LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Union School District

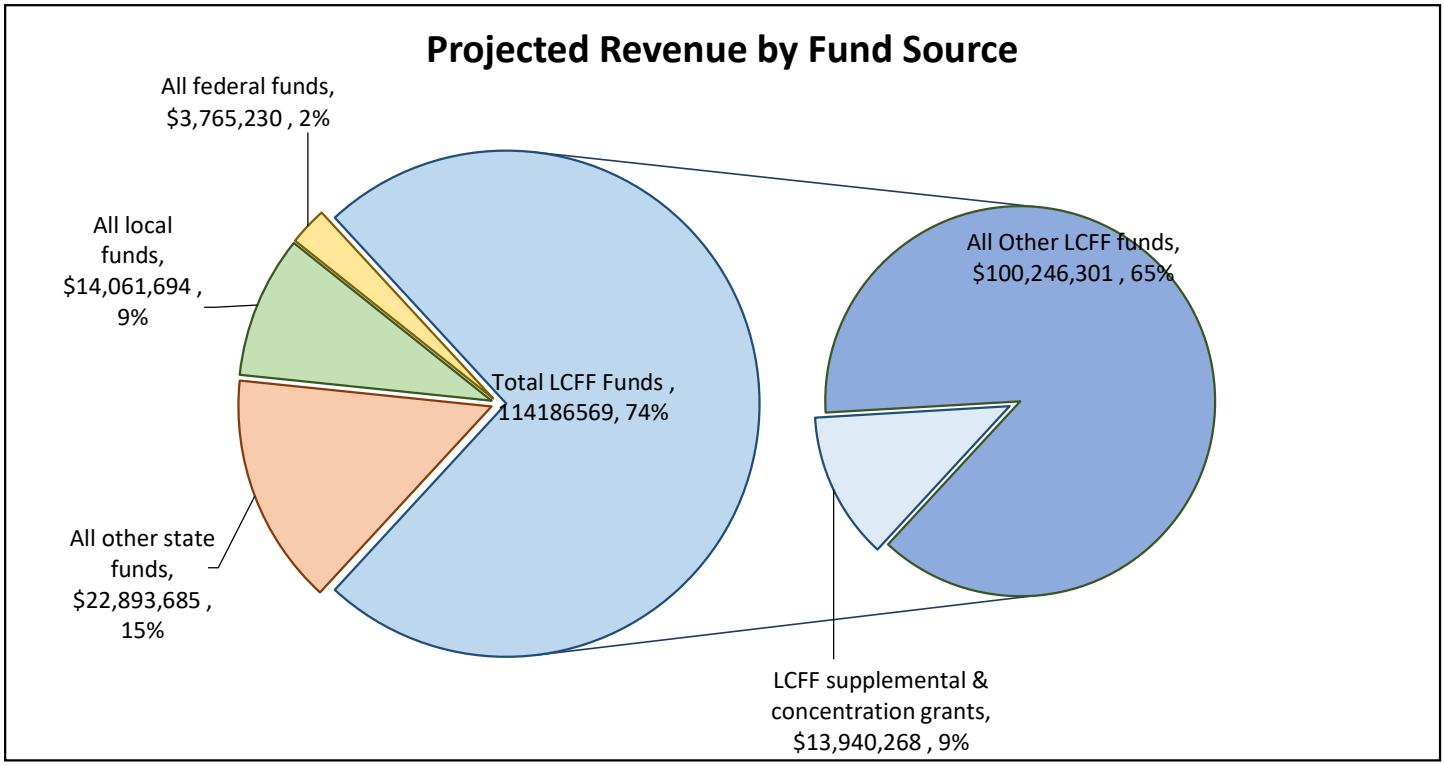
CDS Code: 19 65102 0000000

School Year: 2026-27

LEA contact information: Brittany Kruczynski, Director of Business Services

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

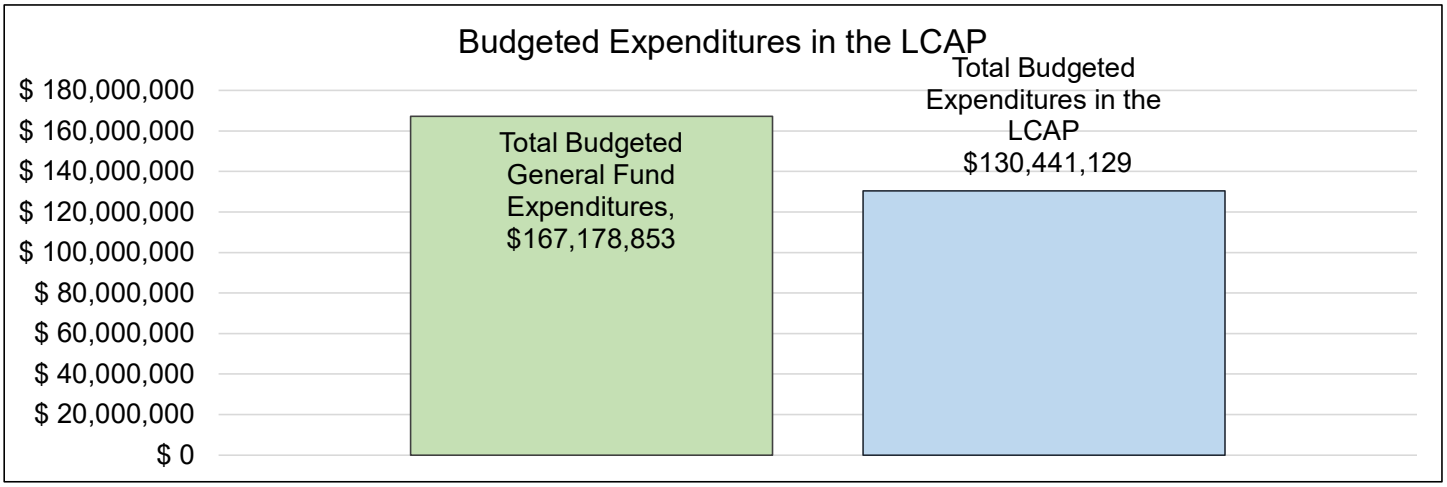


This chart shows the total general purpose revenue Westside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Union School District is $154,907,178.00, of which $114,186,569.00 is Local Control Funding Formula (LCFF), $22,893,685.00 is other state funds, $14,061,694.00 is local funds, and $3,765,230.00 is federal funds. Of the $114,186,569.00 in LCFF Funds, $13,940,268.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Westside Union 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: Westside Union School District plans to spend $167,178,853.00 for the 2026-27 school year. Of that amount, $130,441,129.00 is tied to actions/services in the LCAP and $36,737,724.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

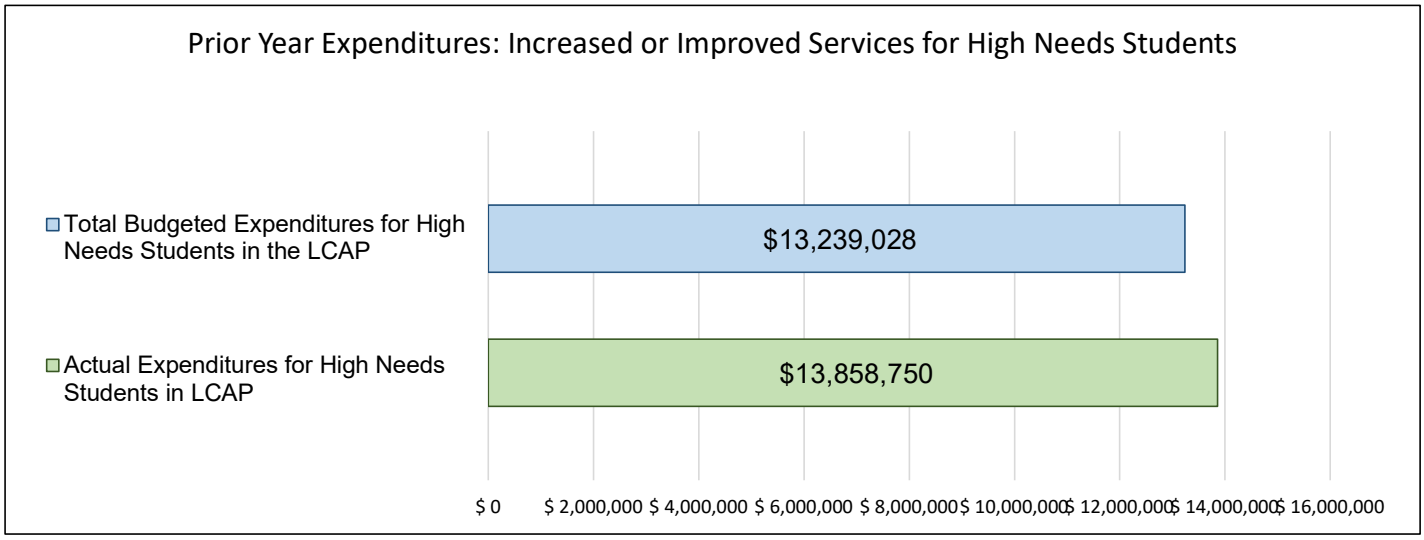
General fund budget expenditures for the 2026-27 school year that are not included in the Local Control and Accountability Plan (LCAP) include school site level administration and general operating expenses; Special Education costs as required to maintain current level of spending; transportation costs for students; district-wide oversight and support costs; and federal allocations for TItle I, Title II, Title II and Title IV programs. While budgeted expenditures tied to other state revenues exceed the current budgeted projections, some expenditures are being funded through other state revenues received in prior years. Additionally, Special Education expenditures consistently exceed revenues and require a contribution into the other state resource at the end of the year. Expenditures will still reflect as being funded with other state revenues.

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

In 2026-27, Westside Union School District is projecting it will receive $13,940,268.00 based on the enrollment of foster youth, English learner, and low-income students. Westside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Union School District plans to spend $13,940,268.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Westside Union 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 Westside Union 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, Westside Union School District's LCAP budgeted $13,239,028.00 for planned actions to increase or improve services for high needs students. Westside Union School District actually spent $13,858,750.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Union Elementary	Trudy Valenzuela Director, Special Programs	t.valenzuela@westside.k12.ca.us 661-722-0716 X76142

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.

The Westside Union School District (WUSD) is in the Antelope Valley in northern Los Angeles County, approximately 60 miles northeast of Los Angeles. The urban-rural district, encompassing 360 square miles, serves the communities of West Lancaster, Quartz Hill, West Palmdale, and Leona Valley. Known for its robust aerospace industry, the Antelope Valley is home to Lockheed Martin, Boeing, Northrop Grumman, Scaled Composites, and BAE Systems, who work closely with Edwards Air Force Base and NASA's Armstrong Flight Research Center.

The Westside community is quite diverse. Many area residents are upwardly mobile, employed in a wide variety of professions, including aircraft construction and testing, space exploration and related skills areas, agriculture, transportation, and allied people services. Many residents commute to the greater Los Angeles area for employment. However, in many areas of the district, substantial numbers of residents are employed in minimum wage jobs.

Over 9,100 students are served by seven neighborhood elementary schools (Anaverde Hills, Esperanza, Quartz Hill, Rancho Vista, Sundown, Leona Valley, and Valley View), serving students in Transitional Kindergarten (TK) through 6th grade; two middle schools (Hillview and Joe Walker) which service students in the 6th, 7th and 8th grades; and one school (Del Sur) which serves students from TK through 8th grade. The remaining two schools are considered schools of choice (Gregg Anderson Academy with a STEM curricular focus and the IDEA Academy @ Cottonwood with a STEAM focus). The IDEA Academy @ Cottonwood serves students from Transitional Kindergarten (TK) through 6th grade, and Gregg Anderson Academy serves students from Kindergarten through 6th grade. 6th-grade students at Hillview and Joe Walker are members of the 6th-grade academies, also programs of choice. The Transitional Kindergarten (TK) program continues to increase in size at elementary sites. Leona Valley and Gregg Anderson Academy do not currently have a Transitional Kindergarten (TK) program.

The District fully transitioned the moderate/severe autistic program to Valley View in the 2025-2026 school year that serves students from Transitional Kindergarten (TK) through grade 5. The middle school (6th, 7th, and 8th grade) moderate/severe program transitioned to Joe Walker. Gregg Anderson Academy houses the moderate/severe preschool through 6th-grade classes, and Quartz Hill houses the mild/moderate preschool program.

Within the last few years, including the time span of the COVID health crisis, the District observed a drop in enrollment of approximately 800 students. Some families have moved out of the area, including out of state, while others have opted to enroll their students in other homeschool programs or private schools. The District continues to operate in-person instruction, with the Long-term Independent Study program fully collapsed during the 2023-2024 school year. The District continues to see small increases in enrollment over time as new construction in the housing industry brings new families to the area.

56.8% of the District's students are Hispanic; 21% white;11.2% African American; 2.4% Asian; 1.5% Filipino; 6.8% identify as two or more races; .2% American Indian. 55.9% of students are identified as low income; 6.7% English Learners; 1.7% foster youth; and 669 (7.4%) students meet the criteria to be considered homeless. The District's current Unduplicated Pupil Percentage is 58.9% for the current year, and the rolling average over 3 years is 57.77%. 1,334 (14.7%) of students receive some form of special education support, and 546 students meet the district's Gifted and Talented (GATE) criteria.

The District provides a strong curricular program. In addition to its core curricular content, Advancement Via Individual Determination (AVID), both elementary and secondary, is a component of the District's academic offering. Project Lead the Way (PLTW), a nationally recognized engineering program, has been implemented at the comprehensive middle school sites, and with additional training, the elementary PLTW program was launched in the 2025-2026 school year. Another program addition is the increased services that will be provided through the Career Technical Education (CTE) labs, which are fully described in the Reflections portion of the Plan Summary. Currently, middle school students at Del Sur, Hillview, and Joe Walker can participate in a variety of elective courses, including Art, Advanced Art, Band, Computer Lab, Home Economics, Culinary and Consumer Science, Tech Lab, Advanced Tech Lab, and Woodshop. Career exploration is integrated into most core academic classes. All Westside school sites are currently WASC-accredited.

Counselors, school psychologists, behaviorists, school nurses, specialists in speech/language/hearing, and adaptive physical education teachers are available to provide a wide variety of support services for students. The District also partners with community mental health agencies to provide school-based mental health support services to eligible students.

There are no schools within the District that qualify for Equity Multiplier funds, and there are no schools identified as Comprehensive Support and Improvement (CSI).

Reflections: Annual Performance

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

The following includes a reflective description of student progress and success based on the CA School Dashboard, including Local Indicators and local measures. This section is divided into sections encompassing the results on the CA Dashboard (2023, 2024, and 2025) for both the LEA and school site levels; the results of local measures on the NWEA MAP Growth assessment for both Reading and Math; the feedback on the site-level WASC review process; and additional District highlights.

The 2023 CA Dashboard data is listed to support the overall 3-year LCAP plan actions and services; therefore, this information is listed as a baseline as the District moves to the second year of implementation. The 2024 CA Dashboard data follows the 2023 CA Dashboard data within this section and is meant as a reflection point for the second year of implementation of services. The 2025 Dashboard data follows the 2024 data within this section and serves as a reflection point for the final year of implementation of services. Additional data comparison from the CA Dashboard is noted in the metrics within each goal.

2023 CA Dashboard - LEA
District-wide student groups with the lowest performance levels on the 2023 CA Dashboard are listed by Indicator.

Suspension Rates: Students in kindergarten through 8th grade who have been suspended for at least one aggregate day in a given school year.
Students suspended multiple times or for multiple days are counted once.
* Student groups include African American, Students of Two or More Races, and Students with Disabilities

Academic Performance in English Language Arts: Student groups scoring at the lowest performance on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually in grades 3 through 8.
* Student groups include Foster and Students with Disabilities

Academic Performance in Math: Student groups scoring at the lowest performance on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually in grades 3 through 8.
* Student groups include Foster and Students with Disabilities

At a District level, areas of maintenance and/or positive growth include ELA (maintained 1.7 points), Math (increased 6.1 points), Chronic Absenteeism (decline of students chronically absent 9.2%), and English Learner Progress on the ELPAC (50.2% making progress towards English language proficiency - increase of 7.9%).

The student participation rate on the 2022 ELPAC was well above 95%. The student participation rate for the CAASPP is also above 95% at all schools. The CA Dashboard also includes local indicators, including Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. All local indicators are at a Standard Met status.

The included chart (titled Lowest Achieving Student Groups District and Site is located at the end of the plan) identifies individual schools within the LEA that received the lowest performance level on one or more state indicators, any student group within the LEA that received the lowest performance level on one or more state indicators, and any student group within a school within the LEA that received the lowest performance level on one or more state indicators. This information is based on the outcomes noted on the 2023 CA Dashboard. As part of the chart, goals and actions listed within the LCAP that support underachieving student groups are listed in an adjacent column.

2023 CA Dashboard - Site Level Overview by Student Group
Overall analysis presents Students with Disabilities in red across the District 20 times. 14 times in the Academic Indicator for math and/or ELA, 5 times in the School Climate Indicator (suspensions), and 1 time in the Pupil Engagement Indicator (Chronic Absenteeism). 9 out of 12 schools identify Students with Disabilities performing at the lowest levels. The results align to the District's identification as a district in Differentiated Assistance for students with a disability. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

The Socioeconomically Disadvantaged student group is identified at the lowest level 6 times at school sites, which includes 3 times within the School Climate Indicator (suspensions), 2 times in the Academic Performance Indicator for ELA and/or math, and 1 time in Chronic Absenteeism. Three of the six identified were at Leona Valley, which housed the Long-Term Independent Study program in 2022-2023. That program was discontinued in the 2023-2024 school year.

The African American student group is identified 14 times at all sites across the District, which includes 5 times in the Academic Performance Indicator for ELA and/or Math, 5 times in the School Climate Indicator (Suspension), and 4 times in the Pupil Engagement Indicator (Chronically Absent).

The Hispanic student group is identified 4 times in the Academic Performance Indicator for math, 2 times in the Pupil Engagement Indicator (Chronically Absent), and 1 time in the School Climate Indicator (Suspension).

The Foster student group is identified 1 time in the School Climate Indicator (suspension rates).

Students identified as Two or More Races are noted 7 times. 4 times in the School Climate Indicator (Suspension Rates) and 3 times in the Pupil Engagement Indicator (Chronically Absent).

Students identified as White are listed 2 times in the School Climate Indicator (Suspension Rates).

The All Student group is identified a total of 4 times. 3 in the area of School Climate (Suspension) and 1 time in the Academic Performance Indicator for math.

English Learners are identified a total of 4 times, which include 1 time on the English Learner Performance Indicator, 2 times on the Academic Indicator for math, and 1 time on the School Climate Indicator (suspension rate).

The Homeless Student group is identified a total of 6 times, which include 4 times in the School Climate Indicator (suspension rates), 1 time in Pupil Engagement (chronic absenteeism), and 1 time in the ELA Academic Indicator.
The following student groups resulted in the identification of the District in Differentiated Assistance based on the 2025 Dashboard:
* African Americans in the areas of chronic absenteeism and suspensions, this is a change from 2024. Last year, this group was also identified due to academic progress in ELA and math. Additionally, chronic absenteeism was a new area of qualification.
* Foster students in the areas of chronic absenteeism and suspension this is consistent with the 2024 Dashboard
*Homeless Youth in the areas of chronic absenteeism and suspension rate
*LTELs in the areas of chronic absenteeism and suspension rate
*Socioeconomically Disadvantaged in the chronic absenteeism and suspension rate
* Students with Disabilities in the areas of academic performance (both ELA and math) and suspension continue to be areas of qualification, and additionally, chronic

absenteeism
*Two or more races, chronic absenteeism, and suspension rate
There was an increase in the number of groups identified due to a lack of progress. The District increased from three student groups to seven student groups, resulting in differentiated assistance.

Differentiated Assistance progress and next steps are addressed in the Reflections: Technical Assistance prompt.

The student participation rate on the 2025 ELPAC was well above 95%. The student participation rate for the CAASPP and Science assessment was also above the 95% rate at all schools. The CA Dashboard also includes local indicators, including Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. All local indicators are at a Standard Met status.

2025 CA Dashboard - Site Level Overview by Student Group
This section will outline the student groups within the lowest levels in all Indicators on the 2025 CA Dashboard.

Overall analysis presents Students with Disabilities in red across the District 20 times. 8 times in the Academic Indicator for math and/or ELA, 4 times in the School Climate Indicator (suspensions), and times in the Pupil Engagement Indicator (Chronic Absenteeism). 12 out of 12 schools identify Students with Disabilities performing at the lowest levels. Currently, the district has 1 school in ATSI for this student group. The results align with the District's identification as a district in Differentiated Assistance for students with a disability. A summary of work to address this area is written in the Reflections: Technical Assistance prompt. This data reflects Students with Disabilities decreasing in red status in 1 indicator as compared to 2024.

The Socioeconomically Disadvantaged student group is identified 12 times at school sites, which includes 3 times within the School Climate Indicator (suspensions), 2 times in the Academic Performance Indicator for ELA and/or math, and 7 in Chronic Absenteeism. 8 out of 12 schools identify Socioeconomically Disadvantaged students performing at the lowest level. These results align with the District’s identification as a district in Differentiated Assistance for Socioeconomically Disadvantaged students in the areas of Chronic Absenteeism as well as Suspension rates. A summary of work to address this area is written in the Reflections: Technical Assistance prompt. This data reflects Socioeconomically Disadvantaged students increasing in red status in 6 indicators as compared to 2024.

The African American student group is identified 13 times at 8 out of 12 sites across the District, which includes 2 times in Academic Performance ELA and/or Math, 4 times in the School Climate Indicator (suspension), and 5 times in the Pupil Engagement Indicator (Chronic Absenteeism). This is an improvement from the 2024 Dashboard, in which this student group was identified 16 times. One school is identified as ATSI for this student group. Another school has entered TSI for this student group. The results align with the District's identification as a district in Differentiated Assistance for African American students. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

The Hispanic student group is identified 7 times at 6 out of 12 sites across the District, which includes 1 time in an academic indicator and 6 times in the Pupil Engagement Indicator. This is an overall increase in school sites across the District by 5 compared to the 2024 CA Dashboard. Currently, one school is in ATSI for this student group.

The Foster student group is not identified in red at any sites across the District in the 2025 Dashboard. However, as an aggregate group at the District level, Foster students are identified at the district level for Differentiated Assistance. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

Students identified as Two or More Races are noted 10 times at 7 out of 12 sites across the District, which includes 5 times in the School Climate Indicator and 5 times in the Pupil Engagement Indicator. This change indicates an overall increase of 6 times in all indicators across the District in the 2024 CA Dashboard. Currently, the district has 1 school in TSI for this student group. The results align with the District's identification as a district in Differentiated Assistance for students who are Two or More Races. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

Students identified as White are listed 7 times, which includes 3 times in the School Climate Indicator and 4 times in the Pupil Engagement Indicator. This is an overall increase of 7 across the District at all school sites compared to the 2024 CA Dashboard. Three different schools list the White student group in red.

English Learners are identified in red 11 times, which includes 2 times in the English Learner Performance Indicator, 5 times in the ELA and/or Math Indicator, 1 time in the School Climate Indicator (suspension), and 5 times in the Pupil Engagement Indicator (chronic absenteeism). This represents an overall decrease of 4 in all indicators at all sites across the District compared to the 2024 CA Dashboard. 7 school sites include English Learners in red in at least one indicator.

The Homeless student group is identified a total of 11 times across the District, which includes 3 times in the Academic Performance Indicators in either or both ELA and Math, 3 times in the School Climate Indicator (suspension), and 6 times in the Pupil Engagement Indicator (chronic absenteeism). This represents an overall increase of 2 in all indicators at all sites across the District compared to the 2024 CA Dashboard. 6 school sites include the Homeless Student group in red in at least one Indicator. The results align with the District's identification as a district in Differentiated Assistance for students who are Homeless. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

A new group on the 2025 Dashboard is Long Term English Learners (LTELs). This group is identified a total of 5 times across the District, which includes 2 times in the Academic Performance Indicators in either or both ELA and Math, 2 times in the School Climate Indicator (suspension), and 1 time in the Pupil Engagement Indicator (chronic absenteeism). 2 school sites include the LTEL student group in red in at least one Indicator.

Results of Local Measures - NWEA MAP Growth - Reading and Math
The District has continued to demonstrate success with the implementation of the NWEA MAP Growth and Reading Fluency assessments three times a year as a local measure of academic progress. District-wide participation rates continue to exceed 95%. Based on a review of local district NWEA MAP assessment data, student achievement percentile increases continue to be an area of strength.

Every 5 years, NWEA renorms its MAP Growth assessments. In 2025, this renorming occurred. As a result, the bell curve shifted to the left in 205. This resulted in fewer students falling within the intervention groups. The average student median achievement growth percentile for all students across the District was an average percentile growth of 4.8 in reading and 5 in math.

The median conditional achievement percentiles on NWEA (MAP) in reading for all students are listed below. In reviewing growth over time in the same cohort of students, achievement percentiles are generally increasing. Students begin taking the NWEA Reading in 1st grade.

1st grade - 39 (24-25) 48 (25-26)
2nd grade - 39 (23-24) 42 (24-25) 55 (25-26)
3rd grade - 34 (22-23) 40 (23-24) 44 (24-25) 55 (25-26)
4th grade - 37 (21-22) 42 (22-23) 46 (23-24) 50 (24-25) 53 (25-26)
5th grade - 40 (21-22) 44 (22-23) 47 (23-24) 50 (24-25) 53 (25-26)
6th grade - 39 (21-22) 42 (22-23) 45 (23-24) 49 (24-25) 58 (25-26)
7th grade - 42 (21-22) 45 (22-23) 49 (23-24) 46 (24-25) 53 (25-26)
8th grade 38 (21-22) 44 (22-23) 43 (23-24) 45 (24-25) 58 (25-26)

The median conditional achievement percentiles on NWEA (MAP) in math for all students are listed below. In reviewing growth over time in the same cohort of students, achievement percentiles are again generally increasing. Students begin taking the NWEA math in 1st grade.

1st grade - 47 (24-25) 50 (25-26)
2nd grade - 44 (23-24) 39 (24-25) 50 (25-26)
3rd grade - 35 (22-23) 33 (23-24) 39 (24-25) 50 (25-26)
4th grade - 38 (21-22) 39 (22-23) 39 (23-24) 43 (24-25) 48 (25-26)
5th grade - 28 (21-22) 33 (22-23) 37 (23-24) 42 (24-25) 48 (25-26)
6th grade - 30 (21-22) 34 (22-23) 40 (23-24) 40 (24-25) 50 (25-26)
7th grade - 30 (21-22) 34 (22-23) 40 (23-24) 42 (24-25) 50 (25-26)
8th grade - 28 (21-22) 35 (22-23) 40 (23-24) 46 (24-25) 50 (25-26)

All schools in the District are WASC (Western Association of Schools and Colleges) accredited. In the 2022-2023 school year, four schools participated in the review process, and in the 2023-2024 school year, an additional four schools participated in the review. In the 2024-2025 school year, five schools participated in the review (Joe Walker, Anaverde Hills, Valley View, Sundown, and Del Sur). In 2025-2026 the following schools participated in a WASC review: Cottonwood Elementary (Mid-Cycle Visit), Hillview Middle School (Self-Study Report and visit), Quartz Hill Elementary (Mid-Cycle Report), and Rancho Vista Elementary (Mid-Cycle Visit). The District values the intentional and reflective needs assessment process as it solidifies a continuous cycle of improvement for all school sites. This work supports the State Priorities and highlights best practices for school sites and identifies areas for improvement. This formidable work grounds the schools in evidence-based practices, which then aligns the work identified in the School

Site Plan and the LCAP. The District values the feedback provided; and therefore, provides a summary of site outcomes to identify patterns and trends across the District.

WASC Areas of Strengths:
- Increased use of NWEA Growth and Reading Fluency data to monitor student achievement and design areas of intervention
- Reflection and use of data to drive programs and practices through a continuous improvement model
- Evidence of increased communication to families through weekly announcements through the use of Parent Square and PowerSchool
- Positive and welcoming school culture
- Evidence of Student Learning Objectives at all sites.
- An intentional focus on student-wellbeing through the comprehensive counseling program and SEL supports provided
- Use of implemented AVID college and career skills, specifically organization skills and note taking opportunities
- Alignment of programs and services at school sites with the School Site Plan and the LCAP

WASC Areas of Suggested Improvements:
- Increase training in PLCs and RTI to build on systemic systems of practice
- Continue to monitor and align instruction across disciplines and grade levels
- Build on systems to increase monitoring of RTI and PBIS
- Continue to increase collaboration time and monitor efficiency of PLCs, Data Teams, and grade level teams
- Increase targeted services and interventions for English Language Learners
- Continue to build on the use of Board adopted curriculum resources to effectively meet the needs of all students, especially in the area of mathematics and reading
- Continue to increase outreach efforts and events to welcome community members on to campuses

The list below highlights additional District successes:
- Participation of five schools in the WASC self-study and accreditation process (additional schools will continue to participate in the upcoming school year).
- All elementary schools are participating in the Extended Learning Opportunities Program, which is now overseen by a full-time coordinator.
- Clarifying and delineating the Career Technical Education pathway from TK-8 as well as an emphasis on the articulation to high school.
- Continued implementation of the Empowering YOUth Family Festival, a community wide outreach event.
- An increase in the number of counselors supporting all schools across the District.
- Three additional school counseling programs receiving the Recognized ASCA Model Program (RAMP) certification (Anaverde Hills, Valley View, and Quartz Hill)) bringing the total to 8 schools RAMP Certified (Esperanza, Gregg Anderson, Hillview, Joe Walker, Sundown, Anaverde Hills, Valley View, and Quartz Hill).
- A full team of attendance liaisons along with a community liaison hired to work with families to address barriers to consistent attendance, which includes a liaison specifically working with families in transitional kindergarten and kindergarten.
- Ongoing school site AVID Certification and participation in the AVID annual self-student process (CCI).
- A majority of new teachers to the profession are retained annually due to ongoing and intentional supports from the New Teacher Support Program and on-the-spot coaching.
- District wide rollout of PlayWorks to support a positive and safe school climate.
- Continuation of the 6th grade Leadership Camp (facilitated by All It Takes) for all 6th graders across the District to specifically address social-emotional learning and leadership.
- The District is opening the new Autism Academy at Valley View Elementary in the 2025-2026 school year.

Learning Recovery and Emergency Block Grant:
The District did not expect to receive LREBG funds for the 2025-2026 school year, however $496,900 LREBG funds were apportioned as part of the 2025-26 budget and added to the 2026-27 LCAP.

The funds in their entirety are allocated to Goal 3 Action 9: (Paraprofessionals) Access to the Curriculum for Students with Special Needs.

The WUSD needs assessment substantiated findings for the 2025 Dashboard related to Suspension Rates. A review of state and local data indicates suspension rates among students with disabilities is disproportionate with the overall District. Currently the District is in the orange and students with disabilities fell in the red category. Based on this, Goal 3 Action 9 directly addresses the need to support positive behavior with our students of highest need. This action aligns to allowable uses of funds in the areas of one on one support from a classified staff member.

The WUSD needs assessment did identify significant needs in the areas of ELA and Math especially for our students with special needs. By decreasing suspensions of our

students with special needs, their access to core instruction will increase.

Reflections: Technical Assistance

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

Westside Union School District has identified key areas for growth through its ongoing review of California Dashboard Data. The district was identified for Differentiated Assistance based on 2025 results showing the lowest performance in both ELA and Math (Priority 4). To address these needs Goal 2 Action 16 was fully implemented. Additionally, the 2025 Dashboard indicated the lowest performance in both chronic absenteeism (Priority 5) and suspension rates (Priority 6) among African Americans, Foster Youth, Homeless Youth, LTELs, Socioeconomically Disadvantages, Students with Disabilities., and student who are Two or more races. To address these needs, Goal 3, Actions 4, 7 and 8 as well as Goal 4 Action 7 are designed to strengthen both attendance and behavioral supports for African Americans, Foster Youth, Homeless Youth, LTELs, Socioeconomically Disadvantaged students, Students with Disabilities, and students who areTwo or more races.

Through strong collaboration across departments and with the County Office of Education, Westside Union School District is taking intentional steps to support student engagement and positive behavior. The District participates in Differentiated Assistance, which is led by the Center for District Capacity Building through the Los Angeles County Office of Education (LACOE). The Westside Educational Services team collaborates with the coordinator from LACOE to review the District areas of focus, analyze possible problems of practice, and develop systems and next steps. Additionally, the team works collaboratively with several departments at the Los Angeles County Office of Education, some of which include LCAP and State and Federal Programs, Curriculum and Instruction, Multilingual Academic Support, School Financial Services, Students Experiencing Homelessness, Positive Behavior Intervention Support, and Special Education.

Student Support Services has worked in consultation with the local SELPA (Special Education Local Plan Area) allowing for discussion of services and expanded ideas to consider in supporting special education students. Special Education students are general education students first and foremost; therefore, students have access to all actions and services at a base level. Special Education students that may also be identified within one or more unduplicated student groups also benefit from increased and improved services identified within the LCAP.

Educational Services and Student Support Services have worked collaboratively to refine interventions through a robust system of support to address academic progress for students with disabilities, chronic absenteeism and suspension rates for the seven groups identified in the lowest performance on the 2025 Dashboard. Because students may be included in one or more of the identified student groups, the work to address these challenges is combined into one list. Based on the review of needs, the Educational Services team, District administration, and the Cabinet have identified steps to address the disparities and enhance efficient systems and supports for the underachieving student groups identified, which include the following:
* All underachieving student groups are offered participation in the Extended Learning Opportunities Program.
* The most underachieving schools in math are continuing their work with TNTP, which is funded by a grant from the Melinda Gates Foundation. These consultants are working with school site teachers, administrators, and district lead teams to identify gaps and next steps within instructional delivery in the Illustrative Math curriculum. The grant is scheduled to end in October 2026. The District will use a federal funding source to continue their work with TNTP. The focus will be on District and site leadership strengthening their understanding of the instructional shifts in the mathematics framework. Additionally, work with 3 sites Quartz Hill Elementary, Valley View and Anaverde Hill will begin to strengthen instruction and the PLC process. The work for the 2026-2027 school year will continue to review instructional coherence across campuses and the use of the math instructional materials delivered with integrity.
* Continued work with the PBIS (Positive Behavior Intervention and Support) team at LACOE to develop and enhance proactive frameworks of support at multiple school sites.
* Continued development of a comprehensive counseling program based on the ASCA (American School Counselor Association) model. The counselors provide monthly lessons and targeted small group lesson support, which includes academic, attendance, and behavior challenges.
* To increase student learning time at school, specifically for students with disabilities identified in the range of manageable chronically absent through severely chronically absent, attendance goals may be added in a student's IEP.
* To ensure accurate assessment results staff participated in training to document appropriate assessment supports (accommodations and/or modifications) on the state assessments. State assessments include the CAASPP, CAST, CAA, Alternate ELPAC, Summative ELPAC, and/or Initial ELPAC.
* To continue to identify appropriate students for special education, the protocols and processes are reviewed with administrators and psychologists.
* Continued professional development and implementation of best practices to support the newly opened Autism Academy at Valley View Elementary in the 2026-2027 school year.

* The Homeless Liaison/Foster Liaison continues to assist with Best Interest Determination (BID) meetings and assist with transportation needs.
*Restructuring of the attendance liaison positions to ensure that every school site has an attendance clerk to connect with their school community
*Implementation of Short Term Independent Study (STIS) at each of the sites to recover learning and attendance. More than 5,000 attendance days were recovered across the district in the first 4 months of the program. Program monitored and implemented by
* The District supports full implementation of PlayWorks and continued professional development across the District to involve students in proactive interactive activities on the playground, which further reduces behavior challenges during unstructured play.
* Additional professional development included best practices and high-leverage strategies for students in special education as well as underachieving student groups.

Westside Union School District
Lowest Achieveing Student Groups District and Site
2025 CA Dashboard and ATSI Status

Schools and ATSI Status	English Learner Performance Indicator (Priority 4)	Supporting Action	Acdemic Performance ELA Indicator (Priority 4)	Supporting Action	Acdemic Performance Math Indicator (Priority 4)	Supporting Action	School Climate Indicator (Priority 6 Suspension Rates)	Supporting Action	Pupil Engagement Indicator (Priority 5 Chronic Absenteeism)	Supporting Action
District			LTELs	2.18; 3.12; 2.16	LTELs		African American		African American	
					Students with Disabilities	3.12; 2.16	Foster Youth	3.6	EL	
							Homeless		Foster Youth	
							LTEL		Hisp	
							Two or More Races		Homeless	
							SED		LTEL	
							SWD	3.6	Two or More Races	
									SED	
									SWD	
Anaverde Hills	English Learner	2.1			SWD				African American	
TSI-TOM									EL	
									Two or More Races	
									SWD	
IDEA Academy @ Cottonwood ATSI (African American and Homeless)									Hispanic	
									Homeless	
									SED	
									SWD	
Del Sur	English Learner	2.1	Af American		EL				EL	
ATSI (SWD)					SED				Hisp	
					SWD				Homeless	
									SWD	
									White	
Esperanza			African American	2.18	African American		African American		African American	
TSI-AA				2.18	Homeless		Homeless		Hispanic	
					SWD		Two or More Races		Homeless	
							SED		Two or More Races	
							SWD		SED	
							White			
Gregg Anderson									SWD	
Hillview Middle School					African American	3.12; 2.16	EL		Two or More Races	
					LTELs		LTEL		SED	
							Two or More Races		SWD	
									White	
Joe Walker Middle School			Students with Disabilities	2.18; 3.12; 2.16	English Learners		Students with Disabilities	3.6	African American	
ATSI -SWD			LTELs		LTELs		African American		EL	
			ELs		Socioeconomically Disadvantaged		LTELs		Hisp	
					Students with Disabilities		Homeless		Homeless	
					African American		SED		LTEL	
					Hispanic				Two or More Races	
					Homeless				SED	
Leona Valley									Hispanic	4.7
ATSI (Hispanic)										4.7
Quartz Hill							White		EL	
							African American		Hispanic	4.7
							Homeless		Homeless	
							SED		SED	
							SWD		SWD	
									White	
Rancho Vista							Two or More Races	3.6	African American	
							SWD		EL	
							White		Hispanic	
									SED	
									SWD	
									White	
Sundown					English Learners	3.12; 2.16	African American			
					Students with Disabilities	3.12; 2.16	Two or more races			
							SWD			
Valley View					SWD		Two or More races	3.6	African American	4.7
									Homeless	
									Two or More Races	
									SED	

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.

There are no schools within the Westside Union School District that meet the criteria 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.

There are no schools within the Westside Union School District that meet the criteria for CSI.

Monitoring and Evaluating Effectiveness

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

There are no schools within the Westside Union School District that meet the criteria for CSI.

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
Superintendent's Advisory (PAC)	Members of the Superintendent's Advisory Committee include parents from the site PTAs, school site council members, school safety committee members, at least one DELAC/ELAC member, parents representing students in special education, and other parents or community members that would like to attend. District staff that attend included the Cabinet, site administrators, the Attendance and Welfare Representative, the Extended Learning Opportunities Coordinator, and several directors. The Superintendent's Advisory met on the following dates: October 21, 2025; December 9, 2025; March 3, 2026; and May 5, 2026. Representative members of the committee reflect on program services for all student groups with an emphasis on Unduplicated Students. The advisory committee is continually reviewing data and progress of all students and collaborates on barriers impacting full participation in the academic program. The proposed LCAP goals, actions, and services were presented and reviewed through consultation with the Superintendent on May 5, 2026. Part of the presentation included directions on how to locate the draft LCAP on the District website and how to provide feedback using the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the Superintendent's Advisory was completed and posted on the website documented notes. The document is located at https://www.westside.k12.ca.us/departments/superintendents-office/supt-advisory.
Student Representatives to Superintendent's Advisory (PAC)	Student Representatives to the Superintendent's Advisory is comprised of students from Del Sur, Hillview Middle School and Joe Walker Middle School. The Hillview students met on April 27. The Del Sur students met on April 28. The Joe Walker students met on May 7. The students reviewed progress on NWEA Map Growth results, student motivation issues when taking assessments, impactful counseling lessons, and the data reported in the California Healthy Kids Survey. Students were given an open forum to discuss any other concerns. Two of the three schools noted concerns with restroom cleanliness.
Educational Administrators and Education Services	Continual comprehensive planning and monitoring occur throughout the school year at the Instructional Management meetings, which are held approximately one time monthly. An example of reviewed data includes the CA Dashboard system, School Status (attendance), and NWEA benchmark assessments. The team uses the continuous growth model and collaborates on adjustments and next steps. The team met on May 5th in which each school site team completed a survey reflecting on implementation rates of programs outlined in the LCAP, service effectiveness, and possible next steps.
Bargaining Unit (WUTA)	The Directors of Special Programs and the Director of Assessment and CTE met with the Westside Union Teachers Association members on April 17 to collaborate on the draft LCAP for the 26-27 school year. Additional staff input is collected through the California Staff Support Survey provided annually between February and March.
California School Employees Association (CSEA	The Director of Special Programs, the Director of Curriculum and Instruction on May 26, 2026 to collaborate on the draft LCAP. Staff input on safe schools and wellness is also gathered through the California Staff Support Survey
District English Language Advisory Committee (DELAC PAC	The DELAC is a community of parents and staff in which time is intentionally planned to support the specific and unique needs of English Learner families. Resources from the community are shared and input is received to leverage District programs and available funding. Families are kept abreast of assessments, programs, the importance of attendance, after school opportunities, and the required elements of the English Learner program. Meetings are presented in English as well as Spanish. The DELAC met on September 26, 2025; November 7, 2025; January 23, 2026; April 10, 2026; and May 15, 2026. The DELAC collaborated with the support of the Superintendent on the draft LCAP on May 15, 2026. A written response to comments was completed and posted on the District website within the meeting minutes for May 15. The District website is located at https://www.westside.k12.ca.us/departments/special-programs/delac. Part of the May 15 presentation included directions on how to locate the draft LCAP on the District website and how to provide feedback using the two-way Let's Talk feature on the District website.
Westside Union Students	Student feedback on campus safety, student wellness, and an engaging school environment is gathered through the California Healthy Kids Survey annually, which is given to 5th through 8th grade students between February and March. Additional academic and counselor support feedback is gathered using an internal middle school student survey each year. This survey provides the Educational Services team with effective service models for students, impactful counseling lessons, and NWEA goal setting. 6th grade students provide feedback through a survey at the All It Takes camp. Additionally, the Student Representatives to the Superintendent's Advisory provide feedback on services at scheduled meetings, which is addressed as an additional educational partner in the Engaging Educational Partners section of the LCAP.
Special Education Local Plan Area	The District consults with the SELPA (California Special Education Local Plan Area) on the actions and services in the LCAP annually.

(SELPA)	The District has been identified as a district in Differentiated Assistance for students in special education on the 2025 CA Dashboard Academic Indicator (ELA and math) and Campus Culture (suspension rate) indicator. The Director of Special Programs, the Director of Assessment and CTE, and the two Directors of Student Support Services met with a representative from the SELPA on May 5, to ensure that consultation requirements were addressed within the LCAP. At this meeting, the team discussed the CIM plan, which supports students with special needs.
Other School Personnel	Other school personnel provide feedback through advisory meetings and through the California School Personnel Survey, which is completed annually. The Superintendent's Advisory (PAC) and the District English Advisory Committee (DELAC) include other school personnel, such as teachers, counselors, clerks, the Community and Welfare Representative, and paraprofessionals in addition to parents. These members actively participate with parents during the scheduled meetings throughout the school year. A broader description of the Superintendent's Advisory (PAC) and the District English Advisory Committee are included in the Engaging Educational Partners section.
Parents	Meaningful engagement in the LCAP development process includes a shared responsibility to create services that improve student outcomes. Working through a continuous improvement cycle with educational partners, both internal and external to the District, promotes transparency and a collaborative shared focus. Board meetings are held in-person and are recorded live to increase community participation. The documented Board meetings are available on the District website. The Mid-Year Report to the Board took place on February 17, 2026. The LCAP Public Hearing was on June 2, 2026, and the LCAP approval took place on June 16, 2026. The LCAP draft was posted on the District website at https://www.westside.k12.ca.us/ on May 29, 2026 in order to allow for community input. Parents were encouraged to use the two-way communication feature, Let's Talk to communicate comments and feedback.
Los Angeles County Office of Education (LACOE)	Throughout the LCAP development process, the District Educational Services Department consulted with the LCAP State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Department and Business Services Department attend the State and Federal update meetings, Educational Services meetings, Multi-Lingual Department meetings, PBIS Unit collaboration, CALPADS update meetings, and Assessment and Accountability sessions. The District participated in the pre-review LCAP collaborative process in May prior to Board approval.
Education Services Department and Cabinet	Implementation and monitoring are essential to the effectiveness of the actions in the LCAP. The team meets weekly to monitor implementation, analyze results, and formulate next steps. The Education Services team participates in the mid-year review to the Board, and during the spring, pieces of the revised draft LCAP were reviewed. The team reviewed the entire draft LCAP on May 5, 2025 in conjunction with the Superintendent's Advisory Committee.

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

Throughout the process of engaging community members, data was presented in a collaborative manner. Comments and input from the groups communicated awareness of the needs for additional or increased services. Additionally, positive feedback in support of continuing actions and services is also noted within this section.

Input from the groups that influenced the goals, actions, and services are listed by theme below. A list of feedback is noted below each theme, which also indicates where in the LCAP expanded, revised, added, or continued actions can be located.

Career Technical Education (CTE) Pathway
Positive reaction across Advisory Committees regarding the increased career and technical education opportunities. (Goal 2 Action 20)

Attendance
Possible addition of clerk at each site was proposed at a Superintendent's Advisory meeting(Goal 4 Action 7)
Increase motivation through attendance programs at each school site. (Goal 4 Action 7)
Replicate effective practices at some school sites that show an increase in attendance. (Goal 4 Action 7)

Increased Arts Programs
Art opportunities are available through ELO-P, the afterschool program. Additional comments from parents will be communicated to the Boys and Girls Club. (Goal 2 Action 19)
Continue to support art teacher at the lowest poverty school. (Goal 2 Action 15)

Communication
Advisory Committees provided positive feedback on the ParentSquare online communication program. Parent feedback and administration feedback supports this action. (Goal 4 Action 9)

NWEA Assessment System
Student representatives to the Superintendent’s Advisory suggested adjusting the NWEA assessment schedule to accommodate the testing in smaller chunks over several days, specifically the ELA assessment. (Goal 2 Action 17)

Counseling
Increased lessons on cyberbullying and bullying. (Goal 3 Action 4)
Student response survey indicates lessons that should continue because they are the most impactful support topics, such as middle school success, A-G requirements and transitioning to high school, and responding to conflicts. (Goal 3 Action 4)

Afterschool Support
Student response survey indicates an increased need for in person tutoring after school at the middle schools. Students also requested access to Ai to provided immediate feedback on their math after school.(Goal 2 Action 19)

Campus Programs
Schools implementing PlayWorks at a more consistent level are seeing a reduction in behavior referrals. Program consultants and professional development to continue into the 26-27 school year. (Goal 3 Action 6)
Additional CCAs and CSAs provide greater opportunities for students to play in structured and varied activities on the playground. Feedback suggested continued support for additional CCAs and/or CSAs. (Goal 3 Action 6)
Add specialized training for CCAs, CSAs, and IAs to include managing challenging behaviors. (Goal 3 Action 13)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills to be successful in a global society.	Broad Goal

State priorities addressed by this goal.

2, 1, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The services and actions outlined in Goal 1 support the broad and rich base program for all students and encompass the student expectations outlined in the Board's Core Beliefs and Values.

In summary, these expectations include the accuracy and consistency of grading which should measure what students know; student mastery of state standards by the 4th quarter; intentional focus on reading and mathematical competencies of all students to ensure students are proficient at the end of each grade level, able to enter a middle school with the academic skills to allow full participation in all middle school courses, and the ability to enter high school with academic skills that allow for full participation in all courses, including A-G; use of NWEA and analysis of data including CAASPP to monitor the expectation that student performance in all grades will be at or above grade level (50th percentile or higher); and to ensure best first instruction for all learners utilizing the District adopted instructional materials and District adopted supplemental materials.

The measurable outcomes used to support this goal include fully credentialed teachers and administrators, safe and clean school facilities, full access to the Common Core State Standards for all learners, and academic achievement results on state assessments including the CAASPP and CAST. While these assessments results are analyzed and noted on the CA Dashboard, the CAASPP results from English Language Arts and math as well as the CAST are lag metrics and the NWEA assists in measuring timely progress in both ELA and math. NWEA is a standards-aligned diagnostic tool, and each student completes the assessment three times each year. The data is analyzed and used to inform instructional decisions and assess student needs for differentiation and intervention. An additional metric includes the NWEA Reading Fluency data. This formative diagnostic assessment is provided to transitional kindergarten students through 1st grade students three times each year to track student progress in reading skills and quickly address gaps in specific skills needed to gain reading fluency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	School Facilities	100% of schools maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool 2023-2024.	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool 2024-2025.	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool 2025-2026.	All schools will annually maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool	All schools continue to maintain 'Exemplary' or 'Good' using the Facilities Inspection Tool.
2	Teacher Credentialing	According to CAL-SASS 22-23 data, there were a total of 8 misassignments. 2 of the missassignments were a single period in middle school. 4 of the misassignments were EL. Additionally, of the 407 teachers in district, 353 are fully credentialed with 54 who are intern or pre-intern for the 2023-2024 school year.	According to CAL-SASS 23-24 data, there were a total of 11 misassignments. 2 of the misassignments were a single period in middle school. 4 of the misassignments were EL. Additionally, of the 404 teachers in district, 340 are fully credentialed with 64 who are intern or pre-intern for the 2024-2025 school year.	According to Cal-SAAS 24—25 data, there were a total of 12 misassignments. 2 of the misassignments were a single period in middle school. 4 of the misassignments were EL. 6 of the misassignments were SPED disability codes not included with the teacher's clear credential. Additionally, of the 413 teachers in district, 348 are fully credentialed with 65 who are intern or pre-intern for the 2025-2026 school year.	0 Teacher misassignements	The District has an additional 4 misassignments reported. There were the same number of middle school misassignments as reported on the 22-23 data. There are the same number of misassignments in EL as reported on the 22-23 data, and approximately the same number of teachers. In the 24-25 reported data, there are 5 fewer fully credentialed teachers and 11 more intern or pre-intern teachers in the 24-25 school year.
3	Academic Content & Performance Standards	In 2023-2024, 100% of all academic content is aligned with the appropriate grade level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.	In 2024-2025, 100% of all academic content was aligned with the appropriate grade level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.	In 2025-2026, 100% of all academic content was aligned with the appropriate grade level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are standards based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.	The District continues to have 100% of all academic content aligned, and the curriculum continues to include ELD instruction.

4	Instructional Materials	100% of students have standards aligned instructional materials as evidenced in the 23-24 district resource management system	100% of students have standards aligned instructional materials as evidenced in the 24-25 district resource management system	100% of students have standards aligned instructional materials as evidenced in the 25-26 district resource management system	100% of students have standards aligned instructional materials as evidenced in the district resource management system	100% of all students continue to have standards aligned instructional materials.
5	Broad Course of Study Elementary K-6	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2023-2024 PowerSchool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2024-2025 PowerSchool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2025-2026 PowerSchool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in PowerSchool course enrollment and master schedules.	100% of all elementary students continue to be enrolled in a broad course of study.
6	Broad Course of Study Middle School 7-8	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2023-2024 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2024-2025 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2025-2026 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in PowerSchool course enrollment and master schedules.	100% of all middle school students continue to be enrolled in a broad course of study.

7	NWEA MAP Reading Fluency Foundational Skills Oral Reading 1-2	According to the Winter 2024 NWEA Reading Fluency assessment, 16% of first grade students and 56% of second grade received an oral reading score.	According to the Winter 2025 NWEA Reading Fluency assessment, 22% of first grade students and 63% of second grade students received an oral reading score.	According to the Winter 2026 NWEA Reading Fluency assessment, 21% of first grade students and 62% of second grade students received an oral reading score.	According to the Winter NWEA Reading Fluency assessments, 50% of first grade students and 75% of second grade received an oral reading score.	According to the Winter 2026 NWEA Reading Fluency assessments, there was a 5% increase in Reading Fluency assessment for first grade students. There was a 6% increase in Reading Fluency assessment for 2nd grade students.
8	CAASPP Results ELA	Of the 6,028 students tested in grades 3-8 in the 2022-23 school year, 45.6% were proficient on the ELA portion of CAASPP.	Of the 5,962 students tested in grades 3-8 in the 2023-24 school year, 44.95% were proficient on the ELA portion of CAASPP.	Of the 5,954 studentds tested in grades 3-8 in the 2024-2025 school year, 46.24% were proficient on the ELA Portion of CAASPP.	To increase the percent proficiency rate on the annual CAASPP ELA in grades 3rd through 8th to more than 50%.	Of the 5,954 students tested in grades 3-8 in the 2024-25 school year, a 0.64% increase was observed in those that were proficient on the ELA portion of CAASPP when compared to results from 2022-23.
9	CAASPP Results MATH	Of the 6,020 students tested in grades 3-8 in the 2022-23 school year, 30% were proficient on the MATH portion of CAASPP.	Of the 5,942 students tested in grades 3-8 in the 2023-24 school year, 31.25% were proficient on the MATH portion of CAASPP.	Of the 5,944 students tested in grades 3-8 in the 2024-2025 school year, 32.58% were proficient on the MATH portion of CAASPP.	To increase percent proficient on the annual CAASPP math assessment in grades 3rd through 8th to above 35%.	Of the 5,944 students tested in grades 3-8 in the 2023-24 school year, a 2.58% increase was seen in those that were proficient on the MATH portion of CAASPP when compared to the results from the 2022-23 CAASPP.
10	NWEA Measures of Academic Progress (MAP) Student Growth MATH	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Reading, all grades K-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to the Winter of 2025 NWEA MAP Student Growth Summary Report for MATH, all grades K-8 maintained a Median Conditional Growth Percentile above 50.	According to the Fall of 2025 to the Winter of 2026 NWEA MAP Student Growth Summary Report for MATH, all grades K-8 maintained a Median Conditional Growth Percentile above 50.	Students in grades K-8 will demonstrate MATH academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 50% or above.	According to the Winter 2025 NWEA MAP Student Growth Summary Report for Math, all grade levels maintained a Median Conditional Growth Percentile above 50%. Grade levels performed as follows (scores reported as Growth median percentiles): Kinder - 55th Percentile 1st - 62nd Percentile 2nd - 64th Percentile 3rd - 55th Percentile 4th - 57th Percentile 5th - 52nd Percentile 6th - 58th Percentile 7th - 54th Percentile 8th - 56th Percentile

11	NWEA Measures of Academic Progress (MAP) Student Growth Reading	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Reading, all grades 1-8 maintained a Median Conditional Growth percentile above 50.	According to the Winter 2025 NWEA MAP Student Growth Summary Report for Reading, all grades 1-8 maintained a Median Conditional Growth percentile above 50 except for 7th grade.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Reading, all grades 1-8 maintained a Median Conditional Growth percentile above 50.	Students in grades 1-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 50 or above.	According to the Winter 2025 NWEA MAP Student Growth Summary Report for Reading, all grade levels achieved a Median Growth Percentile of 50th Percentile or above. Grade levels performed as follows (scores reported as Growth median percentiles): 1st - 66th Percentile 2nd - 67th Percentile 3rd - 58th Percentile 4th - 64th Percentile 5th - 55th Percentile 6th - 65th Percentile 7th - 54th Percentile 8th - 63rd Percentile
12	NWEA MAP Reading Fluency Foundational Skills Kindergarten	According to MAP Reading Fluency Winter 2024, the percentage of students meeting foundational skills expectations are as follows: 71% Phonological Awareness and 63% Phonics/Word Recognition	According to MAP Reading Fluency Winter 2025, the percentage of students meeting foundational skills expectations are as follows: 64% Phonological Awareness and 61% Phonics/Word Recognition.	According to MAP Reading Fluency Winter 2026, the percentage of students meeting foundational skills expectations are as follows: 70% Phonological Awareness and 60% Phonics/Word Recognition.	75 percent of all Kindergarten students will meet or exceed expectations on the NWEA MAP Reading Fluency Foundational Skills assessment.	According to MAP Reading Fluency Winter 2026, there was a decline of 1% in Phonological Awareness and a decline of 3% in Phonics/Word Recognition.
13	CAST Results Science	Of the 2,025 students tested in grades 5 and 8 in the 2022-23 school year, 31.71% of 5th graders and 25.39% of 8th graders met or exceeded the standard in science.	Of the 2,009 students tested in grades 5 and 8 in the 2023-2024 school year, 29% of 5th graders and 24% of 8th graders met or exceeded the standard in science.	Of the 1,964 students tested in grades 5 and 8 in the 2024-2025 school year, 30.54% of 5th graders and 28.24% of 8th graders met or exceeded the standard in science.	To increase the percent of students meeting or exceeding the standard on the CAST to above 35% in both 5th and 8th grade.	Of the 1,964 students tested in grades 5 and 8 in the 2024-2025 school year, 5th grade saw a 1.17% decrease and 8th grade saw a 2.85% increase in those meeting or exceeding the standard.

Goal Analysis for 2025-2026

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

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

The district fully implemented all actions and services in Goal 1. The implementation of these actions is summarized by item or groups of items.

Action 1.1 and 1.7: Staffing Teachers Administrators, Office Staff, and Librarians
Westside Union School District Board of Trustees continues to prioritize teachers and staff as our most valuable resource for students and families. During the 2025-2026 school year the District has taken several steps to recruit and retain teachers. One significant improvement was the increase for classified and certificated salaries by 3% in the 2025-2026 school year. This, in combination with lower class size averages across the District for most grade levels make working in Westside more desirable for potential employees. Teachers and administrators continue to see increased levels of support through added counselors, psychologists, health services and office staff. In 2025-2026, the District continued partnerships with multiple universities to hire several intern counselors. This helps prospective counselors gain real-life experience while also giving our sites access to additional direct services to students. The District always looks for grant opportunities for items such as tuition reimbursement for new teachers and specifically has contract language to help our classified staff apply for District grants when taking courses to further their knowledge. The District also participates in programs such as the Classified Summer Assistance Program, allowing many of our part time classified staff to earn extra money for the summer through a state program we partner with. Our Human Resources Department hosts regular job fairs and markets job opportunities at District events, during advisory meetings, through social media, and through partnership with local universities. The Human Resources department has attended numerous job fairs in and out of state as well as visited local university programs to share benefits of joining the profession.

Action 1.2 Standards Aligned Instructional Materials
All staff and students have full access to standards aligned instructional materials and digital resources. The District also provides student devices to any student in need. Presently, over 4,200 students have checked out devices to use at home which is an increase from last year's 3,700.

Action 1.3 Curriculum and Instruction Staff
Curriculum and Instruction staff provide broad support services and professional development to all teachers and instructional assistants. Annual professional development includes the following topics: instructional materials training, classroom management, standards-based instruction, assessment, data, and intervention.

Action 1.4 Collaboration to Support District Initiatives
Site administrators support and ensure rigorous standards based instruction and assessment in a variety of ways such as class walkthroughs, pre-observation conferences, and formal observations. When conducting class visits and conferences, administrators are looking for evidence that the content presented in the lessons appropriately aligns with the grade level standards. Site administrators continue to provide collaborative time for teachers during staff meetings, coordinated prep times, release time, and paid extra duty outside of contractual work time. These professional learning communities are designed to build teacher fluency by deconstructing standards, aligning assessments, analyzing student work, and evaluating present achievement levels.

Action 1.5 System Gaps as a Barrier to Student Learning
Over the course of the 2025-2026 school year, Hillview, Anaverde Hills, Rancho Vista, Quartz Hill, and Cottonwood participated in the Western Association of School Colleges (WASC) self-reflection study which provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue. In conjunction with a visiting committee/report, each site evaluates the following: clarification of the school's purpose and the schoolwide learner outcomes, assessment of the student program and its impact on student learning with respect to the ACS WASC criteria, development of a schoolwide action plan that addresses identified areas for improvement, and building a professional culture to support the schoolwide action plan.

Action 1.6 Implementing Systems of Support Schoolwide
District office staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are largely spent conducting needs assessments and identifying best practices to address skills gaps, barriers to learning, and implementing purposeful systems of support.

Action 1.8 Universal Pre-Kindergarten
As part of the implementation of the Universal Pre-Kindergarten Program, the District continues with the expanding transitional kindergarten program across the District. This essential opportunity allows for students to complete a full year of school prior to kindergarten. At this time, there are over 475 transitional kindergarten students attending which is an increase from 450 last year

Action 1.9 Technology Department
Technology staff continue to maintain internet access; technology supports for teachers and staff; maintenance of the District website; and upkeep of communication systems throughout the District in order to maintain functionality of the instructional setting for all students.

Action 1.10 Health Services
The District continues to maintain 11 full-time Licensed Vocational Nurses (LVN) and four full-time Certificated School Nurses, one of which serves as a District Health Coordinator.

Action 1.11 Elementary Physical Education and Paraprofessionals
The district has nine full time elementary physical education teachers who provide all students with 45 minutes of physical education twice a week. Six part-time paraprofessionals provide additional support at schools with the largest student population.

Action 1.12 Playground and Crossing Guards
Playground supervisors and crossing guards are staffed at school sites, as applicable.

Action 1.13 Clean and Safe School
The Westside Union School District Maintenance and Operations Department continues to work diligently for the students and staff of the District. Safe and clean schools continue to be a significant focus. Priority is given to items identified in our annual FIT report done every fall. During the 2025-26 school year we completed two stair/ramp projects on our sites. This created safer exit pathways from class and increased safety at a point of entrance and exit on a campus. We are in the last phase of CalSHAPE which will provide 22 new HVAC units at Del Sur School. This will be complemented with structure upgrades that support these units. We are preparing to replace an existing track. This complete replacement will provide a safer surface for all activities held on campus. Sites have also had asphalt repair and concrete grinding to eliminate trip hazards. We continue to address the daily maintenance requests that occur throughout our 12 school sites and the district office. This work order portal allows all staff members to report facility concerns that need to be addressed. These concerns are then assigned to maintenance team members to correct. The District grounds team focuses on one site a day to maintain the grass, trees, bushes, and weeds. As necessary, they complete field renovations to focus on uneven spaces during the summer months. Ground crews have removed several trees this past year due to safety reasons.

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

The following actions indicate a material difference of 20% or $200,000 between budgeted expenditures and estimated expenditures:

Action 2: Standards Aligned Instructional Materials:
Anticipated instructional materials for math adoption will not arrive until July

Action 9: Technology Department
During projections for the year incorrect staff were identified. Correct staff identified and are included in the current budget.

Action 11: Elementary Physical Education and Paraprofessionals:
Due to difficulty in hiring classified staff this action was under budget.

Action 13: Clean and Safe Schools
Anticipated facilities improvements were delayed and are scheduled to be completed in subsequent years.

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

All actions in Goal 1 were implemented and demonstrated effectiveness. The actions summarized may be listed independently or clustered together by theme.

Action 1.1: Staffing Teachers & Administrators
Westside offers one of the most competitive pays scales in the Antelope Valley and continues to promote a positive and supportive work environment where employees feel valued, respected, and engaged. According to the 2025 CHKS, 92% of staff surveyed indicated that their school is a supportive and inviting place to work and 89% indicated their school promotes trust and collegiality among staff. Most teachers who participate in the district induction program successfully complete the program and Over 90 percent of intern eligible teachers successfully transition to the district induction program. All new teachers who are pre-intern, intern, or hold a preliminary credential are surveyed annually. Year after year over 90% of teachers indicated that they felt well matched with their mentor and that the program provided a quality learning experience.

Action 1.2 Standards Aligned Instructional Materials
Action 1.3 Curriculum and Instruction Staff

New and improved ELA instructional materials were adopted and approved for implementation beginning in the fall of 2025. The 25-26 school year marked the district's second year of implementation for Handwriting Without Tears in Kinder through second grade. Direct, explicit handwriting instruction provides additional support in developing print concept, phonological awareness, alphabetical knowledge, and such. A great deal of progress was made in supporting teachers and administrators with implementing the new math framework through the use of Illustrative Math. The curriculum and instruction staff is partnering with TNTP on building instructional coherence in mathematics instruction through grants funded by the Gates Foundation. According to Spring 2026 NWEA Map Growth Projected CAASPP Proficiency Report, proficiency rates are predicted to be at 47.8% for ELA and 30.6% for math which is an improvement from 2024 CAASPP results for ELA which reflected 45% proficient for ELA and a slight decline for math which was projected to be 31%. The anticipated decrease in math proficiency rates from 31% to 30.6% is likely due to a renorming of the MAP NWEA to the new 2025 norms. With these new norms, the achievement percentile in MAP NWEA jumped nearly 10% for a student to be projected proficient on CAASPP. The newly adopted ELA curriculum is hoped to continue to simulate impact in the 2026 and 2027 annual assessments. Additionally, in accordance with Williams legislation, the Los Angeles County Office of Education (LACOE) conducted an instructional materials review in Westside, and the District was deemed fully compliant.

Action 1.4 Collaboration to Support District Initiatives
Action 1.5 System Gaps as a Barrier to Student Learning
Action 1.6 Implementing Systems of Support Schoolwide

These actions contribute to the District and site level systems of collaboration, the ongoing cycle of continuous improvement, and the tiered systems of support. All sites have dedicated grade level professional learning collaborative work time embedded in staff meetings, prep times, and/or paid work sessions during non-contract hours. All grade levels are expected to identify essential standards, calibrate common learning expectations, and design common assessments with rubrics. Teacher teams leverage NWEA data to identify students with the greatest academic needs. The teams conduct a cause analysis to identify barriers to learning and determine the appropriate course of action to better support the identified students. Responses to intervention include individual goal setting with students, skills gap enrichment sessions either during or outside of school hours, and/or additional support staff pushed into classrooms. According to the 2026 California School Staff Survey, 90% of responders strongly agreed or agreed that the adults who work at the school are collaborating regularly. Additionally, 93% of staff strongly agreed or agreed that adults that work at the school feel a responsibility to improve their school. According to the work of John Hattie, Collective Teacher Efficacy is strongly correlated with student achievement having an effect size of 1.57. The effect size at which student performance surpasses the expectation of one year's growth in one year's time is 0.4. Therefore, a priority has been placed on building the efficacy of staff through data teams and high levels of collaboration. This work can be reasonably connected to the positive trends in student achievement. Over the course of the 2025-2026 school year, Cottonwood, Quartz Hill, Rancho Vista, and Hillview participated in the Western Association of School Colleges (WASC) self-reflection study which provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue. In conjunction with a visiting committee/report, each site evaluates the following: clarification of the school's purpose and the schoolwide learner outcomes, assessment of the student program and its impact on student learning with respect to the ACS WASC criteria, development of a schoolwide action plan that addresses identified areas for improvement, and building a professional culture to support the schoolwide action plan. Common trends identified during WASC visits have reaffirmed the ongoing work taking place at school sites. These patterns include an increased focus on teacher collaboration and common planning through the Professional Learning Community (PLC) process, continued refinement in the use of data to identify students for targeted interventions, and ongoing efforts to improve the quality of Tier 1 instruction, and continued expansion of community feedback in decision making. District staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are largely spent reviewing a variety of data points, implementing best practices, addressing skills gaps, and implementing purposeful systems of support. This concentrated time is highly effective collaboration needed to monitor and build on existing programs. Another system of support includes the counselors. The counseling team meets regularly with the perspective elementary and middle school teams as well as a larger unit at least monthly.
The District counseling team includes 15 members with two counselors at the comprehensive middle school sites and two counselors at Sundown and Esperanza Elementary. These sites have a high percentage of low income students and maintain enrollments of approximately 1,000 students. The collaboration of the counselors is highly effective in developing a comprehensive program founded on the American School Counselor Association (ASCA) model. The counseling team works with coaches in developing a sustainable and systematic system of support grounded in data and a continuous growth model. Presently 8 of 12 schools have all received RAMP (Recognized ASCA Model Program) certification for their efforts.

Action 1.7: Site Based Office Staff and Librarians
Librarians are hired to run the day-to-day service of distributing all instructional materials, checking out student library books, and monitoring all curricular resources including student technology and musical instruments. Librarians work collaboratively to foster a love of literacy through story time, book fairs, family reading workshops, and community outreach. Office staff includes clerks and secretaries to run the business operations at the school site. When the community either calls or comes to the school, they are typically greeted by the clerks and secretaries who work in the front office. According to the CHKS, 92% of parents indicated that school staff treats parents with respect and 87% felt parents were welcome to participate at the school.

Action 1.8 Universal Pre-Kindergarten
With the growth and development of the district universal Pre-Kindergarten program, the district has transitioned from using a pre-school, play based curriculum to a dedicated Pre-K instructional program which adds structured literacy and math components to the existing play based program. The district UPK program is showing high levels of effectiveness in exposing students to a quality year of schooling prior to kindergarten. As a result, the students are better prepared academically, socially, and emotionally to handle a rigorous kindergarten program. The transitional kindergarten students take the Gold assessment. In the 2025-26 school year, transitional kindergarten data shows

student growth in all areas of expected development and learning.

Action 1.9 Technology Department
Every classroom across the district is equipped with the following: ViewBoard interactive display, audio amplification system, document camera, and the same teacher and student devices. This standardization ensures faster support, less downtime, and an equitable learning experience site-to-site. Class sets of chromebooks are provided for all classrooms servicing grades two through eight. Class sets of tablets or iPads are shared between all kinder and first grades classes. Presently, there are over 12,000 mobile devices (chromebooks/tablets) in circulation across the district which does not include the over 4,000 devices checked out to students for home use. To date, the technology has closed out over 5,500 service tickets for the 2025-26 school year which has increased from 4,700 last year.

Action 1.10 Health Services
To date in 25-26, LVN's and certificated school nurses serviced over 54, 000 office visits and conducted over 8,000 vision and hearing screenings which was a significant increase from approximately 37,500 office visits and 4,500 hearing and vision screenings at this same time last year

Action 1.11 Elementary Physical Education and Paraprofessionals
Elementary physical education teachers service all students kinder through 6th grade for 45 minutes twice a week. Recommended ratios are 1 teacher to 30 students for grades kinder through 2nd grade and a ratio of 1 teacher to 60 students in grades 3rd through 6th. Sites with large populations utilize paraprofessionals to maintain these ratios. Teachers implement Spark PE (Sports, Play, and Active Recreation for Kids) which is a research based physical education discipline designed in order to promote lifelong wellbeing without sacrificing the enjoyment of physical activities or academic achievements. Additionally, district PE teachers utilize this time to integrate SEL instruction through a comprehensive curriculum, Leadership Development Through Physical Education which is addressed in Goal 3 Action 14.

Action 1.12 Playground and Crossing Guards
Under supervision of the school site administrators, playground supervisors and crossing guards provide safe and constant site and campus supervision of students walking to and from school as well as all recess periods, lunch and at other times as assigned by the site administrator. All playground staff and paraeducators who support students are actively engaged in promoting a positive and inclusive campus environment.

Action 1.13 Clean and Safe School
This past year, eight of our sites had Williams Facility Inspections by the Los Angeles County Office of Education (LACOE). Three of our sites received exemplary scores, Cottonwood 100% Esperanza 99.7% and Leona Valley 100%. Five of our schools received good scores, Del Sur 97.19%, Joe Walker 98.13%, Rancho Vista 94.60%, Sundown 97.24%and Valley View 97.38%.

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 changes will be made to Goal 1 Actions:

Action 1: Qualified Teachers and Administrator
Increase due to negotiated 3% salary increase.

Action 2: Standards Aligned Instructional Materials:
Increase due to math instructional materials purchased for newly adopted curriculum set to arrive in July.

Action 13: Clean and Safe Schools
Increase due to 3% pay increase due to negotiated contract.

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	Qualified Teachers and Administrators	The District staff will attract and retain both well qualified credentialed teachers to teach all students in all subject areas as well as administrators meeting California state licensure requirements. This action will fund teachers and administrators.	$68,911,710.00	No
2	Standards Aligned Instructional Materials	The District staff will purchase and supply standards-aligned instructional materials and digital resources for all students. This action will fund standards-aligned instructional materials and digital resources.	$3,569,083.00	No
3	Curriculum and Instruction Staff	The District will employ a Director of Curriculum and Instruction, a Director of Assessment, and three full-time Curriculum Resource Teachers to support teachers with the delivery of core instructional programs, English Language Development instruction, foundational reading strategies, and technology literacy for all students. This action will fund the Director of Curriculum and Instruction and three full-time district level resource teachers.	$925,764.00	No
4	Collaboration to Support District Initiatives	The District will provide staff collaboration time during staff meetings, district grade level meetings, and department meetings to fully address and implement District initiatives for all students.	$0.00	No
5	System Gaps as a Barrier to Student Learning	School site staff will participate in the Western Association of School Colleges accreditation cycle of quality to identify barriers and inequities in school programs, practices, and policies to mitigate achievement gaps for underachieving student groups. This action will fund the WASC registration and review process.	$0.00	No
6	Implementing Systems of Support Schoolwide	The District staff will collaborate with site administrators during Instructional Management workshops in the development of sustainable and equitable systems of support for all students, which will include attendance, behavior, academic achievement, parent engagement, and social-emotional growth. This action will be monitored through site-based visits, collaboration notes, and the CA Dashboard metrics.	$0.00	No
7	Site-Based Office Staff and Librarians	School office staff (secretaries, clerks, office coordinators) and librarians are provided at each school to maintain functionality and access to literary resources for all students. This action supports the maintenance of programs at a base level for all students. This action funds site office	$2,497,214.00	No

		staff and librarians.		
8	Universal Pre-Kindergarten	The District will hire certificated and classified staff to provide instruction for the students in the expanding transitional kindergarten program. This action will fund staff, core curriculum, and additional supplies to support program implementation for students qualifying for enrollment.	$4,124,183.00	No
9	Technology Department	Technology staff is hired to maintain internet access; technology supports for teachers and staff; maintenance of the District website; and upkeep of communication systems throughout the District in order to maintain functionality of the instructional setting for all students. This action supports four full-time classified technicians and is a function of the base program for all students.	$973,134.00	No
10	Health Services	The District maintains 11 full-time Licensed Vocational Nurses (LVN) and four full-time Certificated School Nurses, one of which serves as a District Health Coordinator.	$1,791,725.00	No
11	Elementary Physical Education and Paraprofessionals	In order to provide a robust standards-aligned physical education program to all students, elementary physical education teachers and paraprofessional support staff (IAIs) are hired for all elementary schools.	$1,496,132.00	No
12	Playground and Crossing Guards	In order for all students to safely access the school grounds and provide a safe area for students during unstructured play, playground supervisors and crossing guards are staffed at school sites, as applicable. This action funds playground supervisors at all school sites and crossing guards.	$1,570,867.00	No
13	Clean and Safe School	The District will provide all students with clean, safe, and functional school facilities which are an essential condition of learning. This action funds custodians, grounds, and maintenance employees as well as costs of upkeep through the Routine Restricted Maintenance Account.	$4,298,833.00	No

Goal

Goal #	Description	Type of Goal
2	Access for All: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.	Broad Goal

State priorities addressed by this goal.

1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The purpose of this broad goal is to build upon the base program described in Goal 1. The majority of actions within this goal layout supplemental and additional services to address a wide range of barriers in order for unduplicated student groups to fully engage in learning. The services described increase access to the educational program both during the school day and beyond the bell for underachieving student groups.

The metrics used to measure outcomes include the CAASPP assessment student group proficiency rates, NWEA (MAP) Growth results for student groups, English Learner progress toward language proficiency on the ELPAC, English Learner reclassification rates, Long-Term English Learner (LTEL) progress, professional development implementation, participation rates of foster and low income students in intervention programs, student-to-technology rates, numbers of students qualifying for GATE, and outcomes for teacher professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Results for ELA	Of the 6,028 students tested in grades 3-8 in the 2022-23 school year, 45.6% were proficient on the ELA portion of CAASPP.	Of the 5,962 students tested in grades 3-8 in the 2023-24 school year, 44.95% were proficient on the ELA portion of CAASPP.	Of the 5,954 studentds tested in grades 3-8 in the 2024-2025 school year, 46.24% were proficient on the ELA Portion of CAASPP.	To increase the percent proficiency rate on the CAASPP ELA in grades 3 through 8 to more than 50%.	Of the 5,954 students tested in grades 3-8 in the 2024-25 school year, a 0.64% increase was observed in those that were proficient on the ELA portion of CAASPP when compared to results from 2022-23.
2	CAASPP Results MATH	Of the 6,020 students tested in grades 3-8 in the 2022-23 school year, 30% were proficient on the MATH portion of the CAASPP.	Of the 5,942 students tested in grades 3-8 in the 2023-24 school year, 31.25% were proficient on the MATH portion of CAASPP.	Of the 5,944 students tested in grades 3-8 in the 2024-2025 school year, 32.58% were proficient on the MATH portion of CAASPP.	To increase percent proficient on the annual CAASPP math assessment in grades 3 through 8 to above 35%.	Of the 5,944 students tested in grades 3-8 in the 2024-25 school year, a 2.58% increase was seen in those that were proficient on the MATH portion of CAASPP when compared to the results from the 2022-23 CAASPP.

3	CAASPP Results ELL	13% ELL students were proficient on the ELA portion 2022-2023 CAASPP 9% ELL students were proficient on the Math portion 2022-2023 CAASPP	16% of ELL students were proficient on the ELA portion 2023-24 CAASPP. 12% of ELL students were proficient on the MATH portion 2023-24 CAASPP.	16.93% of ELL students were proficient on the ELA portion 2024-25 CAASPP. 9.97% of ELL students were proficient on the MATH portion 2024-25 CAASPP.	20% ELL students are proficient on both the ELA and Math portion of CAASPP	There was a 3.93% increase of EL students that are proficient on the ELA portion of CAASPP. There was a 0.97% increase of EL students that are proficient on the Math portion of CAASPP.
4	CAASPP Results Foster	26.5% Foster Youth students were proficient on the ELA portion 2022-2023 CAASPP 11% Foster Youth students were proficient on the Math portion 2022-2023 CAASPP	16.44% Foster Youth students were proficient on the ELA portion 2023-24 CAASPP. 8.34% Foster Youth students were proficient on the Math Portion 2023-24 CAASPP.	22.39% Foster Youth students were proficient on the ELA portion 2024-25 CAASPP. 17.19% Foster Youth students were proficient on the Math Portion 2024-25 CAASPP.	40% Foster Youth students are proficient on the ELA portion of CAASPP 30% Foster Youth students are proficient on the Math portion of CAASPP	There was a 4.11% decrease of Foster Youth students meeting proficiency on the ELA portion of CAASPP. There was a 6.19% increase of Foster Youth students meeting proficiency on the Math portion of CAASPP.
5	CAASPP Results Low Income	36% of low income students were proficient on the ELA portion 2022-2023 CAASPP 21% of low income students were proficient on the Math portion 2022-2023 CAASPP	37.1% of low income students were proficient on the ELA portion 2023-24 CAASPP. 24.0% of low income students were proficient on the Math portion 2023-24 CAASPP.	37.37% of low income students were proficient on the ELA portion 2024-25 CAASPP. 23.97% of low income students were proficient on the Math portion 2024-25 CAASPP.	50% of low income students are proficient on the ELA portion of CAASPP 40% of low income students are proficient on the Math portion of CAASPP	There was a 1.37% increase of low income students that are proficient on the ELA portion of CAASPP. There was a 2.97% increase of low income students that are proficient on the Math portion of CAASPP.
6	CAASPP Results Students with Disabilities	14% of students with disabilities were proficient on the ELA portion 2022-2023 CAASPP 10% of students with disabilities were proficient on the Math portion 2022-2023 CAASPP	11.89% of students with disabilities were proficient on the ELA portion 2023-24 CAASPP. 10.82% of students with disabilities were proficient on the Math portion 2023-24 CAASPP.	12.78% of students with disabilities were proficient on the ELA portion 2024-25 CAASPP. 11.14% of students with disabilities were proficient on the Math portion 2024-25 CAASPP.	20% of students with disabilities are proficient on the ELA portion of CAASPP 20% of students with disabilities are proficient on the Math portion of CAASPP	There was a 1.22% decrease of students with disabilities that are proficient on the ELA portion of CAASPP. There was a 1.14% increase of students with disabilities that are proficient on the Math portion of CAASPP.

7	CAASPP Results Hispanic	42.62% of Hispanic students were proficient on the ELA portion 2022-2023 CAASPP 26.46% of Hispanic students were proficient on the Math portion 2022-2023 CAASPP	42.33% of Hispanic students were proficient on the ELA portion of the 2023-24 CAASPP. 27.05% of Hispanic students were proficient on the ELA portion of the 2023-24 CAASPP.	43.94% of Hispanic students were proficient on the ELA portion of the 2024-25 CAASPP. 28.03% of Hispanic students were proficient on the ELA portion of the 2024-25 CAASPP.	50% of Hispanic students are proficient on the ELA portion of the CAASPP 40% of Hispanic students are proficient on the Math portion of the CAASPP	There was a 1.32% increase of Hispanic students that are proficient on the ELA portion of CAASPP. There was a 1.57% increase of Hispanic students that are proficient on the Math portion of CAASPP.
8	CAASPP Results Black African American	30.87% African American students were proficient on the ELA portion 2022-2023 CAASPP 16.75% African American students were proficient on the Math portion 2022-2023 CAASPP	29.82% African American students were proficient on the ELA portion 2023-24 CAASPP. 14.29% African American students were proficient on the ELA portion 2023-24 CAASPP.	30.05% African American students were proficient on the ELA portion 2024-25 CAASPP. 19.73% African American students were proficient on the ELA portion 2024-25 CAASPP.	50% African American students are proficient on the ELA portion of CAASPP 40% African American students are proficient on the Math portion of CAASPP	There was a 0.82% decrease of African American students that are proficient on the ELA portion of CAASPP. There was a 2.98% increase of African American students that are proficient on the Math portion of CAASPP.
9	NWEA Measures of Academic Progress (MAP) Student Growth Math ELL	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, ELL's in grades 1, 3, 4, 6, and 7 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, ELLs in grades K, 1, 3, 4, 6, and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, ELLs in grades K, 1 2, 3, 6, 7, and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all ELL's in grades K-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, ELLs in grades K, 1 2, 3, 6, 7, and 8 maintained a Median Conditional Growth percentile above 50. ELL's in grade 4 need to see an increase of 10 percentile points and grade 5 needs to see an increase of 8 percentile points Conditional Growth Percentiles for ELLs by grade level on the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math are as follows: K - 52nd Percentile 1st - 64th Percentile 2nd - 51st Percentile 3rd - 55th Percentile 4th - 40th Percentile 5th - 42nd Percentile 6th - 53rd Percentile 7th - 57th Percentile 8th - 56th Percentile

10	NWEA Measures of Academic Progress (MAP) Student Growth Math Foster	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Foster youth in grades 2, 3, 4, and 6 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, Foster youth in grades 4-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, Foster youth in grades 4-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, Foster Youth in grades 1, 4, 6, and 7 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, Foster youth maintained a Median Conditional Growth percentiles as follows : K: 17th Percentile 1st: 72nd Percentile 2nd: 18th Percentile 3rd: 15th Percentile 4th: 62 Percentile 5th: 18th Percentile 6th: 66th Percentile 7th: 51st Percentile 8th: 45th Percentile
11	NWEA Measures of Academic Progress (MAP) Student Growth Math Low Income	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades 1, 3, 4, 6, and 7 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades K-8 maintained a median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades K-8 maintained a median Conditional Growth percentile at or above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades K-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter 2026 NWEAP MAP Student Growth Summary Report for Math, Low Income students in grades K-8 performed with the following Median Growth percentiles: K - 54th Percentile 1 - 58th Percentile 2 - 59th Percentile 3 - 54th Percentile 4 - 55th Percentile 5 - 50th Percentile 6 - 56th Percentile 7 - 51st Percentile 8 - 61st Percentile

12	NWEA Measures of Academic Progress (MAP) Student Growth Math Special Education	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Special Education in grades 2, 3, 4, 6, and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, Special Education in grades 1-4 and 6-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, Special Education in grades 2 and 6-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all special education students in grades K-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter 2025 NWEAP MAP Student Growth Summary Report for Math, students in Special Education in grades K-8 performed with the following Median Growth percentiles: K - 35th Percentile 1 - 47th Percentile 2 - 57th Percentile 3 - 42nd Percentile 4 - 43rd Percentile 5 - 42nd Percentile 6 - 53rd Percentile 7 - 54th Percentile 8 - 52nd Percentile
13	NWEA Measures of Academic Progress (MAP) Student Growth ELA Low Income	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1, 2, 3, 6, and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1, 2, 3, 4, and 6 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1-8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter 2026 NWEA MAP Student Growth Summary Report for ELA, Low Income students in grades K-8 performed with the following Median Growth percentiles: 1 - 63rd Percentile 2 - 64th Percentile 3 - 58th Percentile 4 - 62nd Percentile 5 - 55th Percentile 6 - 64th Percentile 7 - 53rd Percentile 8 - 63rd Percentile

14	NWEA Measures of Academic Progress (MAP) Student Growth Math African American	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, African American students in grades 1,2, 3, 4, 6, 7 and 8 maintained a Median Conditional Growth percentile above 55.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, African American students in grades 1, 3, 4, 6, and 8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, African American students in grades 1-2 maintained a Median Conditional Growth Percentile above 55.	According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, African American Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	According to the Fall 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, African American Students in grade levels performed as follows (scores reported as Growth median percentiles): Kinder - 44th Percentile 1st - 57th Percentile 2nd - 58th Percentile 3rd - 51st Percentile 4th - 54th Percentile 5th - 38th Percentile 6th - 52nd Percentile 7th - 53rd Percentile 8th - 50th Percentile
15	NWEA Measures of Academic Progress (MAP) Student Growth Math Hispanic Latino	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino students in grades 1,2, 3, 4, 6, and 8 maintained a Median Conditional Growth percentile above 55.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino students in grades 1, 2, 3, 4, 5, 6, 7 and 8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino students in grades 1-3 and 6-8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	According to the Fall 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino Students in grade levels performed as follows (scores reported as Growth median percentiles): Kinder - 54th Percentile 1st - 63rd Percentile 2nd - 64th Percentile 3rd - 55th Percentile 4th - 54th Percentile 5th - 51st Percentile 6th - 56th Percentile 7th - 56th Percentile 8th - 56th Percentile

16	NWEA Measures of Academic Progress (MAP) Student Growth ELA ELL	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 3, 6, 7 and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 1, 3, 4, and 5 maintained a Median Conditional Growth Percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 1-6 maintained a Median Conditional Growth Percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter 2026 NWEA MAP Student Growth Summary Report for ELA, ELL's in grades 1-8 performed with the following Median Growth percentiles: 1st - 58th Percentile 2nd - 66th Percentile 3rd - 53rd Percentile 4th - 60th Percentile 5th - 54th Percentile 6th - 65th Percentile 7th - 47th Percentile 8th - 48th Percentile
17	NWEA Measures of Academic Progress (MAP) Student Growth ELA Foster Youth	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all foster youth students in grades 3, 4, and 6 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, all foster youth students in grades 2 and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, foster youth students in grades 1, 6 and 7 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all foster youth students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, Foster youth maintained Median Conditional Growth percentiles as follows: K: 12th Percentile 1st: 55th Percentile 2nd: 41st Percentile 3rd: 34th Percentile 4th: 47th Percentile 5th: 19th Percentile 6th: 62nd Percentile 7th: 72nd Percentile 8th: 48th Percentile
18	NWEA Measures of Academic Progress (MAP) Student Growth ELA Special Education	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, Special Education in grades 4, 5 and 6 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, Special Education in grade 2 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, Special Education in grade 2, 4-6, and 8 maintained a Median Conditional Growth percentile above 50.	According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all special education students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	According to the Fall of 2025 to Winter 2026 NWEA MAP Student Growth Summary Report for ELA, students in Special Education in grades K-8 performed with the following Median Growth percentiles: 1 - 45th Percentile 2 - 60th Percentile 3 - 34th Percentile 4 - 54th Percentile 5 - 51st Percentile 6 - 65th Percentile 7 - 46th Percentile 8 - 54th Percentile

19	NWEA Measures of Academic Progress (MAP) Student Growth ELA African American	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all African American students in grades K,1, 2, 3, 6, and 7 maintained a Median Conditional Growth percentile above 55.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, African American students in grades 4 and 8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, African American students in grades 1, 3-4, 6, and 8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, African American Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	According the the Fall 2025 to Winter 2026 NWEA MAP Student Growth Summary Report for ELA, Grade levels performed as follows (scores reported as Growth median percentiles): 1st - 55thPercentile 2nd - 54th Percentile 3rd - 56th Percentile 4th - 68th Percentile 5th - 49th Percentile 6th - 60th Percentile 7th - 48th Percentile 8th - 60th Percentile
20	NWEA Measures of Academic Progress (MAP) Student Growth ELA Hispanic Latino	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all Hispanic Latino students in grades K,1, 2, 4, 6, and 7 maintained a Median Conditional Growth percentile above 55.	According to the Fall of 2024 to Winter of 2025 NWEA MAP Student Growth Summary Report for ELA, Hispanic Latino students in grades 1, 2 and 6 maintained a Median Conditional Growth Percentile above 55.	According to the Fall of 2025 to Winter of 2026 NWEA MAP Student Growth Summary Report for ELA, Hispanic Latino students in grades 1-6, and 8 maintained a Median Conditional Growth Percentile above 55.	According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, Hispanic Latino Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	According to the Winter 2025 NWEA MAP Student Growth Summary Report for ELA, Hispanic Latino students in grade levels performed as follows (scores reported as Growth median percentiles): 1st - 68thPercentile 2nd - 66th Percentile 3rd - 60th Percentile 4th - 61st Percentile 5th - 56th Percentile 6th - 65th Percentile 7th - 53rd Percentile 8th - 62nd Percentile
21	ELPI English Learner Proficiency Indicator	According to the 2023 CA Dashboard: 50.2% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 33% of English learners remained at the same proficiency level, and 17% of English learners decreased at least one ELPI level.	According to the 2024 CA Dashboard: 41.4% of English Learners are making adequate progress toward English proficiency as measured by the English Learner Proficiency Indicator. 35% of English learners remained at the same proficiency level, and 23.4% decreased at least one ELPI level.	According to the 2025 CA Dashboard: 48.4% of English Learners are making adequate progress toward English proficiency as measured by the English Learner Proficiency Indicator. 35.3% of English learners remained at the same proficiency level, and 16.3% decreased at least one ELPI level.	According to the CA Dashboard: 60% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 30% of English learners remained at the same proficiency level, and 5% of English learners decreased at least one ELPI level.	According to the CA Dashboard: There was an 1.8% decrease of English Learners making progress towards English proficiency as measured by the English Learner Proficiency Indicator. There was a 2.3% increase of EL students remaining at the same level, and 0.7% decrease of EL students that decreased at least one ELPI level.

22	English Learner Reclassification Rate	According to local data and CALPADS reporting for the 22-23 school year 18.5% of EL students were reclassified.	According to local data and CALPADS reporting for the 23-24 school year, 103 students or 18.8% of EL students were reclassified.	According to local data and CALPADS reporting for the 24-25 school year, 77 students or 12.7% of EL students were reclassified.	According to local data and CALPADS reporting maintain a reclassification rate at or above 20%.	There was a decrease of 5.8% in the reclassification rate. To meet the Year 3 Outcome, the District needs to increase the reclassification percentage an additional 8.3%.

Goal Analysis for 2025-2026

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

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

The following section is divided into actions that were fully implemented, partially implemented, and services on hold. Actions described with a substantive differences between planning and implementation may be written alongside the action.

The following actions were fully implemented:

Action 1: English Learner paraprofessional and Teacher Support
Each site has increased the bilingual assistants to two, with the exception of Leona Valley and Esperanza. Leona Valley has a low population of English learners, so one bilingual assistant is appropriate. Esperanza has the largest number of English learners in the District, over 60, and has three assistants to meet their needs. The majority of the bilingual assistant positions were filled for the entire year, which increased the overall implementation across the District. To provide more comprehensive support to our English Language Learners, the delivery model for these aides was strategically transitioned to in-class supports only. Each paraprofessional provides on-the-spot supplemental instructional support to English learner students throughout the day. The District enrolls many newcomers from across the world speaking a wide variety of languages. There have been increased challenges to providing translation services for some languages because the District may not have a staff member that can assist; therefore, translation services are contracted with a local agency. To mitigate these communication barriers and deepen parent engagement, bilingual office staff at every site were utilized to conduct direct phone calls to parents. However, with increased availability in technology, many of our newcomers are provided an iPad with language capabilities that are used for writing and translating. Additionally, meeting translations through PowerPoint and/or Zoom assist with speech to text within a closed-caption mode.

Action 2: English Learners Language Acquisition Program (ELD)
The District has institutionalized professional development across all staff meetings and New Teacher Support workshops to ensure instructional coherence and the effective application of ELD strategies. Accountability and transparency are maintained through the ELLevation online system, where teachers have integrated specific language goals to track the progress of the 79 Long-Term English Learners (LTEL) and other EL students currently enrolled. These measurable language goals are systematically communicated to parents during parent/teacher conference meetings to foster collaboration and ensure that families are informed of their student's progress toward reclassification. This action is principally directed toward English Learners to close the achievement gap and improve reclassification rates, which moved from 130 students in the 2022-2023 school year to a projected 95 to 100 students in 2025-26.

Action 3: Professional Development for ELD Support for English Learners
To support our instructional staff, workshops for the New Teacher Support Program, serving approximately 100 educators, were strategically scheduled for July 23, September 23, October 28, December 9, Feb 3, and April 28 to ensure continuous pedagogical development. Accountability for the Structured English Immersion program remains a priority at the administrative level. Requirements and ELD standards are reviewed at Instructional Management meetings and disseminated to all school sites to ensure district-wide

coherence. Site administrators are responsible for monitoring the implementation of these programs and verifying that all EL students are placed in appropriate class assignments to maximize language acquisition.

Action 4: English Learner District Support Staff
This fully implemented action funds four bilingual assistants dedicated to the District office complex. These paraprofessionals provide essential translation services and technical support to ensure district-wide compliance with state and federal EL requirements. Key responsibilities include the administration of the Initial English Language Proficiency Assessments for California (ELPAC) for all newly enrolled EL students, facilitating the Summative ELPAC, and managing mandated parent notifications to EL families.

Action 5: Monitoring RFEP Student Progress
To maintain high accountability standards, RFEP students are monitored for four years through the District's online ELLevation program, which provides an interactive dashboard accessible to all administrators and teachers. This dashboard specifically highlights RFEP students who are not meeting expected progress based on NWEA results, the District's internal assessment system conducted three times annually. Strategic notification systems are in place, including quarterly emails from the EL Teacher on Special Assignment to alert staff when any English learner or RFEP student falls below designated NWEA cut-points. For students not demonstrating adequate academic progress, parent-teacher conferences are scheduled as a Tier II intervention, and parents receive ongoing updates through progress reports and direct communication. This rigorous monitoring and communication loop ensures that the transition from English learner status to full English proficiency is sustained by data-driven, individualized support.

Action 6: Increased Services for LTELs
The District currently has 79 LTELs, which include 16 in 6th grade, 45 in 7th grade, and 18 in 8th grade. The needs of the students were met through a multi-tiered support system involving the EL TOSA, middle school teachers, and bilingual assistants. During the 2025-2026 school year, the EL TOSA collaborated with staff to implement supplemental technology programs, such as Lexia and Read 180, and restructured classroom environments to promote student collaboration. A key structural change included the parallel alignment of ELD and ELA schedules to ensure teacher awareness of student progress. Professional development remains a cornerstone of this action, with teachers utilizing the ELLevation system to apply evidence-based, data-driven strategies specifically for LTEL needs.

Action 7: Maintaining School of Origin
Approximately 17 students have participated in Hop, Skip, Drive transportation services for students in foster care to remain at their School Of Origin (SOO). The program provides round trip transportation to school and home with background checked approved drivers. The District participates in this program through a split financial agreement with the Department of Child and Family Services (DCFS).

Action 10: Management, Distribution, and Repair of Student Technology
This action includes four employees available to assist with the technology helpline, repair of student Chromebooks and hotspots, and trouble-shooting connectivity with online curriculum. The helpline is used by staff and families and includes assistance with devices distributed to children for access at home.

Action 12: (AVID) Student Engagement in a Challenging and Relevant Program
The AVID program has been funded by the district over 15 years. The program has continued at 12 schools at varying levels of implementation. 30 teachers participated in an in person AVID Mathematical Discourse professional development in March. Each school site has continued to coordinate a site AVID team. It is anticipated that all 12 sites will complete their certification for the 25-26 school year. This year 4 schools underwent WASC visits. None of the WASC committees called out AVID at the sites. With that in mind, during the 26-27 school year it is anticipated that 3 schools will remain AVID schools Joe Walker, Sundown and Del Sur.

Action 13: (AVID in Middle School) Student Engagement in Structured Collaborative Learning
AVID elective classes are in place at Joe Walker, Hillview and Del Sur. All three school sites have AVID tutors that work to facilitate AVID tutorials either in the formal AVID Elective or Student Support section. It is anticipated that Hillview will discontinue its two AVID Elective classes, Joe Walker will continue with two AVID courses, and Del Sur will maintain

one. Full implementation of student-led tutorials has been successful at Joe Walker; they have more than ample staffing to hold tutorials.

Action 14: Equitable Access to the Programs
All 4th grade students across the District had the opportunity to take the OLSAT-8 assessment to determine eligibility for the Gifted and Talented Education (GATE) programs. Differentiated instruction for GATE students is provided within the regular grade level course sections. This year, 15 students met the requirements based on the results of the OLSAT-8. Additionally, the District continues to qualify students for the GATE program based on two years of CAASPP data, in which students must score at the Exceeds Standards level on ELA and math for two consecutive years. This year, 73 students entered into the GATE program via CAASPP scores.

Action 16: Reading and Math Intervention from Kindergarten through 8th
Through 8th Grade Over the past several years, teachers were trained in the Online Language and Literacy Academy founded on the principles of the Science of Reading. This intensive program provides a systematic understanding of how children learn to read while providing intentional and scaffolded evidenced-based strategies. Numerous teachers take part in this program on an annual basis. This action also supports the use of the Decoding Power curriculum kits and headphones for reading assessments conducted in the MAP Reading Fluency assessment system, which includes checklists of mastery and diagnostics. The addition of teachers at these grade levels provided smaller learning environments where students received targeted intervention based on frequent formative assessments. Due to some lagging math proficiency, supplemental curriculum (Illustrative Math) is supported. This curriculum embeds research-based instructional routines to successfully facilitate an inquiry-based and explorative learning model. Professional development continues for teachers and new site administrators. Additionally, based on the need for additional support for reading instruction, supplemental materials to address reading, comprehension, and math needs were purchased. Lastly, supplemental materials were purchased to support our highest need students to support their academic growth in reading foundational skills, math, and social skills.

Action 17: Diagnostic Assessments
The diagnostic assessments used to support this action include NWEA MAP Growth for ELA-Reading and Math and Reading Fluency. The NWEA assessments are completed by students three times each year, which provide timely and actionable data for students, teachers, and parents.

Action 18: Learning Time Beyond the School Day (ELO-P)
Learning Time Beyond the School Day (ELO-P) Over the past four years, the District has placed a targeted priority on early learning in grades TK through second grade. To date, approximately 200 teachers, administrators, and educational services directors have completed the Online Elementary Reading Academy (OLLA) training hosted by CORE Learning. Each participant completed nine facilitated modules, which included critical components of reading instruction, an introduction to dyslexia as well as fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for learners and Multilingual Learners. Currently 30 participants are scheduled to complete the 2026 summer course. The OLLA program is founded on research supported by the science of reading

Action 19: Expanded Learning Opportunity Program (ELO-P)
Expanded Learning Opportunity Program (ELO-P) Within the last year, Expanded Learning Opportunities have evolved into a district-wide program reaching students in grades TK-8. The District now offers before and afterschool enrichment opportunities for all students interested in the programs offered at each school site. The program has expanded from approximately 1,500 students in January 2024 to over 2,500 students in January 2026 Enrichment opportunities are also offered during intersession and summer, which include fieldtrips, transportation, and free meals for all students.

Action 20: Career Technical Education (CTE) Pathway
Building upon the full implementation achieved in the previous cycle, the 2025-26 school year focuses on the continued expansion and refinement of Career Technical Education (CTE) pathways across the district. Central to this progress is the successful deployment of FutureForward CTE labs at all three middle schools, complemented by the integration of Project Lead the Way (PLTW) training and the distribution of Career Discovery kits at select sites. To ensure high-quality, industry-aligned instruction, the district has strategically increased its human capital by adding five CTE-credentialed educators, including four with designated subjects credentials. These staffing and infrastructure

enhancements are further bolstered by specialized afterschool programs, such as the MiniMed program at Quartz Hill Elementary and the AutoPros Academy at Hillview Middle School, which provide early-exposure and deep-dive opportunities in the medical and automotive fields. The district continues to prioritize professional development and cross-district collaboration with the secondary high school district, ensuring that our K-8 pathways provide a seamless transition into advanced career tracks for all students.

The following actions were partially implemented:

Action 8: Tutoring Services for Homeless
School on Wheels provides specialized academic tutoring to students experiencing housing instability throughout Southern California, serving those residing in shelters, motels, vehicles, group foster homes, and unsheltered locations. To encourage student engagement, the program offers significant participation incentives, including extracurricular scholarships, supplemental school supplies, and technology grants. Currently, this initiative is classified as partially implemented. Although these resources are actively promoted to eligible families, enrollment remains limited. Feedback from the community indicates that families frequently prioritize the district's Extended Learning Opportunities Program (ELO-P) due to its convenient after-school schedule, face-to-face academic support, and integrated enrichment activities. Despite these competing preferences, the District maintains a firm commitment to its partnership with School on Wheels. Efforts will continue to encourage student engagement and bridge the gap between available services and the unique needs of students experiencing homelessness, ensuring they can benefit from both the specialized support of School on Wheels and on-site district programming.

Action 9: Equitable Access to Technology
The District continues to facilitate the distribution of previously procured Chromebooks to students for home use, resulting in a 1:1 device-to-student ratio at the majority of school sites. This expanded hardware access serves as a critical bridge to the core curriculum and various supplemental digital platforms. Due to the integration of these home-based units alongside existing classroom resources, the overall technology-to-student ratio is approaching 2:1. This initiative is currently classified as partially implemented.

Action 15: Increased Arts Program
This action provides for the placement of specialized art and music educators within the District's highest-need Title I schools to ensure equitable access to creative curricula. While the current budget accounts for three full-time positions, the District successfully staffed two roles—one art teacher and one music teacher—during the 25-26 school year. This action is classified as partially completed due to a persistent shortage of credentialed arts educators, which continues to impact recruitment efforts despite dedicated funding.
The following action was not implemented during the 25-26 school year:

Action 11: Expansion of Pre-Kindergarten
This action was not implemented during the 25-26 school year. Under the revised enrollment criteria, all students attaining the age of four prior to September 1 were eligible for direct admission, thereby superseding the necessity of the proposed action.

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

The following actions indicate a material difference of 20% or $200,000 between budgeted expenditures and estimated expenditures:

Action 1: English Learner paraprofessional and Teacher Support
There was an added cost for supervision of the program which includes preparing the program plans, including the EL Master Plan, program monitoring and overseeing the budget of the program.

Action 4: English Learner District Support Staff
There was an added cost due to a a negotiated pay increase in the 25-26 school year that was not accounted for prior to the development of the 25-26 plan.

Action 9: Equitable Access to Technology
Increase is due to infrastructure and equipment upgrades to ensure equitable access to technology for students.

Action 13: (AVID in Middle School) Student Engagement in Structured Collaborative Learning
Program needs have changed. Instead of 11 tutors only 7 tutors were needed to fully staff the electives offered. Additionally field trips were not taken due to difficulty securing transportation.

Action 16: Reading and Math Intervention from Kindergarten through 8th Grade
There was a significant increase in this action due to the new ELA adoption and supplemental materials needed to support the diverse needs of learners. Print materials were purchased for mathematics to provide equitable access for all learners and to ensure access at home. Teach Town was purchased to supplement the current adopted curriculum.

Action 17: Diagnostic Assessments
There was an increase in this action due to the addition of the development of an app to measure the effectiveness of interventions. Additionally there was a need to have an individual to oversee the data and provide support to staff with the platform and the app.

Action 18: Learning Time Beyond the School Day (ELO-P)
There was a decrease in this activity due to fewer teachers participating and fully completing training.

Action 19: Expanded Learning Opportunity Program (ELO-P):
There was an increase due to contract costs increasing and the expansion of the program.

Action 20: Career Technical Education (CTE) Pathway
There was a decrease in this action due to grants awarded.

Action 21: Ensuring Instructional Coherence and UDL for Students
This action was not implemented due to hiring. This action will be implemented in the 2026-27 school year.

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

Overall, the strategic actions outlined within Goal 2 have proven effective in advancing the District toward the established benchmarks of the three-year Local Control and Accountability Plan (LCAP) cycle. During the 2025–26 academic year, the majority of these initiatives achieved a heightened level of implementation and fidelity. This analysis identifies specific progress toward goals, as well as prevailing strengths and challenges. Furthermore, the metrics associated with each action are clearly defined within the Increased and Improved Services section and are comprehensively addressed throughout this narrative to ensure transparency and accountability.

Action 1: English Learner Paraprofessional and Teacher Support
This modification is deemed effective. According to the 2025 California Dashboard, 48.4% of English Learners within the Westside Union Elementary School District are making adequate progress toward English proficiency as measured by the English Learner Proficiency Indicator (ELPI). While this represents an improvement from the 41.4% reported in 2024, it remains below the 2023 baseline of 50.2%. Further analysis of the 2025 ELPI data reveals that 35.3% of English Learners maintained their proficiency level, while 16.3% experienced a decline of at least one ELPI level. In comparison, the 2023 baseline data indicated that 33% of students remained at the same level and 17% decreased by one or more levels. This longitudinal data underscores the necessity of the strategic shift toward specialized, direct instructional support to ensure a higher percentage of English Learners meet proficiency targets by the 2026 assessment cycle. Consistent with District accountability standards, these modifications build upon established actions that have demonstrated effectiveness in prior years, such as the deployment of bilingual paraprofessionals and targeted teacher support to address academic discrepancies and support the District's goal of exceeding a 60% proficiency rate on the ELPI .

Action 2: English Learners Language Acquisition Program (ELD)
This action is deemed effective. The Westside Union School District (WUSD) remains committed to ensuring that English Learners (EL) have equitable access to high-quality instructional programs through the rigorous implementation of both designated and integrated English Language Development (ELD). For the 2026-2027 LCAP cycle, Goal 2, Action 2.2 focuses on refining these services to address the performance disparities identified in state and local metrics. Baseline data from the 2023 CA Dashboard indicated that 50.2% of English Learners were making adequate progress toward English proficiency. By the 2025 CA Dashboard, this figure was 48.4%, representing a decline of 1.8% from the baseline. Furthermore, 2023 CAASPP data revealed that only 13% of EL students were proficient in English Language Arts (ELA) and 9% in math, while 2025 local NWEA MAP growth data showed 3rd-grade students reaching a median achievement percentile of 44 in reading.

Action 3: Professional Development for ELD Support English Learners
This action was deemed effective. Baseline 2023 California Dashboard data indicated that 50.2% of English learners were making adequate progress toward English proficiency. However, the 2025 California Dashboard data reflects a decline, with 48.4% of English learners making adequate progress. This 1.8% decrease from the 2023 baseline underscores the necessity for the targeted professional workshops provided during the 2025-2026 school year. While the District's reclassification rate showed a slight increase from 18.5% in 2023 to 18.8% in 2025, we remain committed to reaching our 20% target. These professional development efforts are designed to mitigate the achievement gaps identified in CAASPP and ELPAC metrics by providing teachers with evidence-based strategies to support our English Learner population.

Action 4: English Learner District Support
This action was effective. This action is strategically designed to address the significant academic achievement gap identified in the 2023 baseline data, where only 13% of EL students achieved proficiency in English Language Arts (ELA) and 9% in Mathematics on the CAASPP. While the 2025 CA Dashboard reflects maintenance in core academic areas, the district observed a decline of 8.8% in English Learner progress, reinforcing the critical need for continued bilingual personnel to monitor and facilitate language acquisition assessments. Effectiveness for this action is measured through ELPAC progress, where 50.2% of EL students made adequate progress in 2023, and reclassification rates, which are projected to reach approximately 95 to 100 students for the 2024-2025 school year.

Action 5: Monitoring RFEP Student Progress
This action was effective. To ensure the continued academic success of students who have achieved Reclassified Fluent English Proficient (RFEP) status, the District utilizes the ELLevation platform to maintain rigorous longitudinal monitoring. This action specifically targets RFEP students who fail to meet established NWEA MAP Growth cut points, signaling a potential need for supplemental linguistic or academic intervention. Parents of RFEP students are offered a formal parent-teacher conference at minimum once per year to discuss progress and potential skill gaps. For students demonstrating a lack of progress, a specific language goal may be assigned within the ELLevation system to facilitate targeted instruction. Furthermore, these students have access to both site-based and district-level interventions designed to mitigate learning loss and ensure they remain on a trajectory toward college and career readiness.

Action 6: Increased Services for LTELs
This action was somewhat ineffective. Based on the 2023 and 2025 data, Westside Union Elementary School District has identified a critical need for targeted support for Long-Term English Learners (LTELs), particularly at the middle school level. In 2023, the English Learner Proficiency Indicator (ELPI) showed that 50.2% of English learners were making adequate progress; however, by the 2025 Dashboard, LTELs were specifically identified as a student group in the lowest performance level for both English Language Arts and Math, as well as for chronic absenteeism and suspension rates.

Action 7: Maintaining School of Origin
Action 8: Tutoring Services for Homeless
Extensive efforts by the Foster Liaison and Homeless Liaison are in place to meet the unique challenges of foster youth and students experiencing homelessness. Stability in education begins for foster youth whenever there is a change in home placement. The Foster Liaison meets with the child's support team and collaborates on the most appropriate school placement for the child, which includes the review of a student's School of Origin (SOO). Additionally, the Homeless Liaison works with families identified as homeless to meet their unique challenges. The Homeless Liaison works with the Community Welfare Representative and Attendance Liaisons to address barriers to regular school attendance, which may include the distribution of technology, clothing, and hygiene materials. In addition, transportation needs and services are reviewed for both foster youth and homeless students. The 2023 CAASPP scores for Foster youth compared to the 2025 CAASPP scores show an increase. There was a 22.2 point increase from the 2024 school year for foster youth students demonstrating proficiency on the ELA assessment. And, there was a 26.8 point increase for foster youth demonstrating proficiency on the math assessment. On the CA Dashboard, no school sites showed foster youth at the lowest level, which is a positive trend on the CA Dashboard. The Homeless Student group is identified a total of 2 times across the District on the 2025 CA Dashboard, which includes 1 time in the School Climate Indicator (suspension), and 1 time in the Pupil Engagement Indicator (chronic absenteeism). This represents an overall decrease of 7 in all indicators at all sites across the District compared to the 2024 CA Dashboard. school sites include the Homeless Student group in red in at least one Indicator. The pupils in the foster youth student group and the homeless student group show vast transiency between district schools and across school districts within the Antelope Valley, which makes the tracking of academic progress a challenge. It is not unique for the foster student group to change vastly from the beginning of the year to the end of the year. Therefore, tracking consistent and accurate progress is an identified challenge in the analysis of data. Homeless students are offered participation in the virtual online tutoring program from School On Wheels. While the tutoring includes incentives for participation such as needed items and free community club activities, our families prefer to have their children participate in the Extended Learning Opportunities Program (ELO-P). The increased opportunities within the ELO-P program are substantial for both foster students and students experiencing homelessness. Students receive a snack in the afternoon, help with homework, participate in the intensive reading program, and join extracurricular activities.

Action 9: Equitable Access to Technology
Action 10: Management, Distribution, and Repair of Student Technology

This action is deemed effective. Ensuring students possess comprehensive access to technology and reliable connectivity both within the classroom and at home serves as a critical strategy in eliminating systemic barriers for unduplicated student populations. By facilitating consistent engagement in a rigorous, standards-based curriculum and a broad course of study, this initiative directly fosters increased academic achievement and student participation. To address specific hardware needs, the District provides Chromebooks and mobile hotspots for home use, maintaining a device-to-student ratio that exceeds one-to-one. This surplus ensures that every student has the necessary tools for success during the instructional day and throughout supplemental offerings such as the Expanded Learning Opportunities Program (ELO-P). The success of the ELO-P in supporting students with after-school assignments further underscores the efficacy of these digital resources. The impact of these services is reinforced by a robust support infrastructure, including a dedicated technology helpline managed by the District Technology Department. This resource assists parents in troubleshooting hardware and software issues, thereby ensuring uninterrupted access to learning at home. With 4,500 Chromebooks currently deployed for home use, students can more readily engage with supplemental online intervention programs such as Newsela, Lexia English, and Rosetta Stone, which has led to measurable gains in student activity and academic growth. A specialized team of technicians maintains this ecosystem by managing the helpline, streamlining device distribution, and providing timely technical resolutions. The effectiveness of these actions is monitored through CAASPP scores for low-income students, which recently reflected a positive trend with ELA and mathematics scores increasing by 2.1 points and 2.5 points respectively.

Action 11: Expansion of pre-Kindergarten
This action was not implemented in the 25-26 school year.

Action 12: (AVID) Student Engagement in a Challenging and Relevant Program
Action 13: (AVID in Middle School) Student Engagement in Structured Collaborative Learning
This action is deemed somewhat effective in supporting student access to a broad course of study, development of college and career skills, and increased engagement in course work. Skills throughout the AVID program are increasingly effective for low income students that may lack consistency and scaffolds to access the content. All school sites are at various levels of AVID implementation, based on their required completion of the AVID Coaching and Certification Instrument (CCI). There is evidence of use of AVID systems and strategies as noted positively by the WASC evaluation team members when school sites are reviewed. Additionally, administrators with their AVID Leadership team throughout the school year develop AVID goals that support the Single Plan for Student Achievement (SPSA). Continued strengths evident as a result of the AVID program include the following: Intentional use of engaging strategies embedded in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Approximately half of middle school AVID students opt to enroll in honors and/or high school eligible course work. Attendance rates for AVID middle school students meet or exceed the rates of students not participating in the AVID elective. Middle school students participating in the AVID elective show passing grades as a result of collaborative groups using the inquiry method to determine points of confusion in content courses. Participation in the middle school elective is highly encouraged for first generation college bound students and also includes field trip opportunities to colleges. There is evidence of high academic expectations for students through discussions. Some school sites have identified Key Signature Practices, which is an evidenced-based strategy with high impact results. The Key Signature Practice is leveraged across the school site in content areas, and is monitored by the AVID site team. 30 elementary teachers participated in the AVID Foundations training in the spring of 2026, which directly impacts the application of evidenced-based strategies, such as student organization and collaboration. Approximately, 15 teachers and administrators from across the District are registered to attend AVID Summer Institute. The AVID program has been in place throughout this LCAP cycle. Metrics used to correlate effectiveness include the results for Low Income student achievement on both the CAASPP. (24-25) ELA CAASPP score results for Low Income students show a 1.7point increase from 36% to 37.1%, and for Math CAASPP score results for low income students show a 1.4 point increase.

Action 14: Equitable Access to the Programs
This action is moderately effective, as all students are given the opportunity to take the OLSAT-8, removing a potential barrier for unduplicated students. However, identification rates through this method remain relatively low. To help balance this, CAASPP results are also used to identify gifted and talented students who may not perform well on standardized intelligence tests. The combination of these two methods supports the maintenance and expansion of the District's GATE program, ensuring that students who require increased rigor are appropriately identified and provided with necessary extensions.

Action 15: Increased Arts Program
This program was deemed effective. The metric used to evaluate the effectiveness includes the California Healthy Kids Survey Goal 3 metric 4) an increase of 4% of students feeling connected to the school. This is a 7% increase since 2023. Additionally, there was an increase of 3% of students reporting a caring adult on campus. This was also a 7% increase since 2023.

Action 16: Reading and Math Intervention from Kindergarten through 8th Grade
Over the past several years, the Kindergarten through 8th Grade Reading and Math Intervention initiative has expanded considerably to target and mitigate academic discrepancies in both English Language Arts (ELA) and mathematics. A foundational element of this effort is the Online Language and Literacy Academy (OLLA), an intensive professional development program rooted in the principles of the Science of Reading. Annually, numerous educators participate in OLLA to gain a systematic understanding of the cognitive processes behind reading acquisition, equipping them with intentional, scaffolded, and evidence-based instructional strategies.

To further enhance ELA outcomes, this initiative funds the procurement of Decoding Power curriculum kits and specialized headphones, which facilitate automated reading assessments within the MAP Reading Fluency system to deliver precise student diagnostics and mastery checklists. Furthermore, the strategic addition of instructional staff in the primary grades has established smaller learning environments, allowing educators to deliver targeted interventions informed by frequent formative data. Recognizing the ongoing demand for literacy support, the initiative has also supplied foundational classrooms with supplemental reading and comprehension materials, alongside high-quality decodable readers specifically for students in Kindergarten through 2nd grade.

Concurrently, to address gaps in mathematical proficiency, the initiative supports the implementation of the Illustrative Math supplemental curriculum. This program utilizes research-based instructional routines designed to foster an inquiry-based, explorative learning model. To ensure the fidelity and long-term success of these academic interventions, continuous, rigorous professional development remains a core priority for both classroom teachers and newly appointed site administrators.

CAASPP results and progress on NWEA Map Growth are used to monitor the effectiveness of Action 16. There was a 0.27% increase of Low Income students demonstrating proficiency in ELA, while proficiency for Low Income students in math remained nearly flat with a negligible 0.03% decrease. Students who are low income in 3rd grade are exceeding a Median Conditional Growth on NWEA above 50 in math, with the rest of the students who are low income in the rest of the grades falling into the 40-49th Median Percentile Range. Students who are Low Income in grades 2-6, and 8 exceeded a Median Conditional Growth percentile above 50 in ELA on the MAP NWEA. Student in Kindergarten and 1st were in the 30th and 41st Median Growth Percentile, respectively. According to MAP Reading Fluency, the number of students mastering foundational skills and progressing to Oral Reading rose in grades 1 and 2; there was a 4% increase in first grade and an increase of 6% in second grade.

Action 17: Diagnostic Assessments
The NWEA assessments have proven to be highly effective as the ongoing use provides targeted data to implement timely supports and interventions specifically for underachieving unduplicated student groups. They also serve as a key metric for tracking growth and program effectiveness of actions and services in the district's LCAP.

Extended Day Programs and Interventions
Action 18: Learning Time Beyond the School Day (ELO-P)
Action 19: Expanded Learning Opportunity Program (ELO-P)

Both of these actions supporting extended day experiences are highly effective. Elementary schools have trained teachers to support targeted interventions and enrichment afterschool for students in Kindergarten through 8th grade.

Action 18: Learning Time Beyond the School Day (ELO-P) supports students beyond the school day across the District. Students who are not making appropriate gains with Tier 1 instruction are referred to the Tier 2 Extended Day Reading Intervention Program after school. In Kindergarten through 3rd grade in the first semester, 694 students participated - 87% of students showed an increase in phonological awareness skills, 67% demonstrated substantial growth resulting in movement to a higher ZPD level, 92% increased in phonics skills, and 69% increased substantially and moved to a higher ZPD level. Of the 385 students in 4th through 8th grade using the Read 180 program, 84% increased their NWEA RIT score, 83% of students increased their Lexile level, 76% significantly increased NWEA percentile points, and 63% achieved substantial growth and increased their percentile by 5 or more points.

Action 19: Expanded Learning Opportunity Program (ELO-P) is in place at all 12 schools. Expanded learning programs are continuously utilizing the Quality Improvement Standards to help maximize safety, instruction and high quality enrichment opportunities. Students, families and staff provide feedback throughout the year on surveys, during the DELAC meetings, and at the Superintendent's Advisory meetings to assist in exploring current needs and program improvement. The addition of breakfast, lunch and snacks during intersession was implemented this year due to family, student and staff input. Participating staff are also provided researched-based professional development in reading strategies, leadership development, and school safety. There are over 2,500 students registered across the District. This program also offers full-day intersession and summer

programs.

Action 20: Career Technical Education (CTE) Pathway
The district's Career Technical Education (CTE) actions have been highly effective in establishing a comprehensive, vertical pipeline for career readiness. The full implementation of FutureForward CTE labs at all three middle schools, alongside the deployment of Career Discovery kits and Project Lead the Way (PLTW) training, has successfully transitioned the program from foundational exploration to hands-on, technical application. This effectiveness is further evidenced by the strategic onboarding of specialized instructional staff, including five CTE-credentialed educators, and the success of site-specific initiatives like the MiniMed program at Quartz Hill Elementary and AutoPros Academy at Hillview Middle School. Building on this momentum, the district is entering a phase of continued expansion, which includes the formal creation of CTE Academies at the middle school level to provide more structured, pathway-aligned elective sequences. Furthermore, the district is initiating the onboarding of Xello, a comprehensive college and career readiness platform designed to bridge CTE engagement down to the Kindergarten through 6th-grade levels. There was an increase of nearly 700 students who accessed career and technical pathways in 2025-26. additionally, CAASPP scores show a increase of 1.7% in ELA and 1.4% in math. These combined efforts, coordinated through ongoing collaboration with the secondary high school district, ensure a seamless and equitable transition for students into high-demand career sectors.

Action 21: Ensuring Instructional Coherence and UDL for Students
This action was not implemented during the 25-26 school year. The positions were flown and there is a plan to hire for these positions in the 26-27 school year.

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 changes will be made to Goal 2 Actions:

Action 9: Equitable Access to Technology:
There is a decrease due to equipment purchased in prior year will sustain program in current year.

Action 12: (AVID) Student Engagement in a Challenging and Relevant Program
Due to a district wide shift to a focus on CTE, there is a decrease in this program and action. The funds allocated reflect training for a district lead to have training to ensure AVID certification for the sites.

Action 15: Increased Arts Program
There is an increase due to the addition of a dance teacher.

Action 20: Career Technical Education (CTE) Pathway
There is an increase due to increase in programs.

Action 21: Ensuring Instructional Coherence and UDL for Students
This action was not implemented in the 2025-26 school year. Positions have been flown to ensure that the program is implemented in 2026-27 school year.

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	English Learner Paraprofessional and Teacher Support	In order to address the needs of English Learners limited exposure to English in all four language domains (reading, writing, listening, and speaking), Bilingual Assistants will provide supplemental language support to assist English learners with academic and content language within the classroom and increase parent involvement and communication. An additional certificated teacher will also be supporting training for both the bilingual assistants as well as supplemental support for teachers and students to address engagement of English Learners. This service supports the most underachieving English learners site wide based on the ELPI.	$675,204.00	Yes
2	English Learners Language Acquisition Program (ELD)	In order to provide full access to the curriculum and the Common Core State Standards, certificated staff will provide English Language Development (ELD) instruction, both designated and integrated, as a component of the Structured English Immersion language acquisition program offered for all English Learners across the District. Elementary teachers provide both integrated and designated instruction, within the school day. Middle school teachers provide integrated instruction with designated instruction scheduled during the student's English Language Development course block or English content course.	$0.00	No
3	Professional Development for ELD Support for English Learners	Certificated staff will apply learning components of English Language Development (ELD), which include language goals and strategies to English Learners. This action includes professional development in ELD, both integrated and designated, as well as strategies to support English Learners. Professional development will occur during designated staff collaboration time.	$0.00	No
4	English Learner District Support Staff	The District will employ three district-level bilingual assistants to support the administration of the English Language Proficiency Assessment for California, provide required parent notifications, assist with progress monitoring and reclassification, and provide translation support to ensure the implementation of the English Learner program for all English Learners. This action will fund three district-level bilingual assistants as part of the Base program.	$193,962.00	No
5	Monitoring RFEP Student Progress	School staff, teachers, and administrators will monitor academic progress of Reclassified Fluent English Proficient (RFEP) students at the end of each grading cycle to ensure access to supports, intervention, and collaboration with parents. This action will be monitored through the ELLevation system.	$0.00	No
6	Increased Services for Long-Term English Learners (LTEL)	In order to increase the rate of language acquisition for Long-Term English Learners, the District will provide professional development to teachers. Additionally, LTELs will be provided online language acquisition support through an educational program as an additional intervention to promote academic and content vocabulary. The online support will be available for use outside the school day.	$19,961.00	Yes
7	Maintaining School of Origin	Transportation services through Hop Skip Drive for foster youth will be provided to maintain a consistent educational program at the School of Origin. The foster liaison will work collaboratively with community agencies, foster families, and the Educational Rights Holder to increase access to a consistent learning environment.	$100,000.00	Yes
8	Tutoring Services for Homeless	Tutoring services for homeless youth will be provided through an online system coordinated by a nonprofit agnecy, which will include assistance with connectivity and intervention services.	$0.00	No
9	Equitable Access to Technology	School staff will provide additional technology and/or connectivity to low income students to ensure access and connectivity.	$500,000.00	Yes
10	Management, Distribution, and Repair of Student Technology	As a result of purchasing Chromebooks for low income students, four Technology Assistants will provide service to students to repair and replace district distributed devices, assist on the helpline with connectivity and trouble-shooting the operation of devices, and manage the inventory for quick and timely distribution of technology to low income students.	$347,469.00	Yes

11	Expansion of Pre-Kindergarten	In order to provide additional opportunities for transitional kindergarten students to participate in the UPK program, the District will expand the dates for enrollment through September 1 so a larger number of students may experience the benefits of early education.	$0.00	No
12	(AVID) Student Engagement in a Challenging and Relevant Program	Elementary and secondary teachers will provide Advancement Via Individual Determination (AVID) strategies to support College and Career Readiness to low income students. This action will fund AVID site licenses, AVID Weekly student lessons, and professional development provided with the site license.	$4,000.00	Yes
13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	AVID tutors staffed in the AVID elective classes will provide low income students with opportunities to participate in structured collaborative groups to determine points of confusion within content areas through an inquiry method and provide supports to College and Career Readiness skill development. This action will fund AVID tutors at the middle schools.	$103,222.00	Yes
14	Equitable Access to the Programs	Teachers will provide access for 4th grade low income students to take the Otis-Lennon School Ability Test 8th Edition (OSLAT-8), which can qualify a student for the Gifted And Talented Education Program (GATE).	$12,698.00	Yes
15	Increased Arts Program	Roving fine art teachers will provide increased access to the music to low income students, lower elementary through 6th grade, at elementary schools with the greatest low income rates. This action will fund music teachers.	$208,767.00	Yes
16	Reading and Math Intervention from Kindergarten through 8th Grade	Through the use of diagnostic tools/assessments, teachers (within a single grade level) will provide additional and increased targeted interventions, formative assessments, and strategic support to low income students during the school day to close the reading discrepancy gap by 3rd grade. This action will include certificated costs for additional teachers in kindergarten through second grade. Additionally, supplemental math curriculum and strategies will be provided to low income students to provide increased opportunities to grapple with real-world application while also providing increased opportunities for students to work collaboratively to clarify mathematical processes. This service supports the most underachieving student groups both District and site wide in ELA and math.	$2,170,409.00	Yes
17	Diagnostic Assessments	Teachers will identify achievement gaps to inform instructional practice and personalize targeted interventions for low income students using supplemental and timely diagnostic assessments.	$94,456.00	Yes
18	Learning Time Beyond the School Day (ELO-P)	Teachers will provide structured reading intervention beyond the school day for low income students demonstrating the greatest skills gaps in reading fluency. This action works in conjunction with the ELO-P program and will fund extra duty for teachers, paraprofessional support, professional development, and supplies. This action supports the greatest underachieving student groups both District and site wide in ELA.	$150,000.00	No
19	Expanded Learning Opportunity Program (ELO-P)	In order to address the needs of English Learners, low income students, homeless, and foster students with experiences beyond the school day that will increase language opportunities, academic interventions, and enrichment, the District will provide extended time to students, which will include choice time before the school day as well as additional time after school. Additional opportunities will open access to students to broaden exposure and create additional learning opportunities for students.	$13,423,825.00	No
20	Career Technical Education (CTE) Pathway	To increase exposure to college and career pathways and technical skills for low income students, an additional program will be established beyond the core curriculum for students to explore career pathways, apply needed college skills, and begin exploration of of technical and industrial skills and content.	$484,733.00	Yes
21	Ensuring Instructional Coherence and UDL for	In order to address the unique needs of low income students, additional instructional coaches will provide timely mentoring to advance instructional coherence and access to content by working	$76,221.00	Yes

	Students	with teachers in both ELA and math at their assigned school sites. Coaches will receive a stipend and professional development in order to provide timely and proactive learning on evidenced-based strategies, including Universal Design for Learning, so that students are actively engaged in learning opportunities.		

Goal

Goal #	Description	Type of Goal
3	Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	Broad Goal

State priorities addressed by this goal.

1, 2, 3, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

The intentional purpose of this broad goal is to fully address the interpersonal and intrapersonal skill development needs for unduplicated student groups. The majority of actions within this goal are considered increased and improved services that go above and beyond the basic services for all students. The actions provide layered and intentional services to promote the themes of social/emotional development, paraprofessional support, behavior intervention, and system development.

The metrics listed in the measurable outcome section include the CA Dashboard chronic absenteeism rate and suspension rates; the California Healthy Kids Survey (CHKS), California School Parent Survey (CSPS), and the California School Staff Survey (CSSS) to measure a safe and supportive school climate; local metrics from the PowerSchool database; process data for participating counseling supports; and other qualitative measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Expulsion Rate	According to 2022-23 CALPADS report 7.15, there were zero students expelled in Westside. 23-24 CAPLADS data will be certified in July 2024. Preliminary district data indicates that there were 2 students expelled during the 23-24 school year.	According to 2023-24 CALPADS report 7.15, there were zero students expelled in Westside. 24-25 CAPLADS data will be certified in July 2024. Preliminary district data indicates that there were 2 students expelled during the 24-25 school year.	According to 2023-24 CALPADS report 7.15, there were zero students expelled in Westside. 25-26 CAPLADS data will be certified in July 2026. Preliminary district data indicates that there were 0 students expelled during the 25-26 school year.	Maintain an expulsion rate of zero students	Preliminary district data indicates 0 students are projected to be expelled in the 25-26 school year. According to CALPADs there was no change between the 22-23 and the 25-26 school year.

2	Suspension Rate	According to the 2023 CA Dashboard, the following percentage of students were suspended at least once: 4.1% of all students 5.3%% of socioeconomically disadvantaged students 5.1% of homeless students 6.7% of students with a disability 12.6% of foster youth 4.3 % English learners 8.3% African American 3.3% White 3.6% Hispanic 6.6% Two or More Races	According to the 2024 CA Dashboard, the following percentage of students were suspended at least once: 4.4% of all students 5.8% of socioeconomically disadvantaged students 5.5% of homeless students 8.5% of students with a disability 15.7% of foster youth 3.3 % English Learners 11% African American 3.2% White 3.5% Hispanic 5.7% Two or More Races 2.3% Asian 8.3% Long-Term English Learners 1.4% Filipino	According to the 2025 CA Dashboard, the following percentage of students were suspended at least once: 4.9% of all students 6.6% of socioeconomically disadvantaged students 6.7% of homeless students 9.3% of students with a disability 17.2% of foster youth 3.6 % English Learners 11% African American 3.7% White 3.8% Hispanic 7.8% Two or More Races 1.7% Asian 11.6% Long-Term English Learners 2.8% Filipino	To reduce percentage of students suspended at least once as follows: 2.5% of all students 3% of socioeconomically disadvantaged students 3% of homeless students 4% of students with a disability 8% of foster youth	The following changes were observed between the Baseline and Year 1: 0.8% increase of all students 1.3% increase of socioeconomically disadvantaged students 1.6% increase of homeless students 2.6% increase of students with a disability 4.6% increase of foster youth 1% decrease English Learners 2.7% increase African American 0.4% increase White 0.2% increase Hispanic 1.2% increase Two or More Races 2.3% increase Asian 8.3% Long-Term English Learners baseline as this is a new student group 1.4% increase Filipino
3	California Healthy Kids Survey Elementary & Middle School Mental Health	In the 23-24 CHKS survey, 24% of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” 33.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14% of middle school students considered suicide in the past 12 months	In the 24-25 CHKS survey, 20% of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” 34% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14.5% of middle school students considered suicide in the past 12 months	In the 25-6 CHKS survey, 20% of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” 30% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14% of middle school students considered suicide in the past 12 months	In the CHKS survey, less than 15% of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” Less than 20% of middle school students experienced chronic sadness/hopelessness in the past 12 months Less than 10% of middle school students considered suicide in the past 12 months	A 4% decrease of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time". a 0.5% increase was seen in middle school students experiencing chronic sadness/hopelessness in the past 12 months. A 0.5% increase of middle school students considered suicide in the past 12 months.

4	California Healthy Kids Survey Elementary Pupil Engagement & School Climate	In the 2023-2024 CHKS the following was reported for 5th and 6th grade: 64.5% report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time" 57.5% report there are caring adults in school "Yes, most of the time" or Yes, all of the time" 65% report feeling safe at school "Yes, most of the time" or "Yes, all of the time" 64% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"	In the 2024-2025 CHKS the following was reported for 5th and 6th grade: 65% report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time" 62% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 70% report feeling safe at school "Yes, most of the time" or "Yes, all of the time" 64% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"	In the 2025-2026 CHKS the following was reported for 5th and 6th grade: 70% report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time" 65% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 75% report feeling safe at school "Yes, most of the time" or "Yes, all of the time" 68% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"	Maintain or exceed the percentage of students reporting “Yes, most of the time” or “Yes, all of the time" as follows: 75% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time" 75% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time" 75% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time" 75% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time"	In the 2025-2026 CHKS the following was reported for 5th and 6th grade: A 5.5% increase was seen in those who report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time". A 7.5% increase was seen in those who report there are caring adults in school "Yes, most of the time" or "Yes, all of the time". A 10% increase was seen in those who report feeling safe at school "Yes, most of the time" or "Yes, all of the time". a 4% increase in those who report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time".
5	California Healthy Kids Survey Middle School Pupil Engagement & School Climate	In the 2023-2024 CHKS the following was reported: 46% report a feeling of connectedness to the school "strongly agree" or "agree" 51% report there is a caring adult in school "agree" or "strongly agree" 21% report meaningful participation "strongly agree" or "agree"	In the 2024-2025 CHKS the following was reported: 46% report a feeling of connectedness to the school "strongly agree" or "agree" 52% report there is a caring adult in school "agree" or "strongly agree" 45% report perceived safety at school "strongly agree" or "agree" 21% report meaningful participation "strongly agree" or "agree"	In the 2025-2026 CHKS the following was reported: 49% report a feeling of connectedness to the school "strongly agree" or "agree" 54% report there is a caring adult in school "agree" or "strongly agree" 48% report perceived safety at school "strongly agree" or "agree" 23% report meaningful participation "strongly agree" or "agree"	Increase the percentage of students reporting “Yes, most of the time” or “Yes, all of the time" as follows: 70% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time" 70% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time" 65% report feeling safe at school “Yes, most of the time” or “Yes, all of the time" 35% report meaningful participation “Yes, most of the time” or “Yes, all of the time"	A 3% increase was seen in those who report a feeling of connectedness to the school "strongly agree" or "agree". A 3% increase was seen in those who report there is a caring adult in school "agree" or "strongly agree". A 6% increase was seen in those who report perceived safety at school "strongly agree" or "agree". A 2% increase was seen in those who report meaningful participation "strongly agree" or "agree" leaving a 14% increase still needed.

6	California Healthy Kids Survey Staff School Climate	In the 2023-2024 CHKS survey for staff the following was reported: 44% of staff "strongly agree" there are caring adult relationships 38% "strongly agree" school promotes parent involvement 36% "strongly agree" school promotes student meaningful participation 38% of staff "strongly agree" school is a safe place for students	In the 2024-2025 CHKS survey for staff the following was reported: 48% of staff "strongly agree" there are caring adult relationships 39% "strongly agree" school promotes parent involvement 40% "strongly agree" school promotes student meaningful participation 39% of staff "strongly agree" school is a safe place for students	In the 2025-2026 CHKS survey for staff the following was reported: 51% of staff "strongly agree" there are caring adult relationships 44% "strongly agree" school promotes parent involvement 43% "strongly agree" school promotes student meaningful participation 44% of staff "strongly agree" school is a safe place for students	Increase the percentage of staff reporting “Strongly Agree" as follows: 50% of staff "strongly agree" there are caring adult relationships 40% of staff "strongly agree" school promotes parent involvement 40% of staff "strongly agree" school promotes opportunities for meaningful student participation 45% of staff "strongly agree" school is a safe place for my child	A 7% increase of staff "strongly agree" there are caring adult relationships A 6% increase of staff "strongly agree" school promotes parent involvement. A 7% increase of staff "strongly agree" school promotes student meaningful participation. A 6% increase of staff "strongly agree" school is a safe place for students.

Goal Analysis for 2025-2026

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

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

The following section is divided into actions that were fully implemented, partially implemented, and services on hold. Actions described with a substantive difference between planning and implementation, are noted as partially implemented or actions on hold. Challenges with implementation may be written alongside the action.

Fully implemented actions:

Action 1: School Climate and Safety Survey
The CHKS survey was conducted throughout February, offering a valuable opportunity for students, parents, and staff to share their perspectives. This feedback helps the school better understand the overall campus environment and ensure that everyone feels safe and supported.

Action 2: Anonymous Reporting System
The anonymous reporting system, Stopit, is accessible across all school campuses to provide a safe way for students to speak up. These reports go straight to school administrators, allowing them to quickly address a range of concerns, including bullying, vandalism, student behavior, or mental health issues like suicidal ideation and self-harm.

Action 3: Addressing Inequitable Barriers
Throughout the school year, a collaborative team of administrators, psychologists, counselors, directors, and instructional coaches engaged in several professional development sessions focused on removing barriers to student success. These workshops covered a wide range of essential topics, including Universal Design for Learning (UDL), Response to Intervention (RTI), and the effective use of Professional Learning Communities (PLC). Participants also analyzed real-time data to improve site-specific programs, addressed challenges surrounding student attendance, and completed specialized training in Online Language and Literacy, AVID, and advanced evidence-based teaching strategies.

Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support
An expanded team of 15 district counselors delivers a comprehensive counseling program serving a total student population of 9,100. To optimize support, the district's two largest elementary schools and two comprehensive middle schools are each staffed with two full-time counselors. The remaining eight sites are served by seven counselors, which includes a shared assignment between the smaller campuses at Leona Valley and Anaverde Hills. Currently, the district maintains a counselor-to-student ratio of 1:607; while this remains above ideal benchmarks, it represents a significant and consistent decrease over recent years. The program is anchored in the American School Counselor Association (ASCA) framework, focusing on college and career readiness, attendance, academic achievement, and social-emotional competencies. This data-driven, multi-tiered system of support is specifically designed to identify and close achievement gaps for underperforming student groups. Furthermore, the district augmented these services by deploying eight paid counseling interns to high-poverty schools, providing targeted intervention and additional support for unduplicated student populations throughout the academic year.

Action 5: Supplemental Support Staff to Address SEL and Trauma
The District has enhanced its support framework by deploying eight paid counseling interns to its highest-poverty school sites. These interns provide essential supplemental services specifically tailored to the unique needs of unduplicated student populations. By working in close coordination with credentialed counseling staff throughout the academic year, this cohort ensures a more robust and responsive intervention system for the District's most vulnerable students.

Action 6: Promoting Positive Social and Emotional Competency (CCA)
Campus Climate Assistants (CCAs) are stationed at every school site to provide immediate, responsive support to students during unstructured periods. Working in close collaboration with school counselors and administrators, this support team focuses on equipping students with essential conflict resolution and de-escalation skills during recreational play. To foster a positive environment, CCAs facilitate both structured, inclusive playground activities and quiet-space alternatives for students requiring a more regulated setting during recess and lunch. The District maintained its commitment to this program by assigning a 7.0-hour CCA to each elementary site, with middle school campuses receiving two dedicated assistants to address the needs of larger student populations. While this action was fully implemented as intended to enhance campus safety and student self-regulation, the District utilized a secondary funding source to supplement the total cost of the positions.

Action 8: Intensive Behavior Support
Behavioral Specialists provide critical consultation and professional development to District staff, focusing on evidence-based interventions for students with complex behavioral challenges. These specialists collaborate with educators to design and implement classroom management strategies that foster a positive learning environment and enhance the broader school community culture. Beyond classroom support, behaviorists engage directly with students experiencing social-emotional crises, guiding them in the development of self-regulation strategies and constructive emotional responses. To ensure a holistic approach to student success, they also offer consultation and training for families, promoting effective parenting techniques that mitigate home-to-school conflicts which may otherwise impede the educational process. This initiative is sustained through one full-time District behaviorist supplemented by contracted behavioral services. Although the action was fully executed, the District utilized a secondary funding source to offset the total personnel and service expenditures.

Action 9: (Paraprofessionals) Access to the Curriculum for Students with Special Needs:
Instructional assistants play a vital role in facilitating academic access for students with special needs, ensuring that classroom curricula are accessible and inclusive. Beyond academic support, these professionals address students' social-emotional requirements within the classroom and throughout various campus environments to promote a holistic educational experience. However, a significant challenge remains the persistent shortage of qualified applicants, which has resulted in several unfilled positions and impacted the District's ability to maintain optimal staffing levels for these essential services.

Action 10: Tier III Crisis Professionals
Three specialized instructional assistants have undergone advanced training to work in direct coordination with the District behaviorists, focusing on the implementation of positive behavior support strategies for students navigating social-emotional crises. Additionally, to support the newly implemented Autism Academy 9 additional full time

instructional assistants have been hired to support the implementation of the program. These assistants are further equipped to collaborate with classroom teachers and site-based personnel to refine and enhance behavioral management techniques, ensuring a cohesive and proactive approach to student support across the learning environment.

Action 11: School Based Mental Health Services
All school sites within the District benefit from the contracted support of School-Based Mental Health service providers, coordinated at no cost to the District. Access to these clinical services is contingent upon student eligibility for Medi-Cal. While the program remains a vital resource, the District experienced intermittent service disruptions at various sites due to provider agency staffing fluctuations and limited availability of open service slots. Consequently, these logistical constraints are identified as challenges to the full and consistent implementation of this initiative.

Action 12: Application of Professional Development for Certificated Staff
The District facilitates a robust annual professional development program designed to enhance pedagogical efficacy and instructional consistency. Each academic year begins with the ten-day Westside Institute, an intensive professional learning series where educators refine classroom routines, student engagement strategies, and the technical application of District-adopted instructional materials. This foundational training is delivered through a collaborative effort between expert consultants and internal District leadership. These efforts continued into the fall semester, during which all certificated staff participated in specialized training focused on the English Language Arts curriculum and mathematical instructional routines, including the process of lesson internalization to ensure high-quality, standards-aligned delivery.

Action 14: Building Social Emotional Competency
Select school sites continue to utilize the Boys Town Education Model to promote prosocial behaviors and social-emotional growth. Concurrently, the Leadership Development Through Physical Education (LDTPE) program has been implemented across the District to foster leadership skills through kinesthetic learning. To ensure effective delivery, the District provided specialized professional development for physical education instructors, as the PE curriculum serves as the primary vehicle for the program's initial instruction and integration.

Action 15: Building Self-Efficacy Through Experiences
This initiative facilitates the Leadership Development Through Physical Education (LDTPE) curriculum, providing students with the opportunity to apply foundational leadership skills in a practical, immersive environment. As a culminating experience, approximately 1,000 sixth-grade students participated in the day-long All It Takes Camp during the 2025–26 academic year. This experiential learning component serves to reinforce the core tenets of the LDTPE program through collaborative activities and peer-led challenges.

Actions that were partially implemented include:

Action 7: Access to a Co-located CSW
This action is currently classified as partially implemented through the ongoing collaboration with a Children's Social Worker (CSW) from the Department of Children and Family Services (DCFS). The District remains committed to its partnership with DCFS, focusing primary efforts this year on the comprehensive development and formal execution of a new Memorandum of Understanding (MOU) with the county. With the regulatory and administrative framework now established, full service delivery is anticipated to commence at the onset of the 2026–27 academic year.

Action 13: Application of Professional Development for Classified
Five classified employees represented the District at the three-day CSEA conference held in Ontario, engaging in professional development. While the District aims to expand such opportunities, the optional nature of supplemental classified training days presents a structural barrier to uniform participation and implementation. It should be noted that specialized training for the PlayWorks program, although relevant to classified staff development, is accounted for and addressed within a separate budgetary action.

There were no actions in Goal 3 put on hold during the 25-26 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 following actions indicate a material difference of 20% or $200,000 between budgeted expenditures and estimated expenditures:
Action 5: Supplemental Support Staff to Address SEL and Trauma
The difference in in budgeted and decreased expenditures is a result of staffing constraints. There were 6 positions planned and the District was unable to fill the last position.

Action 6: Promoting Positive Social and Emotional Competency (CCA)
Other funds were leveraged to provide some services. Three hour CCAs were compensated out of an alternate funding source.

Action 10: Tier III Crisis Professionals
There was a difference in this action due to the addition on 9 instructional assistants to support the Autism Academy. Additionally, there was a negotiated raise that was not reflected in the initial plan.

Action 15: Building Self-Efficacy Through Experience
Decrease in expenditure was a result of consultant cost decreasing due to middle school not participating.

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

Overall, the strategic actions implemented under Goal 3 have been effective in facilitating measurable progress toward the objectives defined within the three-year LCAP cycle. Throughout the 2025–2026 academic year, the majority of these initiatives have demonstrated an increased trajectory of implementation. Progress toward the goal, alongside specific strengths and systemic challenges, while organizing these actions into thematic clusters to provide a cohesive analysis of the District's performance and impact.

Action 1: School Climate and Safety Survey
Action14: Building Emotional Competency
Action 15: Building Self-Efficacy Through Experiences

This action was deemed effective. The District uses the annual survey to measure school connectedness and a safe and supportive school climate. The data reported in the CHKS indicate a continued need to develop student interpersonal and intrapersonal skills. The Elementary CHKS data indicate the same number of students reporting frequent sadness in the 24-25 school year and the 25-26 school year. The number of middle school students experiencing chronic sadness and meaningful participation decreased by 4% as compared to the 24-25 student data. Elementary student responses show an increase of 3% of students responding that there is a caring adult in school “Yes, most of the time” or “Yes, all of the time.” Middle school responses showed a 3% increase of students feeling connected to school, and there was an increase in middle schools of 3%, indicating a perception of safety at school. While there are pockets of growth in the CHKS results, middle school responses remain a concern.

Supplemental Supports:
Action 2: Anonymous Reporting System
Action 11: School Based Mental Health Services
Action 8: Intense Behavior Support

Actions 2, 11, and 8 are grouped together as they are all supplemental services added to identify and address challenging and/or risky behaviors. Action 2 is an anonymous reporting system, called Stopit, that is in place across the entire District for students. As a result of this online reporting platform, 205 reports were submitted within the last year. The most common referral types are listed below:
Bullying or Cyberbullying- 31.2%

Other- 15.6%
Drugs and/or Vaping- 10.2%
Harassment- 7.3%
Anger Issues- 6.8%
Inappropriate Conduct- 6.8%

Upon the submission of a report, two-way communication is established between a member of the management team and the student. This dialogue enables staff to gather critical contextual information necessary for a thorough resolution of the situation. In instances where a report is classified as high-risk or indicates an imminent threat, Stopit monitoring agents initiate immediate telephonic contact with District personnel to facilitate an urgent response, including interventions conducted outside of standard school hours.

School-Based Mental Health Supports and Intensive Behavior Supports are strategic initiatives designed to provide comprehensive Tier III interventions. Throughout the current academic year, approximately 171 students were referred for school-based mental health services; of these, 35% are actively receiving therapeutic support at their respective school sites. Furthermore, 39% of referred students are awaiting intake evaluations, while 26% did not matriculate into services due to eligibility determinations or incomplete parental authorization. These services demonstrate high efficacy for participating students by increasing access to essential therapeutic modalities within the educational environment.

To address the escalation of student behavioral needs, the District employs a full-time behaviorist and maintains contracts with additional behavioral specialists to facilitate immediate clinical review and the implementation of evidence-based intervention strategies. School sites consistently support students exhibiting high-intensity behaviors, including elopement, acute anger, and severe anxiety. Through these targeted interventions, students acquire critical coping mechanisms and communication skills to mitigate behavioral challenges. Behaviorists also collaborate with families to foster skill development and reduce parent-child conflict within the home. Following the significant increase in behavioral incidents post-pandemic, which continues to impact suspension metrics on the California School Dashboard, this action will be maintained through the 2026–2027 school year. Additionally, the District is seeking to employ 3 additional behaviorists to provide support at the sites. The District anticipates that continued implementation will yield positive longitudinal outcomes reflected in both state accountability data and NWEA MAP Growth assessments.

Supports to Address barriers
Action 3: Addressing Inequitable Barriers
The primary objective of Action 3 is to systematically mitigate barriers that impede the holistic growth and development of the student. By maintaining a highly trained staff, the District aims to exert a positive influence on attendance metrics, suspension rates, disciplinary incidents, and graduation persistence. Consequently, site and district leadership, alongside instructional coaches, utilize professional development and collaborative Professional Learning Communities (PLCs) to identify and address obstacles to student achievement. Site and district administrators engage in advanced professional learning through the Association of California School Administrators (ACSA), participating in high-impact sessions and regular collaborative meetings designed to address systemic inequities and learning barriers. These management teams convene monthly to analyze performance data and determine the necessary steps to refine and embed site-based multi-tiered systems of support. The efficacy of these efforts is monitored through longitudinal trends on the California School Dashboard—specifically academic outcomes in ELA and mathematics, chronic absenteeism, and suspension rates—as well as growth trends reflected in NWEA MAP assessments. The 2025 dashboard data indicates a 2.1% growth overall in ELA and 2.5% in math. Additionally data from A2A demonstrates that there attendance rates have improved. The 2024-25 attendance rate was 93.4% and the current 2025-26 attendance rate is 94.9% which is an increase of 1.6%.

Complementing the administrative professional learning, a cadre of six instructional coaches provides real-time, classroom-based support to teachers. This coaching focuses on the integration of high-leverage pedagogical strategies, clear and targeted instructional delivery, and the enhancement of student engagement for underperforming cohorts. This work is informed by targeted learning from the Westside Institute, weekly post-school PLCs, and comprehensive annual training conducted during both the pre-service period and intersession. Internal survey data underscores the efficacy of this model, with 61.5% of faculty identifying coaching sessions as their most meaningful professional

development and over 20% highlighting the significant value of "just-in-time" responsive supports.

Given the substantial proportion of the teaching staff currently in the early stages of their careers, the provision of timely, foundational support is essential for establishing a culture of high-quality, rigorous instruction. Through the continued synergy of administrative leadership and targeted instructional coaching, the District anticipates that these efforts will lead to improved academic achievement, heightened student connectedness, and favorable attendance trends on the California School Dashboard. Accordingly, this action will be maintained for the 2026–27 academic year.

Academic, Behavior, and Attendance Supports
Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support
Action 5: Supplemental Support Staff to Address SEL and Trauma
Action 6: Promoting Positive Social and Emotional Competency
Actions 4, 5, and 6 are integrated to support the holistic development of students through social-emotional learning, college and career readiness, and positive character education. Action 4 focuses on the District's comprehensive counseling program, which employs 15 counselors. Each comprehensive middle school and high-poverty, high-population elementary school is staffed with two counselors, while remaining elementary sites are assigned one, with the exception of the rural Leona Valley campus. To ensure equitable support, a counselor is co-located between Anaverde Hills and Leona Valley. The counseling team operates under the American School Counselor Association (ASCA) National Model, targeting improvements in attendance, academics, and behavior. Currently, eight District schools have achieved Recognized ASCA Model Program (RAMP) certification, with one schools earning this distinction during the 2025–26 school year. The remaining three sites are actively aligning their programs with these rigorous national standards.

The counseling program utilizes data-driven instruction to facilitate Tier I lessons across all grade levels, covering essential topics such as emotional regulation, coping strategies, academic goal setting, and secondary A-G requirements. In collaboration with the Director of Assessment and CTE, the team has successfully launched the CaliforniaColleges.edu platform, enabling students to explore various career pathways and academic trajectories. Student feedback indicates that lessons regarding A-G requirements, high school transitions, and the CaliforniaColleges platform are particularly impactful. By maintaining consistent face-to-face contact through hundreds of monthly lessons, counselors provide proactive support for low-income students. These interventions are aligned with ASCA Mindsets and Behaviors standards and utilize pre- and post-assessments to measure efficacy. Tier II interventions, conducted quarterly, provide targeted six-to-eight-week small-group support for students requiring assistance with attendance, conflict resolution, and academic motivation, showing consistently positive outcomes for participating student cohorts.

To address the ongoing challenges of social media-driven conflict and cyberbullying identified through the Stopit reporting system, the District implemented "I Can Help" assemblies for fourth and seventh-grade students. These sessions focused on the legal and social implications of digital footprints. While student reception was positive, input from the Superintendent's Advisory indicates that cyberbullying and the filming of campus conflicts remain areas of concern. Consequently, the District will continue providing targeted instruction on digital citizenship and upstander behavior to foster a safer campus climate and improve California School Dashboard metrics.

Action 5 further enhances this support network by employing paid counseling interns at high-poverty sites to provide immediate conflict resolution and social-emotional coaching during unstructured times. This proactive presence on playgrounds and daily student check-ins has proven highly effective in reducing behavioral referrals. Complementing this, Action 6 funds Campus Climate Assistants (CCAs) who facilitate structured play through the Playworks program. This initiative aims to improve school safety, reduce exclusionary behavior, and accelerate the transition from recess to classroom instruction. While elementary sites have seen success with this model, the District has identified a need for enhanced professional development at the middle school level for the 2026–27 school year to ensure consistent implementation. Data from the California Healthy Kids Survey reflects these efforts, with elementary students reporting increased feelings of safety and a higher prevalence of caring adult relationships on campus. Given these positive indicators, these actions will remain in effect for the 2026–27 academic year.

These actions are deemed effective based on data from our CHKS. according to the 2025-25 survey, 70% of elementary students feel connected to school and 65% report there

are caring adults at their school. Both o these survey items have shown a 7% increase since the 2023-24 school year. Additionally, according to the California Dashboard in ELA Socioeconomically disadvantaged student increased academically by 1.7% in ELA and 1.4% in math. Attendance data for the subgroup has remained consistent with a less than !5 increase in chronic absenteeism and suspension rates.

Increased Supports for Students with Special Needs
Action 9: (Paraprofessionals) Access to the Curriculum for Students with Special Needs
Action 10: Tier III Crisis
These actions, grouped together as Actions 9 and 10, provide comprehensive support for students with special needs both within and outside the classroom setting. Through the continuous assistance of special education paraprofessionals (IA II), students have achieved greater access to the curriculum and demonstrated increased academic progress toward their Individualized Education Program (IEP) goals. Furthermore, the ongoing behavioral support and interventions facilitated by these professionals have enabled students to remain safely in the instructional environment for longer durations while maintaining appropriate behaviors. Working closely with site staff and under the direction of the Board Certified Behavior Analyst (BCBA), the Tier III crisis paraprofessionals (IA III) have effectively addressed extreme student behaviors. Their prompt and efficient management of individual student challenges has significantly minimized instructional disruptions. Consequently, these critical support actions will remain in place for the 2026–2027 school year.

These actions are deemed effective based upon 2025 California Dashboard data. In ELA students with disabilities increased 6.4% and 1.4% in math. There is still growth to be made in the areas of attendance and suspension rates as there was a slight increase in chronic absenteeism by 1.2% and suspension rates slightly increased by 0.7%.

Extended Learning to Address Barriers
Action 12: Application of Professional Development for Certificated Staff
Action 13: Application of Professional Development for Classified Staff
Ongoing professional development significantly enhances the application of high-leverage strategies and practices for both certificated and classified staff. Teachers recently participated in two days of intensive training focused on instructional coherence in mathematics and the science of reading. With the rollout of a newly adopted English Language Arts curriculum for the 2025–2026 school year, establishing coherence in instructional delivery is essential to effectively engage underachieving and disengaged learners. This professional development successfully laid the groundwork for subsequent collaboration with TNTP regarding lesson internalization and instructional walkthroughs.

Action 13 provides classified staff members with opportunities to participate in professional development outside of their regular working hours. However, scheduling this time remains a challenge, as evidenced by low participation rates. To address this, the District is exploring options to increase attendance, such as encouraging staff to enroll their children in the Expanded Learning Opportunities Program (ELO-P) or providing dedicated childcare during sessions. Despite these scheduling hurdles, five classified staff members attended the out-of-area California School Employees Association (CSEA) conference during the 2025–2026 school year. This conference consistently receives positive reviews from attendees, and the District aims to expand participation in the future.

Both initiatives positively influence local metrics, contributing to improved data on the California School Dashboard and an increase in NWEA MAP Growth assessment results. Looking ahead, two days of professional development are scheduled for certificated staff during the 2026–2027 school year, and the District will continue to collaborate with CSEA to boost classified staff participation. Consequently, both actions will be maintained for the 2026–2027 school year.

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 changes will be made to Goal 3 Actions:

Action 3: Addressing Inequitable Barriers:
There is an increase in the upcoming school year due to the negotiated 3% pay increase for certificated and classified

Action 8: In tensive Behavior:
This action will be decreased because alternate funding was deemed more appropriate.

Action 9: (Paraprofessionals) Access to the Curriculum for Students with Special Needs:
This action will be partially funded by LREBG funds.

Action 12: Application of Professional Development for Certificated Staff:
There is a decrease to this action because the district is opting to decrease consultants in the upcoming school year. Additionally, equipment purchased will sustain the program in the upcoming school year.

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	School Climate and Safety Survey	5th through 8th grade teachers will annually administer the anonymous and confidential California Healthy Kids Survey (CHKS) to measure and track the school climate, safety, student wellness, and youth resiliency data. The CHKS data is used as part of the comprehensive data-driven decision-making process for overall school improvement.	$0.00	No
2	Anonymous Reporting System	In order to create a safer, healthier, and more inclusive school environment, site staff will make the Stopit! anonymous reporting system available to all students to report safety concerns, misconduct, and challenging issues. This service is monitored by the site administrators. The cost of this service is funded through a district partnership.	$0.00	No
3	Addressing Inequitable Barriers	Management team members (psychologists, counselors, administrators, directors, and a cadre of instructional coaches) will address the barriers, learning needs, and conditions of low income students through application of learning from supplemental professional development, which will focus on the District Board initiatives. This action will fund professional development registration, consultants, supplies, on-the-spot coaching services, and extra duty.	$982,781.00	Yes
4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Counselors will implement a comprehensive Multi-Tiered Multi-Domain System of Support to address the Tier II and Tier III academic, behavior, and social/emotional needs and conditions of low income students. This action will fund counselors and supplies for program development.	$2,409,152.00	Yes
5	Supplemental Support Staff to Address SEL and Trauma	To meet the needs of low income students and foster youth experiencing trauma and underdeveloped interpersonal and intrapersonal skills, additional paid counseling interns will be provided to work in conjunction with the counseling team. The counseling interns will work directly	$201,188.00	Yes

		with students at the District's highest poverty schools. This service is considered an additional layer of staff support. This action is funded with the 15% increase of Concentration Grant Funding.		
6	Promoting Positive Social and Emotional Competency (CCA)	Campus Climate Assistants and other staff will provide Tier II and Tier III proactive positive supports to build social and emotional competency for low income students during unstructured play and during class instruction. This action will fund Campus Climate Assistants and supplies for program development. This action supports the most underachieving student groups District and site wide in the area of school climate.	$712,080.00	Yes
7	Access to a Co-located CSW	The District Director will continue collaboration with the Department of Child and Family Services to maintain a co-located social worker at two campuses to increase contact and stability for foster students. There are no expenses noted for this action at this time.	$0.00	Yes
8	Intensive Behavior Support	The behaviorist and four behaviorist consultants will provide systemic Tier III behavior interventions, resources, and training for staff to support low income students and their families. This action will fund a behaviorist and three consultants.	$0.00	Yes
9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	LREGB Supporting Action To increase access to a rich standards-based curriculum as well as facilities, paraprofessionals are staffed and provide support for students with special needs. This action funds classified IA IIs. Research indicates that effective aides improve student engagement, enhance self-control, and reduce disruptive behavior by modeling expectations and fostering positive social interactions. Research indicates that aides can help reduce student aggression and improve classroom engagement. Metric being used to monitor action: 3.2 Suspension Rates and 3.3 California Healthy Kids Survey Data LREBG Funds supporting this action $499,000 per year through 2027-28	$11,937,388.00	No
10	Tier III Crisis Paraprofessionals	In order to mitigate barriers experienced by significant behaviors, crisis paraprofessionals are staffed and trained to temporarily assist students in overcoming challenges to fully access the standards-based curriculum. This action funds IA IIIs.	$637,041.00	No
11	School-Based Mental Health Services	The District Director of Pupil Services will continue collaboration with local agencies to provide Tier III School-Based Mental Health Services to low income students impacted by trauma. There are no expenses noted for this action at this time.	$0.00	Yes
12	Application of Professional Development for Certificated Staff	School site staff will apply learning of supplemental curriculum support, Leadership Development Through Education, trauma-informed practices, reading and math intervention, and targeted lesson development to low income students. This action will fund the consultation fees, extra duty for certificated staff members, and supplies to implement the training at the Westside Institute professional development series. This service supports the most underachieving student groups both District and site wide in ELA and math.	$1,096,678.00	Yes
13	Application of Professional Development for Classified	School site classified staff will apply learning of SEL curriculum, trauma-informed practices, cultural bias, reading and math intervention to low income students. This action will fund extra duty for classified staff to attend up to four days of training throughout the school year.	$24,326.00	Yes
14	Building Social Emotional Competency	Physical education teachers, elementary teachers, counselors, site administrators and psychologists will provide ongoing social emotional learning lessons (Leadership Development Through Physical Education and/or Boys Town) to low income students. This action will fund the LDTPE/Boys Town curriculum, professional development/consultant, and extra duty for certificated and/or classified staff.	$742,949.00	Yes
15	Building Self-Efficacy	6th grade teachers will provide a 6th grade Leadership Day Camp using the Leadership	$190,034.00	Yes

	Through Experiences	Development Through Physical Education curriculum to support self-efficacy, the development of leadership skills, and social emotional competency for low income students. This action will fund transportation to camp, extra duty for certificated staff members, consultants, and supplies.		

Goal

Goal #	Description	Type of Goal
4	Promoting Community Partnerships: Create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.	Broad Goal

State priorities addressed by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This broad goal is grounded on the Board's Core Belief statement promoting continual community involvement to provide engagement in the classroom. This increased partnership of two-way communication will further enhance consistent attendance in school while also allowing the District to address barriers to attendance and full engagement in the classroom.

The metrics noted in this goal include reporting of attendance percentages, chronic absentee data, culture and climate data from the California Healthy Kids Survey (CHKS), and parent participation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	District Attendance Rate	According to the 2022-23 CALPADS 14.2 Student Absences Report, the District attendance rate was 92.6%. 23-24 CALPADS EOY data will be certified in July of 2024; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 23-24 District attendance rate was 93.7%	According to the 2023-24 CALPADS 14.2 Student Absences Report, the District attendance rate was 93%. 24-25 CALPADS EOY data will be certified in July of 2025; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 24-25 District attendance rate is 93.3%	According to the 2022-23 CALPADS 14.2 Student Absences Report, the District attendance rate was 92.6%. 25-26 CALPADS EOY data will be certified in July of 2025; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 25-26 District attendance rate is 94.9%	Maintain a district attendance rate above 95% using the CALPADS 14.2 Student Absences Report	According to the 2023-24 CALPADS 14.2 Student Absences Report, the District increased the attendance rate by .4%, which leaves a difference of 2% to meet the target for the Year 3 Outcome. The preliminary attendance data in the PowerSchool Attendance Summary report indicates a decrease of .4% in the attendance rate, which represents a difference of 1.7% from the target for the Year 3 Outcome.

2	Chronic Absentee Rate	According to the 2023 CA School Dashboard, the percentage of chronically absent students were as follows: 25.3% of all students 31.2% of socioeconomically disadvantaged students 32.9% of homeless students 33.3% of students with a disability 25.9% of foster youth 24.5% English learners 33.9% African American 25.9% Hispanic 31.7% Two or More Races	According to the 2024 CA School Dashboard, the percentage of chronically absent students were as follows: 21.5% of all students 27.2% of socioeconomically disadvantaged students 31.2% of homeless students 28.2% of students with a disability 25.6% of foster youth 19.4% English Learners 29.2% African American 22.4% Hispanic 23.1% Two or More Races 13.8% Asian 19.4% Long-Term English Learners 16.5% White	According to the 2025 CA School Dashboard, the percentage of chronically absent students were as follows: 22.2% of all students 28.1% of socioeconomically disadvantaged students 31.3% of homeless students 29.4% of students with a disability 28.2% of foster youth 21.7% English Learners 30% African American 22.9% Hispanic 24.5% Two or More Races 8.8% Asian 22.1% Long-Term English Learners 17.2% White	To reduce the percentage of chronically absent students by 5% for all student groups.	According to the 2025 CA School Dashboard, the decrease in percentage of chronically absent students were as follows: 3.1% of all students 3.1% of socioeconomically disadvantaged students 1.6% of homeless students 3.9% of students with a disability -2.3% of foster youth 2.8% English Learners 3.9% African American 3.0% Hispanic 7.2% Two or More Races 5% Asian 3.1% White
3	Chronic Absentee Rate Kindergarten	According to 2023-2024 Attention 2 Attendance (A2A) reports, the chronic absentee rate for Kinder students is 26.59%.	According to the 2024-2025 Attention 2 Attendance (A2A) reports, the chronic absentee rate for Kinder students is 22.96%.	According to the 2025-2026 Attention 2 Attendance (A2A) reports, the chronic absentee rate for Kinder students is 20.1%.	To reduce the chronic absentee rate for kinder to less than 20%.	The 2025-2026 Attention 2 Attendance (A2A) reports the chronic absentee rate for Kinder students has decreased by 6.49%, which represents a difference of 0.2% to meet the Target for Year 3 Outcome.

4	Chronic Absentee Groups (A2A)	According to preliminary data pulled in May, 2024, from the A2A system, the percentage of chronically absent students are as follows: 19% of all students 25% of socioeconomically disadvantaged students 27% of homeless students 25% of students with a disability 19% English learners 25% African American 20% Hispanic 24% Two or More Races	According to the preliminary data pulled on May, 2024, from the A2A system, the percentage of chronically absent students are as follows: 19.4% of all students 24.4% of socioeconomically disadvantaged students 27% of homeless students 27.7% of students with a disability 20.8% English learners 26.8% African American 21.0% Hispanic 26.3% Two or More Races	According to the preliminary data pulled on May, 2025, from the A2A system, the percentage of chronically absent students are as follows: 13% of all students 14% of socioeconomically disadvantaged students 23% of homeless students 19% of students with a disability 20.8% English learners 13% African American 12% Hispanic 17% Two or More Races	To reduce the percentage of chronically absent students by 5% for all student groups.	The District has not shown a decrease in chronically absent students based on preliminary data. The change in chronic absences by student group are listed: Decrease of 6% for all students Decrease of 11% for socioeconomically disadvantaged students Increase of 4% for students experiencing homelessness Decrease of 6% of students with a disability Decrease of 11% for English Learners Decrease of 12% for African American students Decrease of 8% for Hispanic students Decrease of 7% for students of Two or More Races
5	California Healthy Kids Parent Survey Engagement	In the 2023-2024 CHKS the following was reported: 27% of parents "strongly agree" and 40% agree that the school allows input and welcomes parents' contributions	In the 2024-2025 CHKS the following was reported: 35% of parents "strongly agree" and 37% agree that the school allows input and welcomes parents' contributions	In the 2025-2026 CHKS the following was reported: 32% of parents "strongly agree" and 38% agree that the school allows input and welcomes parents' contributions	In the CHKS the following was reported: 30% of parents "strongly agree" and 45% agree that the school allows input and welcomes parents' contributions	The was an increase of 5% for parents "strongly agreeing". There was a 2% decrease for parents agreeing that the school allows input and welcomes parents' contributions.

6	California Healthy Kids Parent Survey School Climate	In the 2023-2024 CHKS the following was reported: 88% of parents "strongly agree" or "Agree" school promotes academic success for all students 88% of parents "strongly agree" or "Agree" school is a safe place for my child 72% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices	In the 2024-2025 CHKS the following was reported: 92% of parents "strongly agree" or "Agree" school promotes academic success for all students 91% of parents "strongly agree" or "Agree" school is a safe place for my child 77% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices	In the 2025-2026 CHKS the following was reported: 93% of parents "strongly agree" or "Agree" school promotes academic success for all students 91% of parents "strongly agree" or "Agree" school is a safe place for my child 82% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices	In the CHKS the following was reported: Maintain a minimum of 90% of parents "strongly agree" or "Agree" school promotes academic success for all students Maintain a minimum of 90% of parents "strongly agree" or "Agree" school is a safe place for my child Maintain a minimum of 80% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices	Based on the results of the 25-26 CHKS the following was reported as compared to the baseline: A 5% increase of parents "strongly agree" or "Agree" school promotes academic success for all students. A 3% increase of parents "strongly agree" or "Agree" school is a safe place for my child. And, a 10% increase of parents "strongly agree" or "Agree" school promotes respect for cultural beliefs/practice.
7	Parent Participation in Parent Teacher Conferences	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2023-2024 school year totals, 7,318, which includes 5,255 elementary student conferences and 2,063 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2024-2025 school year totals 7,059, which includes 5,332 elementary student conferences and 1,727 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2025-2026 school year totals 6,698, which includes 4,912 elementary student conferences and 1,786 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth continue to be highly encouraged to attend parent teacher conferences with parent participation rates increasing annually.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to participate in Parent/Teacher conferences. There was a slight decrease of 259 conferences across the district. However, elementary conferences increased by 77 student conferences, and middle school conferences decreased by 336.
8	Middle School Drop Out Rate	According to 2022-23 CALPADS report 8.1, the middle school drop out rate was 0.	According to 2023-24 CALPADS report 8.1, the middle school drop out rate was 0.	According to 2024-25 CALPADS report 8.1, the middle school drop out rate was 0.	According to CALPADS report 8.1, maintain a middle school drop out rate of 0.	The District maintained a middle school drop out rate of 0, which meets the Year 3 Outcome.

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 actions in Goal 4 were fully implemented. Challenges with implementation may be written alongside the action. Action 8 is not listed in the LCAP; therefore, action 8 is not addressed.

Action 1: Community Engagement and Workshops
The District continues to face significant facility constraints that impact the delivery of parent workshops, specifically regarding limited physical space and unreliable audiovisual infrastructure. To mitigate these barriers, the District has allocated funds to install a functional, modern audiovisual system designed to improve the quality of presentations and engagement. Despite challenges related to facility availability and the scheduling of after-school sessions, the attendance team successfully facilitated a skill-development workshop for parents of children exhibiting behavioral challenges. Feedback from participants highlighted the profound impact of these evidence-based strategies on the home environment, while the program fostered a valuable peer-support network among families. Building on this success, the District is planning an expanded series of workshops for the upcoming 2025–2026 academic year to further address behavioral health. During the current 2025–2026 cycle, workshops have successfully covered essential topics including the core curriculum, the implementation of adopted supplemental mathematics programs, and a comprehensive review of the after-school literacy initiative.

Action 2: Parent Engagement with SEL Curriculum
This action was not implemented as originally designed due to a consistent trend of limited participation observed over the previous three-year period. In its place, the District successfully facilitated a virtual parent workshop using a different funding source focused on comprehensive internet safety. Looking ahead to the 2026–27 academic year, there will be a strategic shift in service delivery to provide direct, on-site programming for fifth-grade students at three to five high-need elementary campuses.

Action 3: Parent Training for Advisory
The District provides comprehensive training to administrators regarding the statutory requirements and procedural protocols for the implementation of site-based advisory committees, including School Site Councils and English Learner Advisory Committees (ELAC). This training encompasses a rigorous review of the specific purposes, governance roles, and legal mandates governing these bodies. By sharing this knowledge with site-level committees, the District effectively builds the capacity of parent stakeholders to engage as informed partners in the collaborative development and oversight of educational programs.

Action 4: Parent Literacy Program
The Parent Literacy Program is currently facilitated on a weekly basis, with participation increasing to 33 individuals this year, representing a diverse range of linguistic backgrounds. These sessions are conducted in person throughout the academic year to ensure consistent engagement. The curriculum utilizes a multifaceted approach, incorporating the Rosetta Stone digital platform, collaborative peer groups for verbal practice, and targeted instruction in grammar and composition. Program implementation remains strategically focused on the four primary language domains: speaking, reading, writing, and listening, to ensure a comprehensive development of literacy skills among participating parents.

Action 5: Connecting Resources to Families
The District successfully hosted this event on May 2, and it has been formally established as an annual fixture on the District calendar. The event featured over 70 vendors from across the Valley, effectively connecting low-income families with essential summer programming and health resources, including mental health and dental care providers. Prominent organizations such as 4-H, the Boys & Girls Club, the YMCA, and the Boy and Girl Scouts were in attendance to facilitate student enrollment. The event also featured dynamic presentations on bicycle safety, performances by local cheer and dance ensembles, and participation from various high school clubs and organizations, alongside an interactive, hands-on STEAM museum. Additional support was provided by the Westside Rotary and the West Antelope Valley Education (WAVE) Foundation through dedicated grants, while Lakays Bike Group offered complimentary youth bicycle repairs sponsored by the Lancaster Sunrise Rotary. This well-attended community event remained steadfast in its mission to empower youth to make informed, lifelong decisions regarding their health and wellness.

Action 6: Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Students

Across the District, teachers conducted Parent-Teacher conferences during non-student days in October, offering both in-person and virtual modalities to maximize accessibility for families. Throughout the two designated non-instructional days in October, a total of 6,698 conferences were facilitated. To ensure ongoing communication regarding student progress, supplemental conferences are scheduled on an as-needed basis throughout the remainder of the academic year.

Action 7: Addressing Barriers to Student Attendance
The District employs a community liaison to provide direct oversight and coordination for eleven attendance clerks responsible for monitoring student attendance from transitional kindergarten through eighth grade. This comprehensive program is managed by a District Director, who specifically facilitates the pilot and implementation of the Short-Term Independent Study (STIS) initiative designed to support learning recovery. The attendance team meticulously tracks data ranging from manageable absences to chronic absenteeism, maintaining consistent communication with families to identify and mitigate systemic barriers to school attendance. Furthermore, the team is fully trained to facilitate parent workshops focused on addressing challenging behaviors and enhancing student motivation. These efforts are augmented by home visits conducted to ensure the overall welfare and academic engagement of the student population.

Action 8: Communication Systems
A district-wide single communication system is available to promote two-way communication with our families. This system has significantly streamlined outreach efforts by allowing for real-time parent responses and providing automated, timely translations in multiple languages. To ensure targeted communication, the platform supports the creation of specialized groups for advisory committees, extracurricular clubs, athletic teams, and specific student cohorts. Principals maintain oversight through site-specific dashboards, enabling them to monitor engagement metrics and identify potential access barriers. Families can customize their experience by receiving notifications via email, a dedicated mobile application, or SMS text messaging, while emergency alerts are prioritized for immediate delivery. As of 2026, over 90% of the parent community is actively connected to their respective school sites and the District through these digital channels.

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

The following actions indicate a material difference of wither 20% or $200,000 between budgeted expenditures and estimated expenditures:

Action 1: Community Engagement and Workshops
The difference in the increased cost of expenditures is a result of salary changes. There was a 3% pay increase that was not accounted for. Additionally, funds were used to remove barriers for parents coming on to campus using the Raptor system.

Action 2:
This action was not implemented during the 2025-26 school year. The action will be revised for an on campus experience for parents to minimize barriers for families to participate.

Action 5: Connecting Resources to Families
This action was underbudget due to the marketing decision to eliminate mailers. Survey data from the 2025 event informed this decision. Attendance was higher in 2026 than in 2025.

Action 7: Addressing Barriers to Student Attendance
The difference in the increased cost of expenditures is the result of the revamping of the program. The program was updated to focus on attendance recovery through Short Term Independent Study (STIS). This is overseen by a district supervisor who developed the program, plans for the program, and monitors the overall success. The addition of the supervisor as well as the stipend for teachers account for the additional funds.

Action 8: Communication Systems
This action was under budget due to a multi-year contract so there was no cost for this year.

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

In summary, the actions outlined in Goal 4 proved very effective in advancing the metrics established for the three-year LCAP cycle. Implementation of most actions has expanded during the 2025-2026 school year, reflecting a consistent upward trajectory in service delivery. This narrative provides an analysis of the specific progress, strengths, and challenges associated with the goal, while the corresponding data metrics for each action are detailed within the Increased and Improved Services section.

Action 1: Community Engagement and Workshops
Action 2: Parent Engagement with SEL Curriculum
Both of these actions provide opportunities for the District to work with families in a workshop setting to increase both the use of instructional strategies and SEL strategies to use at home.

Action 1 encompasses community workshops facilitated throughout the academic year, focusing on instructional support for the Illustrative Math supplemental curriculum, the enhancement of effective reading strategies, and the solicitation of stakeholder input regarding the English Language Arts curriculum adoption. Furthermore, the District collaborated with external consultants to provide parents with essential guidance on digital citizenship and online safety, while the attendance team implemented a comprehensive nine-week series centered on evidence-based strategies for managing challenging student behaviors. Although the District continues to navigate logistical constraints regarding physical facility space and the alignment of workshop schedules with parental availability, staff have mitigated these challenges by offering flexible morning and evening sessions, as well as utilizing a hybrid participation model. These efforts have been well-received, with participating parents expressing high levels of satisfaction with the provided content.

Action 2 facilitates deep parental engagement through the All It Takes parent day camp, which serves as a strategic extension of the student-centered Leadership Development

Through Physical Education (LDTPE) curriculum. The District elected to discontinue the off-site parent day camp previously utilized to teach the Notice-Choose-Act model and facilitate team-building and ropes course activities. In its place, Westside Union School District facilitated a virtual Parent Online Safety workshop through the "I Can Help" organization. This session provided parents with evidence-based approaches for discussing digital safety with their children and offered strategies for active listening and establishing healthy boundaries. Participation rates increased significantly under this virtual model compared to the previous in-person Leadership Development Through Physical Education (LDTPE) camp. The increase is attributed to the elimination of logistical barriers, as many parents previously registered for the off-site event but were unable to commit to the full duration due to student transportation and childcare responsibilities. Moving forward, the District intends to implement a localized, site-based parent participation model for the LDTPE curriculum while continuing to offer virtual sessions for online safety to ensure maximum stakeholder engagement.

Positive trends in the California Healthy Kids Parent Survey show approximately 70% of parents agreeing that school allows input and welcomes parent contributions.

Action 3: Parent Training for Advisory Committees
The District and respective school sites facilitate comprehensive training for parents participating in advisory committees, including the Superintendent's Advisory, the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC). This professional development ensures that parent leaders possess a thorough understanding of the specific purposes, governance roles, and legal mandates governing these bodies. By providing this foundational knowledge, the District effectively builds the capacity of parents to interpret school funding mechanisms, analyze performance data, and evaluate the efficacy of strategic goals, actions, and measurable outcomes. As this remains a critical regulatory and operational requirement for all advisory committees, the District will maintain this training initiative throughout the 2026–27 academic year to ensure informed and collaborative stakeholder engagement.

Action 4: Parent Literacy Program
This action is facilitated by District bilingual assistants who conduct annual outreach to parents seeking to enhance their English language proficiency. The program utilizes a comprehensive approach targeting all four language domains—reading, writing, speaking, and listening—through the integration of the Rosetta Stone digital platform and collaborative peer learning groups. Performance metrics within the Rosetta Stone system provide quantifiable data, tracking both the total hours of engagement and the specific lessons mastered by each participant. Current data indicates that members have consistently completed an extensive number of instructional hours. Furthermore, anecdotal evidence from program facilitators suggests that participating parents demonstrate increased linguistic confidence and have exhibited measurable growth in their ability to read and compose text at advanced levels. This action was deemed somewhat effective. Parents enjoy meeting in person and working with bilingual staff however, the platform Rosetta Stone was not as engaging as the parents would like. As such for the 2026-27 school year a new platform Summit K12 will be implemented. This platform is the same one students will use. Data from the new platform will be reviewed regularly by staff. Survey data with the parents will also be used to determine the effectiveness of the program.

The District utilizes the English Learner Progress Indicator (ELPI) as a primary performance metric, with current data demonstrating that 48% of English Learners are making sufficient progress toward language proficiency. Furthermore, official CALPADS reporting confirms that 97 students successfully met reclassification criteria during the 2024–25 academic year. Preliminary data for the 2025–26 school year suggests a consistent trajectory, with an anticipated 90 to 100 English Learners projected for reclassification. These outcomes underscore the District's ongoing commitment to facilitating linguistic parity and academic advancement for its English Learner population.

Action 5: Connecting Resources to Families
The District successfully hosted the 10th annual Empowering YOUth Family Festival on May 2, 2026, and the event remains a cornerstone of the annual community calendar. This year's festival featured over 85 diverse vendors from across the region, serving as a critical nexus for connecting low-income families with essential resources. These included summer enrichment programs, comprehensive health services such as mental and dental care, and youth development organizations like 4-H and the Boys and Girls Club. The event also highlighted athletic opportunities through local soccer and volleyball clubs, alongside engaging demonstrations in bike safety, karate, and performing arts. Educational pathways were further showcased through an interactive STEAM museum, secondary career technical education (CTE) exhibits, and various high school service academies. This action was highly effective at reaching out to families and community members, therefore, this service will continue in the 2026-27 school year.

Significant philanthropic support was provided by the Westside Rotary and the West Antelope Valley Education (WAVE) Foundation, which issued grants to facilitate the event's programming. Additionally, the Lakays Bike group, sponsored by the Lancaster Sunrise Rotary, provided essential maintenance services for local youth. The festival attracted approximately 1,000 community members, effectively promoting the objective of empowering youth to make informed, lifelong wellness decisions. Measurable outcomes included the provision of free bicycle tune-ups and repairs for nearly 50 students and the collection of 33 units of blood by the Red Cross Blood Bank. The festival continues to demonstrate an upward trajectory in both community participation and organizational impact each year.

Action 6: Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families

Parent and teacher conferences, implemented under Action 6, remain a significant institutional strength that highly effectively increases parental access to educational staff. Notably, 100% of families with low-performing students, low-income students, English learners, and foster youth were invited and strongly encouraged to attend. Parent survey data indicates substantial engagement, with 4,912 elementary school parents participating in a conference and 1,786 middle school conferences conducted. These figures reflect an increase in elementary school participation alongside a slight decline at the middle school level. Formal conferences are strategically scheduled in October at the conclusion of the first quarter. This timeline is highly effective, as it ensures that academic concerns are communicated to parents early in the school year, allowing for timely intervention. Consequently, this vital service will continue during the 2026–2027 school year.

Action 7: Addressing Barriers to Student Attendance
This initiative funds twelve attendance clerks, a community welfare representative, and a dedicated portion of a directorship to ensure comprehensive oversight of student engagement. The team has undergone specialized training to identify and mitigate systemic barriers, specifically targeting consistent attendance for students from transitional kindergarten through eighth grade. Particular focus is directed toward students under age six in transitional kindergarten and kindergarten who exhibit patterns indicative of burgeoning chronic absenteeism. In these cases, staff proactively inform families of the legal mandates surrounding school attendance and provide clear protocols for absence verification. A significant operational shift occurred this year with the District's implementation of the Short-Term Independent Study (STIS) program, which allows students to fulfill academic requirements during an absence, thereby facilitating learning recovery and recapturing attendance credit. This program has yielded substantial success, with nearly 20,000 attendance days recovered since its October inception. Attendance clerks are instrumental in fostering positive attendance trends within these early grade levels, which have historically faced high rates of chronic absenteeism. Consequently, District-wide attendance has increased from 93.4% in the 2024–25 academic year to 94.8% in 2025–26. This action has been deemed effective based upon the changes in the program.

Beyond administrative monitoring, District attendance clerks conduct home visits to locate missing students and provide direct support to parents of students exhibiting school-related anxiety. In instances where families remain unreachable through standard channels, the team collaborates with local law enforcement to perform formal wellness checks. This comprehensive approach serves as a critical component of the District's strategy to address its status in Differentiated Assistance for seven student subgroups specifically identified in the area of chronic absenteeism. Given the demonstrated efficacy of these interventions, this action will remain a priority throughout the 2026–27 school year.

4.9 Communication Systems
Originally introduced as a new initiative during the 2024–25 academic year and maintained as a strategic goal for 2025–26, this service utilizes the ParentSquare platform to facilitate unified, bidirectional communication with families. Comprehensive data from the ParentSquare dashboard indicates that 99.5% of District families are reachable via email, telephonic contact, or SMS text messaging. Current engagement metrics show that 88% of families receive communications via email and 14% via text, while 62% of families actively engage through the dedicated mobile application. To date, 7,015 of the 11,338 registered parents have interacted with the system. Despite being a relatively recent implementation, the transition to a singular communication interface has been met with high levels of parental satisfaction. The platform has effectively reduced communicative ambiguity and increased participation rates for digital polls and authorization forms, such as the California Healthy Kids Survey (CHKS) consent process. Furthermore, both the Superintendent's Advisory and the District English Language Advisory Committee (DELAC) have provided favorable feedback regarding the system's utility. Consequently, the District will continue this service throughout the 2026–27 school year to maintain high levels of stakeholder engagement.

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

The following changes will be made to Goal 4 Actions:

Action 2: Parent Engagement with SEL Materials:
There is an increase to this action. Historically, there was an offsite, Saturday event for parents. It was deemed ineffective due to 60% of parents who registered not showing up for the event. In the 2026-27 school year the District will pilot a 5th grade on campus parent event at the four highest need schools. This change will result in higher costs for the consultant to come to the school sites and the expansion of the program from 30 parents with the potential of reaching over 400 parents.

Action 7: Addressing Barriers to Student Attendance
There is an increase to this action based upon the implementation timeline of the program. In the 2025-26 school year the program started 2nd quarter. It is anticipated that the program will begin on day 1 of school. Additional costs for recovery of attendance via Short Term Independent Study (STIS) are accounted for in the teacher stipends for completing the STIS requirements.

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	Community Engagement and Workshops	To increase parent involvement in school, the District will provide workshops for parents and guardians of unduplicated student groups, which may include district adopted curricula, supplemental curricula, student safety on the internet, college requirements, and/or mental health. This action will include needed staff to coordinate trainings, work with parents, consultant fees, and materials for workshops.	$271,833.00	Yes
2	Parent Engagement with SEL Curriculum	The District directors and site administration will provide a parent day at Leadership Camp to parents of low income students in order to develop parent strategies to assist with the development of social emotional competency within the family setting. This action will fund transportation for parents to attend, consultants, extra duty for certificated or classified staff, and supplies.	$41,946.00	Yes
3	Parent Training for Advisory Committees	In building a partnership with parents, the District directors and site administrators will provide collaboration opportunities and training for current advisory committee members (i.e.. School Site Council, ELAC, and DELAC) in site and district governance, effective use of data to drive improvement of the instructional program, as well as budgeting funds as applicable, to best meet the needs of all students. There are no funds allocated for this action.	$0.00	No
4	Parent Literacy Program	To increase parent involvement in school, a Bilingual Assistant will provide an opportunity for parents of English learners to participate in an English Language Literacy Program. Parents of English learners can feel isolated from the school environment due to language limitations, which can lead to a decrease in advocacy and communication. This action will focus on developing communication skills for parents so that they feel connected to their child's education while also continuing to increase parent participation on campus. This program celebrates parents becoming dual language speakers.	$42,056.00	Yes

5	Connecting Resources to Families	The collaborative Empowering Youth Committee comprised of parents, certificated staff, and classified staff will provide access to community agencies to parents of low income students through the coordination of the annual Empowering YOUth Festival. This action will fund supplies, vendors, community presentations, and materials.	$31,600.00	Yes
6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Teachers will provide additional conference times for parents during two non-student days to collaborate on the student progress of EL students, low income students, and foster youth. Conferences for foster youth may include social workers and counselors. This action will fund two days for certificated staff to meet with parents during flexible hours.	$682,468.00	Yes
7	Addressing Barriers to Student Attendance	Attendance Workers will collaborate with the District Community Liaison to address barriers to attendance by providing communication of community/district resources to families, tracking attendance, and creating attendance interventions for low income students. This action will fund 5 Attendance Workers, supplies to implement the program, professional development as needed, certificated extra duty, and school supplies and backpacks for low income students. This service supports the most chronically absent student groups site wide based on the Pupil Engagement Indicator.	$1,708,887.00	Yes
9	Communication Systems	In order to build consistent and efficient communication systems for parents of low income students, English learners, and foster youth, the District will research and move towards implementation of a supplemental online platform. Streamlined online communication systems eliminate barriers and provide access to communication for families. This eliminates the use of multiple online applications, broadens access to families, and provides a platform for two-way communication.	$5,150.00	Yes

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
$13,940,268.00	$578,624.00

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
14.04%	0.00%	$0.00	14.04%

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
Goal 2 Action 9: Equitable Access to Technology	Low income students demonstrate lower achievement rates on both the CAASPP and NWEA, which may be as a result of access to technology to complete assignments beyond the school day. Low income students demonstrate a need for access to technology and/or connectivity at home. Low income families often have limited and/or no devices available for families with multiple siblings as well as inconsistent connectivity to online curriculum and supplemental curriculum. The District encompasses 360 square miles, some of which is very remote; therefore, access and connectivity are a concern for low income families in these areas. In the 2023-24 school year, the District distributed 3,115 devices as well as a number of hotspots as a result of parent requests. In the 2024-25 school year, the District distributed 3,700 devices as well as a number of hotspots as requested by parents.	Students using an assigned device as well as connectivity through a hotspot will demonstrate increased use of online supplemental supports/interventions, curriculum access, and work completion. The District will continue to distribute devices and hotspots to students based on parent requests. This action is principally directed to low income students; however this action is provided on an LEA-wide basis because all students can benefit from an assigned device and connectivity at home.	Metrics used to monitor effectiveness include the number of devices distributed and academic achievement results for low income students on the CA Dashboard and NWEA (Goal 2).

Goal 2 Action 10: Management, Distribution, and Repair of Student Technology	CAASPP results and NWEA data indicates lower proficiency rates for low income students. Access to working technology beyond the school day may cause a barrier for low income students. There is a continual need communicated from parents for online support using District distributed devices. 3,115 devices have been distributed to low income students during the 2023-24 school year for use at home. Low income families need access to technicians through email and the District technology helpline to troubleshoot connectivity and repairs. Continual maintenance is needed to keep these distributed devices working consistently. During the 2024-25 school year, the devices distributed totaled 3,700 Chromebooks, which is an increase from the 2023-2024 school year. This increase parallels the ongoing need for technology use at home.	The District will continue to provide timely and efficient repair and distribution of technology and hotspots to families in order to mitigate technology barriers and increase student access to curriculum and supplemental online programs. The District will maintain the technology helpline for families to support quick repair and troubleshooting issues that may prevent a student from accessing the curriculum beyond the school day. As a result of this service, low income students will increase work completion rates as well as demonstrate increased academic achievement on state assessments and local benchmarks. This action is principally directed at meeting technology access and connectivity for low income students. However, this service is provided at an LEA-wide level because all students with technology at home can benefit.	The District will record the number of devices distributed and monitor the effectiveness of technology support. The District will monitor achievement rates on the CAASPP and NWEA for low income students. (Goal 2)

Goal 2 Action 12: (AVID) Student Engagement in a Challenging and Relevant Program	In analyzing the needs of low income students, the District observes that low income students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning, and students lacking fully developed skills such as organization, note taking, goal setting, and collaboration. Low income student performance on the CAASPP is 36% Proficient in ELA and 21% Proficient in Math. Although, low income students are showing some growth, this student group is performing below non low income students. In the 2024-25 school year, low income students have increased proficiency levels on the CAASPP; however, there continues to be a discrepancy in student group performance. Low income student performance on the CAASPP is 37.1% Proficient in ELA and 24% Proficient in Math. As part of the WASC evaluation process, the external school site review teams have indicated the need to continue and increase AVID college and career readiness skills at multiple school sites under review.	The District will provide AVID site licenses for all schools, which includes online professional development; AVID Weekly reading opportunities to hone in on reading comprehension skills; and access to the ongoing school wide implementation tool, which focuses on the AVID pillars of Instruction, Systems, Leadership, and Culture. The District will provide AVID Foundation training for teachers, which provides strategies to embed in lessons that focus on reading, writing, inquiry, organization, and collaboration (WICOR). These high-leverage strategies will assist in providing strategic access to the content for low income students. AVID site licenses also provide implementation and monitoring support to school sites from an AVID Program Manager. Thus, supporting sustainable AVID systems. This action is principally directed towards the needs of low income students; however this action is provided on an LEA-wide basis because all students can benefit from college and career readiness skill development.	The metrics used will include qualitative measures, such as observations of evidence-based strategies applied by teachers, review of the site reflection results on the AVID CCI document, and the academic achievement results for low income students on both the CAASPP and NWEA (Goal 2).

Goal 2 Action 13 (AVID in Middle School) Student Engagement in Structured Collaborative Learning	In analyzing the needs of low income students, the District observes that low income middle school students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning, the needed development of problem solving skills to conceptualize challenging concepts, and the need for exposure to colleges and technical schools. There is a disparity between performance levels of low income students and non low income students. Based on the math NWEA winter results for 7th grade, low income students are performing at the 33 percentile and the 8th grade low income students are performing at the 36 percentile. Non low income students in 7th grade are at the 53 percentile and 8th graders are at the 51 percentile. Based on the NWEA winter results in the 2024-25 school year, 7th grade low income students are performing at the 40 percentile in math and the 43 percentile in reading. 8th grade low income students are performing at the 39 percentile in reading and the 40 percentile in math, which represents some growth. However, this student group continues to show a discrepancy.	The District will offer AVID Elective sections at Joe Walker Middle School and Hillview Middle School. Del Sur is moving towards full implementation of an AVID elective; however, they will continue with a study skills course until staff is fully trained and hired. The majority of students enrolled in the AVID Elective courses are low income first generation college-bound students. The AVID elective sections offer students enhanced collaborative small group instruction to engage in learning through an inquiry model while clarifying points of confusion within core content. While students can work on all subject areas, math courses appear to be the most challenging. AVID tutors (paraeducators) are hired to work with students in the AVID elective courses, which provides additional collaboration and academic discussions using the inquiry method. The AVID site teams will continue to monitor AVID implementation and complete the annual CCI, which is a reflection tool to build AVID systems and supports. This action is principally directed to low income students; however the college and career readiness skills can benefit all students. Furthermore, as part of the AVID program, the AVID Site Team provides professional development and school wide implementation support for all students to both AVID paraeducators and teachers.	The metrics used will include qualitative measures, such as observation of evidence-based AVID strategies, implementation of AVID tutorials, and review of the CCI, a reflective tool completed annually. Additionally, academic growth will be monitored using the NWEA assessment results (Goal 2), and AVID students will be offered a survey.
Goal 2 Action 14: Equitable Access to the Programs	Low income students traditionally lack access to an optional GATE assessment due to transportation or knowledge of the assessment. Therefore, there are low numbers of low income students enrolled in the GATE program when an optional assessment is provided. Low income students, that are not identified as GATE students, may lack access to advanced courses in middle school and high school.	The District will provide 4th grade students with an assessment to identify them for the GATE program. Communication and assessment results are provided to the parents. For students that miss the assessment in 4th grade, the District will provide another path for identification based on student performance, which requires a student score at Exceeds Standards for two concurrent years on the CAASPP for both ELA and math. This will ensure equitable access across grade levels. This action is principally directed to low income students; however, this service can benefit all students so that they have increased opportunities for rigorous and/or advanced course work.	The metrics used for this action will include tracking the number of students and student groups identified yearly for the GATE program.

Goal 2 Action 15: Increased Arts Program	Low income students can exhibit a lack of access to extracurricular activities outside the school day due to transportation requirements and limited funds. Based on the Elementary California Healthy Kids Survey in 2024, 64.5% of 5th and 6th grades responded "Yes, most of the time" or "Yes, all of the time" that they feel connected to school. And in 2025, data from the Elementary California Healthy Kids Survey indicates, 65% of elementary school students indicated "Yes, most of the time" or "Yes, all of the time" that they feel connected to school. Data from the survey continues to reflect a need to connect students to school in a variety of ways, such as through increased music and art opportunities. Low income students not engaged in the school environment may also struggle with attendance and behavior. Based on outreach to families, parents continue to inform the District of a desire for students to be exposed to a wide variety of engaging activities, such as music and art.	The District will provide arts instruction from a roving credentialed teacher to students at the three lowest poverty schools. Arts instruction may include music, fine arts, and/or drama. This service is principally directed to low income students. However, all students can benefit from arts instruction, which will result in increased student connectedness and engagement.	The District will monitor the student school connectedness results on the California Healthy Kids Survey for elementary students. (Goal 3) The District will monitor chronic absentee rates. (Goal4) Qualitative measures such as student observations in the program will be reviewed.

Goal 2 Action 16: Reading and Math Intervention from Kindergarten through 8th Grade	Based on enrollment of low income students, this student group has historically had a lack of exposure to early education due to access to transportation and knowledge of enrollment opportunities in transitional kindergarten and/or preschool. As a result, low income students may enter school with less exposure to listening and speaking opportunities, which can impact academic achievement in reading, writing, and a conceptual understanding of math. Classroom sizes across the District can create the need for combination classes, which can be difficult for low income students that do not have the skills to work independently due to a lack of exposure to early education. Additional teachers hired at the same early elementary grade levels can mitigate this barrier for low- income students. Math achievement scores on the CAASPP and the NWEA District assessments for low income students, continue to lag behind non low income students. In 2023, CAASPP results in math for low income students showed 21% proficient while all students scored at 30% proficient. Therefore, there is an identified need to provide low income students with a supplemental math program to support an inquiry-driven approach to solidify conceptual mathematical concepts. In 2024, CAASPP results in math for low income students showed an increase to 24% proficient, which is an increase; however, there continues to be a discrepancy between student groups.	NWEA Reading Fluency data shows an increase in the essential and foundational skills needed to read. Decoding Power, a supplemental direct teaching program for early readers will be purchased for all elementary teachers to increase direct and explicit reading. Thereby, supporting the continued increase in reading achievement through a sequential and systematic program. Timely and efficient skills assessments in the NWEA system will be provided and analyzed to intentionally target learning gaps in the early elementary grades. These skills assessments are included beyond the expected assessments completed three times each year. The supplemental math program, Illustrative Math, will be purchased for all teachers in grades kindergarten through 8th grade. The program provides collaborative and hands-on opportunities to grapple with and practice mathematical concepts. Professional development through the CORE Online Elementary Reading Academy will continue to be offered to teachers to build the knowledge base and theory behind the science of reading. This service is principally directed to low income students; however, all students will benefit from direct and explicit reading instruction and inquiry driven math lessons. This service supports the most underachieving student groups District and site wide in ELA and math.	The District reasonably believes that the focus on math and reading will positively impact academic achievement. The District will monitor the ELA and math CAASPP results on the CA Dashboard (Goal 1) as well as the NWEA Reading, Math, and Reading Fluency Data for low income students (Goal 2).

Goal 2 Action 17: Diagnostic Assessments	NWEA and CAASPP results, in both ELA and math, show a discrepancy in academic achievement for low income students compared to non low income students at all grade levels. Parent input also indicates a need for continued communication of specific skill gaps for students in both ELA and Math. Parents want to know specific skills and standards in which their children struggle, and they have asked for advice on how to close these knowledge gaps.	The NWEA Reading, Math, and Reading Fluency assessments will be provided to students three times each year. The timely and formative results are analyzed at school sites in grade level teams to efficiently provide intervention and instruction of unlearned concepts. Timely intervention within the classroom and referrals to Tier II programs beyond the school day are a direct result of progress on the NWEA assessments. And for low income students with a discrepancy in learning, early intervention is pivotal in closing the achievement gaps. The District will consistently communicate student progress to parents/guardians at progress reporting periods. This action is principally directed to low income students; however, this service is provided to all students LEA-wide because all students and families benefit from early and timely academic intervention to propel academic achievement.	The District will monitor implementation of the NWEA assessments assuring a high participation rate. Additionally, the District will monitor NWEA progress results of all student groups (Goal 2).

Goal 2 Action 20: Career Technical Education (CTE) Pathway	Low income students historically have limited access to college and career exposure. Based on the student results of the CA Healthy Kids Survey, 13% of middle school students indicated that their parents did not finish high school. Additional exposure to college, career, and technical options opens up exposure to students that may not have supplemental exposures to a wide variety of career opportunities. Based on feedback from both the Superintendent's Advisory and the District English Language Advisory Committee, parents continue to recommend additional career exposure. Collaboration with these parents indicates that their children would benefit from learning about career fields to both incite interest as well as increase motivation to learn through hands-on experiences. Parents provided possible areas of exposure, which included engineering, science in the health industry, music, fine arts, robotics, financial literacy, public speaking, coding, and leadership. 2023 Math CAASPP results demonstrate a discrepancy between low income and all students. 21% of low income students are proficient in math while 30% of all students are proficient in math. In 2024 the Math CAASPP results demonstrate a slight increase to 37.1% proficiency in ELA and 24% proficient in math. With increased opportunities for rigorous and engaging skill application, it is reasonable to expect that student academic achievement results will increase.	The District will continue to explore options to infuse career and technical skills into learning opportunities, which may be provided during the school day or beyond the bell. This may include supplemental professional development for teachers and staff as well as supplies to begin implementation. The District will develop a comprehensive plan to begin implementation across school sites. The plan will continue to involve parent feedback to address the needs of low income students. In the 2025-25 school year, both comprehensive middle schools will have hands-on careers labs, and the elementary schools will have access to career exploration kits. This action is principally directed to low income students. However, this service is provided LEA-wide because all students will benefit from increased career and technical opportunities.	The District will monitor implementation and track the number of students participating in the additional opportunities. The District will continue to collaborate with parents, students, and staff in the development of the plan. The District will monitor the academic achievement rates of low income students compared to all students. (Goal 2)

Goal 2 Action 21: Ensuring Instructional Coherence and UDL for Students	Low income students demonstrate lower achievement rates on both the CAASPP and NWEA, which may be as a result of a lack of instructional pivotal access points to learning embedded within instruction. Low income student performance on the CAASPP is 37.1% Proficient in ELA and 24.0% Proficient in Math. Although, low income students are showing some growth, this student group continues to perform below non low income students; thus, indicating a disparity.	The District will provide two coaches at each school sites to support lesson design (ELA and math) that includes evidenced-based strategies and opportunities to increase access to instruction; thus, accelerating academic achievement. With coaches working alongside site teachers in site level PLCs or through a one-to-one service model, they will provide timely and accessible on-the-spot guidance. The additional coaches will participate in supplemental professional development and data reflection at a district level to enhance work at the school sites. This action is principally directed to low income students; however, this service is provided on an LEA-wide basis because all students can benefit from evidenced-based strategies and increased opportunities for learning.	Metrics used to monitor effectiveness include reflection on the CAASPP (math and ELA) assessment results as well as the NWEA Map Growth assessments completed three times each year. (Goal 2) Additional metrics will include qualitative measures, such as a reflection on the supports from teachers and coaches gathered through feedback sessions and/or survey results.
Goal 3 Action 3: Addressing Inequitable Barriers	Upon analysis and reflection of data, there is a need to address discrepancies in academic achievement and school connectedness for low income students. The data demonstrates that low income students are performing at a lower rate; may have attendance barriers that impact regular attendance; and some may be exhibiting signs of trauma or a lack of connection to school, which results in higher suspension rates. * On the CAASPP, 21% of low income students are proficient in math, and 36% of low income students are proficient in ELA compared to 45.6% of all students proficient on ELA and 30% of all students proficient on math * Based on the CA Dashboard, 31.2% of low income students are chronically absent compared to 25.3% of all students. * Based on the CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students. Based on the data from the 2025-2026 school year: * On the CAASPP, 37.1% of low income students are proficient in ELA and 24% of low income students are proficient in math. * Based on the CA Dashboard, 27.2% of low income students are chronically absent compared to 21.5% of all students. * Based on the CA Dashboard, 5.8% of low income students were suspended at least once compared to 4.4% for all students.	School administrators, counselors, psychologists, directors, and instructional coaches will participate in professional development. Professional learning will include systematic and tiered application of learning to address academic disparities, student engagement, barriers to attendance, the impact of trauma, and school connectedness. Academic coaches will work with teachers to assist in rigorous and meaningful lesson implementation as well as classroom routines that connect all students to the learning environment. Instructional coaches will routinely connect with teachers to provide on-the-spot coaching, long-term planning, and goal setting to increase student engagement. This action is principally directed to low income students and will be offered on an LEA-wide basis because all students will benefit from systems of support that address barriers to full engagement in the learning environment.	The District will monitor academic CAASPP and NWEA achievement (Goal 2), suspension rates (Goal 3), and chronic absenteeism (Goal 3) for low income students. The District will monitor school connectedness on the CA Healthy Kids Survey (Goal 3). The District will document the number of teachers working with instructional coaches and provide qualitative data specific to classroom instruction and student engagement.

The 2024 CA Healthy Kids Survey, completed annually, shows a diverse pool of student respondents. Concerning areas, which can specifically address low income families, include the following:
* 5% of middle school students missed school within the last 30 days because of lack of transportation
* 13% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger
* 12% of middle school students missed school within the last 30 days because they had to help a family member
* An average of 14% of middle school students have considered attempting suicide within the last 12 months
* An average of 4.5% of middle school students were harassed within the past 12 months because someone thought they were an immigrant
* 4% of middle school students have used a vaping device 4 or more times

The 2025 CA Healthy Kids Survey represents a diverse pool of student respondents. Areas of continued concern, which specifically address low income families, include the following:
* 3.5% of middle school students missed school within the last 30 days because of lack of transportation
* 7% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger
* 5.5% of middle school students missed school within the last 30 days because they had to help a family member
* An average of 4% of middle school students were harassed within the past 12 months because someone thought they were an immigrant
* 1% of middle school students have used a vaping device 4 or more times.

This data continues to indicate issues of school connectedness; low income challenges such as transportation and family care impacting regular attendance; and some drug use, which may be a

	form of coping as a result of long term poverty. Therefore, there is an identified need to determine root causes and systems of support so that low income students are fully engaged in learning and the school community.		
Goal 3 Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support	Analysis of data on the CA Dashboard presents the following for low income students: * Based on the 2023 CA Dashboard, 31.2% of low income students are chronically absent compared to 25.3% of all students. * Based on the CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students. * Based on the 2024 CA Dashboard, 27.2% of low income students are chronically absent compared to 21.5% of all students. * Based on the CA Dashboard, 5.8% of low income students were suspended at least once compared to 4.4% for all students. The 2024 CA Healthy Kids Survey had a diverse pool of respondents. Analysis of the CA Healthy Kids Survey indicates the following concerns: * 5th and 6th grade students answered an average of 63% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 7th and 8th grade students answered an average of 49% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 63% of middle school students indicate that they are academically motivated * 34% of 7th grade students indicate chronic sadness * 31% of 7th graders indicated social and emotional distress * 13% of middle school students indicated that their parents did not finish high school The CA Healthy Kids Survey was provided in the 2025 school year, which note the following results: * 5th and 6th grade students answered an average of 65% that they feel connected to school either "Yes, most of the time" or "Yes, all	Each elementary school has one dedicated counselor, with the exception of Sundown Elementary and Esperanza Elementary. Sundown school has a larger percentage of low income students from the two shelters within the school boundaries. Therefore, this elementary school has two counselors. Each comprehensive middle schools has two counselors. A team of counselors presents calibrated lessons in every classroom in all grades on topics such as time management, zones of regulation and coping skills, academic goal setting, and A-G requirements. All lessons are connected to the ASCA mindsets and behavior student standards, and the majority of lessons include pre and post student assessments, which measure the impact of the lesson content. Tier II lessons are conducted each quarter and focus on attendance, academic goal setting, and behaviors that impact student engagement. Tier II lesson interventions are provided over six to eight weeks. Students participating in these small groups have an increased need for support and regular check-ins. One-on-one or short-term counseling is provided individually to students with specific needs, which may include grief, trauma, and/or anxiety. The comprehensive counseling program is based on the American School Counseling Association (ASCA) framework. School counselors complete risk assessments in conjunction with the school psychologist. School counselors provide parent lessons and information on high school requirements, promotion requirements, and skill development. Many counselors also assist in parent classes to assist families with challenging student behaviors. This action is principally directed to support the needs of low income students. However, this action is provided on an LEA-wide basis because all of the District's students can benefit from social emotional support, attendance support, and behavior supports from the counseling team.	The District will monitor the student participation rates for Tier II groups provided by the school counselor, the trends in risk assessment data from year to year, and the total numbers of lessons and small group lessons provided by the counselors. The District will monitor the student responses on the CA Healthy Kids Survey school connectedness and mental health indicators. (Goal 3) The District will review the results on the CA Dashboard that address attendance (Goal 4) and suspension rates. (Goal 3)

	of the time" * 7th and 8th grade students answered an average of 46% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 61% of middle school students indicate that they are academically motivated * 34% of 7th grade students indicate chronic sadness * 5% of middle school students indicated that their parents did not finish high school As a result of long-term trauma, students experiencing poverty can show a decreased connection to learning, an increase in risky behaviors, and in increase in anxiety and sadness. Adults that do not graduate from high school may struggle with an adequate annual income at a greater rate, which can result in poverty contributing to long-term trauma within the family. Student middle school surveys indicate the counseling lessons that have the greatest impact include mental health, high school preparation (A-G requirements), and transitioning to high school.		
Goal 3 Action 5: Supplemental Support Staff to Address SEL and Trauma	Schools with the highest poverty rates, demonstrate an increased need for low income students struggling with attendance, academics, and challenging behaviors. These schools have a higher rate of foster students, families experiencing homelessness, and poverty. Low income families may lack resources, such as transportation, consistent housing, and adequate food needs. Therefore, impacting the levels of long-term trauma on the family. These needs can exacerbate barriers to regular attendance and behavior regulation. Additional data identifying the need for increased services is noted in Goal 3 Action 4, since this is a supplemental support to the counseling program specifically addressing the needs of the highest poverty schools.	This action is a layered service that works specifically with Goal 3 Action 4 (Counselors). Paid counseling interns work alongside the full-time counselors to provide additional on-the-spot supports for low income students at the highest poverty schools in the District. This may include additional classroom lessons, one-on-one routine check-ins with students, and Tier II small group supports. This action is principally directed to low income students at the schools with the highest socio-economically disadvantaged rates. This action is provided school wide because all students will benefit from additional social-emotional supports. The service is supported with add-on Concentration Grant Funds. For an additional explanation of needs and implementation see the narrative addressing the description of the plan for additional concentration grant add-on funding. The District believes that this is the most appropriate and effective service to address the needs of low income students and foster youth at the identified schools.	The District will monitor the CA Healthy Kids Survey school connectedness rates. (Goal 3) The District will monitor the CA Dashboard low income attendance (Goal 4) and suspension rates. (Goal 3)

Goal 3 Action 6: Promoting Positive Social and Emotional Competency (CCA)	Long term trauma for low income students can adversely affect connections to school, which can result in high rates of absences and behavior challenges. Analysis of data on the 2023 CA Dashboard presents the following for low income students: * Based on the CA Dashboard, 31.2% of Low Income students are chronically absent compared to 25.3% of All Students. * Based on the CA Dashboard, 5.3% of Low Income students were suspended at least once compared to 4.1% for All Students. Analysis of data on the 2024 CA Dashboard presents the following for low income students: * 27.2% of Low Students are chronically absent compared to 21.5% of All Students. * 5.8% of Low Income students were suspended at least once compared to 4.4% for all Students. Based on the 2023 California School Parent Survey provided annually to parents, 6% of parents disagree or strongly disagree that the school is a supportive and inviting place for students at the elementary level while 14% of parents disagree that school is a supportive and inviting place for students at the middle school level. The need is also representative of input from the parents of unduplicated student groups at advisory meetings, which include concerns specifically regarding student-to-student safety during unstructured times of the day.	Campus Climate Assistants and other staff leads will provide proactive on-the-spot support to build social and emotional competency for low income students during unstructured play. This may also include routine check-ins with students to assist in connecting students to a caring adult on campus. Campus Climate Assistants work in conjunction with the school counselors and administrators to provide SEL support, immediate conflict resolution to students, and a safe environment. The staff will be trained in Leadership Development Through Physical Education (LDTPE), the social emotional curriculum taught during PE. The team will also attend training in the Notice - Choose - Act framework to help students learn to reflect and problem solve situations. Additional training will include the structures, games, and systems in the PlayWorks program. With the majority of school conflicts resulting from issues during unstructured play times such as lunch and recess, the team of CCAs will create zones of play with guidance on the rules of the game. This District reasonably expects a greater number of students to participate in structured and vigorous physical activities. Thus, creating a school environment of safety during play. Additionally, the physical benefits of play during lunch and recess will show increases in social and emotional health, decision-making, and collaboration skills. Campus Climate Assistants in conjunction with other staff and administrators will provide the structure of the PlayWorks program while teaching students to become active participants in safe play. The District reasonably expects a decrease in behavior challenges on the playground, which can result in both time out of class and suspensions. This action is principally directed to low income students; however it is being provided on an LEA-wide basis because all students will benefit from social emotional skill development and the positive outcomes of physical play in a safe environment. This service will provide support to the lowest achieving District and site student groups in the area of school climate.	The District will monitor the CA Dashboard attendance and suspension rates for low-income students. (Goal 3) The District will continue to gather feedback from parent groups through the CA School Parent Survey as well as through other advisory committees. The California Student Parent Survey will be monitored. (Goal 4)

Goal 3 Action 8: Intensive Behavior Support	As a result of long term trauma, some low income students exhibit extreme social emotional behavior challenges that impact full engagement in the educational program. This can result in a higher degree of students out of class working through a de-escalation process or suspended from the school environment. Additionally, low income students can have a decreased exposure to social situations and routines found in a school or childcare setting. With this lack of exposure, students can be under schooled and lack social emotional skills needed in a structured school setting. Based on the 2023 CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students. Based on the 2024 CA Dashboard, 5.8% of low income students were suspended at least once compared to 4.4% for all students.	One full time behaviorist and three consultants work with students and teachers on extreme and challenging behaviors. The behaviorists spend time with the teacher to develop structured supports as well as provide the staff with possible triggers that lead to extreme outbursts or elopement from the classroom. This service is principally directed to low income students. However, this action is being provided on an LEA-wide basis because all students can benefit from social emotional supports, which will contribute to increased student engagement.	The District will monitor the CA Dashboard suspension rates. (Goal 3) The District will review qualitative feedback on program supports from the staff.

Goal 3 Action 12: Application of Professional Development for Certificated Staff	2023 Math CAASPP results for unduplicated student groups indicate an academic discrepancy for low income students compared to all students: Low income 21% proficient EL 9% proficient Students with Disabilities 9% proficient Foster Youth 11% proficient 2024 Math CAASPP results for unduplicated student groups indicate an academic discrepancy for low income students compared to all students: Low income 24% proficient EL 12% proficient Students with Disabilities 10.82% proficient Foster Youth 8.34% Math NWEA MAP 2023-2024 normed percentile rankings demonstrating a discrepancy between low income students and All Students: 2nd grade 25 3rd grade 31 4th grade 37 5th grade 28 6th grade 33 7th grade 33 8th grade 36 ELA NWEA MAP 2023-2024 normed percentile rankings demonstrating a discrepancy between low income students and All Students: 2nd grade 32 3rd grade 36 4th grade 42 5th grade 38 6th grade 44 7th grade 36 8th grade 40 As a result of parent workshops reviewing the use of the supplemental curriculum, Illustrative Math, parents overwhelming understood and expressed the importance of student's grabbling with mathematical processes through inquiry and collaboration. Thus, increasing conceptual mathematical understanding and use of academic language.	Professional development will be provided to certificated staff through the Westside Institute series, which includes up to 10 days before school begins in August as well as an additional 10 days throughout the school year. Professional development is provided to increase workshop time beyond the core curriculum to engage and enhance learning. Content may include training in the use of Illustrative Math, Thinking Maps (writing), Universal Design for Learning (UDL), AVID Foundations, Al's Pals (SEL for lower elementary), Rosie Ready, and Leadership Development Through Physical Education (LDTPE SEL for elementary and middle school PE). This action is principally directed to low income students. However, this action is provided LEA-wide because all students benefit from enhanced strategies and supplemental curriculum support. This action supports the most underachieving student groups at the District and site level.	The District will monitor academic discrepancies in the NWEA Math and Reading results as well as NWEA Reading Fluency (lower elementary) data for low income student groups. (Goal 2) The District will monitor academic progress discrepancies on the CASSPP, both ELA and Math, on the CA Dashboard for low income students. (Goal 2)
Goal 3 Action	The 2024 CA Healthy Kids Survey had a diverse	Professional development options will be available for	The District will continue to monitor the CA

13: Application of Professional Development for Classified	pool of respondents. Analysis of the CA Healthy Kids Survey indicates the following concerns: * 5th and 6th grade students answered an average of 63% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 7th and 8th grade students answered an average of 49% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 63% of middle school students indicate that they are academically motivated * 34% of 7th grade students indicate chronic sadness * 31% of 7th graders indicate social and emotional distress * 13% of middle school students indicate that their parents did not finish high school. The CA Healthy Kids Survey was provided in the 2025 school year, which note the following results: * 5th and 6th grade students answered an average of 65% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 7th and 8th grade students answered an average of 46% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time" * 61% of middle school students indicate that they are academically motivated * 34% of 7th grade students indicate chronic sadness * 5% of middle school students indicated that their parents did not finish high school Paraprofessionals working with students have increased access to students in the classroom and during unstructured times. The District understands that when staff prioritizes relationships with students, they have connections to a caring adult. Thus, students feel connected to the learning environment. Based on feedback from the California School Employees Association (CSEA) members, there is a need to increase professional development to assist with the students demonstrating non-compliance and risky behaviors. Many low income students experience long-term trauma.	paraprofessionals, bilingual assistants, Campus Climate Assistants, playground staff, librarians, and attendance liaisons. Professional development is offered in the fall before school and other non-student days, which includes flexible times. Workshops will include topics, such as trauma-informed practices, strategies for de-escalation, academic strategies to increase hands-on and collaborative learning, verbal strategies to increase academic questioning and checking for understanding, learning center games for the supplemental Illustrative Math curriculum, and AVID group tutorial procedures. This action is principally directed to low income students. However, this service is provided LEA-wide because all students will benefit from increased practice of skills and connections to classified staff members.	Healthy Kids Survey in the areas of school connectedness. (Goal 3) The District will monitor the academic discrepancies in achievement in ELA and math for low income students. (Goal 2) The District will continue to collaborate with members of CSEA to gather qualitative data and needs in working with low income students. (Stakeholder feedback)

	Therefore, they may need additional academic and behavior supports. Conversation with the members also showed great concern for increased professional learning strategies to work with students to support academics, de-escalation of behaviors, and student engagement. This discussion included an increased need for paraeducators at all levels. Additional feedback from CSEA members included changing the length of time of the training with options to include morning and afternoon sessions, so that a greater number of staff could attend while avoiding missed shifts.		
Goal 3 Action 14: Building Social Emotional Competency	There is an identified need communicated by educational partners and parents to increase supports for students experiencing trauma and challenges. In addition to increasing staff and training, the social-emotional learning (SEL) curriculum provides an additional layer of skill development to assist students to reflect on how others perceive their actions, learn that other student's perceptions may be different than their own, learn to increase ways to positively communicate to others, and nurture a sense of empathy. These skills will increase a student's opportunities to build meaningful connections and relationships. The 2023 CA Dashboard notes that 5.3% of low income students have been suspended at least once and 31.2% of low income students are chronically absent. The 2024 CA Dashboard indicates that 5.8% of low income students have been suspended at least one and 27.2% of low income students are chronically absent. The District believes that when low income students are connected to school and have developed resiliency skills to remain engaged positively in school, low income students will show a decrease in chronic attendance rates and a decrease in suspension rates.	The Leadership Development Through Physical Education Program (LDTPE) will continue to be embedded in the PE program. PE teachers, paraprofessionals, Campus Climate Assistants, administrators and Playground staff will have the opportunity to be trained during the school year. This includes direct service days with consultants for the PE teachers and participating PE aides. This action is principally directed to low income students. However, this action will be provided LEA-wide because all students benefit from gaining social and emotionally skills.	The District will monitor the discrepancies noted on the CA Dashboard for chronic absences and suspension rates for low income students. (Goal 2) The District will continue to gather feedback as qualitative data from educational partners, including students.

Goal 3 Action 15: Building Self-Efficacy Through Experiences	Based on self-identified issues on campus from the 6th grade students attending the All It Takes Camp, they noted that rumors, bullying, fighting, disrespect, and drama were critical to overcome in order to engage in the learning environment. Based on the 2023 CA Dashboard, 5.3% of low income students have been suspended at least once from school compared to 4.1% of all students. Based on the 2024 CA Dashboard, 5.8% of low income students have been suspended at least once from school compared to 4.4% of all students. This indicates an increased need for low income students to develop social-emotional resiliency skills such as perseverance and coping skills, which are embedded in the LTDPE curriculum.	All 6th grade students will participate in the All It Takes Leadership Camp. The day camp provides an additional layer of learning beyond the introduction of skills in the physical education LDTPE SEL curriculum. At camp students use the Notice - Choose - Act framework to address problematic issues that are impeding the school community's ability to promote a positive and safe school culture. Students will practice teamwork, problem solving, communicating, and learning how to apologize. 6th grade teachers across the District participate in the day camp with their students, which allows them to participate in the learning. Transportation is provided for students to attend the camp at The Painted Turtle.	The District will monitor the discrepancies in the suspension rates for low income students on the CA Dashboard. (Goal 3) The District will gather feedback from students at camp to understand their needs in working through conflict and challenges on campus between their peers.

Goal 4 Action 1: Community Engagement Workshops	Collaboration with parents has identified the need for increased access to parent workshops that include the use of online supplemental/intervention programs; access to online core curriculum platforms; strategies to work with challenging student behaviors; online risky behaviors; and the use of the supplemental math program, Illustrative Math. The District understands that providing workshops to low income families will address barriers and access to online supports. Additionally, through the development of these skills, low income families gain enhanced learning opportunities to support their children. According to the 2024 CA School Staff Survey, 38% of staff indicated "Strongly agree" that the school site promoted parental involvement. 41% of parents noted "Strongly agree" on the California School Parent Survey that they feel that school encourages them to be an active partner. Additionally, on the 2025 CA School Staff Survey, 41% of staff indicated "Strongly agree" that the school site promoted parent involvement. And, 46% of parents noted "Strongly agree" on the California School Parent Survey that they feel that school encourages them to be an active partner.	Parents will be provided opportunities throughout the school year to participate in workshops in various subjects. Workshops will be scheduled at various times to address conflicts in schedules, and some workshops may be available online or through recordings. This action is principally directed to low income students, English learners, and foster students. However, all families benefit from workshops that enhance the student school experience.	The District will gather qualitative feedback from parents to determine needs and continuing support through advisory council meetings. The District will monitor parent responses from the annual California School Parent Survey. (Goal 4)

Goal 4 Action 2: Parent Engagement with SEL Curriculum	According to the 2024 California School Parent Survey, 39% of parents indicated "Strongly agree" and 41% of parents "Agree," that parents feel welcome to participate at the school. According to the 2024 California School Parent Survey, 63% of parents either "Strongly agree" or "Agree" that the school provides advise and resources to support their child's social and emotional needs. According to the 2024 California School Parent Survey, 34% of parents indicated "Strongly agree" and 61% of parents "Agree," that parents feel welcome to participate at the school. Input from low income families continues to include the need for supplemental training to support technology, curriculum access online, supplemental online intervention programs, mental health and wellness, online behaviors, and other challenging behaviors.	Parents are offered the opportunity to attend a parent day at camp, which includes strategies to work with their child to develop communication, corrective behavior skills, and trust. Parents learn about the Notice - Choose - Act framework and positive ways to communicate and guide their children through challenges. This is an extended parent component of the SEL curriculum, Leadership Development Through Physical Education, that students learn at school. Parents are transported by bus to the all-day camp. They participate in team building activities and open collaboration. Parents that attend build supportive and positive relationships with others that attend. This action is principally directed to low income families. However, this action is provided LEA-wide because all parents benefit from developing their skills to support the challenging needs of their children.	The District will monitor the California School Parent Survey. (Goal 4) The District will gather feedback from advisory groups, parent participants at camp, and parent workshops.
Goal 4 Action 5: Connecting Resources to Families	The District encompasses 360 square miles with many low income families in remote areas. There is an identified need to connect families to the vast resources within the city boundaries because low income families often struggle with transportation and funds. These resources include medical care, mental health care, nutrition education, student groups such as the Boy Scouts or the YMCA, after school care, and other community services. The District works with families in a variety of ways, and the community members continually ask for health resources as well as charitable organizations that provide food and clothing.	Annually, the District promotes the Empowering YOUth Family Festival in which agencies and a wide variety of community resources are provided to parents at a central location. With easier access to agencies and vendors, low income families have access to an abundance of potential resources. District employees including the librarians, nurses, attendance liaisons, and counselors provide parents with school information, reading materials, and resources. Students learn basic first aide, interact with the robotics team, and receive free bike tune-ups. The event is free and allows parents to positively interact with the larger school community, which promotes a positive and caring school environment. This service is principally directed to low income students. However, the service is provided on an LEA-wide basis because all families benefit from receiving resource information in a positive and interactive school event.	The District will monitor attendance at the event and collect qualitative data through a survey to families that attended. The District will monitor parent perception results about positive involvement in school on the California School Parent Survey. (Goal 4)

Goal 4 Action 6: Parent Teacher Conferences	All parents of low income, English learners, and foster youth are highly encouraged to attend parent teacher conferences. According to a 2023 parent survey, 7,318 Parent/Teacher conferences were conducted in the fall, which included 5,255 elementary conferences and 2,063 middle school conferences. 496 conferences were conducted by phone, 143 were held via an online platform, and 2,100 were held in-person at the school site. In October of 2024, 5,332 elementary parents participated in a conference and 1,727 middle school conferences were held. According to parents at the advisory council, there is still a need to increase parent/teacher conference participation rates in the fall for unduplicated student groups. Barriers for low income families were discussed, which included transportation and scheduling conflicts. Therefore, it is suggested that if there was an increase in offering participation online or by phone, an expanded number of low income families could attend. According to feedback from parents at the District English Language Advisory meeting, not all parents in the room knew about the scheduled conferences. Therefore, there is a need to increase communication of this opportunity.	As noted in the Board's core belief, parent partnerships and community involvement are essential to a students growth. Increased opportunities, specifically for unduplicated student groups will assist in reducing barriers to learning and result in lower rates of absences. Therefore, Parent/Teacher conferences will be offered at a minimum of one time each year in the fall. Emphasis will be placed on clear communication through a variety of messaging to the families of unduplicated student groups as well as offering the possibility of online and/or phone conferences. Two non-student days, solely dedicated for the purpose of increased parent involvement, are scheduled in the fall so that all teachers, administrators, and counselors are available to attend parent/teacher conferences. Conferences provided beyond the regular school day affords access to families to receive committed time and availability to the school staff. Topics discussed at parent/teacher conferences may include academic growth and achievement on the CAASPP and NWEA, participation in class, progress on the ELPAC, attendance, and behavior. Extra duty is provided to bilingual assistants to participate in parent/teacher conferences, as needed. The Community Liaison and Attendance Liaisons are available to attend scheduled conferences, as requested. This action is principally directed to support all unduplicated student groups. However, this service is provided LEA-wide because all families benefit from increased communication regarding their child's progress in school.	The District will monitor the number of parents that participate in conferences through a survey, which includes how the conference was held (phone, online, in-person). (Goal 4) The District will monitor discrepancies of chronic attendance for unduplicated students on the CA Dashboard. (Goal 4)
Goal 4 Action 7: Addressing Barriers to Student Attendance	There continues to be discrepancies between the attendance of all students and unduplicated student groups. According to the 2023 CA Dashboard, the percentage of chronically absent students were as follows: 25.3% All Students 31.2% Low Income 32.9% Homeless 33.3% Students with a Disability 25.9% Foster Youth 24.5% English Learners 33.9% African American 25.9% Hispanic 31.7% Two or More Races There continues to be discrepancies between the	One Community Liaison and 5 Attendance Liaisons work as a team to address barriers to attendance, specifically for unduplicated student groups. The team educates parents in how to verify an absence; provides resources such as socks and jackets, bus passes, backpacks and school supplies; connects families to additional resources in the community; conducts home visits and wellness checks for students not attending school; connects students to services at school such as technology for use at home and counseling; and much more. The team manages collaborative attendance conferences in conjunction with the Vice Principal at the school site. Parents are notified of attendance concerns through phone calls, letters, and conferences. Extreme chronic attendance issues escalate to SARB and SART contracts.	The District will monitor the A2A system for timely chronic rates and early identification of attendance issues for students. (Goal 4) The District will monitor the discrepancies in chronic attendance rates on the CA Dashboard. (Goal 4) Kindergarten and transitional kindergarten chronic absent rates will be monitored in the A2A system. (Goal 4) The District will monitor the CA Dashboard discrepancies in attendance for unduplicated students compared to All Students. (Goal 4)

	attendance of all students and unduplicated student groups. According to the 2023 CA Dashboard, the percentage of chronically absent students were as follows: 19.4% All Students 24.4% Low Income 27% Homeless 27.7% Students with a Disability 20.8% English learners 26.8% African American 21.0% Hispanic 26.3% Two of More Races The Chronic Absentee rate for Kindergarten students, according to Attention2Attendance reports, is 26.59%. This is a decrease from the previous year; however, the rate is still very high. The District shows some progress in educating parents on the importance of regular attendance in the earliest of grades. According to the 2024-2025 Attention2Attendance (A2) reports, the chronic rate for Kinder students is 22.9%, which is a decrease from the previous year. According to internal metrics, the 2023-2024 Average Daily Attendance is approximately 93.1%, which is an increase of over 1% from the prior year. This is a positive trend; however, the Average Daily Attendance has not reached pre-pandemic levels, yet. Preliminary data using the 24-25 CALPADS EOY data that will be certified in July shows that the attendance rate is 93.3%. The 2024 CA Healthy Kids Survey, completed annually, shows a diverse pool of student respondents. Concerning areas, which specifically may address low income families, include the following: * 5% of middle school students missed school within the last 30 days because of lack of transportation * 13% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger * 12% of middle school students missed school	The Community Liaison manages a proactive attendance campaign, Be Here! This includes attendance magnets used for easy access to attendance verification as well as positive messaging from teachers and administrators through the use of attendance (Be Here) postcards sent to students to praise regular or improved attendance. This action is principally directed to support unduplicated student groups. However, this action is provided LEA-wide because all families and students benefit from ongoing and proactive support and communication informing parents of attendance requirements. This action is designed to meet the needs of all underachieving student groups at all sites.	The District will monitor the CA Healthy Kids Survey for specific attendance related questions regarding why students are not coming to school.

	within the last 30 days because they had to help a family member The 2024 CA Healthy Kids Survey notes the following data points: * 3.5% of middle school students missed school within the last 30 days because of lack of transportation * 7% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger * 5.5% of middle school students missed school within the last 30 days because they had to help a family member This data continues to indicate potential issues such as transportation and family care impacting regular attendance for unduplicated student groups.		
Goal 4 Action 8: Communication Systems	According to parents in 2023-2024 at both the DELAC and Superintendent's Advisory, there is an overwhelming need to streamline communication systems to receive timely information and address communication for parents that cannot receive information through multiple teacher or school supplemental apps on their phone or computers. As a result of barriers, there is communication failure and communication confusion for parents. Parents provided input at advisory meetings during the 2024-2025 school year, and the ParentSquare program has shown positive trends in reaching parents via text, email, and through the parent app. With continued use in the 2025-2026 school year, the District expects to note increases use in the single communication online platform. According to a survey provided to parents inquiring if parents knew about parent/teacher conferences, some parents were unaware of this opportunity. Parents were able to complete the online survey sent by email or phone. However, inconsistent communication and/or barriers to the communication may be impacting the number of parents that participate in the service.	The District is researching a supplemental communication system to provide timely, efficient, and organized information for parents. The system would include online access to parent forms, surveys, school events, additional features for on-the-spot translations, and more. This action is principally directed at increasing parent involvement for unduplicated student groups. However, this service is provided LEA-wide because all families can benefit from increased and consistent communication.	The District will monitor feedback from parent advisory groups, which may include process data and qualitative input from parents. The District will monitor attendance at events such as Parent/Teacher conferences. (Goal 4)

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 1: English Learner Paraprofessional and Teacher Support	2023 CAASPP data indicates a significant discrepancy between the academic achievement for English learners and All Students: 13% of EL students are proficient on the ELA portion of the CAASPP 9% of EL students are proficient on the math portion of the CAASPP 2024 CAASPP data continues to indicate discrepancies between the academic achievement for English learners and All Students: 16% of EL students were proficient on the ELA portion of the CAASPP 12% of EL students are proficient on the math portion of the CAASPP Internal tracking as of May 2024 on the ELLevation system shows the District has 84 LTELs, all in grades 6 through 8, that have not met the requirements for reclassification. CALPADS reporting for the 2022-2023 school year shows 130 EL students reclassified. Reclassification rates in 2023-2024 are 103 students, and to date, the reclassification rates in 2024-2025 are projected to be at approximately 95 to 100 students. The ELPI Indicator on the 2023 CA Dashboard indicates 50.2% of English learners making adequate progress towards English proficiency. 33% of English learners remained at the same proficiency level and 17% of English learners decreased at least one ELPI level. The ELPI Indicator on the 2024 CA Dashboard notes 41.4% of English learners are making adequate progress toward English proficiency. 35% of English learners remained at the same proficiency level, and 23.4% decreased at least one ELPI level.	A team of site bilingual assistants (paraeducators) is employed across the District. All elementary schools, except Leona Valley and Esperanza, have two bilingual assistants. Because of the number of EL students, Leona Valley has one assistant and Esperanza has three. This staff works directly with EL students in the classroom to assist with on-the-spot support, which includes discussion of content, checking for understanding, and translation. The bilingual assistants provide outreach and promote engagement to parents, which includes the parent Latino Literacy program. Through the direction of the certificated teacher, the bilingual assistants work with students in class to practice English language acquisition. This service is limited to English learners. Additionally, this action will support the lowest achieving EL student group at school sites.	The District will monitor the CA Dashboard ELPI Indicator for both the District and school sites. (Goal 2) The District will monitor reclassification rates both at the District level and site level. (Goal 2) The CAASPP scores for both ELA and math for EL student progress will be reviewed. (Goal 2)

Goal 2 Action 6: Increased Services for Long-Term English Learners (LTEL)	Based on the internal District NWEA data, LTEL student academic achievement in both Reading and Math remains stagnant; therefore, these students do not meet the academic criteria to reclassify. Further analysis of ELPAC scores shows that students that are identified as LTEL remain at levels 2 and 3 with little to no movement.	Additional professional development to support teachers working with LTELs will be provided. Supplemental support from the Teacher on Special Assignment for ELs will be offered to colleagues working with LTELs. This may include teacher modeling of instruction on how to increase the engagement of LTELs through evidence-based strategies that promote academic and content language and/or lesson planning to embed high-leverage collaborative strategies to increase language. Supplemental online programs that enhance all language domains will be offered for LTELs. This additional online support can be used outside of the school day. This action is principally directed to support ELs that are not meeting the criteria to reclassify within 6 years.	The District will monitor reclassification rates of LTELs. (Goal 2) The District will monitor the ELPI Indicator on the CA Dashboard to review language acquisition progress. (Goal 2)
Goal 2 Action 7: Maintaining School of Origin	Foster students can move frequently to other homes across the Antelope Valley, which may cause transitional difficulties for foster youth if they need to continually transfer schools. To ensure school stability, the foster liaison works with the educational rights holder of the foster youth to determine the school of attendance that is in the best interest of the foster student. Based on the 2023 CA Dashboard, 26.5% of foster students were proficient on the CAASPP in ELA and 11% of foster youth were proficient on the CAASPP in math. Based on the 2024 CA Dashboard, 16.4% of foster students were proficient on the ELA portion of the CAASPP and 8.34% of foster youth were proficient on the math portion of the CAASPP. This continues to indicate a significant academic discrepancy for foster students compared to all students. Therefore, maintaining school of origin for foster students is critical to their academic achievement.	The District Foster Liaison works in conjunction with the Department of Child and Family Services through an MOU to provide transportation for foster youth to remain at their School of Origin (SOO). This action is directed to and limited to foster youth so that they can remain at their SOO.	The District will track the number of foster students participating in this service. The District will continue to review the academic achievement results of foster students based on the Academic Indicators on the CA Dashboard. (Goal 2)

Goal 3 Action 7: Access to a Co-located CSW	Upon reflection of the foster youth achievement on the 2023 CAASPP, there remains a discrepancy between the foster youth proficiency levels and All Students. * 22% of foster students are proficient on the ELA portion of the CAASPP * 12% of foster students are proficient on the math portion of the CAASPP Based on the 2024 CA Dashboard, 16.4% of foster students were proficient on the ELA portion of the CAASPP and 8.34% of foster youth were proficient on the math portion of the CAASPP. Sundown and Quartz Hill have the largest number of foster students at the elementary level, so the MOU with DCFS is provided at these sites only.	To build continuity and access to a social worker (CSW) for foster youth at Quartz Hill and Sundown, a co-located CSW provides on-the-spot support for the foster students enrolled. The District has an MOU with DCFS in place to support the co-located CSW. The CSW provides regular check-ins with the students and communicates with the foster parent. With continuity, the youth do not need to leave campus for support from the CSW, which can impact time in the classroom. This action is limited to foster youth at Sundown Elementary and Quartz Hill Elementary.	The District will continue to monitor the NWEA results for ELA and Math for foster youth. (Goal 2) The District will monitor the CAASPP achievement results for foster youth in ELA and math. (Goal 2)
Goal 3 Action 11: School-Based Mental Health Services	During the 2023-2024 school year as of May, 150 students were referred to School-Based Mental Health Services. Students may qualify for School-Based Mental Health Services through Medi-Cal. According to the 2024 CA Healthy Kids Survey, 15% of 7th graders and 13% of 8th graders have considered suicide within the past 12 months. 63% of 7th graders and 66% of 8th graders reported either "Satisfied" or "Very satisfied" in life satisfaction. According to the 2024 CA Healthy Kids Survey 24% of 5th and 6th grade students report frequent sadness by reporting "Yes, most of the time" or "Yes, all of the time." According to the 2025 CA Healthy Kids Survey, 20% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time." 34% of middle school students experienced chronic sadness/hopelessness in the past 12 months, and 14.5% of middle school students considered suicide in the past 12 months.	Each school is connected with a local agency that supports School-Based Mental Health Services, which includes a therapist. Most services are conducted within the school setting; however, some services are provided outside of the school day. The counselor or psychologist typically connects families to these Medi-Cal provided services. When services are provided at the school site, there is limited interruption to the educational program since students do not need to leave to receive supports. This action is limited to low income students that also qualify for Medi-Cal services.	The District will monitor the number of referrals and the number of students participating in this service.

Goal 4 Action 4: Parent Literacy Program	The ELPI Indicator on the 2023 CA Dashboard indicates 50.2% of English learners making adequate progress towards English proficiency. 33% of English learners remained at the same proficiency level and 17% of English learners decreased at least one ELPI level. The ELPI Indicator on the 2024 CA Dashboard indicates 41.4% of English learners making adequate progress towards English proficiency. 35% of English learners remained at the same proficiency level and 23.4% of English learners decreased at least one ELPI level. Based on input gathered from the DELAC from parents of English Learners, parents/guardians would like increased opportunities to learn English so that they can be advocates for their children at school and to increase their knowledge of English to help their children learn to read and write in English.	Parents are offered the opportunity to participate in an English Literacy class, which is facilitated by a District bilingual assistant. The class meets weekly throughout the year. Classroom sessions include time to practice English through collaboration, writing activities, and online use of the Rosetta Stone program. Online licenses for Rosetta Stone will be purchased for parents to use at home and within the class. This action is limited to parents of English learners that have a primary language other than English.	The District will monitor the ELPI. With additional opportunities for parents learning to work with students on their curriculum in English, the District reasonably expects to see an increase in the results on the CA Dashboard ELPI Indicator. (Goal 2) The District will monitor the number of parents participating and gather feedback from the participating parents in the English Literacy Program.

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.

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 district has projected to continue to receive Concentration Grant funding for the 2025-2026 school year. Based on current projections, the District estimates a total of $484,228. Concentration Grant add-on funds. This action is titled Supplemental support to Address SEL and Trauma, Goal 3 Action 5.

The District was able to use the majority of the Concentration Grant add-on funds for the 2024-2025 school year. Hiring paid intern counselors includes working with the a university to ensure proper credentialling and MOUs are in place. Therefore, paid counseling interns may have their start dates rescheduled until all paperwork is in place. This action is highly effective in meeting the unique needs of low income student groups. Because of the success of this action, the District will continue this action into the 2025-2026 school year, and expand services to additional school sites that exceed 55% of unduplicated student groups, which include foster youth, English learners, and low income students.

This action demonstrates a positive impact on the counseling program. With additional counselors on campus there is an increase in staff to assist students on-the-spot, which may include issues during unstructured play. Therefore, early intervention of issues, decreases time students may be out of class to resolve conflicts.

The District has ranked schools by poverty level, and the highest poverty schools above 55% include Valley View Elementary, Quartz Hill Elementary, Esperanza Elementary, Joe Walker Middle School, Sundown Elementary, and The IDEA Academy @ Cottonwood. Therefore, because of the high needs of low income students, these schools will be provided this additional service.

The District will allocate additional funds to paid counselor intern staff members that work in conjunction with the assigned full-time counselors at the school sites. With guidance from the counselors on specific needs of low income students demonstrating challenging behaviors and a lack of full engagement in the academic program, the interns will act as an additional means of support while working directly with students in one-to-one situations and/or Tier II small structured groups. The District believes that this is the most appropriate and effective service to address the needs of low income students and foster youth at the identified schools.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

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	$99,321,112.00	$13,940,268.00	14.04%	0.00%	14.04%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$97,056,887.00	$32,332,095.00	$0.00	$1,052,147.00	$130,441,129.00	$111,764,099.00	$18,677,030.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Qualified Teachers and Administrators	All	No				3 years	$68,911,710	$0	$54,466,644	$13,905,248	$0	$539,818	$68,911,710	0.00%
1	2	Standards Aligned Instructional Materials	All	No				3 years	$0	$3,569,083	$626,477	$2,942,606	$0	$0	$3,569,083	0.00%
1	3	Curriculum and Instruction Staff	All	No				3 years	$925,764	$0	$569,514	$0	$0	$356,250	$925,764	0.00%
1	4	Collaboration to Support District Initiatives	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
1	5	System Gaps as a Barrier to Student Learning	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
1	6	Implementing Systems of Support Schoolwide	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	Site-Based Office Staff and Librarians	All	No				3 years	$2,497,214	$0	$2,497,214	$0	$0	$0	$2,497,214	0.00%
1	8	Universal Pre-Kindergarten	All	No				3 years	$4,045,527	$78,656	$4,045,527	$78,656	$0	$0	$4,124,183	0.00%
1	9	Technology Department	All	No				3 years	$973,134	$0	$973,134	$0	$0	$0	$973,134	0.00%
1	10	Health Services	All	No				3 years	$1,791,725	$0	$1,791,725	$0	$0	$0	$1,791,725	0.00%
1	11	Elementary Physical Education and Paraprofessionals	All	No				3 years	$1,496,132	$0	$1,496,132	$0	$0	$0	$1,496,132	0.00%
1	12	Playground and Crossing Guards	All	No				3 years	$1,570,867	$0	$1,570,867	$0	$0	$0	$1,570,867	0.00%

1	13	Clean and Safe School	All	No				3 years	$1,547,913	$2,750,920	$4,298,833	$0	$0	$0	$4,298,833	0.00%
2	1	English Learner Paraprofessional and Teacher Support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 years	$665,304	$9,900	$675,204	$0	$0	$0	$675,204	0.00%
2	2	English Learners Language Acquisition Program (ELD)	English learner (EL)	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	3	Professional Development for ELD Support for English Learners	English learner (EL)	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	4	English Learner District Support Staff	English learner (EL)	No				3 years	$193,962	$0	$193,962	$0	$0	$0	$193,962	0.00%
2	5	Monitoring RFEP Student Progress	English learner (EL)	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	6	Increased Services for Long-Term English Learners (LTEL)	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 years	$11,269	$8,692	$19,961	$0	$0	$0	$19,961	0.00%
2	7	Maintaining School of Origin	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 years	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
2	8	Tutoring Services for Homeless	Homeless	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	9	Equitable Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$0	$500,000	$500,000	$0	$0	$0	$500,000	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$347,469	$0	$347,469	$0	$0	$0	$347,469	0.00%
2	11	Expansion of Pre-Kindergarten	All	No				1 year	$0	$0	$0	$0	$0	$0	$0	0.00%
2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$0	$4,000	$4,000	$0	$0	$0	$4,000	0.00%
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Hillview, Joe Walker, and Del Sur	3 years	$103,222	$0	$103,222	$0	$0	$0	$103,222	0.00%

2	14	Equitable Access to the Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Anaverde Hills, IDEA Academy @ Cottonwood, Del Sur, Esperanza, Gregg Anderson, Leona Valley, Quartz Hill, Rancho Vista, Sundown, Valley View	3 years	$0	$12,698	$12,698	$0	$0	$0	$12,698	0.00%
2	15	Increased Arts Program	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Quartz Hill, Valley View, Esperanza	3 years	$208,767	$0	$208,767	$0	$0	$0	$208,767	0.00%
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Low Income	Yes	Schoolwide	Low Income	All Schools	3 years	$1,746,018	$424,391	$2,170,409	$0	$0	$0	$2,170,409	0.00%
2	17	Diagnostic Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$65,658	$28,798	$94,456	$0	$0	$0	$94,456	0.00%
2	18	Learning Time Beyond the School Day (ELO-P)	Low Income	No				3 years	$150,000	$0	$0	$150,000	$0	$0	$150,000	0.00%
2	19	Expanded Learning Opportunity Program (ELO-P)	Homeless, Foster Youth, English learner (EL), Low Income	No				3 years	$3,212,714	$10,211,111	$0	$13,423,825	$0	$0	$13,423,825	0.00%
2	20	Career Technical Education (CTE) Pathway	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$65,658	$419,075	$484,733	$0	$0	$0	$484,733	0.00%
2	21	Ensuring Instructional Coherence and UDL for Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2 years	$76,221	$0	$76,221	$0	$0	$0	$76,221	0.00%
3	1	School Climate and Safety Survey	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	2	Anonymous Reporting System	All	No				3 years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Addressing Inequitable Barriers	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$954,681	$28,100	$982,781	$0	$0	$0	$982,781	0.00%

3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$2,386,899	$22,253	$2,409,152	$0	$0	$0	$2,409,152	0.00%
3	5	Supplemental Support Staff to Address SEL and Trauma	Low Income, Foster Youth	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Quartz Hill, Valley View, Joe Walker, Sundown, Del Sur	3 year	$201,188	$0	$201,188	$0	$0	$0	$201,188	0.00%
3	6	Promoting Positive Social and Emotional Competency (CCA)	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$621,880	$90,200	$712,080	$0	$0	$0	$712,080	0.00%
3	7	Access to a Co-located CSW	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 year	$0	$0	$0	$0	$0	$0	$0	0.00%
3	8	Intensive Behavior Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$0	$0	$0	$0	$0	$0	$0	0.00%
3	9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	Student with Disabilities (SWD)	No				3 year	$11,937,388	$0	$10,585,132	$1,196,177	$0	$156,079	$11,937,388	0.00%
3	10	Tier III Crisis Paraprofessionals	Student with Disabilities (SWD)	No				3 year	$637,041	$0	$1,458	$635,583	$0	$0	$637,041	0.00%
3	11	School-Based Mental Health Services	Low Income	Yes	Limited	Low Income	All Schools	3 year	$0	$0	$0	$0	$0	$0	$0	0.00%
3	12	Application of Professional Development for Certificated Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$1,031,148	$65,530	$1,096,678	$0	$0	$0	$1,096,678	0.00%
3	13	Application of Professional Development for Classified	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$15,098	$9,228	$24,326	$0	$0	$0	$24,326	0.00%
3	14	Building Social Emotional Competency	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$663,699	$79,250	$742,949	$0	$0	$0	$742,949	0.00%
3	15	Building Self-Efficacy Through Experiences	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$14,634	$175,400	$190,034	$0	$0	$0	$190,034	0.00%
4	1	Community Engagement and Workshops	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	3 year	$258,473	$13,360	$271,833	$0	$0	$0	$271,833	0.00%
4	2	Parent Engagement with SEL Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$2,746	$39,200	$41,946	$0	$0	$0	$41,946	0.00%
4	3	Parent Training for Advisory Committees	All	No				3 year	$0	$0	$0	$0	$0	$0	$0	0.00%

4	4	Parent Literacy Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 year	$40,961	$1,095	$42,056	$0	$0	$0	$42,056	0.00%
4	5	Connecting Resources to Families	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	$16,000	$15,600	$31,600	$0	$0	$0	$31,600	0.00%
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 year	$682,468	$0	$682,468	$0	$0	$0	$682,468	0.00%
4	7	Addressing Barriers to Student Attendance	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	3 year	$1,693,547	$15,340	$1,708,887	$0	$0	$0	$1,708,887	0.00%
4	9	Communication Systems	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	3 year	$0	$5,150	$5,150	$0	$0	$0	$5,150	0.00%

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
$99,321,112.00	$13,940,268.00	14.04%	0.00% - No Carryover	14.04%	$13,940,268.00	0.00%	14.04%	**Total:**	$13,940,268.00
								LEA-wide Total:	$10,615,530.00
								Limited Total:	$837,221.00
								Schoolwide Total:	$2,487,517.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	English Learner Paraprofessional and Teacher Support	Yes	Limited	English learner (EL)	All Schools	$675,204.00	0.00%
2	6	Increased Services for Long-Term English Learners (LTEL)	Yes	Limited	English learner (EL)	All Schools	$19,961.00	0.00%
2	7	Maintaining School of Origin	Yes	Limited	Foster Youth	All Schools	$100,000.00	0.00%
2	9	Equitable Access to Technology	Yes	LEA-wide	Low Income	All Schools	$500,000.00	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	LEA-wide	Low Income	All Schools	$347,469.00	0.00%

2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	LEA-wide	Low Income	All Schools	$4,000.00	0.00%
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	Schoolwide	Low Income	Specific Schools, Hillview, Joe Walker, and Del Sur	$103,222.00	0.00%
2	14	Equitable Access to the Programs	Yes	Schoolwide	Low Income	Specific Schools, Anaverde Hills, IDEA Academy @ Cottonwood, Del Sur, Esperanza, Gregg Anderson, Leona Valley, Quartz Hill, Rancho Vista, Sundown, Valley View	$12,698.00	0.00%
2	15	Increased Arts Program	Yes	LEA-wide	Low Income	Specific Schools, Quartz Hill, Valley View, Esperanza	$208,767.00	0.00%
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	Schoolwide	Low Income	All Schools	$2,170,409.00	0.00%
2	17	Diagnostic Assessments	Yes	LEA-wide	Low Income	All Schools	$94,456.00	0.00%
2	20	Career Technical Education (CTE) Pathway	Yes	LEA-wide	Low Income	All Schools	$484,733.00	0.00%
2	21	Ensuring Instructional Coherence and UDL for Students	Yes	LEA-wide	Low Income	All Schools	$76,221.00	0.00%
3	3	Addressing Inequitable Barriers	Yes	LEA-wide	Low Income	All Schools	$982,781.00	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	LEA-wide	Low Income	All Schools	$2,409,152.00	0.00%
3	5	Supplemental Support Staff to Address SEL and Trauma	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Quartz Hill, Valley View, Joe Walker, Sundown, Del Sur	$201,188.00	0.00%

3	6	Promoting Positive Social and Emotional Competency (CCA)	Yes	LEA-wide	Low Income	All Schools	$712,080.00	0.00%
3	7	Access to a Co-located CSW	Yes	Limited	Foster Youth	All Schools	$0.00	0.00%
3	8	Intensive Behavior Support	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
3	11	School-Based Mental Health Services	Yes	Limited	Low Income	All Schools	$0.00	0.00%
3	12	Application of Professional Development for Certificated Staff	Yes	LEA-wide	Low Income	All Schools	$1,096,678.00	0.00%
3	13	Application of Professional Development for Classified	Yes	LEA-wide	Low Income	All Schools	$24,326.00	0.00%
3	14	Building Social Emotional Competency	Yes	LEA-wide	Low Income	All Schools	$742,949.00	0.00%
3	15	Building Self-Efficacy Through Experiences	Yes	LEA-wide	Low Income	All Schools	$190,034.00	0.00%
4	1	Community Engagement and Workshops	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$271,833.00	0.00%
4	2	Parent Engagement with SEL Curriculum	Yes	LEA-wide	Low Income	All Schools	$41,946.00	0.00%
4	4	Parent Literacy Program	Yes	Limited	English learner (EL)	All Schools	$42,056.00	0.00%
4	5	Connecting Resources to Families	Yes	LEA-wide	Low Income	All Schools	$31,600.00	0.00%
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$682,468.00	0.00%
4	7	Addressing Barriers to Student Attendance	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,708,887.00	0.00%
4	9	Communication Systems	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$5,150.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$104,222,896.00	$116,603,687.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Qualified Teachers and Administrators	No	$55,277,330.00	$64,343,795.00
1	2	Standards Aligned Instructional Materials	No	$1,871,737.00	$433,717.00
1	3	Curriculum and Instruction Staff	No	$1,050,817.00	$883,761.00
1	4	Collaboration to Support District Initiatives	No	$0.00	$0.00
1	5	System Gaps as a Barrier to Student Learning	No	$0.00	$0.00
1	6	Implementing Systems of Support Schoolwide	No	$0.00	$0.00
1	7	Site-Based Office Staff and Librarians	No	$2,956,095.00	$2,888,635.00
1	8	Universal Pre-Kindergarten	No	$3,447,982.00	$3,721,444.00
1	9	Technology Department	No	$324,062.00	$931,725.00
1	10	Health Services	No	$1,666,381.00	$1,715,083.00
1	11	Elementary Physical Education and Paraprofessionals	No	$2,142,544.00	$1,401,510.00
1	12	Playground and Crossing Guards	No	$1,156,351.00	$1,043,853.00
1	13	Clean and Safe School	No	$4,234,156.00	$3,567,919.00
2	1	English Learner Paraprofessional and Teacher Support	Yes	$601,787.00	$654,852.00
2	2	English Learners Language Acquisition Program (ELD)	No	$0.00	$0.00
2	3	Professional Development	No	$0.00	$0.00

		for ELD Support for English Learners			
2	4	English Learner District Support Staff	No	$119,328.00	$184,607.00
2	5	Monitoring RFEP Student Progress	No	$0.00	$0.00
2	6	Increased Services for Long-Term English Learners (LTEL)	Yes	$13,535.00	$15,637.00
2	7	Maintaining School of Origin	Yes	$100,000.00	$100,000.00
2	8	Tutoring Services for Homeless	No	$0.00	$0.00
2	9	Equitable Access to Technology	Yes	$300,000.00	$794,717.00
2	10	Management, Distribution, and Repair of Student Technology	Yes	$324,062.00	$335,636.00
2	11	Expansion of Pre-Kindergarten	No	$0.00	$0.00
2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	$45,958.00	$51,958.00
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	$114,783.00	$90,686.00
2	14	Equitable Access to the Programs	Yes	$11,960.00	$12,424.00
2	15	Increased Arts Program	Yes	$148,940.00	$155,354.00
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	$1,702,153.00	$2,482,236.00
2	17	Diagnostic Assessments	Yes	$17,128.00	$83,523.00
2	18	Learning Time Beyond the School Day (ELO-P)	No	$1,047,802.00	$128,674.00
2	19	Expanded Learning Opportunity Program (ELO-P)	No	$6,787,107.00	$11,296,179.00
2	20	Career Technical Education (CTE) Pathway	Yes	$239,231.00	$136,465.00
2	21	Ensuring Instructional	Yes	$76,621.00	$0.00

		Coherence and UDL for Students			
3	1	School Climate and Safety Survey	No	$0.00	$0.00
3	2	Anonymous Reporting System	No	$0.00	$0.00
3	3	Addressing Inequitable Barriers	Yes	$912,864.00	$939,460.00
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	$2,097,849.00	$2,155,969.00
3	5	Supplemental Support Staff to Address SEL and Trauma	Yes	$231,549.00	$157,013.00
3	6	Promoting Positive Social and Emotional Competency (CCA)	Yes	$1,092,118.00	$727,669.00
3	7	Access to a Co-located CSW	Yes	$0.00	$0.00
3	8	Intensive Behavior Support	Yes	$759,478.00	$395,289.00
3	9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	No	$8,531,180.00	$9,596,389.00
3	10	Tier III Crisis Paraprofessionals	No	$370,996.00	$607,646.00
3	11	School-Based Mental Health Services	Yes	$0.00	$0.00
3	12	Application of Professional Development for Certificated Staff	Yes	$1,325,291.00	$1,307,788.00
3	13	Application of Professional Development for Classified	Yes	$16,849.00	$21,356.00
3	14	Building Social Emotional Competency	Yes	$704,453.00	$704,843.00
3	15	Building Self-Efficacy Through Experiences	Yes	$228,938.00	$157,853.00
4	1	Community Engagement and Workshops	Yes	$204,685.00	$258,683.00
4	2	Parent Engagement with SEL Curriculum	Yes	$19,000.00	$0.00
4	3	Parent Training for Advisory Committees	No	$0.00	$0.00
4	4	Parent Literacy Program	Yes	$37,787.00	$38,134.00
4	5	Connecting Resources to	Yes	$37,953.00	$28,619.00

		Families			
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Yes	$622,894.00	$652,965.00
4	7	Addressing Barriers to Student Attendance	Yes	$1,237,462.00	$1,393,027.00
4	9	Communication Systems	Yes	$13,700.00	$6,594.00

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)
$13,303,410.00	$13,239,028.00	$13,858,750.00	($619,722.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
2	1	English Learner Paraprofessional and Teacher Support	Yes	$601,787.00	$654,852.00	0.00%	0.00%
2	6	Increased Services for Long-Term English Learners (LTEL)	Yes	$13,535.00	$15,637.00	0.00%	0.00%
2	7	Maintaining School of Origin	Yes	$100,000.00	$100,000.00	0.00%	0.00%
2	9	Equitable Access to Technology	Yes	$300,000.00	$794,717.00	0.00%	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	$324,062.00	$335,636.00	0.00%	0.00%

2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	$45,958.00	$51,958.00	0.00%	0.00%
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	$114,783.00	$90,686.00	0.00%	0.00%
2	14	Equitable Access to the Programs	Yes	$11,960.00	$12,424.00	0.00%	0.00%
2	15	Increased Arts Program	Yes	$148,940.00	$155,354.00	0.00%	0.00%
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	$1,702,153.00	$2,482,236.00	0.00%	0.00%
2	17	Diagnostic Assessments	Yes	$17,128.00	$83,523.00	0.00%	0.00%
2	20	Career Technical Education (CTE) Pathway	Yes	$239,231.00	$136,465.00	0.00%	0.00%
2	21	Ensuring Instructional Coherence and UDL for Students	Yes	$76,621.00	$0.00	0.00%	0.00%
3	3	Addressing Inequitable Barriers	Yes	$912,864.00	$939,460.00	0.00%	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	$2,097,849.00	$2,155,969.00	0.00%	0.00%
3	5	Supplemental Support Staff to Address SEL and Trauma	Yes	$231,549.00	$157,013.00	0.00%	0.00%
3	6	Promoting Positive Social and Emotional Competency (CCA)	Yes	$1,092,118.00	$727,669.00	0.00%	0.00%
3	7	Access to a Co-located CSW	Yes	$0.00	$0.00	0.00%	0.00%
3	8	Intensive Behavior Support	Yes	$759,478.00	$395,289.00	0.00%	0.00%
3	11	School-Based Mental Health Services	Yes	$0.00	$0.00	0.00%	0.00%
3	12	Application of Professional Development for Certificated Staff	Yes	$1,325,291.00	$1,307,788.00	0.00%	0.00%
3	13	Application of Professional Development for Classified	Yes	$16,849.00	$21,356.00	0.00%	0.00%
3	14	Building Social Emotional Competency	Yes	$704,453.00	$704,843.00	0.00%	0.00%
3	15	Building Self-Efficacy Through Experiences	Yes	$228,938.00	$157,853.00	0.00%	0.00%

4	1	Community Engagement and Workshops	Yes	$204,685.00	$258,683.00	0.00%	0.00%
4	2	Parent Engagement with SEL Curriculum	Yes	$19,000.00	$0.00	0.00%	0.00%
4	4	Parent Literacy Program	Yes	$37,787.00	$38,134.00	0.00%	0.00%
4	5	Connecting Resources to Families	Yes	$37,953.00	$28,619.00	0.00%	0.00%
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Yes	$622,894.00	$652,965.00	0.00%	0.00%
4	7	Addressing Barriers to Student Attendance	Yes	$1,237,462.00	$1,393,027.00	0.00%	0.00%
4	9	Communication Systems	Yes	$13,700.00	$6,594.00	0.00%	0.00%

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)
$96,402,078.00	$13,303,410.00	0.49%	14.29%	$13,858,750.00	0.00%	14.38%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$0.00	$0.00	$0.00	$0.00	$0.00	$1,052,147.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Qualified Teachers and Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$539,818.00	$68,911,710.00
1	2	Standards Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,569,083.00
1	3	Curriculum and Instruction Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$356,250.00	$925,764.00
1	4	Collaboration to Support District Initiatives	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	5	System Gaps as a Barrier to Student Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	6	Implementing Systems of Support Schoolwide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	7	Site-Based Office	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,497,214.00

		Staff and Librarians							
1	8	Universal Pre-Kindergarten	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,124,183.00
1	9	Technology Department	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$973,134.00
1	10	Health Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,791,725.00
1	11	Elementary Physical Education and Paraprofessionals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,496,132.00
1	12	Playground and Crossing Guards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,570,867.00
1	13	Clean and Safe School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,298,833.00
2	1	English Learner Paraprofessional and Teacher Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$675,204.00
2	2	English Learners Language Acquisition Program (ELD)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	Professional Development for ELD Support for English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	4	English Learner District Support Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$193,962.00
2	5	Monitoring RFEP Student Progress	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	6	Increased Services for Long-Term English Learners (LTEL)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,961.00
2	7	Maintaining School of Origin	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
2	8	Tutoring Services for Homeless	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	9	Equitable Access to Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500,000.00
2	10	Management, Distribution, and Repair of Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$347,469.00

		Technology							
2	11	Expansion of Pre-Kindergarten	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	12	(AVID) Student Engagement in a Challenging and Relevant Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,000.00
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$103,222.00
2	14	Equitable Access to the Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,698.00
2	15	Increased Arts Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$208,767.00
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,170,409.00
2	17	Diagnostic Assessments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,456.00
2	18	Learning Time Beyond the School Day (ELO-P)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
2	19	Expanded Learning Opportunity Program (ELO-P)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,423,825.00
2	20	Career Technical Education (CTE) Pathway	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$484,733.00
2	21	Ensuring Instructional Coherence and UDL for Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$76,221.00
3	1	School Climate and Safety Survey	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Anonymous Reporting System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Addressing Inequitable Barriers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$982,781.00
3	4	Implementing Systems for	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,409,152.00

		Academic, Behavior, and Social Emotional Support							
3	5	Supplemental Support Staff to Address SEL and Trauma	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$201,188.00
3	6	Promoting Positive Social and Emotional Competency (CCA)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$712,080.00
3	7	Access to a Co-located CSW	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	8	Intensive Behavior Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	$0.00	$0.00	$0.00	$0.00	$0.00	$156,079.00	$11,937,388.00
3	10	Tier III Crisis Paraprofessionals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$637,041.00
3	11	School-Based Mental Health Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	12	Application of Professional Development for Certificated Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,096,678.00
3	13	Application of Professional Development for Classified	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$24,326.00
3	14	Building Social Emotional Competency	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$742,949.00
3	15	Building Self-Efficacy Through Experiences	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$190,034.00
4	1	Community Engagement and Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$271,833.00
4	2	Parent Engagement with	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,946.00

		SEL Curriculum							
4	3	Parent Training for Advisory Committees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	4	Parent Literacy Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$42,056.00
4	5	Connecting Resources to Families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$31,600.00
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$682,468.00
4	7	Addressing Barriers to Student Attendance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,708,887.00
4	9	Communication Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,150.00

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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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).