improvement in mathematics, and a substantial increase in graduation rates for students with disabilities; these outcomes suggest that targeted case management and instructional coaching have strengthened individualized support and contributed to improved academic achievement and long-term student success, while continued emphasis on math acceleration remains warranted.

Administrative Action:
Action 15.5 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions that were Not Implemented:
The following actions were not implemented; therefore, no data are reported, as they do not provide a basis for measuring impact on student outcomes: 15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant and 15.3 Intervention Professional Development for Online Subscriptions.

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 analysis of local data, reflection on prior practice, and input from Educational Partners, the goal description has been revised to include the All student group as a focus for suspension.

Metrics M15.3 and M15.4 have been revised to include the school name in the identified Data Source. M15.3 has been revised to include the All student group.

The following actions are on target; therefore, no changes are being made:
- Action 15.4 Students with Disabilities Caseload Management and Coaching
- Action 15.6 Additional FTE

The following actions have been revised:
- Action 15.2 to include the All student group as a focus group for suspension.
- Action 15.3 to include the All student group as a focus group for suspension.
- Action 15.5 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued: 15.1 Professional Development- ELA and Math Professional Development Contracted Services/Consultant

Based on our analysis of our local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

15.7 Professional Development- Conferences to improve instruction in ELA and Math.

15.8 Tutoring, Saturday School, and Intersession Support for staff to have additional collaboration time to identify interventions, support, progress monitor students, and create lessons to improve student achievement schoolwide in ELA and Math, as well as reduce 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
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.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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. Additionally, the school will work to reduce suspension rates schoolwide and among White (WH) students, as measured by Metric M15.3. *Revised 2026*	$249,908	No
15.3	Intervention Professional Development for Online Subscriptions	The District will provide vetted contracted services (including supplemental subscription Professional Development) to provide professional development, coaching, and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve student achievement in ELA, Math, Suspension, and on-time graduation specifically for EL (ELA), LI (ELA and Math), SWD (ELA, Math, and Graduation), HI (Math), and school wide and for WH (Suspension) as measured by M15.1, M15.2, M15.3, and M15.4. *Revised 2026*	$9,800	No

Action #	Title	Description	Total Funds	Contributing
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	$153,085	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$26,445	No
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.	$153,085	No
15.7	Professional Development-Conferences	Pacific High School will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math that 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. Additionally, the school will work to reduce suspension rates schoolwide and among WH students, as measured by Metric M15.3. *Added 2026*	$19,601	No

Action #	Title	Description	Total Funds	Contributing
15.8	Tutoring, Saturday School, and Intersession Support	Pacific High School will fund certificated additional duty for staff to have additional collaboration time to identify interventions, support, progress monitor students and create lessons to improve 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. Additionally, the school will work to reduce suspension rates schoolwide and among WH students, as measured by Metric M15.3. *Added 2026*	$26,680	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 African American, Homeless, and Students with Disabilities being suspended, as well as reduce the chronic absenteeism rate schoolwide (including English Learners, Low-Income, Hispanic, and Students with Disabilities). *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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.

Our analysis of the 2025 CA Dashboard shows slight improvement in ELA and Mathematics at the All Student level; however, Mathematics performance declined for Students with Disabilities, and English Learner Progress decreased for English Learners. Additionally, suspension rates increased for Students with Disabilities, and chronic absenteeism rose for All Students, as well as for English Learners, Low-Income students, Students with Disabilities, and Homeless Youth. These trends underscore the need for sustained and focused action. The school will therefore continue to prioritize the areas identified in the 2024 Dashboard, maintaining a strong commitment to improving academic achievement and strengthening student engagement through targeted academic supports, inclusive practices, and comprehensive attendance and behavioral interventions to ensure equitable outcomes for all 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%	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 All: 21.5% LI: 21.6% SWD: 12.3% AA: 21.2% HI: 22.0% EL: 9.2%	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: +10.1% LI: +10.5% SWD: +5.0% AA: +12.1% HI: +10.1% EL: +3.7%
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 AA: 16.0% SWD: 9.1%	M16.2 Winter 2027 AA: 29.5% SWD: 31.9%	M16.2 Current Difference from Baseline AA: +6.5% SWD: -2.8%
M16.3	M16.3 English Learner Progress Indicator Percent Data Source: *Hunt CA SBCUSD Dashboard* *Revised 2026*	M16.3 2023-2024 Baseline: EL: 38.2% making progress	M16.3 2023-2024: EL: 38.2% making progress	M16.3 2024-2025: EL: 28.4%	M16.3 2025-2026: EL: 58.2% making progress	M16.3 Current Difference from Baseline EL: -9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M16.4	M16.4 Suspension Rate *Data Source: Hunt CA SBCUSD Dashboard* *Revised 2026*	M16.4 2023-2024 Baseline: HOM: 7% AA: 7.4% 2024-2025 Baseline: SWD: 6.1%	M16.4 2023-2024: HOM: 7% AA: 7.4% SWD: N/A	M16.4 2024-2025: HOM: 3.2% AA: 3.7% SWD: 6.1%	M16.4 2025-2026: HOM: 6% AA: 6.4% SWD: 5.1%	M16.4 Current Difference from Baseline HOM: -3.8% AA: -3.7% SWD: N/A current baseline
M16.5	M16.5 Chronic Absenteeism *Data Source: Hunt CA SBCUSD Dashboard* *Added 2026*	M16.5 2024-2025 Baseline: All: 40.6% EL: 33.3% LI: 40.9% SWD: 44.4% HI: 42.2%	M16.5 2023-2024: All: N/A EL: N/A LI: N/A SWD: N/A HI: N/A	M16.5 2024-2025 All: 40.6% EL: 33.3% LI: 40.9% SWD: 44.4% HI: 42.2%	M16.5 2025-2026: All: 39.6% EL: 32.3% LI: 39.9%% SWD: 43.4% HI: 41.2%	M16.5 Current Difference from Baseline All: N/A current baseline EL: N/A current baseline LI: N/A current baseline SWD: N/A current baseline HI: 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.

Hunt Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the eight 2025-2026 Equity Multiplier Actions, four were fully implemented (Actions 16.2, 16.4, 16.6, 16.8), while two were partially implemented (Actions 16.1 and 16.7), and two were not implemented (Actions 16.3 and 16.5).

16.1 ELA and Writing Intervention- Resident Guest Teacher was partially implemented; this action was effective, with grades 3, 4, and 5 meeting established growth targets in upper-grade performance.

16.2 Professional Development for Literacy and Writing- Contracted Services/Consultant was successfully implemented, resulting in strong schoolwide coherence in writing instruction. Approximately 90% of staff consistently implement the writing process, with clear vertical alignment of practices and rubrics across grade levels. This represents a significant strength and a key success in implementation.

16.3 ELA and Writing Intervention- College Student Intern was not implemented; challenges included the inability to secure a college student intern whose availability aligned with instructional schedules, preventing implementation of that component.

16.6 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

16.7 Contracted Services were partially implemented; impacted by the inability to secure a provider at the BCBA credential level. Instead, the site secured a Registered Behavior Technician (BT) through contracted services. While the BT has provided valuable support, their scope does not include delivering therapy, which limits the ability to fully meet student needs. Despite this constraint, the site has experienced some success within the BT’s capacity, particularly in supporting student behavior and implementation of strategies.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following actions had a material difference because they were not implemented:

Action 16.3 ELA and Writing Intervention- College Student Intern was not implemented due to the inability to secure a college student intern whose availability aligned with instructional schedules.

Action: 16.5 Professional Development for ELA was not implemented due to shifting priorities, which limited the site's ability to schedule and deliver the planned professional development within the established timeline.

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

Actions:
16.1 ELA and Writing Intervention- Resident Guest Teacher
16.2 Professional Development for Literacy and Writing- Contracted Services/Consultant
16.4 Intervention Coordination and Planning
These actions focus on improving ELA as measured by M16.1 (NWEA Reading).
For M16.1, NWEA Reading results show strong overall growth of 10.1% from baseline. African American students demonstrated the highest gain (+12.1%), followed by Low-Income students (+10.5%), both exceeding the overall average. Hispanic students matched overall growth (+10.1%). Students with Disabilities (+5.0%) and English Learners (+3.7%) showed positive but more moderate gains.
Effectiveness: The data indicate that the combined actions of ELA and writing intervention through Resident Guest Teachers, professional development with consultants, coordinated intervention planning, and ongoing ELA focused training, have been effective in advancing progress toward the goal, as demonstrated by strong overall reading growth and particularly high gains among African American and Low-Income students; these results suggest that enhanced instructional capacity, targeted interventions, and strategic coordination are positively impacting literacy outcomes.

Actions:
16.7 Contracted Services
16.8 Organized Sports
These actions focus on
For M16.4, Suspension rates decreased for both Students Experiencing Homelessness (-3.8%) and African American students (-3.7%) compared to baseline
Effectiveness: The data indicate that contracted services and organized sports have been effective in advancing progress toward the goal, as evidenced by reduced suspension rates for students experiencing homelessness and African American students.

Administrative Action:
16.6 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Action Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: Action 16.3 ELA and Writing Intervention- College Student Intern and 16.5 Professional Development for ELA.

M16.2 NWEA Math results show strong growth for African American students (+6.5%) compared to baseline. However, Students with Disabilities experienced a decline (-2.8%), indicating a need for strengthened math support and targeted intervention for this group. There were no actions aligned to these metrics in the 2025–2026 LCAP. Moving forward, specific actions have been identified in the 2026–2027 LCAP to strengthen effectiveness and ensure progress toward the overall goal target.

M16.3 The English Learner Progress Indicator declined by 9.8% from baseline, indicating a significant decrease in language proficiency growth and reclassification progress. This trend highlights the need to strengthen designated and integrated ELD supports, closely monitor progress, and intensify targeted interventions to accelerate English Learner achievement. There were no actions aligned to these metrics in the 2025–2026 LCAP. Moving forward, specific actions have been identified in the 2026–2027 LCAP to strengthen effectiveness and ensure progress toward the overall goal target.

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 a review of the 2025 California School Dashboard, the goal description has been updated to include the SWD student group under Suspension and to incorporate Chronic Absenteeism. Accordingly, Metric M16.5 (Chronic Absenteeism) was added, Metric M16.4 (Suspension Rate) was revised to include the SWD student group, and Metrics 16.3 and 16.4 were updated to specify the school name within the identified data source.

The following action is on target; therefore, no changes are being made:
Action 16.2 Professional Development for Literacy and Writing- Contracted Services/Consultant

The following actions have been revised:
Action 16.1 has been revised to better align with implementation and outcomes. The title has been updated to Intervention– Resident Guest Teacher, removing the specific reference to ELA and Writing. The description now focuses on providing intervention in English Language Arts and Mathematics, as well as supporting students who are chronically absent to reduce chronic absenteeism. The action is aligned to Metrics M16.2 and M16.5.
Action 16.4 has been revised to include Metric M16.2
Action 16.5 Professional Development for ELA has been renamed to Professional Development- Conferences and has been revised to shift the focus of professional development from solely improving English Language Arts achievement (M16.1) to addressing broader student needs and is now aligned to Metrics M16.4 and M16.5.
Action 16.6 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.
Action 16.7 Contracted Services has been revised to remove the specific requirement for a Board Certified Behavior Analyst (BCBA),

allowing for greater flexibility in service provision.
Action 16.8 Organized Sports has been revised to include Students with Disabilities.

The following action has been discontinued: 16.3 ELA and Writing Intervention College Student Intern

Based on our analysis of the 2025 CA Dashboard and local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

Action 16.9 Organized Sports Equipment to use on the playground to provide structured activities to reduce suspension rates for AA, HOM, and SWD.
Action 16.10 Recreational Aide Additional Time to attend training to support PBiS to reduce suspension rates for AA, HOM, and SWD.
Action 16.11 Expanded Mental Health and Tier II/III Intervention Supports to provide individualized and group mental health services to AA, HOM< and SWD, as well as decrease chronic absenteeism schoolwide.
Action 16.12 Clinical Supervision for School-Based Mental Health Services to reduce suspension rates of AA, HOM and SWD and to reduce chronic absenteeism schoolwide.
Action 16.13 Contracted Home Outreach and Attendance Intervention Services to provide direct home checks for students with high absenteeism/chronically absent students, providing resources needed to get students to school to improve student 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
16.1	Intervention- Resident Guest Teacher *Renamed 2026*	Resident Guest Teachers will provide release time and deliver targeted intervention in English Language Arts schoolwide for EL, AA, LI, SWD, and HI students, as well as support in Math and writing for AA and SWD students to improve achievement in ELA and Math, as measured by M16.1 and M16.2. Additionally, a Resident Guest Teacher will oversee independent study for students who are chronically absent or at risk of chronic absenteeism to reduce absenteeism rates schoolwide and for EL, LI, SWD, and HI students, as measured by M16.5. *Revised 2026*	$463,604	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.	$34,940	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.~~ *Discontinued 2026*	$0	No

Action #	Title	Description	Total Funds	Contributing
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 to support English Language Arts schoolwide and for EL, AA, LI, SWD, HI, as well as Math for AA and SWD to improve student academic achievement in ELA and Math as measured by M16.1 and M16.2. *Revised 2026*	$10,981	No
16.5	Professional Development-Conferences *Renamed 2026*	Hunt Elementary will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to address the at risk-needs of students to improve suspension rates of HOM, AA, and SWD and reduce chronic absenteeism rates schoolwide and of EL, LI, SWD, and HI students as measured by M16.4 and M16.5 *Revised 2026*	$7,986	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$21,925	No
16.7	Contracted Services	Hunt Elementary School will fund a contracted wraparound and behavior service to decrease the suspension rate of AA, HOM, and SWD as measured by M16.4. *Revised 2026*	$58,032	No

Action #	Title	Description	Total Funds	Contributing
16.8	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times to reduce suspension rates of AA, HOM and SWD as measured by M16.4. *Revised 2026*	$73,300	No
16.9	Organized Sports Equipment	Hunt Elementary will purchase organized sports equipment to use on the playground to provide structured activities to reduce suspension rates for AA, HOM, and SWD as measured by M16.4. *Added 2026*	$4,991	No
16.10	Recreational Aide Additional Time	Hunt Elementary will provide additional hours for classified staff (recreational aides) to attend training and provide increased student supervision to support PBIS implementation, with the goal of reducing suspension rates for AA, HOM, and SWD as measured by M16.4. *Added 2026*	$19,966	No
16.11	Expanded Mental Health and Tier II/III Intervention Supports	Hunt Elementary will fund a limited term position (Associate Mental Health Social Worker) conducting individualized and group therapy for students mental health, social emotional Tier II and Tier III intervention to reduce suspension rates of AA, HOM and SWD as measured by M16.4 and to reduce chronic absenteeism schoolwide and for EL, LI, SWD, HI as measured by M16.5. *Added 2026*	$36,204	No
16.12	Clinical Supervision for School-Based Mental Health Services	Hunt Elementary will fund paid supervision of the associate mental social worker to reduce suspension rates of AA, HOM and SWD as measured by M16.4 and to reduce chronic absenteeism schoolwide and for EL, LI, SWD, HI as measured by M16.5. *Added 2026*	$13,600	No

Action #	Title	Description	Total Funds	Contributing
16.13	Contracted Home Outreach and Attendance Intervention Services (Canvassing)	Contracted service to provide direct home checks for students with high absenteeism/chronically absent students, providing resources needed to get students to school to improve student achievement in ELA and Math as measured by M16.1 and M16.2. *Added 2026*	$10,250	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

Priority 8: Other Pupil Outcomes

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 EL: 16.8%	M17.1 Winter 2027: EL: 46.8%	M17.1 Current Difference from Baseline EL: +15.0%
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 All: 34.0% EL: 7.3% LI: 31.9% SWD: 11.3% HI: 34.8%	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: +12.5% EL: +2.6% LI: +11.0% SWD: +5.4% HI: +13.3%
M17.3	M17.3 Suspension Rate *Data Source: Indian Springs CA Dashboard Revised 2026*	M17.3 2022-2023: HOM: 9.9% SWD: 11.55%	M17.3 2023-2024: HOM: 8.8% SWD: 11.3%	M17.3 2024-2025: HOM: 4.6% SWD: 8.1%	M17.3 2025-2026: HOM: 5.4% SWD: 5.5%	M17.3 Current Difference from Baseline HOM: -5.3% SWD: -3.4%

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.

Indian Springs High School is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the eight 2025-2026 Equity Multiplier Actions, three were fully implemented (Actions 17.1, 17.3, and 17.7), while three were partially implemented (Actions 17.2, 17.4, and 17.5), and two were not implemented (Actions 17.6 and 17.8).

Successes:

17.1 Math Support FTEs: Two FTEs supported efforts to close the achievement gap by providing 12 sections of targeted math support across grades 6–11. Student growth was evidenced by improved NWEA assessment scores.

17.2 Resident Guest Teachers: Two Resident Guest Teachers provided supervision and targeted intervention to support the reduction of suspensions. This approach has been effective in delivering additional support to identified student groups and minimizing behavioral challenges that lead to suspension. In addition, two additional Resident Guest Teachers supported English Language Arts, with one providing focused reading intervention to strengthen students' reading and grammar skills.

17.3 ELA Coaching: 0.5 FTE provided ongoing support to the ELA department throughout the year, including instructional coaching, professional development, classroom observations, and collaborative planning. This support also included the implementation of targeted ELA interventions to strengthen instructional practices.

17.5 Professional Development for ELA and Math- Conferences: The math department, consisting of eight teachers, attended conferences to support implementation of the newly adopted curriculum, including an additional conference earlier in the year. These learning opportunities strengthened instructional practices and contributed to efforts to close the achievement gap for all student groups.

17.7 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Challenges:

Scheduling conflicts related to professional development timing and staffing constraints limited the site's ability to coordinate training opportunities and implement a structured mentoring program within the planned timeline.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following actions had a material difference because they were not implemented:

Action 17.6 Professional Development for Behavior was not implemented within the planned timeline, as the conference focused on strengthening behavior management and reducing suspension rates is scheduled for the summer, with 20 staff members expected to attend.

Action 17.8 Mentoring was not implemented due to staffing constraints, which limited the site's ability to establish and sustain a structured mentoring program within the planned timeline.

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

Action:
17.1 Math Support FTEs
This action focuses on Math achievement as measured by M17.2.
For M17.2, NWEA Math percent on target increased across all student groups, led by Hispanic students (+13.3%) and All students (+12.5%), while English Learners (+2.6%) and Students with Disabilities (+5.4%) showed smaller gains.
Effectiveness: The data indicate that Math Support FTEs have been effective in advancing progress toward the goal, as evidenced by strong overall gains in mathematics across all student groups, particularly among Hispanic and All students.

Action:
17.2 Resident Guest Teachers
This action focuses on reducing the Suspension Rate as measured by M17.3.
For M17.3, suspension rates decreased for both Homeless students (-5.3%) and Students with Disabilities (-3.4%).
Effectiveness: The data indicate that the combined actions of Resident Guest Teachers has been effective in advancing progress toward the goal, as evidenced by decreased suspension rates for students experiencing homelessness and students with disabilities.

Action:
17.3 ELA Coaching
This action focuses on ELA achievement as measured by M17.1.
For M17.1, NWEA Reading percent on target for English Learners increased by 15.0%.

Effectiveness: The data indicate that ELA coaching has been effective in advancing progress toward the goal, as evidenced by a significant increase in NWEA Reading percent on target for English Learners.

Actions:
17.4 Professional Development- Consultants for ELA and Math
17.5 Professional Development for ELA and Math- Conferences
These actions focus on ELA and Math achievement as measured by M17.1 and M17.2.
For M17.1 and M17.2, gains mirror those above.
Effectiveness: The data indicate that professional development for ELA and Math through conferences has been effective in advancing progress toward the goal, as evidenced by strong gains in mathematics across all student groups and a significant increase in reading achievement for English Learners.

Administrative Action:
Action 17.7 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Action Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 17.6 Professional Development for Behavior and 17.8 Mentoring.

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.

Metric 17.3 has been revised to include the school name in the identified Data Source.

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

- Action 17.1 Math Support FTEs
- Action 17.2 Resident Guest Teachers
- Action 17.3 ELA Coaching
- Action 17.5 Professional Development for ELA and Math- Conferences
- Action 17.6 Professional Development for Behavior
- Action 17.8 Mentoring

The following action has been revised: Action 17.7 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following action has been discontinued: Action 17.4 Professional Development- Consultants for ELA and Math

Based on our analysis of our local data, reflections on our prior practice, and Educational Partner input, the following actions have been added to our Equity Multiplier goal:

- Action 17.9 Rec Aide Additional Duty (no Mondays)
- Action 17.10 Instructional Materials for ELA and Math
- Action 17.11 Tutoring for ELA and Math
- Action 17.12 Intervention Coordination and Planning
- Action 17.13 Home Visits and increased connections with parents/guardians

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 as measured by M17.2.	$287,027	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.	$309,924	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.	$61,000	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.~~ *Discontinued 2026*	$0	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.	$100,000	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.	$98,918	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$40,677	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	$20,000	No
17.9	Rec Aide Additional Duty (no Mondays)	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 for HOM and SWD as measured by M17.3. *Added 2026*	$31,827	No

Action #	Title	Description	Total Funds	Contributing
17.10	Instructional Materials for ELA and Math	Indian Springs High School will purchase intervention materials to provide additional standards-based practice using supplemental instructional materials to improve student achievement in ELA and Math as measured by M17.1 and M17.2. *Added 2026*	$19,892	No
17.11	Tutoring for ELA and Math	A vetted vendor will provide contracted services to offer supplemental tutoring in ELA and Math to improve student achievement in ELA for EL students and Math schoolwide and for EL, LI, SWD, and HI students as measured by M17.1 and M17.2. *Added 2026*	$120,000	No
17.12	Intervention Coordination and Planning	The school administrator will provide the school site Teacher on Special Assignment (TOSA) and/or certificated staff with additional hours to plan and coordinate all intervention services under the Equity Multiplier program to improve academic achievement in English Language Arts and Math as measured by M17.1 and M17.2 and to lower the suspension rate for HOM and SWD as measured by M17.3. *Added 2026*	$24,865	No
17.13	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA, Math to improve student achievement in ELA and Math as measured by M17.1 and M17.2. Anticipated costs include reimbursable mileage and additional hours for staff. *Added 2026*	$8,156	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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 All: 21.9% EL: 9.3% LI: 20.0% HI: 21.3% SWD: 8.2%	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: +3.8% EL: +2.8% LI: +2.0% HI: +4.0% SWD: +3.5%
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 All: 23.7% EL: 11.0% LI: 22.2% HI: 23.4% SWD: 10.5%	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: +3.9% EL: -2.0% LI: +3.9% HI: +4.5% SWD: +3.7%
M18.3	M18.3 English Learner Progress Indicator Percent *Data Source: Del Rosa CA Dashboard* *Revised 2026*	M18.3 2022-2023: EL: 33.8% making progress	M18.3 2023-2024: EL: 40%	M18.3 2024-2025: EL: 42.9%	M18.3 2025-2026: EL: 63.8% making progress	M18.3 Current Difference from Baseline EL: +9.1%

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: Del Rosa CA Dashboard Revised 2026*	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: HOM: 8.1% LI: 5.2% SWD: 9.3% AA: 24.6%	M18.4 2025-2026: HOM: 1.2% LI: 4.8% SWD: 5.5% AA: 16.6%	M18.4 Current Difference from Baseline HOM: -2.1% LI: -0.6% SWD: +2.8% AA: +7%

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.

Del Rosa Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the ten 2025-2026 Equity Multiplier Actions, five were fully implemented (Actions 18.1, 18.2, 18.3, 18.4, and 18.6), while one was partially implemented (Action 18.8), and four were not implemented (Actions 18.5, 18.7, 18.9, and 18.10).

Action 18.1 Professional Development in ELA, Writing, and Math: This action has been implemented with a strong focus on early literacy, aligning with the planned intent while refining support based on site needs. A consultant is actively working with teachers and the site leader to strengthen instructional practices, and guest teachers provide release time for staff to participate in training, collaborative planning, and peer-led presentations. Implementation has included significant professional development for upper-grade teachers in prior phases, with the current year prioritizing primary grade instruction to build foundational literacy skills. As a result, student outcomes have begun to stabilize as targeted supports are put in place. A key success has been the coordinated approach to professional learning and instructional support. Moving forward, coaching efforts will expand to upper grades, and the site is exploring deeper implementation of its writing curriculum to further strengthen outcomes.

Action 18.3 Professional Development Conferences: This action has been implemented through the participation of 7–9 teachers in a conference focused on integrating psychological principles into instructional practice. Participating teachers also presented as part of an MOU, demonstrating active engagement and leadership in professional learning. Implementation has aligned with the intended focus, with teachers applying strategies that emphasize understanding the root causes of student behavior, fostering positive mindsets, and maintaining consistent expectations and responses. A key success has been the increased awareness and application of behavior-informed practices in the classroom. Ongoing efforts are centered on ensuring consistency across staff and sustaining the integration of these approaches into daily instruction.

Action 18.4 Professional Development and Collaboration: This action has been implemented by providing structured release time for teacher collaboration and professional learning. Primary grade levels receive designated release days, while upper-grade teachers are provided one planning day per month.

Action 18.6 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

Action 18.8 Organized Sports: Implementation of this action began later than planned due to delays in the purchase requisition process. Despite this challenge, the program is now underway, with a consultant providing a structured 12-week after-school football program that includes regular practices and weekly games. A key success is the establishment of a consistent, engaging program that supports student participation and enrichment, with ongoing implementation focused on maintaining program continuity and maximizing student involvement.

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 budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following four actions had a material difference since they were not implemented:

Action 18.5 Additional Support Staff for Program Implementation was not implemented due to staffing constraints, including challenges in recruiting and onboarding qualified personnel within the planned timeline.

Action 18.7 Contracted Services was not implemented due to vendor capacity limitations, including a waitlist that prevented timely access to services. The vendor is able to provide alternative support; therefore, the site plans to revise the action language to broaden the scope of services offered.

Action 18.9 Organized Sports Equipment was not implemented due to a delay in the implementation of Action 18.8, which impacted the timing of related purchases. The site plans to complete these purchases in the following year.

Action 18.10 Increased Student Supervision was not implemented due to shifting priorities in resource allocation, despite available funding, as the need for additional supervision was primarily concentrated in the primary grades and required further planning for targeted support.

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

Actions:
18.1 Professional Development in ELA, Writing, and Math
These actions focus on ELA and Math achievement as measured by M18.1 and M18.2, and English Language Learner Progress as measured by M18.3
For M18.1, NWEA Reading percent on target increased slightly across all student groups, with Hispanic students (+4.0%) and Students with Disabilities (+3.5%) leading gains. For M18.2, NWEA Math percent on target increased for most student groups, led by Hispanic students (+4.5%), while English Learners (-2.0%) declined. For M18.3, the English Learner Progress Indicator increased by 9.1% from baseline.
Effectiveness: The data indicate that professional development in ELA, writing, and math has been effective in advancing progress toward the goal, as reflected in overall gains in reading and mathematics for most student groups and a notable increase in English Learner progress; these outcomes suggest strengthened instructional practices and improved student performance**.**

Actions:
18.2 Professional Development in Classroom Management and Social-Emotional Learning
18.8 Organized Sports
These actions focus on reducing the suspension rate as measured by M18.4.
For M18.4, suspension rates decreased for Homeless (-2.1%) and Low Income students (-0.6%) but increased for Students with Disabilities (+2.8%) and African American students (+7%).
Effectiveness: The data indicate that the combined actions of professional development in classroom management and social-emotional learning and organized sports have been partially effective in advancing progress toward the goal, as evidenced by reductions in suspension rates for Homeless and Low Income students.

Actions:
18.3 Professional Development Conferences
18.4 Professional Development and Collaboration- Resident Guest Teachers
These actions focus on ELA and Math achievement as measured by M18.1 and M18.2, English Language Learner Progress as measured by M18.3, and reducing the suspension rate as measured by M18.4.
For M18.1, M18.2, M18.3, and M18.4, the gains mirror those above.
Effectiveness: The data indicate that professional development conferences and collaboration with Resident Guest Teachers have been partially effective in advancing progress toward the goal, as evidenced by overall gains in reading and mathematics and improved English Learner progress, suggesting strengthened instructional practices and collaboration.

Administrative Action:
Action 18.6 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Actions Not Implemented:
The following actions were not implemented; therefore, their effectiveness in contributing to progress toward the goal cannot be determined at this time: 18.5 Additional Support Staff for Program Implementation, 18.7 Contracted Services, 18.9 Organized Sports Equipment, and 18.10 Increased Student Supervision.

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.

Metrics 18.3 and 18.4 have been revised to include the school name in the identified Data Source.

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
- 18.3 Professional Development Conferences
- 18.4 Professional Development and Collaboration- Resident Guest Teachers
- 18.5 Additional Support Staff for Program Implementation
- 18.8 Organized Sports
- 18.9 Organized Sports Equipment
- 18.10 Increased Student Supervision

The following actions have been revised:

- Action 18.6 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.
- Action 18.7 Contracted Services has been revised to include contract services to provide specialized behavioral and student support services.

Based on our analysis of our local data, reflections on our prior practice, and Educational Partner input, the following action has been added to our Equity Multiplier goal: Action 18.11 Instructional Supplies to Support ELA, Writing, 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
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.	$115,000	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.	$13,000	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.	$19,966	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.	$349,400	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.	$4,991	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$16,690	No
18.7	Contracted Services	Del Rosa Elementary School will contract services to provide specialized behavioral and student support services to reduce suspension rates for AA, LI, SWD, and HOM as measured by M18.4. *Revised 2026*	$80,000	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.	$66,961	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.	$991	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.	$6,988	No
18.11	Instructional Supplies to Support ELA, Writing, and Math	Del Rosa Elementary will purchase instructional supplies to improve instruction in ELA and Math that leads to improved student achievement in ELA (EL, LI, SWD, and HI), Writing, Math (EL, SWD, and HI), and English learner progress as measured by M18.1, M18.2, and M18.3. *Added 2026*	$4,000	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, Hispanic, and Homeless 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 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

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.

Our analysis of the 2025 CA Dashboard data indicated a slight improvement in ELA overall, with the exception of Students with Disabilities, while Mathematics performance declined at the All Student level and for Low-Income and Hispanic students. English Learner Progress also declined for English Learners, and suspension rates increased for Homeless students and Students with Disabilities. These trends highlight the need for continued, focused efforts to address achievement gaps and strengthen engagement. The school will therefore remain committed to the priority areas identified in the 2024 Dashboard, intensifying academic support and student engagement strategies to promote equitable growth, improve outcomes, and ensure that all student groups receive the targeted support necessary for success.

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: All: 24.4% EL: 19.5% LI: 22.8% SWD: 10.8% AA: 13.0% HI: 25.1%	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: +14.2% EL: +17.3% LI: +13.0% SWD: +0.8% AA: -4.4% HI: +16.6%
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: All: 28.6% EL: 26.3% LI: 27.3% HI: 29.7%	M19.2 Winter 2027: All: 38.6% EL: 38.4% LI: 38.4% HI: 38.2%	M19.2 Current Difference from Baseline All: +20.0% EL: +23.9% LI: +18.9% HI: +21.5%
M19.3	M19.3 English Learner Progress Indicator Percent *Data Source: Highland Pacific CA Dashboard Revised 2026*	M19.3 2022-2023: EL: 40.5% making progress	M19.3 2023-2024: EL: 48.8%	M19.3 2024-2025: EL: 29.4%	M19.3 2025-2026: EL: 70.5% making progress	M19.3 Current Difference from Baseline EL: -11.1%

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: Highland Pacific CA Dashboard Revised 2026*	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: All: 33.9% EL: 20.0% LI: 35.1% AA: 39.5% SWD: 36.8%	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: -12.1% EL: -21.7% LI: -12.8% AA: -22.4% SWD: -11%
M19.5	M19.5 Suspension Rate *Data Source: Highland Pacific CA Dashboard Revised 2026*	M19.5 2022-2023: All: 9.2% EL: 6.5% LI: 9.6% SWD: 8.7% AA: 17.4% HI: 8.3% 2024-2025 Baseline: HOM: 13.2%	M19.5 2023-2024: All: 6.9% EL: 6% LI: 7.1% SWD: 4.3% AA: 18.4% HI: 6.2% HOM: N/A	M19.5 2024-2025: All: 5.7% EL: 5.1% LI: 5.9% SWD: 9.9% AA: 11.4% HI: 4.5% HOM: 13.2%	M19.5 2025-2026: All: 7.7% EL: 5% LI: 8.1% SWD: 7.2% AA: 8.0% HI: 6.8% HOM: 12.7%	M19.5 Current Difference from Baseline All: -3.5% EL: -1.4% LI: -3.7% SWD: +1.2% AA: -6.0% HI: -3.8% HOM: 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.

Highland Pacific Elementary is implementing the Equity Multiplier plan in phased alignment with the Local Control and Accountability Plan (LCAP) cycle. The primary objective is to reduce learning gaps and improve outcomes for students who have historically experienced barriers to success by delivering differentiated levels of support based on identified needs. Implementation is guided by ongoing analysis of student data, input from school advisory groups, and feedback collected through ThoughtExchange from Educational Partners, ensuring continuous improvement and responsive decision-making.

Of the fourteen 2025-2026 Equity Multiplier Actions, nine were fully implemented (Actions 19.1, 19.2, 19.3, 19.4, 19.5, 19.7, 19.10, 19.11, and 19.12), while four were partially implemented (Actions 19.6, 19.8, 19.9, and 19.13), and one was not implemented (Action 19.14).

Actions:

19.1 Professional Development and Intervention- Resident Guest Teachers was fully implemented, with Resident Guest Teachers (RGTs) providing push-in support during Universal Access (UA) time and in the Learning Center. They also facilitated teacher release time for professional development, data analysis, and collaborative planning. RGTs serve as an additional layer of support to strengthen UA implementation; however, systems are in place to ensure UA continues effectively even when RGTs are reassigned. A key success has been the increased capacity to support both student intervention and teacher collaboration without disrupting core instructional structures.

19.2 Printing and instructional materials were fully implemented, with intervention materials purchased and utilized in the Learning Center to provide additional standards-based practice and support student learning.

19.3 Supplemental Books were purchased for both the library and classrooms to support and enhance student achievement in English Language Arts and Mathematics.

19.4 Active Supervision was fully implemented, ensuring consistent supervision to support student safety and engagement. A key challenge was staff turnover, as some employees left for higher-paying positions, along with difficulties securing substitutes for Limited Term roles. Despite these challenges, the site maintained implementation and continuity of supervision support.

19.5 Professional Collaboration and Intervention- Additional Hours was fully implemented, with teachers dedicating 1.5 hours per week over an 18-week period to complete certification. This structured time supported professional learning and strengthened instructional practices in literacy.

19.6 Building Parent Capacity was partially implemented through a STEAM-focused family workshop held during Back to School Night, which included materials for families to support learning at home. While the event provided meaningful engagement, implementation was limited to a single workshop rather than a series of ongoing opportunities.

19.7 Supplemental Subscriptions fully implemented, with digital resources purchased through supplemental online subscriptions to provide additional standards-based practice and support improved student achievement in English Language Arts and Mathematics.

19.8 Intervention Coordination and Planning was partially implemented, with the resource teacher providing additional hours to support the coordination and planning of intervention services. A key challenge was limited staff availability, as not all team members were able to participate in extended hours, which impacted full implementation.

19.9 Library Assistants to Support Literacy was partially implemented through extended work year or limited-term hours for a Library Assistant, providing approximately three additional hours per day, three days per week. These added hours increased student access to the library, supported literacy development through modeling effective reading practices, and enhanced overall access to resources.

19.10 Additional Support Staff for Program Implementation was fully implemented, with clerical staff providing extended hours through an Extended Work Year or Limited Term position. These additional hours supported data entry and overall program operations, enhancing staff capacity and ensuring effective implementation of the Equity Multiplier Plan.

19.11 Professional Development and Consultants for Math and ELA were fully implemented through partnerships with two consultants who provided professional development beyond District-level and School Plan for Student Achievement offerings. Support included instructional coaching and data analysis to strengthen teaching practices in English Language Arts and Mathematics.

19.12 Indirect Costs is an administrative action that allocates costs to support overall program implementation. As such, it does not involve direct program activities and is not applicable to this prompt regarding implementation details, differences, challenges, or successes.

19.13 Organized Sports was partially implemented, the leadership team determined that resources would be more effectively prioritized toward Active Supervision to ensure adequate staffing and student support. As a result, this action will be discontinued for the 2026–2027 school year.

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

The budgeted expenditures reflect the full allocation for Equity Multiplier Cohorts 1 and 2 across the three-year LCAP cycle. The estimated actual expenditures capture only the funds expended during Year 2 (2025–2026) of implementation. This distinction explains the variance between the total budgeted expenditures and the estimated actual expenditures to date.

The following action had a material difference because it was not implemented: Action 19.14 Professional Development- Conferences was not implemented due to competing priorities, which limited the site's ability to coordinate attendance and allocate resources within the planned timeline.

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

Actions:
19.1 Professional Development and Intervention- Resident Guest Teachers
19.2 Printing and Instructional Materials
19.3 Supplemental Books
19.7 Supplemental Subscriptions
19.8 Intervention Coordination and Planning
19.10 Additional Support Staff for Program Implementation
19.11 Professional Development and Consultants for Math and ELA
These actions focus on ELA and Math achievement as measured by M19.1 and M19.2.
For M19.1, NWEA Reading percent on target increased for most student groups, particularly English Learners (+17.3%) and Hispanic students (+16.6%), while African American students (-4.4%) declined, and Students with Disabilities (+0.8%) showed minimal growth. For M19.2, NWEA Math percent on target increased substantially across all student groups, with the largest gains among English Learners (+23.9%) and strong growth for Hispanic students (+21.5%).
Effectiveness: The data indicate that the implemented actions have been effective in advancing progress toward the goal, as evidenced by substantial gains in mathematics across all student groups and strong reading growth for English Learners and Hispanic students; these results suggest that enhanced instructional supports, resources, and staff capacity are positively impacting student achievement.

Actions:
19.4 Active Supervision
19.13 Organized Sports
These actions focus on decreasing the suspension rate as measured by M19.5.
For M19.5, suspension rates declined for most student groups, especially African American students (-6.0%), and All students (-3.5%), while Students with Disabilities (+1.2%) experienced an increase.

Effectiveness: The data indicate that the implementation of active supervision and organized sports has been effective in improving overall student behavior and school climate, as evidenced by notable reductions in suspension rates for African American students and the student population overall.

Actions:
19.5 Professional Collaboration and Intervention- Additional Hours
19.6 Building Parent Capacity
These actions focus on ELA and Math achievement, and English Learner progress as measured by M19.1, M19.2, and M19.3.
For M19.1 and M19.2, gains mirror those above. For M19.3, the English Learner Progress Indicator declined by 11.1% from baseline, indicating a significant decrease in progress.
Effectiveness: The data suggest that professional collaboration through additional hours and efforts to build parent capacity have been partially effective in advancing progress toward the goal, as reflected in substantial gains in mathematics and strong reading improvement for English Learners and Hispanic students.

Action:
19.9 Library Assistants to Support Literacy
This action focuses on ELA achievement as measured by M19.1.
For M19.1, gains mirror those above.
Effectiveness: The data indicate that library assistants supporting literacy have been effective in advancing progress toward the goal for many student groups, as reflected in strong reading gains among English Learners and Hispanic students.

Administrative Action:
Action 19.12 Indirect Costs
This administrative function supports program implementation and does not directly impact student outcomes.

Action Not Implemented:
The following action was not implemented; therefore, its effectiveness in contributing to progress toward the goal cannot be determined at this time: 19.14 Professional Development- Conferences.
For M19.4, chronic absenteeism decreased significantly across all student groups, particularly among African American students (-22.4%) and English Learners (-21.7%). The metric was originally aligned to an action that was not implemented. As a result, this action will be discontinued in the 2026–2027 LCAP. Moving forward, the metric will be reassigned to an existing action to strengthen implementation and ensure measurable progress toward the overall 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.

Based on a review of the 2025 California School Dashboard, the goal description has been updated to include the HOM student group under Suspension. Metric M19.5 was revised to reflect this addition, and Metrics 19.3, 19.4, and 19.5 were updated to specify the school name within the identified data source.

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

- Action 19.1 Professional Development and Intervention- Resident Guest Teachers
- Action 19.2 Printing and Instructional Materials
- Action 19.3 Supplemental Books
- Action 19.4 Active Supervision
- Action 19.5 Professional Collaboration and Intervention- Additional Hours
- Action 19.6 Building Parent Capacity
- Action 19.7 Supplemental Subscriptions
- Action 19.8 Intervention Coordination and Planning
- Action 19.9 Library Assistants to Support Literacy
- Action 19.11 Professional Development and Consultants for Math and ELA
- Action 19.12 Indirect Costs

The following actions have been revised:

- Action 19.10 Additional Support Staff for Program Implementation was revised to include M19.14 as a metric.
- Action 19.12 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

The following actions have been discontinued:

- Action 19.6 Building Parent Capacity
- Action 19.13 Organized Sports
- Action 19.14 Professional Development- Conferences

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
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	$299,486	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.	$12,478	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.	$2,995	No
19.4	Active Supervision	Recreational Aides will work in an Extended Work Year or in a Limited Term position to provide active supervision throughout the school day, intervention for PBiS, and tiered support in small group, individualized, and/or intervention schoolwide and for EL, LI, SWD, AA, and HI students to reduce Suspension rates as measured by M19.5.	$29,949	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.	$19,467	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.~~ *Discontinued 2026*	$0	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.	$2,995	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.	$24,059	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.	$3,993	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. and reduce chronic absenteeism schoolwide and for EL, LI, AA, and SWD as measured by M19.4. *Revised 2026*	$1,997	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.	$90,000	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), 2.30% (2025-2026), and 4.32% (2026-2027). *Revised 2026*	$17,168	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.~~ *Discontinued 2026*	$0	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.~~ *Discontinued 2026*	$0	No

Goal

Goal #	Description	Type of Goal
20	**Equity Multiplier - Howard Inghram Elementary** By the end of the 2027 school year, students at Howard Inghram Elementary (Inghram) will improve academic achievement schoolwide and for Students with Disabilities in ELA and Math by increasing the percentage of students on track, as shown in the metric section for this goal. Inghram Elementary will also reduce the chronic absenteeism rate schoolwide and for Low-Income, Students with Disabilities, and Hispanic students. *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our analysis of the 2025 California Dashboard data highlighted the need to continue supporting the academic progress of students schoolwide and of Students with Disabilities in English Language Arts (ELA) and Math, as well as the need to reduce the chronic absenteeism rate for all students. This need aligns with feedback from Educational Partners, who emphasized the ongoing importance of support for Students with Disabilities and identified chronic absenteeism as a key area for improvement across the student population.
To address these priorities, our plan includes implementing targeted actions outlined in our goals, with progress monitored through the California Dashboard. The Comprehensive Needs Assessment (CNA) indicated an increased need for support for Students with Disabilities, as ELA performance declined by 18.4 percentage points and Math performance declined by 26 percentage points, resulting in a red designation on the California Dashboard.
Howard Inghram Elementary is committed to creating a supportive and engaging learning environment to reduce chronic absenteeism for all students, with particular attention to Low-Income students, Students with Disabilities, and Hispanic students. During the development of the Comprehensive Needs Assessment, Educational Partners identified the following needs to be addressed using Equity Multiplier funds: academic achievement in ELA and Math, as well as reducing chronic absenteeism.

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 NWEA Reading Percent on Target *Data Source: Howard Inghram NWEA Database*	M20.1 Winter 2026 Baseline: All: 21.7% SWD: 16.3%	M20.1 Winter 2025: All: N/A SWD: N/A	M20.1 Winter 2026: All: 21.7% SWD: 16.3%	M20.1 Winter 2027: All: 31.7% SWD: 26.3%	M20.1 Current Difference from Baseline All: N/A Current Baseline SWD: N/A Current
M20.2	M20.2 NWEA Math Percent on Target *Data Source: Howard Inghram NWEA Database*	M20.2 Winter 2026 Baseline: All: 20.9% SWD: 16.7%	M20.2 Winter 2025: All: N/A SWD: N/A	M20.2 Winter 2026: All: 20.9% SWD: 16.7%	M20.2 Winter 2027: All: 30.9% SWD: 26.7%	M20.2 Current Difference from Baseline All: N/A Current Baseline SWD: N/A Current Baseline
M20.3	M20.3 Chronic Absenteeism Rate *Data Source: Howard Inghram CA Dashboard*	M20.3 2024-2025 Baseline: All: 41.5% LI: 41.8% SWD: 38.7% HI: 41%	M20.3 2023-2024: All: N/A LI: N/A SWD: N/A HI: N/A	M20.3 2024-2025: All: 41.5% LI: 41.8% SWD: 38.7% HI: 41%	M20.3 2025-2026: All: 40.5% LI: 40.8% SWD: 37.7% HI: 40.0%	M20.3 Current Difference from Baseline All: N/A Current Baseline LI: N/A Current Baseline SWD: N/A Current Baseline HI: 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.

Goal 20 from the 2025-2026 LCAP has been renumbered as Goal 22 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 20 will be analyzed during the development of the 2027-2028 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.

Goal 20 from the 2025-2026 LCAP has been renumbered as Goal 22 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 20 will be analyzed during the development of the 2027-2028 LCAP.

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

Goal 20 from the 2025-2026 LCAP has been renumbered as Goal 22 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 20 will be analyzed during the development of the 2027-2028 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.

Goal 20 from the 2025-2026 LCAP has been renumbered as Goal 22 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 20 will be analyzed during the development of the 2027-2028 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	Resident Guest Teachers will provide the release time to attend professional development, collaborate, plan lessons, and provide intervention for Students with Disabilities (SWD) to improve student achievement in ELA and Math as measured by M20.1 and M20.2.	$219,623	No
20.2	Professional Development-Conferences (for ELA and Math)	Inghram Elementary will fund professional development conferences and workshops for teachers to improve instruction in ELA and Math that leads to improved achievement for Students with Disabilities (SWD) in ELA and Math as measured by M20.1 and M20.2.	$4,991	No
20.3	Professional Development and Consultants for ELA and Math	Vetted consultants/contracted services (including supplemental subscription Professional Development) will provide professional development, coaching, and data analysis support to staff to improve achievement for Students with Disabilities in ELA and Math and reduce chronic absenteeism schoolwide and for LI, SWD, and HI students as measured by M20.1, M20.2, and M20.3.	$75,000	No
20.4	Student Connection & Attendance Support	Inghram Elementary will provide additional hours for Classified staff (rec aides and EA III) to provide additional student-to-staff connections to reduce chronic absenteeism schoolwide and for LI, SWD, and HI students as measured by M20.3.	$3,227	No
20.5	Instructional Materials	Inghram Elementary will purchase instructional materials to use in the Learning Center to provide additional standards-based practices using supplemental instructional materials schoolwide and for Students with Disabilities to improve academic achievement in ELA and Math as measured by M20.1 and M20.2.	$19,966	No

20.6	Leveled Readers	Inghram Elementary will purchase leveled readers to use in the Learning Center to provide additional ELA standards-based practices using supplemental leveled readers schoolwide and for Students with Disabilities to improve academic achievement in ELA as measured by M20.1.	$9,983	No
20.7	Chronic Absenteeism Case Management	Extended work year The clerk will work an Extended Work Year to support schoolwide case management practices aimed at reducing chronic absenteeism schoolwide and for LI, SWD, and HI students as measured by M20.3.	$4,844	No
20.8	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education-approved rate of 4.32%.	$11,346	No

Goal

Goal #	Description	Type of Goal
21	**Equity Multiplier - Lankershim Elementary** By the end of the 2029 school year, students at Lankershim Elementary will improve academic achievement in ELA 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. Lankershim Elementary will reduce chronic absenteeism schoolwide (including Homeless, Low-Income, Students with Disabilities, and Hispanic students) as well as reduce the amount of Students with Disabilities and African American students being suspended. *Revised 2026*	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our analysis of the 2025 California Dashboard data highlighted the need for continued schoolwide support in English Language Arts (ELA), with a particular focus on English Learners, Low-Income students, and Hispanic students. The data also identified the need to reduce the chronic absenteeism rate for all students. These priorities align with feedback from Educational Partners, who emphasized the importance of strengthening ELA instruction for all students and addressing chronic absenteeism as a key area for improvement across the student population. To address these priorities, our plan includes implementing targeted actions outlined in our goals, with progress monitored through the California Dashboard. The Comprehensive Needs Assessment (CNA) revealed an increased need for support in ELA, with performance declining to -73.5 Distance from Standard (DFS), along with a 1.6 percentage-point increase in chronic absenteeism. These outcomes resulted in red designations in both areas on the California Dashboard.
Lankershim Elementary is committed to fostering a supportive and engaging learning environment to reduce chronic absenteeism for all students, with particular attention to Homeless students, Low-Income students, Students with Disabilities, and Hispanic students. Additionally, the school aims to reduce suspension rates for Students with Disabilities and Hispanic students. During the development of the Comprehensive Needs Assessment, Educational Partners identified priority areas for Equity Multiplier funding, including improving academic achievement in English Language Arts, reducing suspension rates, and decreasing chronic absenteeism.

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 NWEA Reading Percent on Target *Data Source: Lankershim NWEA Database*	M21.1 Winter 2026 Baseline: All: 21.4% EL: 10.1% LI: 19.9% HI: 21.3%	M21.1 Winter 2025: All: N/A EL: N/A LI: N/A HI: N/A	M21.1 Winter 2026: All: 21.4% EL: 10.1% LI: 19.9% HI: 21.3%	M21.1 Winter 2027: All: 31.4% EL: 20.1% LI: 29.1% HI: 31.3%	M21.1 Current Difference from Baseline All: N/A Current Baseline EL: N/A Current Baseline LI: N/A Current Baseline HI: N/A Current Baseline
M21.2	M21.2 Suspension Rate *Data Source: Lankershim CA SBCUSD Dashboard*	M21.2 2024-2025 Baseline: SWD: 8.5% AA: 9.4%	M21.2 2023-2024: SWD: N/A AA: N/A	M21.2 2024-2024: SWD: 8.5% AA: 9.4%	M21.2 2025-2026: SWD: 8.0% AA: 8.9%	M21.2 Current Difference from Baseline SWD: N/A Current Baseline AA: N/A Current Baseline
M21.3	M21.3 Chronic Absenteeism Rate *Data Source: Lankershim CA Dashboard*	M21.3 2024-2025 Baseline: All: 34.1% HOM: 46.4% LI: 34.6% SWD: 46.2% HI: 33.1%	M21.3 2023-2024: All: N/A HOM: N/A LI: N/A SWD: N/A HI: N/A	M21.3 2024-2025: All: 34.1% HOM: 46.4% LI: 34.6% SWD: 46.2% HI: 33.1%	M21.3 2025-2026: All: 33.1% HOM: 45.4% LI: 33.6% SWD: 45.2% HI: 32.1%	M21.3 Current Difference from Baseline All: N/A Current Baseline HOM: N/A Current Baseline LI: N/A Current Baseline SWD: N/A Current Baseline HI: 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.

Goal 21 from the 2025-2026 LCAP has been renumbered as Goal 23 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 21 will be analyzed during the development of the 2027-2028 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.

Goal 21 from the 2025-2026 LCAP has been renumbered as Goal 23 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 21 will be analyzed during the development of the 2027-2028 LCAP.

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

Goal 21 from the 2025-2026 LCAP has been renumbered as Goal 23 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 21 will be analyzed during the development of the 2027-2028 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.

Goal 21 from the 2025-2026 LCAP has been renumbered as Goal 23 in the 2026-2027 LCAP; the content and intent of the goal remain unchanged. The newly established Goal 21 will be analyzed during the development of the 2027-2028 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
21.1	Additional Direct Student Support	Temporary certificated and classified staff will provide supplemental direct student support and release time for teachers to collaborate and plan lessons. This Direct student support will impact schoolwide, EL, LI, and HI student groups to improve academic achievement in English Language Arts, as measured by M21.1, and reduce chronic absenteeism among schoolwide, HOM, LI, SWD, and HI students, as measured by M21.3.	$307,570	No
21.2	Tutoring	A vetted vendor will provide contracted services to offer supplemental tutoring in ELA to improve academic achievement in English Language Arts schoolwide and for EL, LI, and HI students, as measured by M21.1.	$117,000	No
21.3	Software/Subscriptions	Teachers will provide additional standards-based practice using supplemental online subscriptions schoolwide, and for EL, LI, and HI student groups to improve academic achievement in English Language Arts as measured by M21.1.	$14,825	No
21.4	Instructional Materials	Lankershim Elementary will purchase instructional materials to use in the Learning Center to provide additional standards-based practices using supplemental instructional materials schoolwide and for EL, LI, and HI student groups to improve academic achievement in English Language Arts as measured by M21.1.	$30,000	No
21.5	Additional Duty- Classified	Lankershim Elementary will provide additional hours for Classified staff (recreational aides) to provide additional supervision and attend training to support PBiS to reduce suspension rates for SWD and AA students as measured by M21.2.	$24,957	No

21.6	Additional Duty- Certificated	Lankershim Elementary will provide additional duty for certificated staff to participate in professional development beyond District-level and School Plan for Student Achievement offerings, collaborate, and engage in lesson planning to strengthen academic achievement schoolwide in English Language Arts, with targeted support for EL, LI, and HI students, as measured by M21.1. In addition, certificated staff will implement intervention supports and work directly with students to enhance supervision and Positive Behavioral Interventions and Supports (PBIS), with the goal of reducing suspension rates for SWD and AA students, as well as decreasing chronic absenteeism schoolwide and among HOM, LI, SWD, and HI student groups, as measured by M21.2 and M21.3.	$19,966	No
21.7	Professional Development-Consultants	Vetted consultants/contracted services (including supplemental subscription Professional Development) will provide professional development, coaching, and data analysis support to staff to improve ELA achievement schoolwide and for EL, LI, and HI students, as measured by M21.1.	$87,000	No
21.8	Professional Development-Conferences	Lankershim will fund professional development conferences and workshops for teachers to improve instruction in ELA that leads to improved achievement schoolwide and for EL, LI, and HI students, as measured by M21.1.	$19,966	No
21.9	Organized Sports	The District will provide vetted consultants to provide organized sports during non-instructional times to lower the suspension rate for SWD and AA students and decrease chronic absenteeism schoolwide and for HOM, LI, SWD, and HI students as measured by M21.2 and M21.3.	$102,000	No
21.10	Organized Sports Materials	Lankershim Elementary will purchase organized sports equipment to use on the playground to provide structured activities to lower the suspension rate for SWD and AA students and decrease chronic absenteeism schoolwide and for HOM, LI, SWD, and HI students as measured by M21.2 and M21.3.	$14,923	No

21.11	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education-approved rate of 4.32%.	$22,430	No

Goal

Goal #	Description	Type of Goal
22	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. *Revised 2026*	LREBG Broad Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Pupil Engagement

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: **District Level** All: -37.9 DFS EL: -64.5 DFS LI: -42.4 DFS FY: -56.9 DFS HOM: -73.3 DFS SWD: -112.3 DFS AA: -61.3 DFS LTEL: -100.1 DFS	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: +11.8 EL: +15.7 LI: +11.9 FY: +4.8 HOM: +0.9 SWD: +10.9 AA: +14.1 LTEL: +8.8
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: **District Level** All: -78.8 DFS EL: -97.0 DFS LI: -83.4 DFS FY: -100.0 DFS LTEL: -156.5 DFS	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: +9.2 EL: +10.4 LI: +9.0 FY: -13.2 LTEL: +5.3

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: All: 28.3% EL: 24.4% LI: 29.6% FY: 36.4% LTEL: 31.8%	M2.3 2025-2026: All: 31.7% EL: 28.6% LI: 31.7% FY: 27% LTEL: 30.7%	M2.3 Current Difference from Baseline All: -6.4 EL: -7.2 LI: -6.3 FY: +6.4 LTEL: -0.9

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.

Goal 20 from the 2025–2026 LCAP has been renumbered as Goal 22 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

All four LREBG actions were fully implemented as planned, with consistent systems, staffing structures, and intervention support established across participating sites. Implementation successes included coordinated intervention scheduling, expanded student access to targeted academic support, structured progress monitoring practices, and collaboration among instructional staff to ensure services were delivered consistently throughout the year

Action 22.1 Resident Guest Teachers: Across all sites, Resident Guest Teachers working in Learning Labs collectively served over 2,900 students through targeted intervention. A key implementation success was the establishment of consistent intervention structures, including scheduled small-group instruction, ongoing progress monitoring, and data-driven instructional planning, which allowed schools to provide coordinated support across grade levels and student needs.

Action 22.2 Tutoring: Tutoring services were implemented at eleven schools through structured intervention schedules and targeted student support. Sites established systems to identify students in need of additional assistance and coordinated tutoring opportunities to provide consistent academic intervention. Overall, 563 students with valid data were analyzed, with 282 students demonstrating growth in ELA, resulting in an overall growth rate of approximately 50%. Schools demonstrating stronger implementation practices, including consistent attendance, targeted grouping, and ongoing monitoring, reported particularly strong student participation and engagement.

Action 22.3 Kinder Aides: Kindergarten Aide support was successfully implemented districtwide despite staffing challenges, including 17 vacancies, with 70 positions filled, including 19 bilingual aides. A key implementation success was the ability to maintain instructional and language support services across classrooms while prioritizing bilingual staffing to meet student needs. Kindergarten aides provided consistent classroom assistance, supported early literacy and language development activities, and collaborated with teachers to reinforce targeted instruction and student engagement throughout the school day.

Action 22.4 Indirect Cost: This action is an administrative allocation supporting overall program implementation and does not involve direct program activities applicable to implementation successes, challenges, or differences.

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.

Goal 20 from the 2025–2026 LCAP has been renumbered as Goal 22 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

The district defines a material difference as expenditures that vary by more than 15% from the budgeted amount. No material differences were identified between the budgeted and estimated actual expenditures for the actions within this LREBG goal.

The budgeted expenditures for the LREBG goal reflect the full allocation across the multi-year grant cycle, while the estimated actual expenditures represent only the funds expended during the 2025–2026 implementation year. This accounts for the variance between the total budgeted and estimated actual expenditures to date. There were no material differences in the implementation of planned actions and services during this period, as all actions were implemented as intended. The variance is attributable solely to the multi-year budgeting structure and timing of expenditures, rather than changes to planned services or supports.

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

Goal 20 from the 2025–2026 LCAP has been renumbered as Goal 22 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

Action:

22.1 Resident Guest Teachers

This action focuses on academic achievement in ELA and Math as measured by M1.1 and M1.5, as well as reducing chronic absenteeism as measured by M2.3

For M1.1, At the district level in CAASPP ELA, all student groups improved above baseline led by English Learners (+15.7%) and African American students (+14.1%), while Foster Youth (+4.8%) and Homeless students (+0.9%) showed more modest gains. For M1.5, At the district level in CAASPP Math, most student groups improved above baseline led by English Learners (+10.4%), while Foster Youth (-13.2%) experienced a significant decline. For M2.3, Chronic absenteeism decreased for most student groups particularly English Learners (-7.2%), while Foster Youth (+6.4%) experienced an increase and LTELs (-0.9%) showed only slight improvement.

Effectiveness: The data indicate that Resident Guest Teachers have been effective in advancing progress toward the goal, as evidenced by notable gains in CAASPP ELA and mathematics for most student groups and reductions in chronic absenteeism for many students, particularly English Learners.

Actions:

22.2 Tutoring

22.3 Kinder Aides

These actions focus on academic achievement in ELA and Math as measured by M1.1 and M1.5.

For M1.1 and M1.5 gains mirror those above.

Effectiveness: The data indicate that tutoring and Kinder Aides have been effective in advancing progress toward the goal, as evidenced by strong gains in CAASPP ELA and overall improvement in mathematics for most student groups, particularly among English Learners.

Administrative Action:

22.4 Indirect Costs

This administrative function supports program implementation and does not directly impact student outcomes.

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

Goal 20 from the 2025–2026 LCAP has been renumbered as Goal 22 in the 2026–2027 LCAP.

Action 22.4 Indirect Cost has been revised to reflect the updated indirect cost rate, which has changed from 2.30% to 4.32%.

Upon review, last year's Action 20.4 included metrics aligned to the action in error. Those metrics have since been removed to better align the action with its intended purpose, and this revision is reflected in the current year's update.

The following actions continue to be on target, therefore, no changes are being made:
Action 22.1 Resident Guest Teachers
Action 22.3 Kinder Aides

Based on 2025–2026 Educational Partner input, Action 22.5 Supplemental Language Development Software was added to further support English Learner student success through supplemental software that strengthens oral language production using speech recognition technology and promotes character development through a values-based curriculum. The program includes spiraling instruction across three levels and supports all four language domains: speaking, listening, reading, and writing.

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
22.1	Resident Guest Teachers	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.	$5,208,096	No
22.2	Tutoring	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.	$2,500,000	No
22.3	Kinder Aides	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.	$4,395,504	No
22.4	Indirect Cost	Fiscal Services will charge indirect costs based on the California Department of Education approved rate of 4.32%. *Revised 2026*	$414,876	No

22.5	Supplemental Language Development Software	The District will provide supplemental language development software to support English Learners through instruction focused on oral language production, character development, and the four domains of language acquisition: speaking, listening, reading, and writing. The program will utilize speech recognition technology and spiraling instructional content across multiple levels to strengthen language proficiency and support academic success for English Learners as measured by M1.1 and M1.2.	$1,300,000	No

Goal

Goal #	Description	Type of Goal
23	**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. *Added 2026*	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 23, Actions 1–16.

Revised 2026

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M23.1	M23.1 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* *Revised 2026*	M23.1 2022-2023 AA: -75.4 DFS	M23.1 2023-2024: AA: -71.1 DFS	M23.1 2024-2025: AA: -61.3 DFS	M23.1 2025-2026: AA: 37.4 DFS	M23.1 Current Difference from Baseline AA: +14.1
M23.2	M23.2 Priority 4: CA Assessment of Student Performance and Progress (CAASPP) in Math Distance From Standard (DFS) **District Level** *Data Source: CA Dashboard* *Revised 2026*	M23.2 2022-2023: AA: -118.8 DFS	M23.2 2023-2024: AA: -116.6 DFS	M23.2 2024-2025: AA: -110.6 DFS	M23.2 2025-2026: AA: -48.3 DFS	M23.2 Current Difference from Baseline AA: +8.2
M23.3	M23.3 Suspension Rate *Data Source: CA Dashboard* *Revised 2026*	M23.3 2022-2023: AA: 9.9%	M23.3 2023-2024: AA: 10%	M23.3 2024-2025: AA: 9.0%	M23.3 2025-2026: AA: 8.4%	M23.3 Current Difference from Baseline AA: -0.9

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.

Goal 21 from the 2025–2026 LCAP has been renumbered as Goal 23 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

All of the 2025-2026 LCAP Goal 21 Actions for Differentiated Assistance were implemented as planned, and there was not a substantive difference from how they were 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 2025-2026 LCAP. No significant challenges were experienced during implementation, and all planned activities and services were carried out as intended during the reporting period.

SBCUSD experienced the following successes during the implementation of the 2025-2026 LCAP:

Action 23.1 Intervention Staffing: Intervention Staffing: At the elementary level, 32 Equity Guest Teachers across 30 schools provided daily small-group reading intervention to approximately 1,000 students, supporting struggling readers. Additionally, 24 focus teachers at 15 schools with higher concentrations of African American students received ETSA coaching, targeting classrooms where over 50% of students were performing below grade level. At the middle school level, 11 Equity Guest Teachers across 7 schools delivered push-in math support and small-group intervention, serving approximately 750 students daily. In addition, 17 focus teachers at 13 schools with 10 or more African American students received ETSA coaching, focusing on classrooms where over 50% of students were below grade level, strengthening instructional practices and student support.

Action 23.2 High School Push-In Tutoring: Eleven math tutors across five high schools provided push-in tutoring support, serving approximately 800 students and strengthening access to targeted academic assistance within the classroom setting.

Action 23.3 Equity Counseling Services: Five equity counselors were deployed across five high schools, expanding access to targeted counseling support and strengthening services for students with the greatest needs.

Action 23.5 Professional Development Conferences: Rather than sending staff to external conferences, the District provided in-house professional development opportunities. This shift allowed the District to continue delivering high-quality professional learning aligned with the intended goals of the action while reducing costs associated with conference attendance, travel, and lodging. As a result, the District achieved the intended outcomes of the action in a more cost-effective manner.

Action 23.6 Gap-Closing Professional Development for Staff: Since 2021–2022, over 700 SBCUSD staff have completed the full four-day Gap-Closing Teaching professional development. In 2024–2025, the district expanded offerings to include a half-day training focused on responding to racial slurs, further strengthening staff capacity to support equitable and inclusive learning environments.

Action 23.8 SANKOFA Instructional Magnet Program: Serving students in grades K–4, the program demonstrated strong academic outcomes in 2025, with 83% of students meeting ELA standards and 42% meeting Math standards.

Action 23.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC) SBCUSD remains committed to engaging families, with a focused effort to support those historically underserved. The District facilitates monthly DAAAC, AAPAC, and community meetings that center students through awards, celebrations, and student presentations, strengthening family engagement and connection to student success.

Action 23.14 Historically Black Colleges and Universities (HBCUs) Tour: Students visited multiple HBCUs, expanding college awareness and access. The district also established MOU agreements with partner institutions to provide automatic admission for eligible SBCUSD students, with ETSA support to assist students in meeting application requirements and completing the process.

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.

Goal 21 from the 2025–2026 LCAP has been renumbered as Goal 23 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

The district defines a material difference as expenditures that vary by more than 15% from the budgeted amount. The following actions had a material difference:

Action 23.3 Equity Counseling Services: the expected employee cost was budgeted, but when a position was filled, the cost for the actual employees was less.

Action 23.5 Professional Development Conferences: staff received training in-house and did not attend conferences.

Action 23.6 Gap-Closing Professional Development: reduced training by one cohort causing the costs to be less than budgeted.

Action 23.8 SANKOFA Instructional Magnet Program: transportation and instructional materials costs were higher than budgeted.

Action 23.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC) and Action 21.12 Family Engagement and Community Empowerment: the district held new events that had more participants than last year.

Action 23.13 Academic Field Trips: costs for transportation were high due to surcharges and additional students participating.

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

Goal 21 from the 2025–2026 LCAP has been renumbered as Goal 23 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

Actions:
23.1 Intervention Staffing
23.4 Coaching and Professional Development for Teachers
23.8 SANKOFA Instructional Magnet Program
23.9 Black Honor Roll
23.13 Academic Field Trips
23.14 Historically Black Colleges and Universities (HBCUs) Tour
23.16 Inland Empire (I.E.) Black Grad
These actions focus on academic achievement in ELA and Math as measured by M23.1 and M23.2.
For M23.1, CAASPP ELA Distance From Standard for African American students increased by 14.1 points from baseline. For M23.2, CAASPP Math Distance From Standard for African American students increased by 8.2 points from baseline.
Effectiveness: The data indicate that the combined actions of intervention staffing, coaching and professional development for teachers, SANKOFA Instructional Magnet Program, Black Honor Roll, academic field trips, HBCU tours, and I.E. Black Grad, have been highly effective in advancing progress toward the goal, as evidenced by significant increases in CAASPP ELA and Math Distance From Standard for African American students.

Actions:
23.3 Equity Counseling Services
23.5 Professional Development- Conferences
23.6 Gap-Closing Professional Development for Staff
23.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC)
23.12 Family Engagement and Community Empowerment
23.15 Footsteps to Freedom Tour
These actions focus on academic achievement in ELA and Math as measured by M23.1 and M23.2 as well as reducing the suspension rate as measured by M23.3.
For M23.1 and M23.2, gains mirror those above. For M23.3, Suspension rates for African American students decreased by 0.9% from baseline.
Effectiveness: The data indicate that the combined actions of equity counseling services, professional development through conferences and gap-closing training, parent advisory councils (DAAAC/AAPAC), family engagement and community empowerment efforts, and the Footsteps to Freedom Tour, have been highly effective in advancing progress toward the goal, as evidenced by significant gains in CAASPP ELA and Math performance and a reduction in suspension rates for African American students.

Action:
23.2 High School Push-In Tutoring
This action focuses on academic achievement in Math as measured by M23.2.
For M23.2, gains mirror those above.
Effectiveness: The data indicate that high school push-in tutoring has been effective in advancing progress toward the goal, as evidenced by a reduction in suspension rates for African American students.

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

Goal 21 from the 2025–2026 LCAP has been renumbered as Goal 23 in the 2026–2027 LCAP; the content and intent of the goal remain unchanged.

Action 23.8 SANKOFA Instructional Magnet Program has been revised to include metrics aligned to African American student academic achievement in English Language Arts and Mathematics, as measured by M23.1 and M23.2. Previously, no metrics were assigned to this action.

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

- Action 23.1 Intervention staffing
- Action 23.2 High School Push-In Tutoring
- Action 23.3 Equity Counseling Services
- Action 23.4 Coaching and Professional Development for Teachers
- Action 23.5 Professional Development- Conferences
- Action 23.6 Gap-Closing Professional Development for Staff
- Action 23.9 Black Honor Roll
- Action 23.10 Parent Advisory: District African American Parent Advisory Council (DAAAC) and African American Parent Advisory Council (AAPAC)
- Action 23.12 Family Engagement and Community Empowerment
- Action 23.13 Academic Field Trips
- Action 23.14 Historically Black Colleges and Universities (HBCUs) Tour
- Action 23.15 Footsteps to Freedom Tour
- Action 23.16 Inland Empire (I.E.) Black Grad

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
23.1	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 M23.1 and M23.2.	$0 Funding is accounted for in Goal 22, Action 1	No
23.2	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 M23.2	$591,000	No
23.3	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 M23.1, M23.2, and M23.3.	$686,740	No
23.4	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 M23.1 and M23.2.	$2,529,272	No

Action #	Title	Description	Total Funds	Contributing
23.5	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 M23.1, M23.2, and M23.3.	$20,000	No
23.6	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 M23.1, M23.2, and M23.3.	$165,000	No
23.7	~~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 M23.1 and M23.2.~~ *Discontinued 2025*	$0	No
23.8	SANKOFA Instructional Magnet Program	The ETSA Department will offer the SANKOFA Magnet Program and transportation to Hunt Elementary to improve African American student outcomes in ELA and Math as measured by M23.1 and M23.2. *Revised 2026*	$1,422,455	No

Action #	Title	Description	Total Funds	Contributing
23.9	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 M23.1 and M23.2.	$20,000	No
23.10	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 M23.1, M23.2, and M23.3.	$12,000	No
23.11	~~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 M23.1, M23.2, and M23.3.~~ *Discontinued 2025*	$0	No
23.12	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 M23.1, M23.2, and M23.3.	$20,000	No

Action #	Title	Description	Total Funds	Contributing
23.13	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 M23.1 and M23.2.	$30,000	No
23.14	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 M23.1 and M23.2.	$80,000	No
23.15	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 M23.1, M23.2, and M23.3.	$250,000	No
23.16	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 M23.1 and M23.2.	$22,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$190,898,902	$24,358,875

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
39.22%	0%	$0	39.22%

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
	Anton 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 **Curtis Disparity** (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 **Del Vallejo Disparity** (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 **Golden Valley Disparity** (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 **King Disparity** (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.	

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	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, Magnolia Heights 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
	Magnolia Heights Middle School (stated as percentage point differences) **NWEA Reading Winter 2025** / **NWEA Math Winter 2025** All: 1.9 pts above / All: 2 pts below EL: 1.7 pts above / EL: 3.2 pts below LI: 1.3 pts above / LI: 2.1 pts below FY: N/A / FY: N/A For Magnolia Heights 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** / **NWEA Math Winter 2025** All: 29.2% / All: 33.1% EL: 9% / EL: 14.9% LI: 28.3% / LI: 32.3% FY: 18.5% / FY: 20.2% **Arroyo Valley** (stated as percentage point differences) **NWEA Reading Winter 2025** / **NWEA Math Winter 2025** All: 2.3 pts below / All: 2.4 pts below EL: 2.7 pts below / EL: 8.4 pts below LI: 2 pts below / LI: 2.3 pts below FY: 8.5 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.

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	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	

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		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.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner feedback continues to 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% higher FY: 8.7 % pts **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 2025-2026 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

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 486,740,869	$ 190,898,902	39.22%	0.000%	39.220%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 195,319,514	$ 25,236,834	$ -	$ 1,177,854	$ 221,734,202.74	$ 137,653,303	$ 83,575,045

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	$ 662,054.83	$ 411,692.18	$ 1,073,747.01	$ -	$ -	$ -	$ 1,073,747	0.000%
1	2	International Baccalaureate (IB)	All Unduplicated	Yes	Schoolwide	All	Holcomb, Chavez, Cajon, Arroyo Valley	ongoing	$ 991,664.49	$ 419,999.63	$ 1,411,664.12	$ -	$ -	$ -	$ 1,411,664	0.000%
1	3	Magnet Programs	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	Select Sites	ongoing	$ 1,250,659.00	$ -	$ 1,250,659.00	$ -	$ -	$ -	$ 1,250,659	0.000%
1	4	College and Career Readiness	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	High Schools	ongoing	$ 5,213,534.18	$ 1,027,820.23	$ 6,241,354.41	$ -	$ -	$ -	$ 6,241,354	0.000%
1	5	Advancement Via Individual Determination (AVID)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 227,123.00	$ 227,123.00	$ -	$ -	$ -	$ 227,123	0.000%
1	6	English Learner Student Achievement	English Learners	Yes	Limited	English Learners	All Schools	ongoing	$ 8,085,950.20	$ 3,074,586.21	$ 11,160,536.41	$ -	$ -	$ -	$ 11,160,536	0.000%
1	7	Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	ongoing	$ 1,084,331.70	$ 425,824.73	$ 1,510,156.43	$ -	$ -	$ -	$ 1,510,156	0.000%
1	8	Transportation	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 20,034,000.00	$ 20,034,000.00	$ -	$ -	$ -	$ 20,034,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,618,405.60	$ -	$ 1,618,405.60	$ -	$ -	$ -	$ 1,618,406	0.000%
1	10	Smaller Class Sizes	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 6,465,245.81	$ -	$ 6,465,245.81	$ -	$ -	$ -	$ 6,465,246	0.000%
1	11	Middle School Support Class Teachers	Foster Youth and Low-Income	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	ongoing	$ 2,282,751.81	$ -	$ 2,282,751.81	$ -	$ -	$ -	$ 2,282,752	0.000%
1	12	Professional Development	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 12,792,542.02	$ 5,679,071.57	$ 18,471,613.59	$ -	$ -	$ -	$ 18,471,614	0.000%
1	13	Access and Opportunities	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 18,972,721	$ 13,427,268	$ 32,399,989.23	$ -	$ -	$ -	$ 32,399,989	0.000%
1	14	Technology	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 3,931,070.00	$ 7,397,202.23	$ 11,328,272.23	$ -	$ -	$ -	$ 11,328,272	0.000%
1	15	Visual and Performing Arts (VAPA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 4,082,497.05	$ 487,729.59	$ 4,570,226.64	$ -	$ -	$ -	$ 4,570,227	0.000%
1	16	Cal-SAFE	All Unduplicated	Yes	Schoolwide	All	High Schools	ongoing	$ 1,842,566.63	$ 13,184.44	$ 1,855,751.07	$ -	$ -	$ -	$ 1,855,751	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 12,301,158.17	$ -	$ 12,301,158.17	$ -	$ -	$ -	$ 12,301,158	0.000%
1	18	Library Staff	Foster Youth and Low-Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	ongoing	$ 4,544,805.13	$ 130,000.00	$ 4,674,805.13	$ -	$ -	$ -	$ 4,674,805	0.000%
1	19	Academic Direct Student Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 775,078.47	$ 775,078.47	$ -	$ -	$ -	$ 775,078	0.000%
1	20	Recruitment and Retention of Experienced Staff	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 360,936.86	$ 300,000.00	$ 660,936.86	$ -	$ -	$ -	$ 660,937	0.000%
~~4~~	~~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	$ -	$ 2,659,818.12	$ 2,659,818.12	$ -	$ -	$ -	$ 2,659,818	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 2,295,141.43	$ 3,358,104.79	$ 5,653,246.22	$ -	$ -	$ -	$ 5,653,246	0.000%
2	1	Health Aides	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 4,378,843.48	$ -	$ 4,378,843.48	$ -	$ -	$ -	$ 4,378,843	0.000%
2	2	Districtwide Counseling Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,166,354.02	$ 540.00	$ 1,166,894.02	$ -	$ -	$ -	$ 1,166,894	0.000%
2	3	Districtwide Wellness Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 694,261.00	$ -	$ 694,261.00	$ -	$ -	$ -	$ 694,261	0.000%
2	4	Mental Health Therapy Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,256,640.00	$ -	$ 1,256,640.00	$ -	$ -	$ -	$ 1,256,640	0.000%
2	5	Districtwide Climate and Culture Coordination	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 1,302,479.88	$ -	$ 1,302,479.88	$ -	$ -	$ -	$ 1,302,480	0.000%
2	6	Expanded Registered Nursing Services	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 1,956,421.11	$ -	$ 1,956,421.11	$ -	$ -	$ -	$ 1,956,421	0.000%
2	7	Counselors	All Unduplicated	Yes	Schoolwide	All	Elementary and Middle Schools	ongoing	$ 12,842,864.00	$ -	$ 12,842,864.00	$ -	$ -	$ -	$ 12,842,864	0.000%
2	8	Cadet Corps	All Unduplicated	Yes	Schoolwide	All	Middle and High Schools	ongoing	$ -	$ 52,000.00	$ 52,000.00	$ -	$ -	$ -	$ 52,000	0.000%
2	9	Crossing Guards	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ -	$ 1,800,000.00	$ 1,800,000.00	$ -	$ -	$ -	$ 1,800,000	0.000%
2	10	Youth Court	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 866,132.00	$ 79,166.14	$ 945,298.14	$ -	$ -	$ -	$ 945,298	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,298,423.59	$ 1,298,423.59	$ -	$ -	$ -	$ 1,298,424	0.000%
2	12	Attendance Monitoring and Assistance	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoing	$ 6,473,029.68	$ 64,207.43	$ 6,537,237.11	$ -	$ -	$ -	$ 6,537,237	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	$ -	$ 40,985.17	$ 40,985.17	$ -	$ -	$ -	$ 40,985	0.000%
2	15	Elementary Vice Principals	All Unduplicated	Yes	Schoolwide	All	Elementary Schools	ongoing	$ 2,575,556.50	$ 10,527.73	$ 2,586,084.23	$ -	$ -	$ -	$ 2,586,084	0.000%
3	1	Family Engagement	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 2,121,657.54	$ 2,158,992.00	$ 4,280,649.54	$ -	$ -	$ -	$ 4,280,650	0.000%
3	2	Interpretation and Translation Services	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ -	$ 1,000,000.00	$ 1,000,000.00	$ -	$ -	$ -	$ 1,000,000	0.000%
3	3	Targeted Enrollment Support	All Unduplicated	Yes	LEA-wide	All	All Schools	ongoing	$ 83,326.56	$ 49,954.84	$ 133,281.40	$ -	$ -	$ -	$ 133,281	0.000%
~~4~~	~~1~~	~~Instructional Coaching (0.6 FTE)~~	~~LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Andreas High~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
4	2	Math Support Classes	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ 134,191.00	$ -	$ -	$ 134,191.00	$ -	$ -	$ 134,191	0.000%
4	3	Saturday and Summer School Interventions	LI, HI, EL, HOM, SWD, AA	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 20,000.00	$ -	$ 20,000.00	$ -	$ -	$ 20,000	0.000%
4	4	Extended Learning- Intervention Instruction	LI, HI, EL, HOM, SWD, AA	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 14,905.68	$ -	$ 14,905.68	$ -	$ -	$ 14,906	0.000%
4	5	Intervention Coordination and Planning	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 20,000.00	$ -	$ 20,000.00	$ -	$ -	$ 20,000	0.000%
4	6	Professional Development- Resident Guest Teachers and Guest Teachers	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 103,821.65	$ -	$103,821.65	$ -	$ -	$ 103,822	0.000%
4	7	Small Group Intervention- Instructional Assistants and EAIII	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 9,982.85	$ -	$9,982.85	$ -	$ -	$ 9,983	0.000%
4	8	Small Group Instruction- College Student Interns	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 44,922.83	$ -	$44,922.83	$ -	$ -	$ 44,923	0.000%
4	9	Professional Development- Conferences	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 89,845.66	$ -	$89,845.66	$ -	$ -	$ 89,846	0.000%
4	10	Professional Development Consultants for Math and ELA	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 75,000.00	$ -	$75,000.00	$ -	$ -	$ 75,000	0.000%
4	11	Additional Technology and Clerical Support for Program Implementation	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 7,986.28	$ -	$7,986.28	$ -	$ -	$ 7,986	0.000%

~~4~~	~~12~~	Indirect Costs	All	No	Schoolwide	N/A	San Andreas High	1 Year	$ -	$ 25,182.73	$ -	$25,182.73	$ -	$ -	$ 25,183	0.000%
4	13	Teacher on Special Assignment (TOSA)- Multi-Tiered System of Supports (MTSS)	LI, HI	No	Schoolwide	N/A	San Andreas High	1 Year	$ 137,278.50	$ -	$ -	$137,278.50	$ -	$ -	$ 137,279	0.000%
5	1	Professional Development- Consultants for ELA, Math, and CCI	LI, HI	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 163,911.00	$ -	$163,911.00	$ -	$ -	$ 163,911	0.000%
5	2	Professional Development- Conferences	LI, HI, SWD, AA	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 64,888.53	$ -	$64,888.53	$ -	$ -	$ 64,889	0.000%
5	3	Curriculum, Intervention, and Instructional Planning	LI, HI	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 169,708.48	$ -	$169,708.48	$ -	$ -	$ 169,708	0.000%
5	4	Professional Development and Intervention-Resident Guest Teachers	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 279,519.75	$ -	$279,519.75	$ -	$ -	$ 279,520	0.000%
~~5~~	~~5~~	~~Graduation Tiered Support- Resident Guest Teacher~~	~~AA, SWD~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
5	6	Intervention- College Student Interns	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 49,914.26	$ -	$49,914.26	$ -	$ -	$ 49,914	0.000%
~~5~~	~~7~~	~~Extended Learning Intervention Instruction~~	~~LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~5~~	~~8~~	~~Intervention Coordination and Planning~~	~~LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
5	9	Indirect Costs	All	No	Schoolwide	N/A	Sierra High	1 Year	$ -	$ 24,366.14	$ -	$24,366.14	$ -	$ -	$ 24,366	0.000%
~~5~~	~~10~~	~~Instructional Assistants for Intervention~~	~~All, LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~5~~	~~11~~	~~Professional Development Contracted Services/Consultant~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~5~~	~~12~~	~~Mentoring, Tutoring, and Resource Support-Consultant~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Sierra High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
6	1	Tiered Support Program- Guest Teacher	LI, HI	No	Schoolwide	N/A	Alternative Learning Center	1 Year	$ -	$ 29,948.63	$ -	$29,948.63	$ -	$ -	$ 29,949	0.000%
~~6~~	~~2~~	~~Mentoring, Tutoring, and Resource Support-Consultant~~	~~LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Alternative Learning Center~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
6	3	Indirect Costs	All	No	Schoolwide	N/A	Alternative Learning Center	1 Year	$ -	$ 2,630.77	$ -	$2,630.77	$ -	$ -	$ 2,631	0.000%
6	4	Professional Development	All, LI, HI	No	Schoolwide	N/A	Alternative Learning Center	1 Year	$ -	$ 19,965.89	$ -	$19,965.89	$ -	$ -	$ 19,966	0.000%
6	5	Supplemental Materials for Intervention	All	No	Schoolwide	N/A	Alternative Learning Center	1 Year	$ -	$ 9,983.06	$ -	$9,983.06	$ -	$ -	$ 9,983	0.000%
6	6	Home Visits and increased connections with parents/guardians	All	No	Schoolwide	N/A	Alternative Learning Center	1 Year	$ -	$ 1,000.00	$ -	$1,000.00	$ -	$ -	$ 1,000	0.000%
7	1	Tiered Support Program- Guest Teacher	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 199,803.95	$ -	$199,803.95	$ -	$ -	$ 199,804	0.000%
7	2	Professional Development and Intervention Coordination- Program Facilitator	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	1 Year	$ 201,620.26	$ -	$ -	$201,620.26	$ -	$ -	$ 201,620	0.000%
7	3	Additional Support Classes- Secondary Support Teacher	EL, HOM, SWD, AA, WH	No	Schoolwide	N/A	Virtual Academy	1 Year	$ 266,174.88	$ -	$ -	$266,174.88	$ -	$ -	$ 266,175	0.000%
~~7~~	~~4~~	~~Mentoring, Tutoring, and Resource Support-Consultant~~	~~EL, LI, SWD, AA, HOM, WH~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Virtual Academy~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~7~~	~~5~~	~~Intervention- College Student Interns~~	~~EL, LI, SWD, AA, HOM, WH~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Virtual Academy~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~7~~	~~6~~	~~Support for Parents and Students- Community Resource Worker Limited Term Assignment~~	~~SWD, AA~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Virtual Academy~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
7	7	Supplemental Materials for Intervention	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 15,000.00	$ -	$15,000.00	$ -	$ -	$ 15,000	0.000%
7	8	Home Visits and increased connections with parents/guardians	EL, LI, SWD, AA, HOM, WH	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 1,000.00	$ -	$1,000.00	$ -	$ -	$ 1,000	0.000%
~~7~~	~~9~~	~~Additional Support Staff for Program Implementation~~	~~EL, LI, SWD, AA, HOM, WH~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Virtual Academy~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
7	10	Indirect Costs	All	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 33,851.47	$ -	$33,851.47	$ -	$ -	$ 33,851	0.000%
7	11	Supplemental Subscriptions	All	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 60,000.00	$ -	$60,000.00			$ 60,000	0.000%
7	12	Professional Development- Conferences (for ELA and Math)	All	No	Schoolwide	N/A	Virtual Academy	1 Year	$ -	$ 40,000.00	$ -	$40,000.00			$ 40,000	0.000%
~~8~~	~~1~~	~~Small Group Intervention~~	~~EL~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Rio Vista~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
8	2	Tutoring- Consultant	EL	No	Schoolwide	N/A	Rio Vista	1 Year	$ -	$ 90,000.00	$ -	$90,000.00	$ -	$ -	$ 90,000	0.000%
8	3	Mentoring and Resource Support- Consultant	AA	No	Schoolwide	N/A	Rio Vista	1 Year	$ -	$ 100,000.00	$ -	$100,000.00	$ -	$ -	$ 100,000	0.000%
8	4	Professional Development- Conferences	EL, AA	No	Schoolwide	N/A	Rio Vista	1 Year	$ -	$ 69,694.91	$ -	$69,694.91	$ -	$ -	$ 69,695	0.000%
8	5	Indirect Costs	All	No	Schoolwide	N/A	Rio Vista	1 Year	$ -	$ 3,225.88	$ -	$3,225.88	$ -	$ -	$ 3,226	0.000%
8	6	Professional Development and Parent Training	EL, AA	No	Schoolwide	N/A	Rio Vista	1 Year	$ -	$ 19,978.21	$ -	$19,978.21			$ 19,978	0.000%
9	1	Tutoring Outside of Instructional Hours	EL, LI, HI, AA, HOM	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 129,525.00	$ -	$129,525.00	$ -	$ -	$ 129,525	0.000%
9	2	Additional Standards-Based Practice-Supplemental Subscriptions	EL, LI, HI, AA, HOM	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 1,098.12	$ -	$1,098.12	$ -	$ -	$ 1,098	0.000%
9	3	Professional Development- Consultants for ELA and Math	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 20,000.00	$ -	$20,000.00	$ -	$ -	$ 20,000	0.000%
9	4	Professional Development and Intervention-Resident Guest Teachers	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 109,811.41	$ -	$109,811.41	$ -	$ -	$ 109,811	0.000%
9	5	Intervention Materials	EL, LI, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 5,000.00	$ -	$5,000.00	$ -	$ -	$ 5,000	0.000%
9	6	Indirect Costs	All	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 8,521.65	$ -	$8,521.65	$ -	$ -	$ 8,522	0.000%
9	7	Professional Development- Conferences	AA	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 24,957.23	$ -	$24,957.23	$ -	$ -	$ 24,957	0.000%
9	8	Rec Aide Additional Duty (No Mondays)	AA, EL, HOM, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 23,958.94	$ -	$23,958.94	$ -	$ -	$ 23,959	0.000%
9	9	Counselor/Teacher/PF Additional Duty	AA, EL, HOM, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 11,979.47	$ -	$11,979.47	$ -	$ -	$ 11,979	0.000%
9	10	Bilingual Clerk Additional Duty 1 hour per day (No Mondays)	AA, EL, HOM, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 5,490.59	$ -	$5,490.59	$ -	$ -	$ 5,491	0.000%
9	11	Organized Sports	AA, EL, HOM, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 100,476.00	$ -	$100,476.00	$ -	$ -	$ 100,476	0.000%
9	12	Organized Sports Equipment	AA, EL, HOM, HI	No	Schoolwide	N/A	Arrowhead Elementary	1 Year	$ -	$ 14,965.78	$ -	$14,965.78	$ -	$ -	$ 14,966	0.000%
~~10~~	~~1~~	~~Academic Coaching for ELA~~	~~EL, SWD, LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~10~~	~~2~~	~~Academic Coaching for Math~~	~~EL, SWD, LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~10~~	~~3~~	~~Contracted Services~~	~~SWD~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
10	4	Coordination of Learning Interventions- Additional Duty	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 94,837.18	$ -	$ 94,837.18	$ -	$ -	$ 94,837	0.000%
10	5	ELA and Math Support Sections	EL, SWD, LI, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ 135,775.33	$ -	$ -	$ 135,775.33	$ -	$ -	$ 135,775	0.000%
10	6	Professional Development- Conferences	EL, SWD, LI, HI, HOM	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 124,585.04	$ -	$ 124,585.04	$ -	$ -	$ 124,585	0.000%
~~10~~	~~7~~	~~Professional Learning- Collaboration~~	~~EL, SWD, LI, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
~~10~~	~~8~~	~~Extended Learning and Additional Planning for Intervention Instruction~~	~~SWD~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~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	1 Year	$ -	$ 170,000.00	$ -	$ 170,000.00	$ -	$ -	$ 170,000	0.000%
~~10~~	~~10~~	~~Active Supervision~~	~~EL, HOM, LI, SWD, HI, TM~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	$ -	~~0.000%~~
10	11	Indirect Costs	All	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 38,815.50	$ -	$ 38,815.50	$ -	$ -	$ 38,816	0.000%
10	12	College Student Interns	SWD	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 39,867.22	$ -	$ 39,867.22	$ -	$ -	$ 39,867	0.000%

~~10~~	~~13~~	~~Staff to support Dual Enrollment~~	~~SWD~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
~~10~~	~~14~~	~~Caseload Management~~	~~SWD~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~San Bernardino High~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
10	15	Instructional Materials for ELA and Math	All, EL, LI, SWD, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 53,870.57	$ -	$ 53,870.57	$ -	$ -	$ 53,871	0.000%
10	16	Tutoring for ELA and Math	All, EL, LI, SWD, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 150,000.00	$ -	$ 150,000.00	$ -	$ -	$ 150,000	0.000%
10	17	Academic Coaching for ELA and Math	All, EL, LI, SWD, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ 200,000.00	$ -	$ -	$ 200,000.00	$ -	$ -	$ 200,000	0.000%
10	18	Integrated Instructional Support, Supervision, and Intervention Coordination	All, EL, LI, SWD, HI	No	Schoolwide	N/A	San Bernardino High	1 Year	$ -	$ 249,571.54	$ -	$ 249,571.54	$ -	$ -	$ 249,572	0.000%
~~11~~	~~1~~	~~Wellness Room~~	~~EL, HOM, LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Barton Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
11	2	Wellness Room Support- Resident Guest Teachers	EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 50,000.00	$ -	$ 50,000.00	$ -	$ -	$ 50,000	0.000%
11	3	Professional Development and Intervention- Resident Guest Teachers	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 24,871.38	$ -	$ 24,871.38	$ -	$ -	$ 24,871	0.000%
11	4	Intervention Materials	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 1,197.94	$ -	$ 1,197.94	$ -	$ -	$ 1,198	0.000%
11	5	Professional Development- Conferences	All, EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 7,487.14	$ -	$ 7,487.14	$ -	$ -	$ 7,487	0.000%
11	6	Professional Development- Consultants for ELA and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 41,202.00	$ -	$ 41,202.00	$ -	$ -	$ 41,202	0.000%
~~11~~	~~7~~	~~Organized Sports~~	~~EL, HOM, LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Barton Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
~~11~~	~~8~~	~~Intervention and Mentoring- College Student Interns~~	~~EL, HOM, LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Barton Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
~~11~~	~~9~~	~~Organized Sports Equipment~~	~~EL, HOM, LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Barton Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
~~11~~	~~10~~	~~Intervention- Instructional Assistants~~	~~EL, LI, SWD, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Barton Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
11	11	Indirect Costs	All	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 3,609.64	$ -	$ 3,609.64	$ -	$ -	$ 3,610	0.000%
11	12	Mentoring	All, EL, HOM, LI, SWD, AA, HI	No	Schoolwide	N/A	Barton Elementary	1 Year	$ -	$ 7,500.00	$ -	$ 7,500.00	$ -	$ -	$ 7,500	0.000%
12	1	ELA Literacy Coaching	All	No	Schoolwide	N/A	Del Vallejo Middle	1 Year	$ 227,793.00	$ -	$ -	$ 227,793.00	$ -	$ -	$ 227,793	0.000%
12	2	Chronic Absenteeism Case Management	EL, HOM, LI, AA, HI	No	Schoolwide	N/A	Del Vallejo Middle	1 Year	$ -	$ 53,278.93	$ -	$ 53,278.93	$ -	$ -	$ 53,279	0.000%
12	3	Intervention Small Group Instruction	EL, HOM, LI, HI	No	Schoolwide	N/A	Del Vallejo Middle	1 Year	$ 172,556.00	$ 30,817.60	$ -	$ 203,373.60	$ -	$ -	$ 203,374	0.000%
12	4	Indirect Costs	All	No	Schoolwide	N/A	Del Vallejo Middle	1 Year	$ -	$ 21,369.33	$ -	$ 21,369.33	$ -	$ -	$ 21,369	0.000%
12	5	Intervention Materials	EL, HOM, LI, HI	No	Schoolwide	N/A	Del Vallejo Middle	1 Year	$ -	$ 4,933.23	$ -	$ 4,933.23	$ -	$ -	$ 4,933	0.000%
13	1	Professional Development- ELD and Writing	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 30,000.00	$ -	$ 30,000.00	$ -	$ -	$ 30,000	0.000%
13	2	Intervention Materials	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 26,953.70	$ -	$ 26,953.70	$ -	$ -	$ 26,954	0.000%
13	3	Intervention- Resident Guest Teachers	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 309,000.00	$ -	$ 309,000.00	$ -	$ -	$ 309,000	0.000%
13	4	Additional Standards-Based Practice-Supplemental Subscriptions	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 29,948.55	$ -	$ 29,948.55	$ -	$ -	$ 29,949	0.000%
13	5	Intervention Planning	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 22,461.42	$ -	$ 22,461.42	$ -	$ -	$ 22,461	0.000%
13	6	Teacher PD and Collaboration	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 30,000.00	$ -	$ 30,000.00	$ -	$ -	$ 30,000	0.000%
13	7	Indirect Costs	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 20,330.56	$ -	$ 20,330.56	$ -	$ -	$ 20,331	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	1 Year	$ -	$ 6,988.00	$ -	$ 6,988.00	$ -	$ -	$ 6,988	0.000%
13	9	Professional Development Conferences	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 44,922.83	$ -	$ 44,922.83	$ -	$ -	$ 44,923	0.000%
13	10	Extended work year for staff	AA, HOM, SWD	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 15,000.00	$ -	$ 15,000.00	$ -	$ -	$ 15,000	0.000%
13	11	Tutoring	EL	No	Schoolwide	N/A	Captain Leland Norton Elementary	1 Year	$ -	$ 114,000.00	$ -	$ 114,000.00	$ -	$ -	$ 114,000	0.000%
14	1	Professional Development and Intervention- Resident Guest Teachers	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 377,351.78	$ -	$ 377,351.78	$ -	$ -	$ 377,352	0.000%
14	2	ELA and Math Professional Development- Contracted Services/Consultant	All, EL, LI, SWD, HI	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 36,000.00	$ -	$ 36,000.00	$ -	$ -	$ 36,000	0.000%
~~14~~	~~3~~	~~Additional Standards-Based Practice-Supplemental Subscriptions~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Juanita Blakely Jones Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
~~14~~	~~4~~	~~Supplemental Materials~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Juanita Blakely Jones Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
14	5	Professional Development- Consultant for PLC	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 75,000.00	$ -	$ 75,000.00	$ -	$ -	$ 75,000	0.000%
14	6	Increased Support for Early Literacy	EL, SWD	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 5,989.71	$ -	$ 5,989.71	$ -	$ -	$ 5,990	0.000%
14	7	Increased Student Supervision	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 24,957.06	$ -	$ 24,957.06	$ -	$ -	$ 24,957	0.000%
14	8	Indirect Costs	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 21,735.45	$ -	$ 21,735.45	$ -	$ -	$ 21,735	0.000%
~~14~~	~~9~~	~~Organized Sports~~	~~All, HOM~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Juanita Blakely Jones Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
14	10	Organized Sports Equipment	All, HOM	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 4,991.42	$ -	$ 4,991.42	$ -	$ -	$ 4,991	0.000%
~~14~~	~~11~~	~~Home Visits and increased connections with parents/guardians~~	~~HOM~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Juanita Blakely Jones Elementary~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
14	12	Professional Development- Conferences	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 69,879.88	$ -	$ 69,879.88	$ -	$ -	$ 69,880	0.000%
14	13	Supplemental Materials- Professional Development	All	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 19,965.64	$ -	$ 19,965.64	$ -	$ -	$ 19,966	0.000%
14	14	Tutoring	All, EL, LI, SWD, HI	No	Schoolwide	N/A	Juanita Blakely Jones Elementary	1 Year	$ -	$ 115,000.00	$ -	$ 115,000.00	$ -	$ -	$ 115,000	0.000%
~~15~~	~~1~~	~~Professional Development- ELA and Math PD Contracted Services/Consultant~~	~~EL, LI, SWD, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Pacific High~~	~~1 Year~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ —~~	~~$ -~~	~~0.000%~~
15	2	Professional Development and Intervention- Resident Guest Teachers and College Student Interns	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	1 Year	$ -	$ 249,907.97	$ -	$ 249,907.97	$ -	$ -	$ 249,908	0.000%
15	3	Intervention Professional Development for Online Subscriptions	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	1 Year	$ -	$ 9,800.31	$ -	$ 9,800.31	$ -	$ -	$ 9,800	0.000%
15	4	Students with Disabilities Caseload Management and Coaching	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	1 Year	$ 153,084.50	$ -	$ -	$ 153,084.50	$ -	$ -	$ 153,085	0.000%
15	5	Indirect Costs	All	No	Schoolwide	N/A	Pacific High	1 Year	$ -	$ 26,445.24	$ -	$ 26,445.24	$ -	$ -	$ 26,445	0.000%
15	6	Additional FTE	EL, LI, SWD	No	Schoolwide	N/A	Pacific High	1 Year	$ 153,084.50	$ -	$ -	$ 153,084.50	$ -	$ -	$ 153,085	0.000%
15	7	Professional Development- Conferences	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	1 Year	$ -	$ 19,600.63	$ -	$ 19,600.63	$ -	$ -	$ 19,601	0.000%
15	8	Tutoring, Saturday School, and Intersession Support	EL, LI, SWD, HI, WH	No	Schoolwide	N/A	Pacific High	1 Year	$ -	$ 26,680.37	$ -	$ 26,680.37	$ -	$ -	$ 26,680	0.000%
16	1	Intervention- Resident Guest Teacher	EL, AA, LI, SWD, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 463,604.07	$ -	$ 463,604.07	$ -	$ -	$ 463,604	0.000%
16	2	Professional Development for Literacy and Writing- Contracted Services/Consultant	LI, SWD, AA, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 34,939.98	$ -	$ 34,939.98	$ -	$ -	$ 34,940	0.000%

~~16~~	~~3~~	~~ELA and Writing Intervention- College Student Intern~~	~~LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Hunt Elementary~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
16	4	Intervention Coordination and Planning	All, EL, AA, LI, SWD, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 10,981.14	$ -	$ 10,981.14	$ -	$ -	$ 10,981	0.000%
16	5	Professional Development- Conferences	All, HOM, AA, SWD, EL, LI, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 7,986.28	$ -	$ 7,986.28	$ -	$ -	$ 7,986	0.000%
16	6	Indirect Costs	All	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 21,925.24	$ -	$ 21,925.24	$ -	$ -	$ 21,925	0.000%
16	7	Contracted Services	AA, HOM, SWD	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 58,032.00	$ -	$ 58,032.00	$ -	$ -	$ 58,032	0.000%
16	8	Organized Sports	AA, HOM, SWD	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 73,300.00	$ -	$ 73,300.00	$ -	$ -	$ 73,300	0.000%
16	9	Organized Sports Equipment	AA, HOM, SWD	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 4,991.43	$ -	$ 4,991.43	$ -	$ -	$ 4,991	0.000%
16	10	Recreational Aide Additional Time	AA, HOM, SWD	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 19,965.70	$ -	$ 19,965.70	$ -	$ -	$ 19,966	0.000%
16	11	Expanded Mental Health and Tier II/III Intervention Supports	ALL, AA, HOM, SWD, EL, LI, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 36,204.12	$ -	$ 36,204.12	$ -	$ -	$ 36,204	0.000%
16	12	Clinical Supervision for School-Based Mental Health Services	All, AA, HOM, SWD, EL, SWD, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 13,600.00	$ -	$ 13,600.00	$ -	$ -	$ 13,600	0.000%
16	13	Contracted Home Outreach and Attendance Intervention Services (Canvassing)	All, EL, AA, LI, SWD, HI	No	Schoolwide	N/A	Hunt Elementary	1 Year	$ -	$ 10,250.00	$ -	$ 10,250.00	$ -	$ -	$ 10,250	0.000%
17	1	Math Support FTEs	EL	No	Schoolwide	N/A	Indian Springs High	1 Year	$ 287,027.00	$ -	$ -	$ 287,027.00	$ -	$ -	$ 287,027	0.000%
17	2	Resident Guest Teachers	All, HOM, SWD	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 309,923.79	$ -	$ 309,923.79	$ -	$ -	$ 309,924	0.000%
17	3	ELA Coaching	EL	No	Schoolwide	N/A	Indian Springs High	1 Year	$ 61,000.00	$ -	$ -	$ 61,000.00	$ -	$ -	$ 61,000	0.000%
~~17~~	~~4~~	~~Professional Development- Consultants for ELA and Math~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Indian Springs High~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
17	5	Professional Development for ELA and Math- Conferences	All	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 100,000.00	$ -	$ 100,000.00	$ -	$ -	$ 100,000	0.000%
17	6	Professional Development for Behavior	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 98,917.74	$ -	$ 98,917.74	$ -	$ -	$ 98,918	0.000%
17	7	Indirect Costs	All	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 40,677.45	$ -	$ 40,677.45	$ -	$ -	$ 40,677	0.000%
17	8	Mentoring	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 20,000.00	$ -	$ 20,000.00	$ -	$ -	$ 20,000	0.000%
17	9	Rec Aide Additional Duty (no Mondays)	HOM, SWD	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 31,826.84	$ -	$ 31,826.84	$ -	$ -	$ 31,827	0.000%
17	10	Instructional Materials for ELA and Math	All	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 19,891.77	$ -	$ 19,891.77	$ -	$ -	$ 19,892	0.000%
17	11	Tutoring for ELA and Math	All, EL, LI, SWD, HI	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 120,000.00	$ -	$ 120,000.00	$ -	$ -	$ 120,000	0.000%
17	12	Intervention Coordination and Planning	All, HOM, SWD	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 24,864.72	$ -	$ 24,864.72	$ -	$ -	$ 24,865	0.000%
17	13	Home Visits and increased connections with parents/guardians	All	No	Schoolwide	N/A	Indian Springs High	1 Year	$ -	$ 8,155.63	$ -	$ 8,155.63	$ -	$ -	$ 8,156	0.000%
18	1	Professional Development in ELA, Writing, and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 115,000.00	$ -	$ 115,000.00	$ -	$ -	$ 115,000	0.000%
18	2	Professional Development in Classroom Management and Social Emotional Learning	HOM	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 13,000.00	$ -	$ 13,000.00	$ -	$ -	$ 13,000	0.000%
18	3	Professional Development Conferences	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 19,965.70	$ -	$ 19,965.70	$ -	$ -	$ 19,966	0.000%
18	4	Professional Development and Collaboration- Resident Guest Teachers	EL, LI, SWD, HI, HOM, AA	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 349,399.93	$ -	$ 349,399.93	$ -	$ -	$ 349,400	0.000%
18	5	Additional Support Staff for Program Implementation	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 4,991.43	$ -	$ 4,991.43	$ -	$ -	$ 4,991	0.000%
18	6	Indirect Costs	All	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 16,689.73	$ -	$ 16,689.73	$ -	$ -	$ 16,690	0.000%
18	7	Contracted Services	All, AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 80,000.00	$ -	$ 80,000.00	$ -	$ -	$ 80,000	0.000%
18	8	Organized Sports	All, AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 66,961.00	$ -	$ 66,961.00	$ -	$ -	$ 66,961	0.000%
18	9	Organized Sports Equipment	AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 991.43	$ -	$ 991.43	$ -	$ -	$ 991	0.000%
18	10	Increased Student Supervision	AA, LI, SWD, HOM	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 6,988.00	$ -	$ 6,988.00	$ -	$ -	$ 6,988	0.000%
18	11	Instructional Supplies to Support ELA, Writing, and Math	EL, LI, SWD, HI	No	Schoolwide	N/A	Del Rosa Elementary	1 Year	$ -	$ 4,000.00	$ -	$ 4,000.00	$ -	$ -	$ 4,000	0.000%
19	1	Professional Development and Intervention- Resident Guest Teachers	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 299,485.54	$ -	$ 299,485.54	$ -	$ -	$ 299,486	0.000%
19	2	Printing and Instructional Materials	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 12,478.47	$ -	$ 12,478.47	$ -	$ -	$ 12,478	0.000%
19	3	Supplemental Books	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 2,994.83	$ -	$ 2,994.83	$ -	$ -	$ 2,995	0.000%
19	4	Active Supervision	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 29,948.56	$ -	$ 29,948.56	$ -	$ -	$ 29,949	0.000%
19	5	Professional Collaboration and Intervention- Additional Hours	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 19,466.56	$ -	$ 19,466.56	$ -	$ -	$ 19,467	0.000%
~~19~~	~~6~~	~~Building Parent Capacity~~	~~EL~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Highland Pacific Elementary~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
19	7	Supplemental Subscriptions	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 2,994.86	$ -	$ 2,994.86	$ -	$ -	$ 2,995	0.000%
19	8	Intervention Coordination and Planning	EL, LI, SWD, AA, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 24,058.50	$ -	$ 24,058.50	$ -	$ -	$ 24,059	0.000%
19	9	Library Assistant to Support Literacy	LI, HI	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 3,993.11	$ -	$ 3,993.11	$ -	$ -	$ 3,993	0.000%
19	10	Additional Support Staff for Program Implementation	LI, HI, EL, AA, SWD	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 1,996.56	$ -	$ 1,996.56	$ -	$ -	$ 1,997	0.000%
19	11	Professional Development and Consultants for Math and ELA	All	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 90,000.00	$ -	$ 90,000.00	$ -	$ -	$ 90,000	0.000%
19	12	Indirect Costs	All	No	Schoolwide	N/A	Highland Pacific Elementary	1 Year	$ -	$ 17,168.41	$ -	$ 17,168.41	$ -	$ -	$ 17,168	0.000%
~~19~~	~~13~~	~~Organized Sports~~	~~All, El, LI, SWD, AA, HI~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Highland Pacific Elementary~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
~~19~~	~~14~~	~~Professional Development- Conferences~~	~~All~~	~~No~~	~~Schoolwide~~	~~N/A~~	~~Highland Pacific Elementary~~	~~1 Year~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
20	1	Resident Guest Teachers	All, SWD	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 219,622.73	$ -	$ 219,622.73	$ -	$ -	$ 219,623	0.000%
20	2	Professional Development- Conferences (for ELA and Math)	All, SWD	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 4,991.43	$ -	$ 4,991.43	$ -	$ -	$ 4,991	0.000%
20	3	Professional Development and Consultants for ELA and Math	All, LI, SWD, HI	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 75,000.00	$ -	$ 75,000.00	$ -	$ -	$ 75,000	0.000%
20	4	Student Connection & Attendance Support	All, LI, SWD, HI	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 3,226.89	$ -	$ 3,226.89	$ -	$ -	$ 3,227	0.000%
20	5	Instructional Materials	All, SWD	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 19,965.70	$ -	$ 19,965.70	$ -	$ -	$ 19,966	0.000%
20	6	Leveled Readers	All, SWD	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 9,982.85	$ -	$ 9,982.85	$ -	$ -	$ 9,983	0.000%
20	7	Chronic Absenteeism Case Management	All, LI, SWD, HI	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 4,844.15	$ -	$ 4,844.15	$ -	$ -	$ 4,844	0.000%
20	8	Indirect Cost	All	No	Schoolwide	N/A	Howard Ingham Elementary	1 Year	$ -	$ 11,345.77	$ -	$ 11,345.77	$ -	$ -	$ 11,346	0.000%
21	1	Additional Direct Student Support	All, EL, LI, HI, HOM, SWD	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 307,569.65	$ -	$ 307,569.65	$ -	$ -	$ 307,570	0.000%
21	2	Tutoring	All, EL, LI, HI	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 117,000.00	$ -	$ 117,000.00	$ -	$ -	$ 117,000	0.000%

21	3	Software/Subscriptions	All, EL, LI, HI	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 14,825.00	$ -	$ 14,825.00	$ -	$ -	$ 14,825	0.000%
21	4	Instructional Materials	All, EL, LI, HI	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 30,000.00	$ -	$ 30,000.00	$ -	$ -	$ 30,000	0.000%
21	5	Additional Duty- Classified	SWD, AA	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 24,957.13	$ -	$ 24,957.13	$ -	$ -	$ 24,957	0.000%
21	6	Additional Duty- Certificated	All, AA, EL, LI, HI, HOM, SWD	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 19,965.70	$ -	$ 19,965.70	$ -	$ -	$ 19,966	0.000%
21	7	Professional Development- Consultants	All, EL, LI, HI	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 87,000.00	$ -	$ 87,000.00	$ -	$ -	$ 87,000	0.000%
21	8	Professional Development- Conferences	All, EL, LI, HI	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 19,965.70	$ -	$ 19,965.70	$ -	$ -	$ 19,966	0.000%
21	9	Organized Sports	All, AA, LI, HI, HOM, SWD	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 102,000.00	$ -	$ 102,000.00	$ -	$ -	$ 102,000	0.000%
21	10	Organized Sports Materials	All, AA, LI, HI, HOM, SWD	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 14,922.83	$ -	$ 14,922.83	$ -	$ -	$ 14,923	0.000%
21	11	Indirect Costs	All	No	Schoolwide	N/A	Lankershim Elementary	1 Year	$ -	$ 22,429.70	$ -	$ 22,429.70	$ -	$ -	$ 22,430	0.000%
22	1	Resident Guest Teachers	All	No	LEA-wide	N/A	All Schools	1 Year	$ -	$ 5,208,096.46	$ -	$ 5,208,096.46	$ -	$ -	$ 5,208,096	0.000%
22	2	Tutoring	All	No	LEA-wide	N/A	All Schools	1 Year	$ 2,500,000.00	$ -	$ -	$ 2,500,000.00	$ -	$ -	$ 2,500,000	0.000%
22	3	Kinder Aides	All	No	LEA-wide	N/A	All Schools	1 Year	$ 4,395,504.00	$ -	$ -	$4,395,504.00	$ -	$ -	$ 4,395,504	0.000%
22	4	Indirect Cost	All	No	LEA-wide	N/A	All Schools	1 Year	$ -	$ 414,875.55	$ -	$ 414,875.55	$ -	$ -	$ 414,876	0.000%
22	5	Supplemental Language Development Software	All	No	LEA-wide	N/A	All Schools	1 Year		$ 1,300,000.00		$ 1,300,000.00			$ 1,300,000	
23	1	Intervention Staffing	AA	No	Schoolwide	N/A	Specific Schools	1 Year	$ -		$ -		$ -	$ -	$ -	0.000%
23	2	High School Push-In Tutoring	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High	1 Year	$ -	$ 591,000.00	$ -	$ -	$ -	$ 591,000.00	$ 591,000	0.000%
23	3	Equity Counselling Services	AA	No	Schoolwide	N/A	Pacific High, San Bernardino High, Indian Springs High, Cajon, and San Gorgonio	ongoing	$ 686,740.00	$ -	$ 686,740.00	$ -	$ -	$ -	$ 686,740	0.000%
23	4	Coaching and Professional Development for Teachers	AA	No	LEA-wide	N/A	All Schools	ongoing	$ 2,023,417.20	$ -	$ 2,023,417.20	$ -	$ -	$ 505,854.30	$ 2,529,272	0.000%
23	5	Professional Development- Conferences	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	$ 20,000	0.000%
23	6	Gap-Closing Professional Development for Staff	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 165,000.00	$ 84,000.00	$ -	$ -	$ 81,000.00	$ 165,000	0.000%
~~23~~	~~7~~	~~Extended Learning Time- Saturday and Summer Programs~~	~~AA~~	~~No~~	~~LEA-wide~~	~~N/A~~	~~All Schools~~	~~ongoing~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
23	8	SANKOFA Instructional Magnet Program	AA	No	Schoolwide	N/A	Hunt Elementary	ongoing	$ 1,422,454.95	$ -	$ 1,422,454.95	$ -	$ -	$ -	$ 1,422,455	0.000%
23	9	Black Honor Roll	AA	No	LEA-wide	N/A	All Schools	ongoing	$ -	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	$ 20,000	0.000%
23	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%
~~23~~	~~11~~	~~African American Task Force~~	~~AA~~	~~No~~	~~LEA-wide~~	~~N/A~~	~~All Schools~~	~~ongoing~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~$ -~~	~~0.000%~~
23	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%
23	13	Academic Field Trips	AA	No	Schoolwide	N/A	Hunt Elementary	ongoing	$ -	$ 30,000.00	$ 30,000.00	$ -	$ -	$ -	$ 30,000	0.000%
23	14	Historically Black College and Universities (HBCU) Tour	AA	No	Schoolwide	N/A	High Schools	ongoing	$ -	$ 80,000.00	$ 80,000.00	$ -	$ -	$ -	$ 80,000	0.000%
23	15	Footsteps to Freedom Tour	AA	No	LEA-wide	N/A	All Schools	1 Year	$ -	$ 250,000.00	$ -	$ 250,000.00	$ -	$ -	$ 250,000	0.000%
23	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%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 486,740,869	$ 190,898,902	39.220%	0.000%	39.220%	$ 190,898,902	0.000%	39.220%	**Total:**	$ 190,898,902
								LEA-wide Total:	$ 149,664,095
								Limited Total:	$ 12,670,693
								Schoolwide Total:	$ 28,564,114

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	$ 1,073,747	0.000%
1	2	International Baccalaureate (IB)	Yes	Schoolwide	All Unduplicated	Holcomb, Chavez, Cajon, Arroyo Valley	$ 1,411,664	0.000%
1	3	Magnet Programs	Yes	Schoolwide	English Learners and Low-Income	Select Sites	$ 1,250,659	0.000%
1	4	College and Career Readiness	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 6,241,354	0.000%
1	5	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	All Unduplicated	All Schools	$ 227,123	0.000%
1	6	English Learner Student Achievement	Yes	Limited	English Learners	All Schools	$ 11,160,536	0.000%
1	7	Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	$ 1,510,156	0.000%
1	8	Transportation	Yes	LEA-wide	All Unduplicated	All Schools	$ 20,034,000	0.000%
1	9	Language Other Than English (LOTE) Teachers	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,618,406	0.000%
1	10	Smaller Class Sizes	Yes	LEA-wide	All Unduplicated	All Schools	$ 6,465,246	0.000%
1	11	Middle School Support Class Teachers	Yes	Schoolwide	Foster Youth and Low-Income	Middle Schools	$ 2,282,752	0.000%
1	12	Professional Development	Yes	LEA-wide	All Unduplicated	All Schools	$ 18,471,614	0.000%
1	13	Access and Opportunities	Yes	LEA-wide	All Unduplicated	All Schools	$ 32,399,989	0.000%
1	14	Technology	Yes	LEA-wide	All Unduplicated	All Schools	$ 11,328,272	0.000%
1	15	Visual and Performing Arts (VAPA)	Yes	LEA-wide	All Unduplicated	All Schools	$ 4,570,227	0.000%
1	16	Cal-SAFE	Yes	Schoolwide	All Unduplicated	High Schools	$ 1,855,751	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	Yes	LEA-wide	All Unduplicated	All Schools	$ 12,301,158	0.000%
1	18	Library Staff	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 4,674,805	0.000%
1	19	Academic Direct Student Support	Yes	LEA-wide	All Unduplicated	All Schools	$ 775,078	0.000%
1	20	Recruitment and Retention of Experienced Staff	Yes	LEA-wide	All Unduplicated	All Schools	$ 660,937	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	$ 2,659,818	0.000%
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	LEA-wide	All Unduplicated	All Schools	$ 5,653,246	0.000%
2	1	Health Aides	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 4,378,843	0.000%
2	2	Districtwide Counseling Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,166,894	0.000%
2	3	Districtwide Wellness Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 694,261	0.000%
2	4	Mental Health Therapy Services	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,256,640	0.000%
2	5	Districtwide Climate and Culture Coordination	Yes	LEA-wide	All Unduplicated	All Schools	$ 1,302,480	0.000%
2	6	Expanded Registered Nursing Services	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 1,956,421	0.000%

2	7	Counselors	Yes	Schoolwide	All Unduplicated	Elementary and Middle Schools	$	12,842,864	0.000%
2	8	Cadet Corps	Yes	Schoolwide	All Unduplicated	Middle and High Schools	$	52,000	0.000%
2	9	Crossing Guards	Yes	LEA-wide	English Learners and Low-Income	All Schools	$	1,800,000	0.000%
2	10	Youth Court	Yes	LEA-wide	All Unduplicated	All Schools	$	945,298	0.000%
2	11	Student Wellness and Support Services (SWSS) Materials	Yes	LEA-wide	All Unduplicated	All Schools	$	1,298,424	0.000%
2	12	Attendance Monitoring and Assistance	Yes	LEA-wide	English Learners and Low-Income	All Schools	$	6,537,237	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	$	40,985	0.000%
2	15	Elementary Vice Principals	Yes	Schoolwide	All Unduplicated	Elementary Schools	$	2,586,084	0.000%
3	1	Family Engagement	Yes	LEA-wide	All Unduplicated	All Schools	$	4,280,650	0.000%
3	2	Interpretation and Translation Services	Yes	LEA-wide	All Unduplicated	All Schools	$	1,000,000	0.000%
3	3	Targeted Enrollment Support	Yes	LEA-wide	All Unduplicated	All Schools	$	133,281	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 266,106,668.26	$ 211,238,268.44

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	$ 825,250	$ 991,893
1	2	International Baccalaureate (IB)	Yes	$ 1,081,254	$ 1,114,682
1	3	Magnet Programs	Yes	$ 1,273,507	$ 1,182,683
1	4	College and Career Readiness	Yes	$ 6,841,676	$ 5,961,551
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 230,000	$ 226,998
1	6	English Learner Student Achievement	Yes	$ 10,564,799	$ 10,809,207
1	7	Foster Youth Support Services	Yes	$ 1,401,836	$ 1,426,285
1	8	Transportation	Yes	$ 19,080,000	$ 17,485,073
1	9	Language Other Than English (LOTE) Teachers	Yes	$ 1,208,317	$ 1,467,211
1	10	Smaller Class Sizes	Yes	$ 22,917,129	$ 16,810,282
1	11	Middle School Support Class Teachers	Yes	$ 2,188,707	$ 2,150,322
1	12	Professional Development	Yes	$ 18,144,401	$ 16,994,505
1	13	Access and Opportunities	Yes	$ 31,914,820	$ 27,766,621
1	14	Technology	Yes	$ 9,380,312	$ 10,252,916
1	15	Visual and Performing Arts (VAPA)	Yes	$ 5,288,681	$ 4,314,902
1	16	Cal-SAFE	Yes	$ 1,646,902	$ 1,387,204
1	17	Multi-Tiered System of Supports (MTSS) Teachers on Special Assignment (TOSA)	Yes	$ 11,850,553	$ 11,877,285
1	18	Library Staff	Yes	$ 4,404,920	$ 4,519,075
1	19	Academic Direct Student Support	Yes	$ 1,084,031	$ 1,610,775

1	20	Recruitment and Retention of Experienced	Yes	$	1,114,324	$	1,529,874
~~1~~	~~21~~	~~Educational Field Trips~~	~~Yes~~	~~$~~	~~—~~	~~$~~	~~—~~
1	22	Supplemental Materials	Yes	$	2,796,600	$	1,840,072
1	23	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$	4,619,307	$	4,597,860
2	1	Health Aides	Yes	$	3,937,289	$	3,684,975
2	2	Districtwide Counseling Coordination	Yes	$	1,086,771	$	1,135,532
2	3	Districtwide Wellness Coordination	Yes	$	657,557	$	663,409
2	4	Mental Health Therapy Services	Yes	$	1,204,881	$	1,159,365
2	5	Districtwide Climate and Culture Coordination	Yes	$	1,173,817	$	1,204,667
2	6	Expanded Registered Nursing Services	Yes	$	1,838,428	$	1,889,021
2	7	Counselors	Yes	$	12,655,049	$	12,418,379
2	8	Cadet Corps	Yes	$	52,850	$	38,256
2	9	Crossing Guards	Yes	$	1,807,201	$	1,623,802
2	10	Youth Court	Yes	$	907,502	$	926,441
2	11	Student Wellness and Support Services (SWSS) Materials	Yes	$	1,410,100	$	1,325,133
2	12	Attendance Monitoring and Assistance	Yes	$	6,045,106	$	6,016,711
~~2~~	~~13~~	~~Bringing Hope to Saturdays~~	~~Yes~~	~~$~~	~~—~~	~~$~~	~~—~~
2	14	Student Leadership Advisory Council	Yes	$	51,750	$	41,850
2	15	Elementary Vice Principals	Yes	$	3,745,734	$	3,660,014
3	1	Family Engagement	Yes	$	4,249,933	$	4,339,004
3	2	Interpretation and Translation Services	Yes	$	900,000	$	828,101
3	3	Targeted Enrollment Support	Yes	$	130,877	$	109,270
4	1	Instructional Coaching (0.5 FTE)	No	$	47,638	$	-
4	2	Math Support Classes (0.5 FTE)	No	$	245,687	$	108,446
4	3	Saturday and Summer School Interventions	No	$	87,900	$	61,600
4	4	Extended Learning- Intervention Instruction	No	$	47,099	$	21,600
4	5	Intervention Coordination and Planning	No	$	50,240	$	22,159
4	6	Professional Development- Resident Guest Teachers and Guest Teachers	No	$	410,963	$	74,445
4	7	Small Group Intervention- Instructional Assistants and EAIII	No	$	33,282	$	12,536
4	8	Small Group Instruction- College Student Interns	No	$	90,000	$	45,914
4	9	Professional Development- Conferences	No	$	77,642	$	28,684

4	10	Professional Development Consultants for Math and ELA	No	$ 143,279	$ 67,800
4	11	Additional Technology and Clerical Support for Program Implementation	No	$ 36,441	$ 6,254
4	12	Indirect Costs	No	$ 33,069	$ 3,691
5	1	Professional Development Consultants for ELA and Math	No	$ 61,550	$ -
5	2	Professional Development- Conferences	No	$ 165,124	$ 10,361
5	3	Curriculum and Instruction Collaboration	No	$ 65,000	$ 137,000
5	4	Professional Development and Intervention- Resident Guest Teachers	No	$ 350,892	$ 273,406
5	5	Graduation Tiered Support- Resident Guest Teacher	No	$ 162,247	$ -
5	6	Intervention- College Student Interns	No	$ 88,230	$ 50,201
5	7	Extended Learning Intervention Instruction	No	$ 159,213	$ -
5	8	Intervention Coordination and Planning	No	$ 116,066	$ -
5	9	Indirect Costs	No	$ 32,125	$ 3,268
5	10	Instructional Assistants for Intervention	No	$ 13,000	$ -
5	11	Professional Development Contracted	No	$ 20,000	$ -
5	12	Mentoring, Tutoring, and Resource Support-	No	$ 165,000	$ -
6	1	Tiered Support Program- Guest Teacher	No	$ 117,350	$ 31,631
~~6~~	~~2~~	~~Mentoring, Tutoring, and Resource Support-~~	~~No~~	~~$ —~~	~~$ —~~
6	3	Indirect Costs	No	$ 3,862	$ 649
6	4	Professional Development	No	$ 44,777	$ 6,043
7	1	Tiered Support Program- Guest Teacher	No	$ 212,077	$ 118,983
7	2	Professional Development and Intervention	No	$ 596,534	$ 211,201
7	3	Additional Support Classes- Secondary	No	$ 320,000	$ 206,911
7	4	Mentoring, Tutoring, and Resource Support-	No	$ 469,703	$ 154,700
7	5	Intervention- College Student Interns	No	$ 44,391	$ -
7	6	Support for Parents and Students-	No	$ 99,000	$ -
7	7	Supplemental Materials for Intervention	No	$ 12,711	$ 10,342
~~7~~	~~8~~	~~Home Visits and increased connections with~~	~~No~~	~~$ —~~	~~$ —~~
7	9	Additional Support Staff for Program	No	$ 5,000	$ -
7	10	Indirect Costs	No	$ 28,956	$ 4,412
8	1	Small Group Intervention	No	$ 171,952	$ 5,733
8	2	Tutoring- Consultant	No	$ 165,000	$ 29,526
8	3	Mentoring and Resource Support- Consultant	No	$ 45,000	$ 20,000

8	4	Professional Development- Conferences	No	$ 90,000	$ 18,348
8	5	Indirect Costs	No	$ 6,025	$ 291
9	1	Tutoring Outside of Instructional Hours	No	$ 216,000	$ 122,100
9	2	Additional Standards-Based Practice-	No	$ 70,000	$ 1,029
9	3	Professional Development- Consultants for	No	$ 10,000	$ -
9	4	Professional Development and Intervention-	No	$ 288,586	$ 40,458
9	5	Intervention Materials	No	$ 30,179	$ 6,905
9	6	Indirect Costs	No	$ 10,072	$ 505
9	7	Professional Development- Conferences	No	$ 29,594	$ 11,352
10	1	Academic Coaching for ELA	No	$ 235,779	$ -
10	2	Academic Coaching for Math	No	$ 313,656	$ 154,552
10	3	Contracted Services	No	$ 100,000	$ -
10	4	Coordination of Learning Interventions-	No	$ 34,289	$ -
10	5	ELA and Math Support Sections	No	$ 1,039,358	$ 81,764
10	6	Professional Development- Conferences	No	$ 232,170	$ 76,586
10	7	Professional Learning- Collaboration	No	$ 200,793	$ 90,751
10	8	Extended Learning and Additional Planning	No	$ 206,991	$ -
10	9	Contracted Services for Coaching, Data	No	$ 185,002	$ -
10	10	Active Supervision	No	$ 263,619	$ 75,031
10	11	Indirect Costs	No	$ 78,355	$ 6,441
10	12	College Student Interns	No	$ 120,000	$ 34,433
10	13	Staff to support Dual Enrollment	No	$ 306,466	$ -
10	14	Caseload Management	No	$ 330,000	$ -
11	1	Wellness Room	No	$ 18,780	$ -
11	2	Wellness Room Support- Resident Guest	No	$ 80,803	$ 26,669
11	3	Professional Development and Intervention-	No	$ 239,413	$ 104,332
11	4	Intervention Materials	No	$ 40,000	$ 1,668
11	5	Professional Development for ELA and Math	No	$ 79,714	$ 21,757
11	6	Professional Development- Consultants for	No	$ 82,500	$ 50,000
11	7	Organized Sports	No	$ 96,365	$ 70,769
~~11~~	~~8~~	~~Intervention and Mentoring- College Student~~	~~No~~	~~$ —~~	~~$ —~~
11	9	Organized Sports Equipment	No	$ 6,000	$ -
11	10	Intervention- Instructional Assistants	No	$ 14,618	$ -
11	11	Indirect Costs	No	$ 14,424	$ 2,434
12	1	ELA Literacy Coaching	No	$ 822,932	$ 246,157
12	2	Chronic Absenteeism Case Management	No	$ 81,682	$ 57,286

12	3	Intervention Small Group Instruction	No	$ 508,910	$ 172,217
12	4	Indirect Costs	No	$ 34,108	$ 4,134
12	5	Intervention Materials	No	$ 19,572	$ -
13	1	Professional Development- ELD and Writing	No	$ 75,000	$ 8,800
13	2	Intervention Materials	No	$ 60,497	$ 19,638
13	3	Intervention- Resident Guest Teachers	No	$ 399,872	$ 81,438
13	4	Additional Standards-Based Practice-	No	$ 44,500	$ 16,367
13	5	Intervention Planning	No	$ 209,937	$ 49,519
13	6	Teacher PD and Collaboration	No	$ 142,065	$ 22,230
13	7	Indirect Costs	No	$ 20,222	$ 797
13	8	Extended work year for Parent Volunteer	No	$ 10,000	$ -
13	9	Professional Development Conferences	No	$ 40,000	$ -
13	10	Extended work year for staff	No	$ 23,711	$ -
13	11	Tutoring	No	$ 140,000	$ -
14	1	Professional Development and Intervention-	No	$ 444,830	$ 130,277
14	2	ELA and Math Professional Development-	No	$ 181,621	$ 121,970
14	3	Additional Standards-Based Practice-	No	$ 6,440	$ 2,442
14	4	Supplemental Materials	No	$ 2,195	$ -
14	5	Professional Development- Consultant for	No	$ 80,000	$ 84,000
14	6	Increased Support for Early Literacy	No	$ 16,204	$ 27,420
14	7	Increased Student Supervision	No	$ 35,000	$ 52,784
14	8	Indirect Costs	No	$ 20,961	$ 1,679
14	9	Organized Sports	No	$ 100,000	$ 95,175
14	10	Organized Sports Equipment	No	$ 19,272	$ 17,505
14	11	Home Visits and increased connections with	No	$ 7,000	$ -
14	12	Professional Development- Conferences	No	$ 73,355	$ 20,746
14	13	Supplemental Materials- Professional	No	$ 20,903	$ 7,617
15	1	Professional Development- ELA and Math PD	No	$ 190,200	$ -
15	2	Professional Development and Intervention-	No	$ 511,045	$ 109,536
15	3	Intervention Professional Development for	No	$ 7,104	$ -
15	4	Students with Disabilities Caseload	No	$ 437,527	$ 110,811
15	5	Indirect Costs	No	$ 37,014	$ 4,013
15	6	Additional FTE	No	$ 284,449	$ 110,049
16	1	ELA and Writing Intervention- Resident Guest	No	$ 848,093	$ 282,838
16	2	Professional Development for Literacy and	No	$ 100,000	$ 35,000
16	3	ELA and Writing Intervention- College	No	$ 54,998	$ -

16	4	Intervention Coordination and Planning	No	$ 39,045	$ 9,328
16	5	Professional Development for ELA	No	$ 20,000	$ -
16	6	Indirect Costs	No	$ 25,536	$ 3,804
16	7	Contracted Services	No	$ 85,000	$ 41,184
16	8	Organized Sports	No	$ 120,000	$ 60,000
17	1	Math Support FTEs	No	$ 988,268	$ 248,038
17	2	Resident Guest Teachers	No	$ 554,006	$ 169,824
17	3	ELA Coaching	No	$ 391,118	$ 60,474
17	4	Professional Development- Consultants for	No	$ 115,000	$ 18,500
17	5	Professional Development for ELA and Math-	No	$ 115,656	$ 81,763
17	6	Professional Development for Behavior	No	$ 60,000	$ -
17	7	Indirect Costs	No	$ 59,063	$ 4,235
17	8	Mentoring	No	$ 40,000	$ -
18	1	Professional Development in ELA, Writing,	No	$ 284,392	$ 111,418
18	2	Professional Development in Classroom	No	$ 20,000	$ 13,000
18	3	Professional Development Conferences	No	$ 105,000	$ 21,793
18	4	Professional Development and Collaboration-	No	$ 508,048	$ 405,784
18	5	Additional Support Staff for Program	No	$ 30,000	$ -
18	6	Indirect Costs	No	$ 22,883	$ 4,531
18	7	Contracted Services	No	$ 170,000	$ -
18	8	Organized Sports	No	$ 191,895	$ 4,500
18	9	Organized Sports Equipment	No	$ 20,000	$ -
18	10	Increased Student Supervision	No	$ 25,000	$ -
19	1	Professional Development and Intervention-	No	$ 177,792	$ 105,845
19	2	Printing and Instructional Materials	No	$ 56,644	$ 19,238
19	3	Supplemental Books	No	$ 66,505	$ 39,067
19	4	Active Supervision	No	$ 58,000	$ 38,387
19	5	Professional Collaboration and Intervention-	No	$ 20,500	$ 16,534
19	6	Building Parent Capacity	No	$ 5,082	$ 5,077
19	7	Supplemental Subscriptions	No	$ 27,000	$ 2,953
19	8	Intervention Coordination and Planning	No	$ 49,800	$ 19,117
19	9	Library Assistant to Support Literacy	No	$ 20,000	$ 5,614
19	10	Additional Support Staff for Program Implementation	No	$ 5,304	$ 14,205
19	11	Professional Development and Consultants for Math and ELA	No	$ 70,000	$ 75,260
19	12	Indirect Costs	No	$ 14,342	$ 3,848

19	13	Organized Sports	No	$ 50,000	$ 49,985
19	14	Professional Development- Conferences	No	$ 35,000	$ -
20	1	Resident Guest Teachers	No	$ 19,500,000	$ 5,748,604
20	2	Tutoring	No	$ 9,457,500	$ 2,970,500
20	3	Kinder Aides	No	$ 8,307,298	$ 3,168,343
20	4	Indirect Cost	No	$ 625,188	$ 109,933
21	1	Intervention Staffing	No	$ -	$ -
21	2	High School Push-In Tutoring	No	$ 600,000	$ 591,500
21	3	Equity Counseling Services	No	$ 696,997	$ 567,180
21	4	Coaching and Professional Development for	No	$ 1,927,064	$ 1,883,547
21	5	Professional Development- Conferences	No	$ 97,000	$ 20,160
21	6	Gap-Closing Professional Development for	No	$ 235,000	$ 170,117
~~21~~	~~7~~	~~Extended Learning Time- Saturday and~~	No	$ -	$ -
21	8	SANKOFA Instructional Magnet Program	No	$ 1,354,719	$ 1,613,805
21	9	Black Honor Roll	No	$ 20,000	$ 22,025
21	10	Parent Advisory: DAAAC and AAPAC	No	$ 12,000	$ 14,414
~~21~~	~~11~~	~~African American Task Force~~	No	$ -	$ -
21	12	Family Engagement and Community	No	$ 20,000	$ 29,202
21	13	Academic Field Trips	No	$ 5,084	$ 30,160
21	14	Historically Black College and Universities	No	$ 150,000	$ 127,720
21	15	Footsteps to Freedom Tour	No	$ 500,000	$ 499,320
21	16	Inland Empire (I.E.) Black Grad	No	$ 22,000	$ 19,110

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 186,411,232	$ 201,712,168	$ 187,381,208	$ 14,330,960	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	$ 825,250	$ 991,893	0.000%	0.000%
1	2	International Baccalaureate (IB)	Yes	$ 1,081,254	$ 1,114,682	0.000%	0.000%
1	3	Magnet Programs	Yes	$ 1,273,507	$ 1,182,683	0.000%	0.000%
1	4	College and Career Readiness	Yes	$ 6,841,676	$ 5,961,551	0.000%	0.000%
1	5	Advancement Via Individual Determination (AVID)	Yes	$ 230,000	$ 226,998	0.000%	0.000%
1	6	English Learner Student Achievement	Yes	$ 10,564,799	$ 10,809,207	0.000%	0.000%
1	7	Foster Youth Support Services	Yes	$ 1,401,836	$ 1,426,285	0.000%	0.000%
1	8	Transportation	Yes	$ 19,080,000	$ 17,485,073	0.000%	0.000%
1	9	Language Other Than English (LOTE) Teachers	Yes	$ 1,208,317	$ 1,467,211	0.000%	0.000%
1	10	Smaller Class Sizes	Yes	$ 22,917,129	$ 16,810,282	0.000%	0.000%
1	11	Middle School Support Class Teachers	Yes	$ 2,188,707	$ 2,150,322	0.000%	0.000%
1	12	Professional Development	Yes	$ 18,144,401	$ 16,994,505	0.000%	0.000%
1	13	Access and Opportunities	Yes	$ 31,914,820	$ 27,766,621	0.000%	0.000%
1	14	Technology	Yes	$ 9,380,312	$ 10,252,916	0.000%	0.000%
1	15	Visual and Performing Arts (VAPA)	Yes	$ 5,288,681	$ 4,314,902	0.000%	0.000%
1	16	Cal-SAFE	Yes	$ 1,646,902	$ 1,387,204	0.000%	0.000%
1	17	Multi-Tiered System of Supports (MTSS) Teachers	Yes	$ 11,850,553	$ 11,877,285	0.000%	0.000%
1	18	Library Staff	Yes	$ 4,404,920	$ 4,519,075	0.000%	0.000%
1	19	Academic Direct Student Support	Yes	$ 1,084,031	$ 1,610,775	0.000%	0.000%
1	20	Recruitment and Retention of Experienced Staff	Yes	$ 1,114,324	$ 1,529,874	0.000%	0.000%
~~1~~	~~21~~	~~Educational Field Trips~~	~~Yes~~	~~$ —~~	$ -	~~0.000%~~	
1	22	Supplemental Materials	Yes	$ 2,796,600	$ 1,840,072	0.000%	0.000%
1	23	Science, Technology, Engineering, Arts, and Math	Yes	$ 4,619,307	$ 4,597,860	0.000%	0.000%

2	1	Health Aides	Yes	$ 3,937,289	$ 3,684,975	0.000%	0.000%
2	2	Districtwide Counseling Coordination	Yes	$ 1,086,771	$ 1,135,532	0.000%	0.000%
2	3	Districtwide Wellness Coordination	Yes	$ 657,557	$ 663,409	0.000%	0.000%
2	4	Mental Health Therapy Services	Yes	$ 1,204,881	$ 1,159,365	0.000%	0.000%
2	5	Districtwide Climate and Culture Coordination	Yes	$ 1,173,817	$ 1,204,667	0.000%	0.000%
2	6	Expanded Registered Nursing Services	Yes	$ 1,838,428	$ 1,889,021	0.000%	0.000%
2	7	Counselors	Yes	$ 12,655,049	$ 12,418,379	0.000%	0.000%
2	8	Cadet Corps	Yes	$ 52,850	$ 38,256	0.000%	0.000%
2	9	Crossing Guards	Yes	$ 1,807,201	$ 1,623,802	0.000%	0.000%
2	10	Youth Court	Yes	$ 907,502	$ 926,441	0.000%	0.000%
2	11	Student Wellness and Support Services (SWSS)	Yes	$ 1,410,100	$ 1,325,133	0.000%	0.000%
2	12	Attendance Monitoring and Assistance	Yes	$ 6,045,106	$ 6,016,711	0.000%	0.000%
~~2~~	~~13~~	~~Bringing Hope to Saturdays~~	~~Yes~~	~~$ -~~	$ -	~~0.000%~~	
2	14	Student Leadership Advisory Council	Yes	$ 51,750	$ 41,850	0.000%	0.000%
2	15	Elementary Vice Principals	Yes	$ 3,745,734	$ 3,660,014	0.000%	0.000%
3	1	Family Engagement	Yes	$ 4,249,933	$ 4,339,004	0.000%	0.000%
3	2	Interpretation and Translation Services	Yes	$ 900,000	$ 828,101	0.000%	0.000%
3	3	Targeted Enrollment Support	Yes	$ 130,877	$ 109,270	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 474,434,219	$ 186,411,232	0.000%	39.291%	$ 187,381,208	0.000%	39.496%	$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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