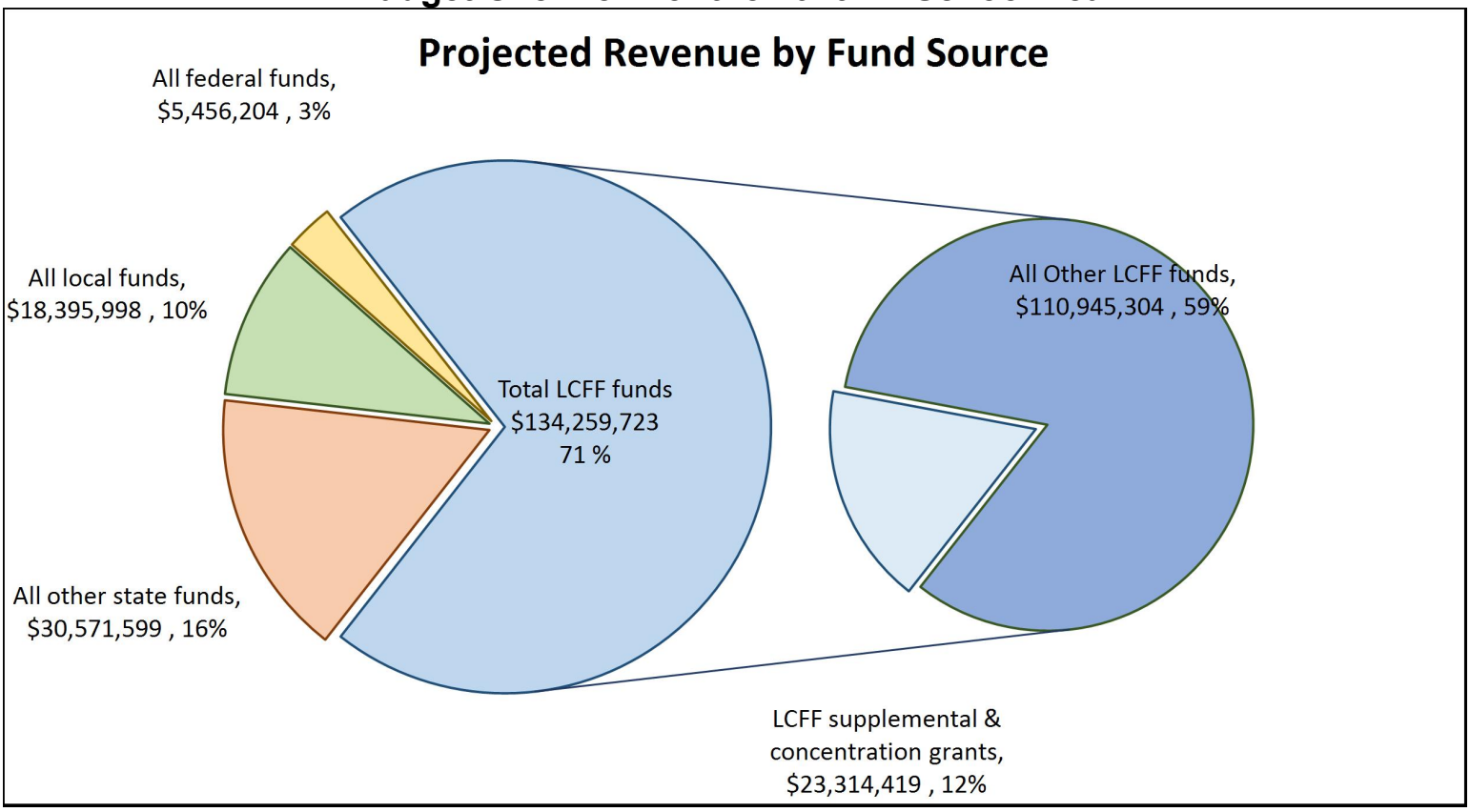
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Upland Unified School District
CDS Code: 36-75069-0000000
School Year: 2026-27
LEA contact information:
Lynn J. Carmen Day, Ed.D.
Superintendent
lcarmenday@upland.k12.ca.us
909-985-1864

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

Budget Overview for the 2026-27 School Year

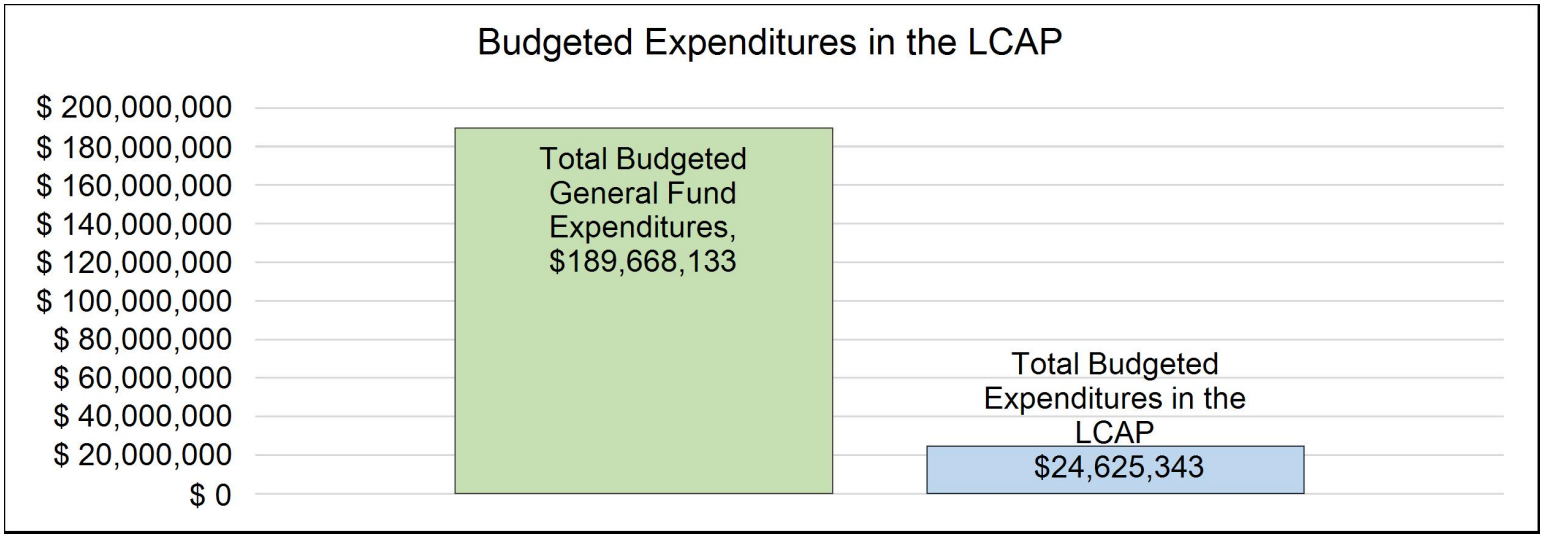


This chart shows the total general purpose revenue Upland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Upland Unified School District is $188,683,524, of which $134,259,723 is Local Control Funding Formula (LCFF), $30,571,599 is other state funds, $18,395,998 is local funds, and $5,456,204 is federal funds. Of the $134,259,723 in LCFF Funds, $23,314,419 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Upland Unified School District plans to spend for 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: Upland Unified School District plans to spend $189,668,133 for the 2026-27 school year. Of that amount, $24,625,343 is tied to actions/services in the LCAP and $165,042,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

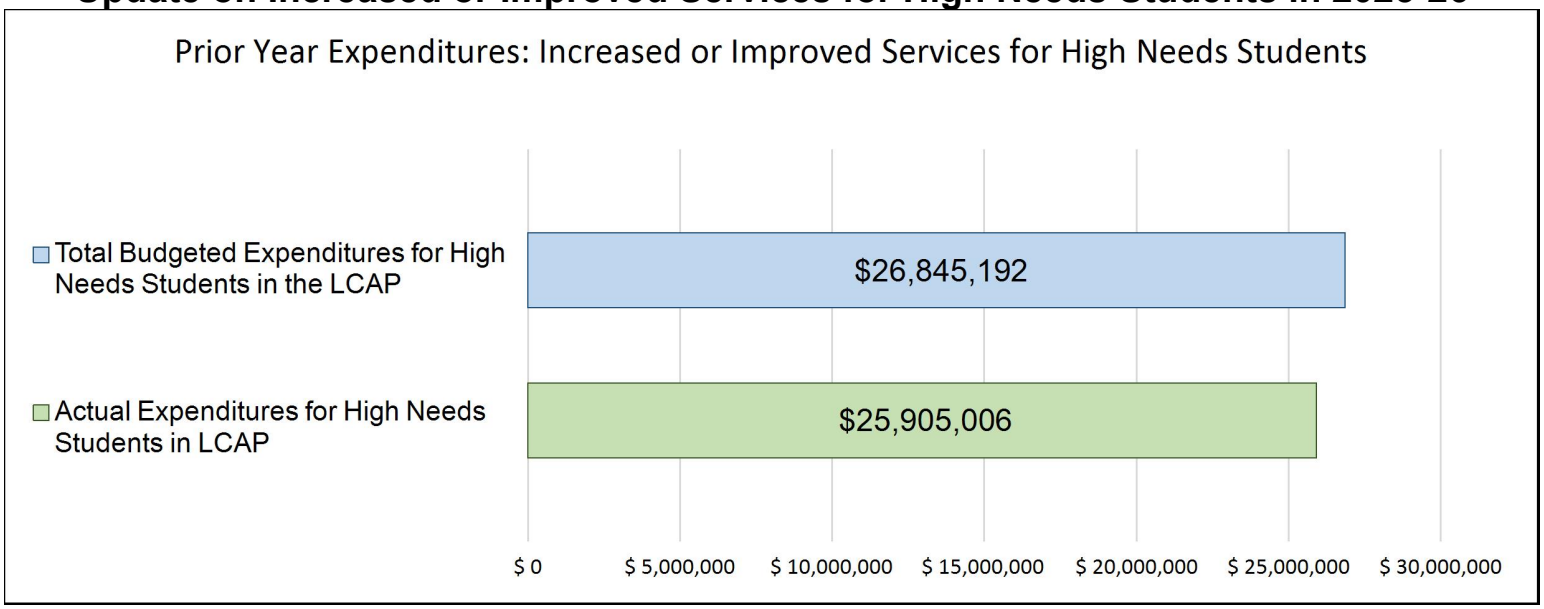
Because LCAP funding is principally directed to provide support to our EL/FY/SED students, there are other items or services that the school district deemed to be more appropriately funded with general funds. Base program expenditures include textbooks for core curriculum (including primary English Language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

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

In 2026-27, Upland Unified School District is projecting it will receive $23,314,419 based on the enrollment of Foster Youth, English learner, and low-income students. Upland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Upland Unified School District plans to spend $23,316,419 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 Upland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Upland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Upland Unified School District's LCAP budgeted $26,845,192 for planned actions to increase or improve services for high needs students. Upland Unified School District actually spent $25,905,006 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $940,186 had the following impact on Upland Unified School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted due to staffing vacancies and lower-than-anticipated contracted service costs. Despite the expenditure differences, the district was able to implement the majority of planned actions and services. High-needs students continued to receive targeted academic, behavioral, and social-emotional support, and the overall level of increased or improved services was maintained. As a result, the expenditure variance had minimal impact on the district’s ability to meet the needs of high-needs students, since we were still able to meet our minimal proportionality percentage (MPP). It should also be noted that our total LCAP S&C budget was revised at the mid-year reporting period to more accurately reflect our actual and estimated expenditures.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Upland Unified School District	Lynn J. Carmen Day, Ed.D. Superintendent	lcarmenday@upland.k12.ca.us 909-985-1864

Plan Summary [2026-27]

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.

Upland Unified School District is located in Upland, California, at the base of the San Gabriel Mountains. We serve approximately 9,500 students and are considered the second largest employer in the City of Upland behind San Antonio Regional Hospital. Leading into the 2025-26 academic year, all ten elementary schools had adopted a Signature Identity program (such as STEM, The Arts, Dual Language Immersion, Sports Academy, and Global Citizenship to name a few) with the intent of serving as their respective theme to engage their students. Additionally, we have one comprehensive high school, one alternative high school, and one adult education school.

Despite these Signature Identities, we continued to experience a decline in overall enrollment. As a means to combat this trend, in 2025-26 a decision was made based on feedback from the community and our own analysis, to engage in what we refer to as the Great 8. This encompasses expansion of current initiatives and implementing four new ones in the coming years. Current plans include expanding DLI at Baldy View, expanding STEM at Foothill Knolls, expanding out CTE pathways, and expanding The Arts at Upland Junior High School (which will now be known as Upland Academy of the Arts as of 2026-27). The four new initiatives include launching a new dependent charter school, Pathways Prep Academy, on the existing campus of Upland Elementary; implementing a Flex virtual academy; a sports academy; and implementing our very own teacher education program.

UUSD serves a diverse group of students consisting of 8.2% English Learners (78% of which speak Spanish and additional languages include Arabic, Indonesian, Mandarin, Tagalog, and Vietnamese), 66% socio-economically disadvantaged, 0.5% foster youth, and 14.9% qualifying for special education services. Upland's student population comprises many ethnicities, with 62.4% identifying as Hispanic, 19.6% White, 6.5% African American, 5.7% Asian, and 3.3% identifying as two or more races.

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

In 2023-24 Hillside High School was identified as an Equity Multiplier school due to a high non-stability rate of 54.1% and a high percentage at 90.4% of students identified as socio-economically disadvantaged. This is an annual designation and once again the school has qualified as an Equity Multiplier school with a non-stability rate of 47.6% and a socio-economically disadvantaged rate of 91%; this is the third year that Hillside has been designated an Equity Multiplier school.

As we continue to provide the most valuable educational experience for our students and their families, we wholeheartedly embrace our mission to Create Excellence for all students.

Reflections: Annual Performance

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

Overall Upland Unified has experienced success in demonstrating improvements in every indicator reported on the 2025 CA Dashboard (ELPI, ELA, math, suspensions, and chronic absenteeism).

In ELA EL, FY, and SED students all demonstrated growth, but our FY experienced the largest growth out of all our student groups with a 37.9 point improvement in DFS. In math, FY also demonstrated the largest growth out of all student groups with a 40.5 point increase in DFS. SED students also improved, however, our ELs experienced a 3.7 decline in DFS, highlighting the need to increase targeted support provided to this student group. When analyzing our local iReady end-of-year Reading Diagnostic data, we are finding inconsistent results with the Dashboard results. All students have experienced a 1% decline on the EOY 2025 assessment, where EL and SED students also experienced a slight decline indicating the need for more timely and responsive interventions for struggling students.

Regarding College and Career Readiness, our graduation rate continued to improve, increasing by 1.9% to 96.1 percent. ELs experienced a decline, indicating a need for additional targeted academic, language, and counseling support to ensure on-time graduation. In contrast, LTELs demonstrated improvement with a 2.8% increase. SED students demonstrated notable gains, increasing by 3.1%, while our SWD students experienced the largest increase among reported groups, improving by 11.7 percent.

We also experienced improvement in CCI increasing the percentage of students meeting this metric from our baseline year to 2025 by 12.4 percent. Both ELs and LTELs improved, while SED students demonstrated the strongest improvement. SWD also improved, however, this group continues to experience substantial disparities in college and career preparedness, emphasizing the need for expanded transition planning and support services.

Our LTELs continue to struggle with ELA and math performance as they are our only student group that is in the lowest performance level on the Dashboard. This year we increased our focus with LTELs by being more intentional with sharing their data and ensuring that they are

included in intervention groups to receive additional academic support. We've also targeted AR-TELs (those students identified as being At-Risk of becoming LTELs) in an effort to keep them from moving into LTEL students in the next year or two.

In regards to student engagement as it relates to chronic absenteeism and suspension rates, the district has experienced improvement with both indicators. An already low overall suspension rate of 2.2% for all students was reduced by 0.6%, as well as a reduction for EL, FY, and SED student groups. Our Foster Youth experienced the largest improvement with a reduction of 5.6% from 2024, indicating that our efforts to engage this student group have been successful.

Chronic absenteeism also improved for all students and every single student group, including EL, FY, and SED. As with suspensions, our Foster Youth demonstrated the largest improvement with a reduction of 7.6% from the previous year.

We had one school identified for Targeted Support and Improvement (TSI) due to high chronic absenteeism for African American students, and that is Citrus Elementary. As a result, the school has increased outreach efforts to AA families that have resulted in an end-of-year projection rate of 19% based on our own data tracking system, which would be a 13.4% improvement from the 32.4% rate reported on the Dashboard.

Through the LCAP development process, we have conducted a comprehensive needs assessment and gathered feedback from our educational partners indicating that we continue to provide support for literacy, math, and overall student engagement. To this end, we will be utilizing a portion of our remaining $2,839,527 balance of our Learning Recovery Emergency Block Grant (LREBG) to fund elementary counselors for student engagement (aligned with Goal 1 actions and services) and personnel to provide student interventions focused on English Learners (aligned with Goal 2 actions and services). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Actions and services that LREBG will support are the following:

Goal 1 Action 1: Climate and Culture Support
Partially funded by LREBG funds, this action includes support for five elementary counselors. This aligns with allowable LREBG uses by addressing student social-emotional needs and removing barriers to learning. The needs assessment identified increasing mental health and behavioral challenges among students, which impact academic engagement and success. This action is designed to meet the needs of students by supporting their emotional development and ensuring a strong foundation for academic success. Research shows that comprehensive school counseling programs are linked to improved academic performance, increased attendance, and reductions in disciplinary incidents (ASCA, 2019; Lapan et al., 2021).

Goal 2 Action 1: District-level Academic Support Personnel and Services
Partially funded by LREBG funds, this action provides personnel to provide academic interventions for students both during and outside the school day. This use of funds aligns with LREBG's purpose of accelerating learning and addressing the unfinished academic needs resulting from the COVID-19 pandemic. The needs assessment identified significant learning gaps, particularly in literacy and mathematics among LTEL, SED, and SWD. This action targets those gaps by providing evidence-based, data-driven interventions tailored to students' academic needs. Research demonstrates that targeted academic interventions lead to measurable gains in achievement, student confidence, and long-

term academic outcomes, especially when implemented systematically and monitored for effectiveness (Ingersoll et al., 2021; Foorman et al., 2022; WWC, 2023).

In 2023, UUSD identified the following schools and student groups with the lowest performance level on the 2023 Dashboard:

Mathematics
Hillside High: All Students at the lowest performance level

Chronic Absenteeism
Citrus Elementary: All Students at the lowest performance level
Foothill Knolls STEM Academy: All Students at the lowest performance level
Sycamore Elementary: All Students at the lowest performance level
Upland Elementary: All Students at the lowest performance level

College/Career
Hillside High: All Students at the lowest performance level

English Learners
Chronic Absenteeism: At the lowest performance level
College/Career: At the lowest performance level

Foster Youth
ELA: At the lowest performance level
Math: At the lowest performance level
Suspension: At the lowest performance level

Homeless
Chronic Absenteeism: At the lowest performance level

Students with disabilities
ELA: At the lowest performance level
College/Career: At the lowest performance level

Two or More Races
Chronic Absenteeism: At the lowest performance level

Baldy View Elementary

Chronic Absenteeism
Homeless: At the lowest performance level

Students with Disabilities: At the lowest performance level
White: At the lowest performance level

Cabrillo Elementary

ELA
English Learners: At the lowest performance level
Students with Disabilities: At the lowest performance level

Mathematics
African American: At the lowest performance level

Chronic Absenteeism
English Learners: At the lowest performance level
Homeless: At the lowest performance level
White: At the lowest performance level

Citrus Elementary

Chronic Absenteeism
Hispanic: At the lowest performance level
White: At the lowest performance level

Foothill Knolls STEM Academy

Suspension
Homeless: At the lowest performance level
Students with Disabilities: At the lowest performance level
African American: At the lowest performance level

Chronic Absenteeism
English Learners: At the lowest performance level
Homeless: At the lowest performance level
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level
White: At the lowest performance level

Magnolia Elementary

ELA: At the lowest performance level

Students with Disabilities: At the lowest performance level

Chronic Absenteeism
Socio Economically Disadvantaged: At the lowest performance level

Pepper Tree Elementary

Chronic Absenteeism
White: At the lowest performance level

Sierra Vista Elementary

Suspension
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level
Hispanic: At the lowest performance level

Chronic Absenteeism
English Learners: At the lowest performance level

Sycamore Elementary

Suspension: At the lowest performance level
African American: At the lowest performance level

Chronic Absenteeism
English Learners: At the lowest performance level
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level
African American: At the lowest performance level
Hispanic: At the lowest performance level

Upland Elementary

Chronic Absenteeism: At the lowest performance level
English Learners: At the lowest performance level
Homeless: At the lowest performance level
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level
Hispanic: At the lowest performance level

Valencia Elementary

ELA
Students with Disabilities: At the lowest performance level

Chronic Absenteeism: At the lowest performance level
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level
Hispanic: At the lowest performance level

Pioneer Junior High

ELA
Students with Disabilities: At the lowest performance level

Mathematics
Students with Disabilities: At the lowest performance level

Suspension
Socioeconomically Disadvantaged: At the lowest performance level
Students with Disabilities: At the lowest performance level

Upland Junior High

Chronic Absenteeism
Students with Disabilities: At the lowest performance level
White: At the lowest performance level

Upland High

ELA: At the lowest performance level
English Learners: At the lowest performance level

Mathematics
English Learners: At the lowest performance level

College/Career
Students with Disabilities: At the lowest performance level

Hillside High

Mathematics
Socioeconomically Disadvantaged: At the lowest performance level

College/Career
Socioeconomically Disadvantaged: At the lowest performance level
Hispanic: At the lowest performance level

Reflections: Technical Assistance

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

Based on the 2024 Dashboard UUSD became eligible for the first of two years of Differentiated Assistance (DA) due to low performance (red) of our LTELs in ELA, Suspensions, and Chronic Absenteeism. The 2025 Dashboard showed that our LTELs are no longer low performing in Suspensions or Chronic Absenteeism due to significant improvements with both indicators, however, LTELs continue to remain red in ELA.

LTEL ELA: Decrease of 4 DFS points to 113.3 points below standard
LTEL Suspensions: Decrease of 2% to 5.5%
LTEL Chronic Absenteeism: Decrease of 5.1% to 25%

UUSD compiled a district improvement team (DIT) composed of district personnel, TOSAs, paraeducators, site administrators, and ELD teachers. The Team attended a DA workshop where they participated in a root-cause analysis to determine the reasons that contributed to the low performance indicators for LTELs. Personnel from the County Superintendent of Schools (SBCSS) led the session and through this process we also engaged in a PDSA (Plan-Do-Study-Act) Cycle with ongoing follow-up sessions with a SBCSS accountability partner throughout the school year. In 2025-26 our DIT decided to focus on supporting ELA performance for LTELs.

The work supported by Goal 2 Actions 4 (ELD Support) and 8 (EL Professional Learning) focuses on providing targeted language development support for LTELs at each of our 14 sites. This involves before school interventions and in-classroom support by both teachers and paraeducators. Prior to engaging in this work it was determined that teachers needed to be explicitly notified of any LTEL that might've been enrolled in their respective classes. By raising this awareness, teachers are now being more intentional about checking in with LTELs and providing that additional targeted support, along with the guidance and support of each sites' EL Coordinator.

Strategies implemented to improve suspensions and chronic absenteeism yielded positive results that led to our LTELs no longer at the lowest performance level. Positive Behavior Intervention and Supports (PBIS) is found with consistent implementation across all 14 school sites in an effort to increase student engagement and connectedness. Staff training around restorative practices continues to be offered with more frequency to expand the use of restorative circles when dealing with student conflict or behavior issues. District-wide attendance campaigns, which include attendance incentives and home visits by a Behavior Health Specialist, also contribute to increasing student

engagement. Additionally, the district is more proactive in identifying students for attendance intervention which has led to a lower number of SARB meetings and higher attendance rates.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable; no UUSD schools are in CSI status.

Support for Identified Schools

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

Not applicable; no UUSD schools are in CSI status.

Monitoring and Evaluating Effectiveness

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

Not applicable; no UUSD schools are in CSI status.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Other School Staff	Between February 2 and March 27, each school site held exclusive LCAP feedback sessions with their staff during a regularly scheduled staff meeting. For consistency during these sessions the district provided both a presentation and a feedback collection form.
Principals/Site Administrators	As with teachers and other school staff, principals and site administrators also had the opportunity to provide feedback during the same feedback sessions principals were asked to facilitate between February 2 and March 27.
Upland Teachers Association (UTA)	In addition to UTA (certificated staff association) members participating in their respective site feedback sessions, the district LCAP Survey was shared exclusively with all UTA members on April 14.
California School Employees Association (CSEA)	In addition to CSEA (classified staff association) members participating in their respective site feedback sessions, the district LCAP Survey was shared exclusively with all CSEA members on April 14.
Families/Parents/Guardians	As with their respective staff, site principals held feedback sessions for their School Site Councils (SSC) and English Learner Advisory Committees (ELAC). These occurred at different days and times between February 2 and March 27. Additionally, our annual School Climate survey was administered to our families beginning in February and closed on April 17.
Students	In addition to staff and family sessions, principals at each school held feedback sessions for students in grades 4-12 that were

Educational Partner(s)	Process for Engagement
	representative of our different student groups. These sessions were all held between February 2 and March 27 at all 14 school sites. District personnel also facilitated two LCAP-specific feedback sessions with a Student Advisory Group at Upland High School and Hillside High School on March 4 and March 11. A complete version of the LCAP was then reviewed with these same student groups on June 3 along with responses to the questions that were raised at the March 4 and March 11 sessions.
District Administrators	District-level administrators had multiple opportunities to provide feedback via regularly scheduled meetings on August 25, October 6, December 5, February 23, April 13, and April 26, as well as submitting responses to the district LCAP Survey.
Special Education Local Plan Area (SELPA) Director	A complete draft of our LCAP was reviewed with our SELPA Director on April 29 for compliance and accessibility for our students with disabilities to the actions and services outlined under each goal.
All Educational Partners	An LCAP feedback survey was developed and shared on several occasions via Parent Square (our main communication medium for families), text messages, and social media platforms at both site and district levels. Furthermore, to ensure educational partners were able to provide informed comments and recommendations during the administration of the districtwide educational partner LCAP feedback survey (available from February 2 to April 14), the district provided accessible and relevant data related to student groups and key performance indicators. Prior to and during the survey window, the following steps were taken: 1.Data Sessions and Presentations: Educational partners, including families, students, staff, and community members, were invited to attend informational meetings where district or site staff presented disaggregated data on academic achievement, chronic absenteeism, suspension rates, and other relevant indicators by student group (e.g., English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students). 2. User-Friendly Data Summaries: The district created summary reports and infographics that highlighted key findings from the most recent CA School Dashboard and local assessment data.

Educational Partner(s)	Process for Engagement
	3. Opportunities for Dialogue: Educational partners were also encouraged to attend a follow-up forum/webinar on May 13 where survey findings were discussed in greater depth. These sessions provided a space for partners to ask questions about the data and offer more nuanced feedback.
Hillside High School Educational Partners (Equity Multiplier School): Site Administration District Administration Certificated and Classified Staff Families/Parents/Guardians Students	As an Equity Multiplier school, several opportunities were provided through SSC meetings to gather input not only on our district LCAP, but on actions and services to be implemented to address the low performance areas that resulted in the school being eligible for these funds. The following indicators and student groups were identified as low performing: CCI for schoolwide, SED, and Hispanic. Feedback sessions were held on March 11 and March 13. The school's SPSA will also address the needs of these identified groups.
District English Learner Advisory Committee (DELAC)	On February 10 feedback was garnered by our DELAC reps in the same manner as all other site sessions. DELAC representatives serve as the liaison between site ELACs and the district. A complete draft of our LCAP was presented to DELAC on May 12, prior to the expected board adoption date of June 17, 2026. There were no comments received, therefore no written response was required from the superintendent.
District Family Advisory Committee (DFAC)	On February 17 feedback was garnered by our DFAC reps in the same manner as all other site sessions. DFAC representatives serve as the liaison between site SSCs and the district. A complete draft of our LCAP was presented to DFAC on May 26, prior to the expected board adoption date of June 17, 2026. There were no comments received, therefore no written response was required from the superintendent. Our DFAC group serves as our parent advisory committee.
School Board	At the February 24 board meeting, the 2025-26 LCAP midyear report was provided to the board, complete with up-to-date expenditures and available supporting data. The public hearing was held on June 16, with board approval on June 17, 2026.

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

Educational partners' input influenced the development of the 2026-27 LCAP actions and services significantly. As our LCAP was developed and finalized, budgetary constraints had to be considered when determining which new or existing actions would be added/kept under each goal. Where alignment existed between feedback and district-identified actions, the district made those actions a priority and were able to include them in our final plan. Based on our collective feedback from staff it was determined that we would continue much of the same student/family support found in the 2025-26 LCAP, but that eliminating Action 8 and Action 9 in Goal 1 was appropriate, mainly due to fiscal considerations. Additionally, with Hillside High School's continued designation as an Equity Multiplier school, the school's community also provided input on how to utilize those additional equity multiplier funds to address math achievement, CCI completion rates, and a high suspension rate. Because the school has experienced some positive growth in math and suspension rates, actions to address these two indicators will remain the same. CCI, on the other hand, has experienced a decline, but with the implementation of a new pathway in 2025-26, we anticipate this will eventually produce positive growth. We will be adding a second new pathway in 2026-27, Child Development.

Goal 1: Safe, Connected, and Engaged

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

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

Goal 2: Academically Prepared and Equipped

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

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

Goal 3: College and Career Empowered

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

Goal 4: Equity Multiplier (Hillside High School)

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension Rates	2023 District: 3.9%	2024 District: 2.8%	2025 District: 2.2%	District: 1%	District: -1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students suspended California School Dashboard	EL: 2.2% LTEL: 7.5% (Baseline 2024 Dashboard) FY: 29.7% SED: 4.6% Schools with Red: Foothill Knolls HOM: 9.1% SWD: 7% AA: 19.5% Sierra Vista SED: 6.3% SWD: 6.6% HI: 5.2% Sycamore AA: 11.8% Pioneer SED: 10.3% SWD: 14.1% Hillside (red on 2024 Dashboard) All students: 4.7% SED: 5.2% HI: 4.4%	EL: 2.4% LTEL: 7.5% FY: 14% SED: 3.3% Foothill Knolls HOM: 3.2% SWD: 4.6% AA: 5.4% Sierra Vista SED: 3% SWD: 4.3% HI: 3.3% Sycamore AA: 3.1% Pioneer SED: 6.4% SWD: 5.1% Hillside (Equity Multiplier School) All students: 12.1% SED: 13.7% HI: 14.3%	EL: 1.5% LTEL: 5.5% FY: 8.4% SED: 2.6% Foothill Knolls HOM: 0% SWD: 2.7% AA: 4.4% Sierra Vista SED: 2.2% SWD: 1.2% HI: 0.7% Sycamore AA: 6.5% Pioneer SED: 5.7% SWD: 8.3% Hillside (Equity Multiplier School) All students: 5.4% SED: 5.9% HI: 6.6%	EL: 1% LTEL: 1% FY: 5% SED: 1.5% Foothill Knolls HOM: 1% SWD: 1% AA: 1% Sierra Vista SED: 1% SWD: 1% HI: 1% Sycamore AA: 1% Pioneer SED: 1% SWD: 1% Hillside All students: 3% SED: 3% HI: 3%	EL: -0.7% LTEL: -2% FY: -21.3% SED: -2% Foothill Knolls HOM: -9.1% SWD: -4.3% AA: -15.1% Sierra Vista SED: -4.1% SWD: -5.4% HI: -4.5% Sycamore AA: -5.3% Pioneer SED: -4.6% SWD: -5.8% Hillside All students: +0.7% SED: +0.7% HI: +2.2%
1.2	Chronic Absenteeism Rates Percentage of students chronically absent	2023 District: 22.6% EL: 26.4% LTEL: 30.1% (Baseline 2024 Dashboard, red) FY: 39.6%	2024 District: 17.6% EL: 20.2% LTEL: 30.1% FY: 28% HOM: 31.8%	2025 District: 14% EL: 15.2% LTEL: 25% FY: 20.4% HOM: 30.1%	District: 10% EL: 10% LTEL: 14% FY: 14% HOM: 14%	District: -8.6% EL: -11.2% LTEL: -5.1% FY: -19.2% HOM: -12.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	HOM: 42.2% SED: 26.6% SWD: 31.8% MR: 22.4% Schools with Red: Baldy View HOM 40.4% SWD 37.6% White 37.2% Cabrillo EL: 26.6% HOM: 59.2% White: 28.9% Citrus All 31.6% Hispanic: 32.6% White: 32.1% Foothill Knolls All: 25.8% EL: 32.1% HOM: 41.5% SED: 29.5% SWD: 39.8% White: 27.4% Magnolia SED: 20.8% Pepper Tree White: 13.2% Sierra Vista	SED: 21.6% SWD: 25.1% MR: 15.5% Baldy View HOM 28.6% SWD 31.1% White 23.3% Cabrillo EL: 30.5% HOM: 46.5% White: 13.3% Citrus All: 26.7% Hispanic: 28.5% White: 16.3% Foothill Knolls All: 20.3% EL: 18.3% HOM: 29.6% SED: 23.3% SWD: 31.3% White: 12.1% Magnolia SED: 14.5% Pepper Tree White: 5.2% Sierra Vista EL: 17%	SED: 17.4% SWD: 19.4% MR: 10.9% Baldy View HOM 19.3% SWD 16.8% White 6.1% Cabrillo EL: 20.6% HOM: 26.1% White: 11.8% Citrus All: 20.7% Hispanic: 20.9% White: 11.9% Foothill Knolls All: 14.5% EL: 20.9% HOM: 28.9% SED: 17.5% SWD: 19.3% White: 8.3% Magnolia SED: 17.2% Pepper Tree White: 2.8% Sierra Vista EL: 5.1%	SED: 10% SWD: 12% MR: 8% Baldy View HOM: 14% SWD: 12% White: 10% Cabrillo: EL: 10% HOM: 18 % White: 11% Citrus: All: 12% Hispanic: 12% White: 12% Foothill Knolls: All: 10% EL: 12% HOM: 14% SED: 12% SWD: 14% White: 10% Magnolia: SED: 8% Pepper Tree: White: 6% Sierra Vista: EL: 12%	SED: -9.2% SWD: -12.4% MR: -11.5% Baldy View HOM: -21.1% SWD: -20.8% White: -31.1% Cabrillo EL: -6% HOM: -33.1% White: -17.1% Citrus All: -10.9% Hispanic: -11.7% White: -20.2% Foothill Knolls All: -11.3% EL: -11.2% HOM: -12.6% SED: -12% SWD: -20.5% White: -19.1% Magnolia SED: -3.6% Pepper Tree White: -10.4% Sierra Vista EL: -26.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 31.6% Sycamore All: 23.4% EL: 29.8% SED: 24.4% SWD: 36.7% AA: 29.4% Hispanic: 27.1% Upland Elementary All: 30.5% EL: 34.3% HOM: 42.6% SED: 31.6% SWD: 32% Hispanic: 30.8% Upland Junior SWD: 41.1% White: 41.7% Valencia SED: 20.6% SWD: 28.6% Hispanic: 20.6%	Sycamore All: 16.7% EL: 21.7% SED: 20% SWD: 20.3% AA: 26.7% Hispanic: 17.4% Upland Elementary All: 24.6% EL: 15.9% HOM: 20.9% SED: 24.4% SWD: 30.9% Hispanic: 24.3% Upland Junior SWD: 38.9% White: 24.4% Valencia SED: 12.1% SWD: 17.6% Hispanic: 11.8%	Sycamore All: 13.2% EL: 10.8% SED: 15.2% SWD: 15.5% AA: 16.1% Hispanic: 13.6% Upland Elementary All: 14.8% EL: 15.3% HOM: 16.7% SED: 15% SWD: 16.5% Hispanic: 13.9% Upland Junior SWD: 30.3% White: 20.4% Valencia SED: 9.2% SWD: 14% Hispanic: 8.2%	Sycamore: All: 8% EL: 10% SED: 10% SWD: 14% AA: 12% Hispanic: 10% Upland Elementary: All: 12% EL: 10% HOM: 14% SED: 12% SWD: 12% Hispanic: 12% Upland Junior: SWD: 14% White: 14% Valencia: SED: 8% SWD: 10% Hispanic: 8%	Sycamore All: -10.2% EL: -19% SED: -9.2% SWD: -21.2% AA: -13.3% Hispanic: -13.5% Upland Elementary All: -15.7% EL: -19% HOM: -25.9% SED: -16.6% SWD: -16% Hispanic: -16.9% Upland Junior SWD: -10.8% White: -21.3% Valencia SED: -11.4% SWD: -14.6% Hispanic: -12.4%
1.3	Student Attendance Rates Percent of student attendance Student Information System	2023: District: 93.1% EL: 94.1% FY: 91.5% HOM: 91.7% SED: 92.1% SWD: 92.2%	2024: District: 93.9% EL: 94.5% FY: 90.55% HOM: 91.1% SED: 93.6% SWD: 93.2%	2025: District: 94.5% EL: 94% FY: 94.3% HOM: 93.5% SED: 94.2% SWD: 93.5%	District: 96% EL: 96% FY: 95% HOM: 95% SED: 96% SWD: 95%	District: +1.4% EL: -0.1% FY: +2.8% HOM: +1.8% SED: +2.1% SWD: +1.3%
1.4	Student Expulsion Rates	2023:	2024:	2025:	District: 0%	District: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of student expulsions Data Quest	District: 0.1% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%	District: 0% EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%	District: 0% EL:0 % FY: 0% HOM: 0% SED: 0% SWD: 0%	EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%	EL: 0% FY: 0% HOM: 0% SED: 0% SWD: 0%
1.5	Perception Data Via Kelvin School Climate Surveys Percentage of favorable responses Kelvin survey platform	2023: Overall Favorability Responses: 74% SWD: 70% EL: 76% SED: 70% FY: 77% AA: 74%	2024: Overall Favorability Responses: 75% SWD: 76% EL: 75% SED: 74% FY: 93% AA: 74%	2025: Overall Favorability Responses: 88% SWD: 88% EL: 94% SED: 89% FY: ** AA: 91%	Overall Favorability Responses: 82% SWD: 82%. EL: 82% SED: 82 % FY: 82% AA: 82%	Overall Favorability Responses: +14% SWD: +18% EL: +18% SED: +19% FY: N/A AA: 17%
1.6	Efforts by the district to seek parent input in making decisions for the district and sites, including promotion of parental participation in programs for unduplicated pupils and students with exceptional needs. Percentage of parent/family responses and attendance Kelvin survey platform/Meeting attendance	2023 Kelvin Family Survey Responses: 32% LCAP Family Survey Responses: 6% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 3%	2023 Kelvin Family Survey Responses: 40% LCAP Family Survey Responses: 8% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 3%	2025 Kelvin Family Survey Responses: 24% LCAP Family Survey Responses: 9% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 1.2%	Kelvin Family Survey Responses: 50% LCAP Family Survey Responses: 30% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: 10%	Kelvin Family Survey Responses: -8% LCAP Family Survey Responses: +3% SPACE (Special-Education Parent Advisory for Creating Excellence) Committee participation: -1.8%

Goal Analysis [2025-26]

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 1 were implemented as planned in 2025-26 with minor challenges that did not impact our overall implementation.

Under Action 1.1 (Climate and Culture Support), the district was able to fully staff all of our Wellness Centers and other personnel positions to support the climate and culture of all fourteen schools. Additionally, our mentoring program for Foster Youth was successful in connecting our high school students to a mentor. Even with the overall success of implementing this action as planned, one challenge that we had to overcome was losing a consultant for our Farm-to-School program. Although we no longer had access to this consultant, we were able to utilize our current staffing to still support our after school gardens.

Continued implementation of PBIS at all fourteen schools is a main focus of Action 1.2 (Student Behavior and Engagement and Supports) and all sites successfully implemented PBIS rallies and student incentives as a means to engage students contributing to full implementation of this action. In 2025-26 we had two schools earn platinum status for their implementation of PBIS: Baldy View and Cabrillo, joining Pepper Tree and Upland Elementary who have previously earned the same honors.

A highlight this year was our planned implementation Action 1.3, Family and Community Partnerships. We were successful in hosting community cultural events such as our Black History Month Celebration and Hispanic Heritage Night, as well as our Multilingual Learners and family recognition events.

Action 1.4 (Mental Health and Wellness Services and Supports) and Action 1.5 (Social-Emotional Supports) were successfully implemented as planned as evidenced by having a full staff district-wide to provide support to our most at-risk students, including the ongoing implementation of SEL lessons at all grade levels. A challenge to overcome had to deal with teachers finding time in their instructional day to teach the SEL lessons. This led to some variance across all fourteen schools, but ultimately every school was able to implement these lessons to varying degrees.

Student and Campus Safety (Action 1.6) was implemented as planned and is an ongoing main focus for the district and we were successful in providing resources to maintain and promote student safety, including utilizing a consultant to guide us in updating our safety plans.

In recent years the district has increased its focus on providing ongoing support for the arts across all fourteen schools under Action 1.7 (VAPA Support), and this year was no different. By maximizing our arts personnel (itinerant teachers and consultants) each school received dance, visual arts, media arts, music, and theater instruction. This action was implemented as planned, however, we had to overcome master schedule challenges as there were competing programs such as PE and SEL lessons that led to us creating an alternating schedule for the arts.

Home-to-School Transportation (Action 1.8) was fully implemented as planned this year by successfully transporting qualifying students to and from school, as well as supporting student field trips to athletics, academic, and other competitions throughout the year.

Under Action 1.9 (Security Cameras), we were able to install a whole new set of security cameras at Upland High School along with updated monitoring and recording systems at the other sites indicating that this action has been implemented as planned. Although the replacement of security cameras across the entire district remains an ongoing project, all schools did receive an updated monitoring software system that allowed for increased monitoring of incidents caught on camera, extended servers that allowed recordings to remain accessible for much longer than under the previous software.

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.

At the mid-year reporting period our LCAP budget was revised to more accurately reflect our actual and estimated expenditures. At that time our material difference threshold was set at a 15% variance between our revised budgeted expenditures and estimated actuals. Applying this threshold after budget adjustments resulted in no material differences due to the variance for each action in Goal 1 ranging from 6.7% under budget to 6.6% over budget. However, when compared to the original planned expenditures, the following actions did have a material difference:

Action 1.1 (Climate and Culture Support) had a material difference because actual personnel and contracted service costs were lower than originally budgeted due to the district use of existing staff to continue supporting after-school gardens rather than paying for the originally planned consultant services.

Action 1.3 (Family and Community Partnerships) had a material difference because because activities were supported through existing staff, district facilities, and reduced outside service costs.

Action 1.6 (Student and Campus Safety) had a material difference because crossing guard and safety staffing costs were lower than originally projected.

Action 1.7 (VAPA Support) had a material difference because the district expanded access to dance, visual arts, media arts, music, and theater across all school sites through itinerant teachers and consultants and personnel and consultant costs were higher than initially projected.

Action 1.9 (Security Cameras) had a material difference because the security camera project was implemented in phases over years rather than as a full districtwide replacement during the year. Therefore, not all originally budgeted equipment and installation costs were incurred in 2025-26.

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

The effectiveness of Action 1.1 (Climate and Culture), Action 1.3 (Family and Community Partnerships), Action 1.4 (Mental Health and Wellness Services and Supports), Action 1.5 (SEL Supports), and Action 1.6 (Student and Campus Safety) is measured by M1.1 (Suspension Rates) and M1.2 (Chronic Absenteeism) when comparing the 2025 CA Dashboard data to the 2023 CA Dashboard, our baseline year for data collection. M1.1 (Suspension Rates) is further utilized to determine the effectiveness of Action 1.2 (MTSS - Student

Behavior and Engagement Supports) and Action 1.9 (Safety Equipment: Security Cameras). Additionally, M1.2 (Chronic Absenteeism) also contributes to determining the effectiveness of Action 1.2, Action 1.7, Action 1.8, and Action 1.9.

Suspension data (M1.1) indicates that the actions aligned to school climate, behavior, and student supports are effective in reducing suspension rates across all student groups at both the district level and the site level for schools that had red indicators in 2023.

All students experienced a decrease of 1.7% since the 2023 Dashboard, resulting in an overall suspension rate of 2.22 percent. Reductions were also observed across student groups, including English Learners (down 0.7% to 1.5%), Long-Term English Learners (down 2.0% from 2024, their baseline year, to 5.5%), Socioeconomically Disadvantaged students (down 2% to 2.6%), Foster Youth (down 21.3% to 8.4%), and Students with Disabilities (down 1.8% to 4.3%).

Notably, Foster Youth and Long-Term English Learners demonstrated the most significant improvements, dropping 21.3% (to 8.4%) and 2% (to 5.5%), respectively, suggesting that targeted supports and interventions are positively impacting these student groups. It's important to note that LTEL comparisons are to the 2024 Dashboard, which is the Baseline year for LTELs. Additionally, English Learners experienced a reduction in suspension rates by 0.7% to 1.5 percent.

At the site level, there were some student groups that demonstrated significant Improvement with their suspension data. At Foothill Knolls, Homeless students experienced a 9.1% decrease to 0% and African American students decreased 15.1% to 4.4 percent. At Sierra Vista SWD decreased by 5.4% to 1.2%. African American students at Sycamore decreased by 5.3% to 6.5% overall. SWD at Pioneer decreased by 5.8% to 8.3%.

Regarding M1.2 (Chronic Absenteeism), data indicates strong effectiveness across multiple student groups. Significant reductions were observed among English Learners (by 11.2% to 15.2%), LTELs (by 5.1% to 25% compared to 2024, their Baseline year for data collection), SED (by 9.2% to 17.4%), Foster Youth (by 19.2% to 20.4%), MR (by 11.5% to 10.9%), and Students with Disabilities (by 12.4% to 19.4%). These trends indicate that actions focused on climate, mental health, and engagement are contributing to improved student attendance and reduced absenteeism.

At the site level, there are multiple student groups across multiple sites that experienced significant double-digit improvement with their chronic absenteeism. English Learners at Sierra Vista and Sycamore decreased their chronic absenteeism by 26.5% and 19%, respectively. Students with Disabilities at Baldy View, Foothill Knolls, and Upland Elementary decreased by 20.8%, 20.5%, and 16%, respectively. Hispanic students at Upland Elementary also decreased significantly by 16.9 percent.

Altogether, due to improved data as indicated by M1.1 and M1.2, it is concluded that Action 1.1 (Climate and Culture), Action 1.3 (Family and Community Partnerships), Action 1.4 (Mental Health and Wellness Services and Supports), Action 1.5 (SEL Supports), Action 1.6 (Student and Campus Safety), and Action 1.7 (VAPA Support) we have concluded that these actions are all effective. Improved chronic absenteeism and suspension rates suggests that increased student engagement opportunities, including VAPA support, may be contributing to improved attendance and behavior outcomes.

In addition to M1.1 and M1.2, the effectiveness of Action 1.2 (Student Behavior and Engagement Supports) and Action 1.9 (Safety Equipment: Security Cameras) is further measured by M1.4 (Expulsion Rates). Expulsion rates (M1.4) remain at or near zero across all

student groups, indicating continued success in maintaining low levels of severe disciplinary incidents. These improvements in suspension and expulsion rates suggest that MTSS behavior supports and PBIS implementation, in addition to enhanced monitoring practices across sites, are contributing to reduced disciplinary incidents and improved engagement. As a result, Action 1.2 and Action 1.9 are deemed effective.

In addition to M1.2 (Chronic Absenteeism), the effectiveness of Action 1.8 (Home-to-School Transportation) is also measured by Attendance Rates (M1.3).

Attendance rates (M1.3) show overall improvement when compared to our 2023 Baseline data, with All Students increasing by 1.4%, and notable gains among Foster Youth (+2.8%), Socioeconomically Disadvantaged students (+2.1%), and Homeless students (+1.8%). English Learners experienced a slight decrease of 0.1%, indicating a need for continued monitoring and targeted support. Due to improved data as measured by M1.2 and M1.3, Action 1.8 is determined to be effective.

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

Because Action 1.6, Student and Campus Safety, is a non-contributing action, we have made a decision to transfer two positions, Dean of Students, into Action 1.1, which more accurately reflects their duties of supporting school climate and culture by providing both counseling and SEL support for students at Upland High School. Additionally, we will utilize a different funding source for our crossing guards which traditionally we have funded out Action 1.6. Due to these shifts, the funding amount for this action from the previous year has decreased significantly.

Due to budgetary constraints, there are two actions in Goal 1 that will be discontinued in LCAP: Action 1.8 (Home-to-School Transportation) and Action 1.9 (Security Cameras). Although we will continue with these two services in 2026-27, we will be utilizing funding sources that are not included in LCAP. Action 1.8 will be supported with the district's General Fund, while Action 1.9 will be funded by a General Obligation Bond, Measure K, which is intended for facilities and technology upgrades across our district. Another change being made is the title of Action 1.7; we will be renaming this to Support for the Arts, instead of its current designation, Visual and Performing Arts (VAPA). We feel this new name more accurately captures all the arts, rather than simply referring to them as "VAPA."

Furthermore, although M1.6 will continue to measure parent/guardian participation in Special Education Parent Advisory for Creating Excellence (SPACE), the Target for Year 3 Outcome was revised to 10% (down from 20%) to reflect more reasonable growth and ensure continuous improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Climate and Culture Support	The district will implement comprehensive support initiatives aimed at promoting student engagement and improving school climate and culture, including mentorship programs, attendance incentives, and targeted resources principally directed to socio-economically disadvantaged (SED), Foster Youth (FY), and English Learners (EL) to improve climate and culture, and reduce suspensions and chronic absenteeism as measured by M1.1 and M1.2. $981,000 from LREBG funds will be allocated to support elementary counselors under this action.	$4,261,814.00	Yes
1.2	MTSS - Student Behavior and Engagement Supports	The district will provide support for Positive Behavior Intervention and Supports (PBIS) principally directed to socio-economically disadvantaged (SED), Foster Youth (FY), and English Learners (EL) to reduce suspensions and expulsions and increase attendance rates as measured by M1.1, M1.2, and M1.4.	$501,108.00	Yes
1.3	Family and Community Partnerships	The district will build family and community partnerships, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to decrease chronic absenteeism and suspension rates as measured by M1.1 and M1.2.	$235,272.00	Yes
1.4	Mental Health and Wellness Services and Supports	The district will implement a comprehensive behavioral health system, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to support students' mental health and well-being and reduce suspensions and chronic absenteeism of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	$2,388,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	MTSS - Social-Emotional (SEL) Supports	The district will provide SEL support to school sites in the form of personnel, professional learning, and access to materials and supplies principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to reduce suspensions and chronic absenteeism for English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	$438,609.00	Yes
1.6	Student and Campus Safety	The district will provide safety initiatives including crossing guards for 12 school sites, principally directed to English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) to reduce suspensions and chronic absenteeism for English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2.	$18,000.00	No
1.7	Support for the Arts	The district will increase access to visual and performing arts (VAPA) programs by providing elementary VAPA teachers, instructional art supplies and materials, enrichment opportunities outside of the school day, and relevant equipment principally directed to EL, FY, and SED as a means to increase attendance rates as measured by M1.2.	$1,715,792.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Distance from Standard - DFS Source: CA Dashboard	2023 District: 1.6 DFS EL: -63.8 DFS LTEL: -109.2 DFS (Baseline established in Year 1, 2024) FY: -142.4 DFS (red) SED: -17.9 DFS SWD: -83.9 DFS (red) Cabrillo EL: -71.6 DFS SWD: -70.8 DFS Magnolia SWD: -77.6 DFS Valencia SWD: -76.2 DFS Pioneer JH	2024 District: 4.7 DFS EL: -54.4 DFS LTEL: -109.2 DFS FY: -113 DFS SED: -15.4 DFS SWD: -72.7 DFS Cabrillo EL: -69.4 DFS SWD: -64.6 DFS Magnolia SWD: -33.4 DFS Valencia SWD: -76.8 DFS Pioneer JH SWD: -85.8 DFS	2025 District: 9 DFS EL: -52.2 DFS LTEL: -113.3 DFS FY: -75.1 DFS SED: -11.4 DFS SWD: -67.2 DFS Cabrillo EL: -39.5 DFS SWD: -54.3 DFS Magnolia SWD: -43.9 DFS Valencia SWD: -81.6 DFS Pioneer JH SWD: -63.7 DFS	District: 30 DFS EL: -15 DFS LTEL: -90 DFS FY: -95 DFS SED: 30 DFS SWD: -40 DFS Cabrillo EL: -30 DFS SWD: -30 DFS Magnolia SWD: -35 DFS Valencia SWD: -35 DFS Pioneer JH SWD: -65DFS	District: +7.4 DFS EL: +11.6 DFS LTEL: -4.1 DFS FY: +67.3 DFS SED: +6.5 DFS SWD: +16.7 DFS Cabrillo EL: +32.1 DFS SWD: +16.5 DFS Magnolia SWD: +33.7 DFS Valencia SWD: -5.4 DFS Pioneer JH SWD: +42.8 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -106.5 DFS Upland HS EL: -80 DFS	Upland HS EL: -50.7 DFS	Upland HS EL: -54.8 DFS	Upland HS EL: -35 DFS	Upland HS EL: +25.2 DFS
2.2	CAASPP Math Distance from Standard - DFS Source: CA Dashboard	2023 District: -38 DFS EL: -87.9 DFS LTEL: -152.4 DFS (Baseline established in Year 1, 2024) FY: -164.5 DFS (red) SED: -60.3 DFS SWD: -115.3 DFS Cabrillo AA: -97.3 DFS Pioneer JH SWD: -153.8 DFS UHS EL: -175.5 DFS Hillside HS All Students: -233.3 DFS SED: -233.9 DFS	2024 District: -32.2 DFS EL: -73.1 DFS LTEL: -152.4 FY: -141.5 DFS SED: -53.3 DFS SWD: -103.7 DFS Cabrillo AA: -60.5 DFS Pioneer SWD: -110.9 DFS UHS EL: -119.6 DFS Hillside HS All Students: -227.6 DFS SED: -235.2 DFS	2025 District: -30.2 DFS EL: -76.8 DFS LTEL: -159.2 FY: -100.9 DFS SED: -52.2 DFS SWD: -101.6 DFS Cabrillo AA: -82.3 DFS Pioneer SWD: -115 DFS UHS EL: -100.5 DFS Hillside HS All Students: -192.9 DFS SED: -189.8 DFS	District: -5 DFS EL: -45 DFS LTEL: -120 DFS FY: -120 DFS SED: -10 DFS SWD: -75 DFS Cabrillo AA: -50 DFS Pioneer JH SWD: -105 DFS UHS EL: -130 DFS Hillside HS All Students: -190 DFS SED: -190 DFS	District: +7.8 DFS EL: +11.1 DFS LTEL: -6.8 DFS FY: +63.6 DFS SED: +8.1 DFS SWD: +13.7 DFS Cabrillo AA: +15.0 DFS Pioneer JH SWD: +38.8 DFS UHS EL: +75.0 DFS Hillside HS All Students: +40.4 DFS SED: +44.1 DFS
2.3	English Learner Progress Indicator (ELPI) Percentage of EL students making	2023 EL: 46.8% LTEL: 56.4% (Baseline established in Year 1, 2024)	2024 EL: 52.2% LTEL: 56.4%	2025 EL: 52.7% LTEL: 57.9%	EL: 70% LTEL: 75%	EL: +5.9 % LTEL: +1.5 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress towards English proficiency Source: CA Dashboard					
2.4	English Learner (EL) Reclassifications Percentage of EL students being reclassified Source: DataQuest	2022-23 10.3% ELs Reclassified 22% LTELs Reclassified	2023-24 17% ELs Reclassified 25% LTELs Reclassified	2024-25 19% ELs Reclassified 26% LTELs Reclassified	25% ELs Reclassified 50% LTELs Reclassified	+8.7% ELs Reclassified +4.0% LTELs Reclassified
2.5	Local Assessments: iReady (Reading) Percentage of students at or above grade-level in reading iReady	2022-23 District: 58% EL: 29% SED: 51% DLI Schoolwide: 35% DLI EL: 32% DLI SED: 42%	2023-24 District: 49% EL: 22% SED: 41% DLI Schoolwide: 43.4% DLI EL: 67.7% DLI SED: 40%	2024-25 District: 57% EL: 24% SED: 49% DLI Schoolwide: 55% DLI EL: 22% DLI SED: 42.1%	District: 70% EL: 60% SED: 70% DLI Schoolwide: 70% DLI EL: 60% DLI SED: 70%	District: -1% EL: -5% SED: -2% DLI Schoolwide: +20% DLI EL: -10% DLI SED: +0.1%
2.6	Local Assessments: iReady (Math) Percentage of students at or above grade-level in math iReady	2022-23 District: 49% EL: 24% SED: 41%	2023-24 District: 45% EL: 20% SED: 37%	2024-25 District: 50% EL: 24% SED: 41%	District: 58% EL: 29% SED: 51%	District: +1% EL: 0% SED: 0%
2.7	CA Science Test (CAST) Average Science Points	2023-24 District: 53.6 EL: 42.3	2023-24 District: 53.6 EL: 42.3	2024-25 District: 54.9 EL: 41.1	District: 60 EL: 55	District: +1.3 EL: -1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	LTEL: 30.7 FY: 26.5 SED: 49.3 SWD: 37.8	LTEL: 30.7 FY: 26.5 SED: 49.3 SWD: 37.8	LTEL: 32.8 FY: 37.9 SED: 50.5 SWD: 40	LTEL: 50 FY: 50 SED: 60 SWD: 50	LTEL: +2.1 FY: +11.4 SED: +1.2 SWD: +2.2
2.8	Local evaluation tool used to inform Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard. Percentage of teachers that are appropriately assigned given their credential authorization, percentage of students that have access to instructional materials, and percentage of facilities in good repair as indicated on SARC and Williams report.	2023-24: 100% Appropriately assigned teachers 2023-24: 100% Student access to curriculum assigned instructional materials 2023-24: 100% Facilities in good repair	2024-25: 100% Appropriately assigned teachers 2024-25: 100% Student access to curriculum assigned instructional materials 2024-25: 100% Facilities in good repair	2025-26: 100% Appropriately assigned teachers 2025-26: 100% Student access to curriculum assigned instructional materials 2025-26: 100% Facilities in good repair	100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair	Maintained
2.9	Local evaluation tool used to inform Access to Broad Course of Study Percent of students who have access to, and are enrolled in, a broad course of study. Course enrollment report via student information system (Aeries)	2023-24: 100% of students have access to a broad course of study	2024-25: 100% of students have access to a broad course of study	2025-26: 100% of students have access to a broad course of study	100% of students have access to a broad course of study.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Local evaluation tool used to inform the Implementation of State Standards Rating Scale (1-Exploration and Research Phase; 2-Beginning development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability) Priority 2 Self Reflection Tool (Average of 1-5) - Annual Staff Survey	2023-24 ELA = 4 ELD = 4 Math = 4 Science = 3 History-Social Science = 3	2024-25 ELA = 4 ELD = 4 Math = 4 Science = 4 History-Social Science = 3	2025-26 ELA = 4 ELD = 4 Math = 4 Science = 4 History-Social Science = 3	ELA = 5 ELD = 5 Math = 5 Science = 5 History-Social Science = 5	ELA = 0 ELD = 0 Math = 0 Science = +1 History-Social Science = 0

Goal Analysis [2025-26]

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.

While all actions in Goal 2 were implemented as planned, minor challenges included coordinating intervention schedules across sites and ensuring consistent implementation of supports, though these did not result in substantive differences.

Utilizing district-level personnel (Action 2.1) allowed for timely interventions to be provided to struggling students as well as coaching opportunities for teachers by our district TOSAs. This year we did not experience a high number of unfilled vacancies as in recent years, consequently, we implemented this action as planned.

Site-based personnel (Action 2.2), such as paraeducators and site TOSAs also collaborated with teachers and district personnel to provide academic support and interventions to struggling students, resulting in successful implementation as planned.

Action 2.3 (Supplemental Academic Support) was implemented as planned allowing us to provide supplemental materials for interventions, credit recovery opportunities for credit-deficient students, 24/7 online tutoring access, and other enrichment opportunities for students.

Actions 2.4 (ELD Support) and 2.8 (EL Professional Learning), which focused on EL-specific supports and professional learning, were fully implemented. We were able to provide English language development support via classroom materials as well as online access for students to language subscriptions.

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

A success of the year was the integration of site and district support through Action 2.6 (Literacy Support) and Action 2.7 (Professional Learning and Collaboration), which allowed for more cohesive intervention delivery across schools and professional learning opportunities for both classified and certificated staff.

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.

At the mid-year reporting period our LCAP budget was revised to more accurately reflect our actual and estimated expenditures. At that time our material difference threshold was set at a 15% variance between budgeted expenditures and estimated actuals. Applying this threshold after budget adjustments resulted in only one material difference for Action 2.5 (Dual Language Immersion), with a variance of 22.2% under budget. The reason for this difference is due to utilizing a different funding source for our TK DLI teacher. It was initially intended to fund the position with LCAP S&C funds, however, the decision to utilize the General Fund was more appropriate since we are required to offer TK by the state. All other actions in Goal 2 remained within the 15% material difference threshold ranging from 0.03% under budget to 5.7% over budget. However, when compared to the original planned expenditures, the following actions did have a material difference:

Action 2.1 (MTSS: District-level Academic Support Personnel and Services) had a material difference because actual salary, benefit, extra-duty, or contracted intervention costs came in below the adopted budget after staffing assignments and intervention schedules were finalized. The lower cost did not prevent the district from providing the planned district-level academic support.

Action 2.3 (MTSS: Supplemental Academic Instructional) had a material difference because student use of academic intervention and credit recovery supports required additional licenses, materials, tutoring access, or summer/enrichment services beyond the original estimate.

Action 2.4 (English Learner Support: Language Development) had a material difference because the actual cost of materials, subscriptions, or licenses was less than the amount originally budgeted, resulting in lower expenditures while still providing the planned EL supports.

Action 2.5 (Dual Language Immersion Support) had a material difference because the actual cost of DLI staffing, Spanish instructional materials, intervention/enrichment supports, or accompanying personnel were higher than originally estimated.

Action 2.7 (Professional Learning and Collaboration) had a material difference because the actual costs for presenters, substitutes, extra-duty time, materials, travel, or collaboration time were lower than projected, and some professional learning was provided through existing district structures rather than separate paid services.

Action 2.8 (English Learner Support: Professional Learning) had a material difference because training was delivered through district staff, existing collaboration structures, or lower-cost providers rather than the full amount budgeted for outside professional learning.

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

Action 2.1 (MTSS: District-level Academic Support Personnel and Services), Action 2.2 (MTSS: School-level Academic Support Personnel and Services), Action 2.3 (MTSS: Supplemental Academic Instructional Support, Supplies, and Materials), Action 2.4 (English Language Development), Action 2.6 (Literacy Support), and Action 2.8 (EL Support: Professional Learning) are measured by metrics M2.1 (CAASPP ELA), M2.2 (CAASPP Math), M2.3 (ELPI), and M2.4 (EL Reclassifications). All data will be compared to the Baseline year to collect data, the 2023 CA Dashboard, unless otherwise stated.

Regarding M2.1 (CAASPP ELA), data indicates overall effectiveness of these actions, as All Students improved by 7.4 points, increasing from 1.6 DFS in 2023 to 9.0 DFS in 2025. English Learners demonstrated strong growth of 11.6 points to -52.2 DFS, and Socioeconomically Disadvantaged students improved by 6.5 points to -11.4 DFS. Foster Youth experienced a substantial increase of 67.3 points to -75.1 DFS, indicating that targeted supports are having a significant positive impact; however, Long-Term English Learners (LTELs) declined by -4.1 points to -113.3 DFS when compared to their 2024 Baseline year.

For M2.2 (CAASPP Math), results similarly show overall growth across most student groups. All Students improved by 7.8 points, moving from -38 DFS to -30.2 DFS. English Learners increased by 11.1 points to -76.8, and Socioeconomically Disadvantaged students improved by 8.1 points to -52.2 DFS. Foster Youth again demonstrated significant growth of 63.6 points to -100.9 DFS, reflecting strong impact from targeted interventions; however, Long-Term English Learners declined by 6.8 points to -159.2 DFS (compared to the 2024 Dashboard).

M2.3 (ELPI) and M2.4 (EL Reclassifications) continue to demonstrate positive outcomes for our English Learners, including LTELs. ELs improved in ELPI by 5.9% to 52.7%, while LTELs improved by 1.5% to 57.9% (compared to the 2024 Dashboard) of them demonstrating growth in English language acquisition. Reclassification rates for both ELs and LTELs also improved by 8.7% and 4%, respectively.

Overall, Action 2.1 (MTSS: District-level Academic Support Personnel and Services), Action 2.2 (MTSS: School-level Academic Support Personnel and Services), Action 2.3 (MTSS: Supplemental Academic Instructional Support, Supplies, and Materials), Action 2.4 (English Language Development), Action 2.6 (Literacy Support), and Action 2.8 (EL Support: Professional Learning) are determined to be generally effective, as most student groups experienced improvements; however, declines for Long-Term English Learners in both ELA and math indicate that these actions have not yet produced consistent results across all student groups.

Action 2.5 (Dual Language Immersion Support) and Action 2.6 (Literacy Support) effectiveness is determined by M2.5 (iReady Reading). 2024-25 EOY iReady data for DLI shows a significant improvement for all DLI students by 20% from the baseline year, however only a 0.1% gain for SED students and a decline of 10% for ELs. Based on the most recent iReady Reading diagnostic assessment administered in the winter of 2026 we find that DLI classes at Baldy View Dual Language Academy (our only DLI school) are consistently outperforming English Only classes, with the exception of kindergarten and 3rd grade (currently DLI only goes up to 4th grade). In Kindergarten, English Only is outperforming DLI by 16%; however, this does not cause concern due to the fact that this diagnostic measures reading skills in English and 90% of the instruction delivered in kindergarten DLI is in Spanish. In 3rd grade the performance level in EO and DLI is the same at 55% of

the students reading at or above grade level. Overall 35% of all students at Baldy View are performing at or above grade level, whereas 38.5% of DLI students are demonstrating the same proficiency. In grades 1st, 2nd, and 4th, DLI students are outperforming English Only classes by 9%, 5%, and 4%, respectively.

Although DLI students have experienced growth in several areas, due to the inconsistency in EOY iReady data, Action 2.5 is considered to be generally effective, however, declines with EL students indicate results are not yet consistent across all student groups. Regarding Action 2.6, we have determined this action to be effective.

In addition to M2.1 - M2.5, Action 2.7 is measured by M2.6 (iReady Math) and 2.7 (CA Science Test).

M2.6 (iReady Math) indicates overall growth for all students from 2023 by 1% (from 49% at or above grade level in 2023 to 50%). Both English Learners and Socio-economically Disadvantaged students experienced no change from 2023, however, each group did demonstrate a 4% improvement from 2024 to 2025.

M2.7 indicates growth amongst all students and all student groups with the exception of English Learners. All students experienced an increase of 1.3 points to 54.9, LTELs improved by 2.1 points to 32.8, Foster Youth increased by 11.4 points to 37.9, SED students increased by 1.2 points to 50.5 points, and SWD increased by 2.2 points to 40 points. Only our ELs decreased slightly from 42.3 to 41.1 points.

Action 2.7 demonstrates overall effectiveness, as most student groups improved in science; however, the slight decline for English Learners indicates that outcomes are not yet consistent across all groups.

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

In 2025-26, LREBG funds were used to fund two of our districtwide professional development days for all certificated staff as outlined in Action 2.7 (Professional Learning and Collaboration), however, the funding for these additional days will revert to LCFF funds.

Another change to note with Goal 2 is M2.7 (CAST). The state shifted how it measures this metric from DFS to Science points; therefore, we changed all data points to reflect the state's guidance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS: District-level Academic Support Personnel and Services	The district will support the academic achievement of our EL, FY, and SED student groups by providing coaching, in-classroom support, academic interventions, progress monitoring via continuous data analysis, and overall leadership and guidance to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4. $120,000 from LREBG will be allocated to support intervention personnel under this action.	$4,098,250.00	Yes
2.2	MTSS: School-level Academic Support Personnel and Services	The district will support school sites with personnel (in the form of paraeducators and site TOSAs) and supplemental instructional materials (for academic interventions) principally directed to EL, FY, and SED student groups to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4.	$673,221.00	Yes
2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	The district will provide tiered academic support in the form of personnel (itinerant math specialists, and reading intervention classroom aides), access to academic programs (online tutoring and other software/licenses), and Summer School principally directed to EL, FY, and SED student groups to close the achievement gap as measured by M2.1, M2.2, M2.3, and M2.4.	$1,978,392.00	Yes
2.4	English Learner Support: Language Development	The district will provide supplemental English language development (ELD) instructional supplies and materials principally directed to ELs and LTELs to close the achievement gap as measured by M2.1, and to improve performance as measured by M2.3 and M2.4.	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Dual Language Immersion (DLI) Support	The district will provide staffing, academic support (enrichment opportunities and interventions), and supplemental instructional materials and supplies to continue developing and implementing our Dual Language Immersion Academy at Baldy View principally directed to EL and SED to close the achievement gap as measured by M2.5.	$285,214.00	Yes
2.6	Literacy Support	The district will provide access to supplemental literacy programs (Gale - online research, SORA - online books, Destiny, and other similar literacy programs), instructional materials & supplies, supplemental reading intervention (Read 180 intervention curriculum), and personnel (library techs and partially-funded TK classroom aides) principally directed to EL, FY, and SED to close the achievement gap in ELA as measured by M2.1, M2.3, M2.4, and M2.5.	$2,318,501.00	Yes
2.7	Professional Learning and Collaboration	The district will extend core content professional learning and collaboration opportunities for certificated and classified staff principally directed to EL, FY, and SED to close the achievement gap in ELA, math, and science as measured by M2.1, M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7.	$2,310,600.00	Yes
2.8	English Learner Support: Professional Learning	The district will provide targeted professional learning to build educator capacity in supporting English Learners (ELs) and Long-Term English Learners (LTELs), with a specific emphasis on identifying and addressing the unique linguistic and academic needs of LTELs. This includes training on the use of formative language assessments, strategies for re-engaging disengaged LTELs, scaffolding instruction for complex texts, and the integration of both designated and integrated ELD aligned to students' language proficiency levels. Professional learning will also focus on strengthening progress monitoring practices to accelerate language development and support reclassification. These supports are principally directed to ELs and LTELs to close achievement gaps as measured by M2.1, and to improve outcomes as measured by M2.2, M2.3, and M2.4.	$46,141.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	UUSD Overall Graduation Rate Percentage of students that graduated CA School Dashboard	2023 Overall: 94.6% EL: 87.1% SED: 94.1% FY: *	2024 Overall: 94.2% EL: 89.1% SED: 93.5% FY: *	2025 Overall: 96.1% EL: 86% SED: 97.2% FY: *	Overall: 96% EL: 92% SED: 96% FY: *	Overall: +1.5% EL: -1.1% SED: +3.1% FY: *
3.2	A-G Completion Rate Percentage of A-G graduates CA School Dashboard	2023 Overall: 46.7% EL: 12.9% SED: 41.4% FY: *	2024 Overall: 49.3% EL: 21.9% SED: 42% FY: *	2025 Overall: 49.5% EL: 18.6% SED: 42.3% FY: *	Overall: 57% EL: 30% SED: 60% FY: *	Overall: +2.8% EL: +5.7% SED: +0.9% FY: *
3.3	CTE Pathway Completion Percentage of Completers CA School Dashboard	2023 Overall: 15.2% EL: 0.0% SED: 16.6% FY: *	2024 Overall: 24.1% EL: 18.2% SED: 23.6% FY: *	2025 Overall: 21.2% EL: 0% SED: 19% FY: *	Overall: 20% EL: 10% SED: 20% FY: *	Overall: +6% EL: 0% SED: +2.4% FY: *
3.4	Advanced Placement Indicator Percentage Scoring 3 or higher on 1 Internal AERIES Query	2023 Overall: 35.6% EL: 0% SED: 31.1% FY: *	2024 Overall: 34.1% EL: 9.1% SED: 28.9% FY: *	2025 Overall: 56.3% EL: 60% SED: 50.6% FY: *	Overall: 40% EL: 10% SED: 35% FY: *	Overall: +20.7% EL: +60% SED: +19.5% FY: *
3.5	College Credit Course Completion Percentage of Students Completing College Credit CA School Dashboard	2023 Overall: 5.0% EL: 0% SED: 0% FY: *	2024 Overall: 12.7% EL: 9.1% SED: 11.1% FY: *	2025 Overall: 10% EL: 0% SED: 7.4% FY: *	Overall: 25% EL: 15% SED: 15% FY: *	Overall: +5% EL: 0% SED: +7.4% FY: *
3.6	High School Dropout Rates Percentage of High School Dropouts Dataquest	2023 Overall: 4.80% EL: 11.30% SED: 5.11% FY: *	2024 Overall: 4.7% EL: 10.9% SED: 5.7% FY: *	2025 Overall: 2.3% EL: 11.1% SED: 2.1% FY: *	Overall: 3.0% EL: 8.50% SED: 3.50% FY: *	Overall: -2.5% EL: -0.20% SED: -3.01% FY: *
3.7	Middle School Dropout Rates	2023 Overall: 0% EL: 0%	2024 Overall: 0% EL: 0%	2025 Overall: 0% EL: 0%	Overall: 0% EL: 0%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Middle School Dropouts Dataquest	SED: 0% FY: 0%	SED: 0% FY: 0%	SED: 0% FY: 0%	SED: 0% FY: 0%	
3.8	CCI Level of Students Percentage of Students at CCI Level Prepared CA School Dashboard	2023 Overall: 40.4% EL: 8.3% (red) SED: 36.4% FY: * SWD: 6.7% (red) Upland HS SWD: 9.3% (red)	2024 Overall: 45.4% EL: 17.2% SED: 37.6% FY: * SWD: 9.1% Upland HS SWD: 11.5%	2025 Overall: 52.8% EL: 23.8% SED: 47.8% FY: * SWD: 15.8% Upland HS SWD: 18.3%	Overall: 50% EL: 20% SED: 50% FY: * SWD: 18% Upland HS SWD: 22%	Overall: +12.4% EL: +15.5% SED: +11.4% FY: * SWD: +9.1% Upland HS SWD: +9.0%
3.9	Percentage of students who have successfully completed both A-G and CTE Pathway Completion CA School Dashboard	2023 Overall: 6.7% EL: 0% SED: 6.5% FY: * SWD: 0.8%	2024 Overall: 10.4% EL: 4.7% SED: 8.5% FY: * SWD: 2.7%	2025 Overall: 10.4% EL: 4.7% SED: 8.5% FY: * SWD: 2.7%	Overall: 15% EL: 8% SED: 15% FY: * SWD: 8%	Overall: +3.7% EL: +4.7% SED: +2% FY: * SWD: +1.9%
3.10	EAP ELA (11th Graders) Percentage of students met/exceeded CAASPP ELA Dataquest	2023 Overall: 63.62% EL: 13.64% SED: 56.59% FY: * SWD: 26.59%	2024 Overall: 62.45% EL: 4.76% SED: 58.5% FY: * SWD: 15.3%	2025 Overall: 59.5% EL: 7.9% SED: 52.8% FY: * SWD: 12.3%	Overall: 40% EL: 35% SED: 70% FY: * SWD: 45%	Overall: -4.12% EL: -5.74% SED: -3.79% FY: * SWD: -14.29%
3.11	EAP Math (11th Graders) Percentage of students met/exceeded CAASPP Math Dataquest	2023 Overall: 26.59% EL: 28.31% SED: 19.8% FY: * SWD: 8%	2024 Overall: 30.19% EL: 31% SED: 25.44% FY: * SWD: 7.14%	2025 Overall: 33% EL: 14% SED: 27.2% FY: * SWD: 8.9%	Overall: 40% EL: 40% SED: 35% FY: * SWD: 20%	Overall: +6.41% EL: -14.31% SED: +7.4% FY: * SWD: +0.9%

Goal Analysis [2025-26]

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 3 were implemented as planned with minor implementation challenges.

AVID Support (Action 3.1) was fully implemented and allowed us to provide college and career readiness opportunities such as college field trips, support with completing college applications, and access to academic enrichment and support. A consistent challenge to overcome was the full-staffing of our AVID College Tutors. We were able to hire at least one tutor for both junior high schools and three for Upland High School. Although this fell short of being considered fully-staffed, the tutors that were available were able to still provide in-class tutoring as planned.

Action 3.2 (College and Career Support and Access) and Action 3.3 (College and Career Readiness Support) were implemented as planned. We were able to provide resources and support to school sites to help them continue their college and career readiness efforts. These actions remain important, and we are committed to building on this work in the coming year to improve our CCI rates. One area of success this year has been the continued growth of our U-College Academy as we have our first four-year cohort representing the first UCA graduating class at Upland High School. We have further supported access to CTE pathways via this action.

Action 3.4 (Technology Support and Personnel) was fully implemented this year as we provided increased access to technology for students along with the necessary support to school sites to ensure their infrastructure remains intact with limited disruptions. Additionally, we were able to fill a long-standing vacancy for a Network Specialist.

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.

At the mid-year reporting period our LCAP budget was revised to more accurately reflect our actual and estimated expenditures. At that time our material difference threshold was set at a 15% variance between budgeted expenditures and estimated actuals. Applying this threshold after budget adjustments resulted in no material differences due to the variance for each action in Goal 3 ranging from 10.2% under budget to 5.7% over budget. However, when compared to the original planned expenditures, all four actions did have a material difference.

Action 3.1 (AVID Support) had a material difference because of the higher-than-budgeted field trip costs, student supports, materials, training, and tutor/extra-duty costs for the AVID program. Although the district was not fully staffed with AVID tutors, available tutors still provided in-class support as planned.

Action 3.3 (College and Career Readiness Support) had a material difference because some planned pathway, materials, staffing, or service costs were not fully incurred during the year due to timing of implementation, lower-than-projected participation costs, and use of existing staff/resources. The action was still implemented, but at a lower actual cost.

Action 3.4 (Technology Support and Personnel) had a material difference because associated salary/benefit costs, infrastructure needs, device/system support, and technology service costs were greater than originally projected.

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

This analysis of effectiveness will compare 2025 Dashboard data to the 2023 Dashboard data, which was our Baseline year for data collection, unless otherwise stated.

Action 3.1 (AVID Support) is measured by M3.1 (Graduation Rate) and M3.2 (A-G Completion Rate). M3.1 (Graduation Rate) overall positive results as our graduation rate for All Students increased by 1.5% to 96.1%, SED increased by 3.1% to 97.2%, SWD increased significantly by 11.7% to 88.5%; unfortunately, our overall EL student group decreased by 1.1% to 86% overall.

M3.2 (A-G Completion Rate) demonstrated growth for all students (by 2.8% to 49.5%), SED (by 0.9% to 42.3%), and ELs by 5.7% to 18.6 percent.

Action 3.1 is determined to be generally effective, as most student groups demonstrated improved outcomes; however, declines for English Learners in M3.1 indicate that results are not yet consistent across all student groups.

Action 3.2 (MTSS: College and Career Support and Access) and Action 3.3 (College and Career Readiness and Support) are both measured by M3.1 (Graduation Rate), M3.2 (A-G Completion Rate), M3.5 (College Credit), and M3.8 (CCI), so an analysis of these four metrics will determine the effectiveness for these actions (M3.1 and M3.2 have been previously analyzed to determine the effectiveness of Action 3.1).

M3.5 (College Credit) showed inconsistent results with some growth from 2023 to 2024, then some declines from 2024 to 2025. All Students increased from 5% to 10.0%, English Learners performance remained unchanged, and Socioeconomically Disadvantaged students increased from 0% to 7.4 percent. Although there is growth from the baseline year, there were also some declines from the previous year. All Students experienced a decline of 2.7% from 2024, English Learners declined 9.1%, and SED declined by 3.7 percent. This inconsistency indicates that current strategies have not yet been effective in increasing access to or completion of college coursework. Our efforts to expand dual enrollment via our U-College Academy will continue in order to improve outcomes in this area.

M3.8 (College and Career Indicator) demonstrated strong growth across all students and all student groups. All Students increased by 12.4% to 52.8%, English Learners increased by 15.5% to 23.8%, Socioeconomically Disadvantaged students increased by 11.4% to 47.8%, and Students with Disabilities increased by 9.1% to 15.8 percent, indicating improved overall college and career readiness. Our SWD group at Upland High School also experienced significant growth by 9% to 18.3%, highlighting more than doubling of performance when SWD found themselves in the red on the 2023 Dashboard.

Actions 3.2 and 3.3 demonstrate mixed effectiveness. While strong growth in CCI (M3.8) indicates improved college and career readiness, declines across all student groups in college credit attainment (M3.5) indicate these actions have not yet been effective in increasing access to or completion of college coursework.

The effectiveness of Action 3.4 is being determined by M3.3 (CTE Pathway Completion), M3.5 (College Credit), and M3.8 (College and Career Indicator).

M3.3, much like M3.5, yielded inconsistent results with growth from 2023 to 2024, then declines from 2024 to 2025. All students and SED experienced growth since 2023 by 6% and 2.4%, respectively; then both groups declined by 2.9% and 4.6%, respectively. ELs experienced no net change since 2023 after demonstrating growth from 2023 to 2024, then declining that same percentage from 2024 to2025.

Due to the integral role that technology plays in college and career readiness, CTE pathways, and CCI rates, we must ensure that students are able to access all the necessary platforms for curriculum, interventions, enrichment, college coursework (through Dual Enrollment), and assessment; therefore, network reliability is essential. Consequently, Action 3.4 demonstrates partial effectiveness, with strong gains in CCI (M3.8), but declines in CTE pathway completion (M3.3) and college credit (M3.5) indicate that outcomes are not yet consistent across all measures. New pathways implemented in 2025 at both Upland High School (Education Pathway) and Hillside High School (Agriculture) that will be part of 2026 measures, were implemented to improve outcomes in this area.

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

There are no planned changes to the actions in Goal 3 moving into 2026-27. Regarding metrics utilized to determine effectiveness, we will be making some changes to better align with overall college and career readiness outcomes. Since M3.8 (CCI) encompasses M3.1, M3.2, M3.3, M3.4, M3.5, and M3.9, it will be the primary metric for all actions in Goal 3; however, these metrics will continue to be monitored to ensure comprehensive evaluation of outcomes. This adjustment reflects the need to strengthen alignment between actions and overall readiness outcomes while continuing to address areas of inconsistent performance identified in the analysis.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	AVID Support	The district will support AVID school sites through initiatives such as professional learning and targeted recruitment efforts to create a cohesive and comprehensive approach to ensure that students have the opportunity to reach their full potential principally directed to low-income, foster youth, and English learners as measured by M3.8.	$498,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	MTSS - College and Career Support and Access	The district will support school sites with 28 dedicated paraprofessionals and supplemental instructional materials and supplies to support the CCI Preparedness principally directed to EL, FY, and SED to close the achievement gap as measured by M3.8.	$150,683.00	Yes
3.3	College and Career Readiness Support	The district will provide comprehensive strategies to support College and Career preparedness TK-12 in the form of software licenses, technology, accompanying supplemental instructional materials, and support for Future Ready Signature School Identities, including Career Technical Education (CTE), principally directed to EL, FY, and SED students as measured by M3.8.	$1,345,783.00	Yes
3.4	Technology Support and Personnel	The district is committed to bolstering our students' access to technology and enhancing our infrastructure to better serve our students and educators. We are committed to offering comprehensive Technology Support and Training programs for both teachers and students, providing dedicated Educational Technology TOSAs, and enhancing digital literacy and CCI preparedness principally directed to EL, FY, and SED student groups to increase percentage of students meeting college/career readiness as measured by M3.8.	$1,076,695.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, students at Hillside High School will improve academic achievement in Math (including SED students) by reducing the negative distance from standard as shown in M4.1 from -233.3 DFS to -190 DFS. The school will also increase the CCI rate for all students, SED and Hispanic students by 15% as shown in M4.2. Additionally, all students will experience a decrease in Suspensions (including SED and HI) by 9% as measured by M4.3.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal applies exclusively to Hillside High School as they are our district's only school designated as an Equity Multiplier school. Schools eligible for Equity Multiplier funding have a non-stability rate greater than 25% and the socioeconomically disadvantaged pupil rate is greater than 70% - Hillside's non-stability rate for 2022-23 was 54.1% and their SED percentage was 90.4%. As reported on the 2023 CA Dashboard, the schoolwide math performance decreased by 0.5 points and was at 233.3 points below standard, and although SED students increased by 2.4 points, they were still performing 233.9 points below standard. Additionally, the school did not have any students graduate meeting CCI, therefore there will be a focus on improving this metric, especially for their two numerically significant student groups: SED and Hispanic. Because Hillside HS is a continuation high school, it is understood that the school has challenges that are unique to the students it serves, and as a result extra efforts may be necessary to improve math performance and CCI completion rates.

Staff, students, and families were consulted during LCAP feedback sessions and School Site Council meetings. During these sessions it was shared how Hillside qualified to receive these funds, and the low performance indicators by student groups that need to be addressed. Along with feedback from Hillside's educational partners, the school recognizes the great need to address math achievement and CCI rates; as a result they will be utilizing their Equity Multiplier funds to implement specific actions to address these two performance indicators. The school will provide support both during and outside of the school day (including Saturdays) for math intervention by utilizing their current staff and increasing access to supplemental math curriculum. To address CCI, feedback was clear on increasing student access to dual enrollment and career technical education (CTE) opportunities, along with monitoring student progress towards meeting CCI. To do so the school will increase professional learning for their staff around CCI-related topics, and hire additional staff to increase monitoring of student progress and access to dual enrollment and CTE pathways.

With the release of the 2024 Dashboard, new red indicators were reported for Hillside making it necessary to revise our goal. Suspension rates for all students, SED, and Hispanics all experienced significant increases of 7.4% (to 12.1%), 8.5% (to 13.7%), and 9.9% (to 14.3%),

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

An area of need that persists is the CCI rate for Hillside High School as evidenced by the 2025 Dashboard. The school's overall completion rate is at 1.4% after a 0.5% decline from 2024. Hispanic students also declined by 1.3% resulting in zero students meeting this measure. Although there was an improvement in SED students by 1.4%, in 2024 that rate was at zero percent. All three of these numerically significant groups (whether a decline or growth), remain at the lowest performance level. This will remain an area of focus for the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Math Distance from Standard - DFS Source: CA Dashboard	2023 District: -38 DFS Schoolwide: -233.3 DFS SED: -233.9 DFS	2024 District: -32.2 DFS Schoolwide: -227.6 DFS SED: -235.2 DFS	2025 District: -30.2 DFS Schoolwide: -192.9 DFS SED: -189.8 DFS	District: -5 DFS Schoolwide: -190 DFS SED: -190 DFS	District: +7.8 DFS Schoolwide: +40.4 DFS SED: +44.1 DFS
4.2	College/Career Indicator - CCI Percentage of students demonstrating college and career readiness Source: CA Dashboard	2023 District: 40.4% Schoolwide: 0% SED: 0% HISP: 0%	2024 District: 45.4% Schoolwide: 1.9% SED: 0% HISP: 1.3%	2025 District: 52.8% Schoolwide: 1.4% SED: 1.4% HISP: 0%	District: 50% Schoolwide: 15% SED: 15% HISP: 15%	District: +12.4% Schoolwide: +1.4% SED: +1.4% HISP: 0%
4.3	Suspensions Percentage of students suspended Source: CA Dashboard	2023 District: 3.9% Schoolwide: 4.7% SED: 5.2% HISP: 4.4%	2024 District: 2.8% Schoolwide: 12.1% SED: 13.7% HISP: 14.3%	2025 District: 2.2% Schoolwide: 5.4% SED: 5.9% HISP: 6.6%	District: 1% Schoolwide: 3.1% SED: 4.7% HISP: 5.3%	District: -1.7% Schoolwide: +0.7% SED: +0.7% HISP: +2.2%

Goal Analysis [2025-26]

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

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

Action 4.1 (Math Achievement Support) at Hillside High School was only partially implemented. The school was able to hire a paraeducator to support students during classroom instruction, but late in September 2025 he left the school for another position within the school district leaving a vacancy that remained for the remainder of the year. Although there was no financial impact to Equity Multiplier funds, the school was able to lower class sizes in their math classes, allowing the teacher to provide more individualized attention to his students.

Action 4.2 (Professional Learning for Math Support) was partially implemented with no financial impact to Equity Multiplier funds as Hillside's math teacher was able to participate in district-provided professional learning opportunities; however, attendance at the annual National Council Teacher of Mathematics (NCTM) Conference was not realized.

Action 4.3 (College/Career Readiness Support) was fully implemented by the temporary hiring of an assistant principal to support CCI, as well as hiring a CTE teacher as the school implemented a new career pathway, Agriculture Science.

Although Action 4.4 (Professional Learning for College/Career Readiness Support) did not incur additional costs, it was partially implemented given that the teacher was provided training through Baldy View ROP, as opposed to attending a separate conference or workshop. Additionally, the school's counselor also did not attend any conferences, rather, received relevant professional learning through the district's monthly counselor collaboration meetings that included all counselors in the district, both elementary and secondary.

Action 4.5 (School Climate and Culture Support) was fully implemented as the school was able to hire a proctor to provide additional supervision to maintain campus safety.

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.

Action 4.1 (Math Achievement Support) only incurred about one-third of its budget. A paraeducator was hired but he only lasted through September, leaving an unfilled vacancy for the remainder of the year.

Action 4.2 (Professional Learning for Math Support) was budgeted for $17,000, however, any professional learning in which Hillside's staff participated that was provided by the district did not incur any costs impacting Equity Multiplier funds. Furthermore, due to conflicting schedules, there was no participation in any math conferences this year by teachers.

Action 4.3 (College/Career Readiness Support) had a material difference because the actual salary/benefit cost and CTE staffing exceeded the original estimate.

Action 4.4 (Professional Learning for College/Career Readiness Support) experienced a material difference, as it was partially implemented and did not incur the anticipated expenditures due to reliance on no-cost training opportunities. Conferences and other outside trainings that were initially budgeted for did not occur due to the counselor and teachers utilizing district-provided or Baldy View ROP professional learning, neither of which incurred any costs out of Equity Multiplier funds.

Action 4.5 (School Climate and Culture Support) did not experience a material difference.

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

To determine the effectiveness of this goal, the 2025 Dashboard data was compared to the 2023 Dashboard data unless otherwise stated.

The effectiveness of Action 4.1 (Math Achievement Support) and Action 4.2 (Professional Learning for Math Support) are both determined by M4.1 (CAASPP Math), which is one of the indicators that were in the red on the 2023 Dashboard for all students and our SED student group. Both demonstrated significant growth from the 2023 Dashboard to the 2025 Dashboard. All students improved by 40.4 points to -192.9 DFS compared to a 7.8-point improvement districtwide, and SED improved by 44.1 points to -189.8 DFS. These actions are determined to be effective in accelerating improvement in math performance; however, performance remains significantly below standard, and partial implementation indicates a continued need for strengthened support.

Both Action 4.3 and Action 4.4 are measured by M4.2 (CCI). The three student populations at Hillside High School that were in the red based on the 2023 Dashboard were All Students, SED, and Hispanic; all three were at 0% meeting CCI at that time. The 2025 Dashboard indicates that 1.4% of all students and SED students (up from 0% for both in 2023) have met CCI, however, after a 1.3% improvement from 2023 to 2024 for Hispanic students, they declined by that same percentage in 2025 which produced no gain nor decline from 2023, so this student group is at 0% meeting CCI.

These results indicate minimal and inconsistent progress across student groups. Given the continued low performance and lack of sustained improvement, Actions 4.3 and 4.4 are determined to be not yet effective in improving college and career readiness outcomes.

Suspensions for Hillside were not at the lowest performance level in 2023, rather in 2024. Therefore the analysis will compare the 2024 Dashboard to the 2025 Dashboard for M4.3 (Suspensions) to determine the effectiveness of Action 4.5 (School Climate and Culture Support). All three student populations found themselves in the red on the 2024 Dashboard, but all three have also experienced their respective suspension rates reduced by more than half. All students decreased from 12.1% to 5.4% (-6.7%), SED students reduced their rates by 7.8% to 5.9%, and Hispanic students improved from 14.3% to 6.6% on the 2025 Dashboard. Given these significant improvements in suspension rates we have determined Action 4.5 to be effective.

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

Action 4.1 (Math Achievement Support) will provide two paraeducators for in-classroom math support, instead of just one.

There are no planned changes for Action 4.2 (Professional Learning for Math Support) nor Action 4.5 (School Climate and Culture Support).

Action 4.3 (College/Career Readiness Support) will no longer be utilized to provide administrative support, rather it will provide support for one (not two as indicated in last year's LCAP) new CTE pathway teacher for Child Development. Additionally, Hillside will be increasing recruiting efforts for students by increasing awareness for both students and their families as they implement new pathways. The school will also implement outreach efforts to have more students enroll in Dual Enrollment opportunities.

Regarding Action 4.4 (Professional Learning for College/Career Readiness Support), the school's counselor will participate in CCI conferences to build capacity around recruiting and supporting students around all the components that are encompassed in meeting CCI.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Achievement Support	Math supplemental instructional materials and supplies will be provided to teachers as well as support for additional personnel costs principally directed to socio-economically disadvantaged (SED) students to close the achievement gap as measured by M4.1.	$50,000.00	No
4.2	Professional Learning for Math Support	Math teachers will participate in professional learning to increase student engagement in math, principally directed to socio-economically disadvantaged (SED) students to close the achievement gap as measured by M4.1. Professional learning will include participation in math conferences and training sessions held during the school day, which would require substitute coverage.	$10,000.00	No
4.3	College/Career Readiness Support	One new pathway teacher will provide instruction in the school's newest Child Development pathway principally directed to socio-economically disadvantaged (SED) and Hispanic students to increase college and career readiness as measured by M4.2. This support will include progress monitoring sessions held before school and during the school day to ensure timely communication with students and families.	$109,924.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Professional Learning for College/Career Readiness Support	Teachers, counselors, and administration will participate in professional learning to implement new career pathways, principally directed to socioeconomically disadvantaged (SED) and Hispanic students to increase college and career readiness as measured by M4.2. Professional learning will include participation in college/career awareness conferences and training sessions held during the school day, which would require substitute coverage for teachers. Additional support will also come in the form of supplemental materials and supplies.	$10,000.00	No
4.5	School Climate and Culture Support	School staff will implement comprehensive support initiatives aimed at promoting student engagement and improving school climate and culture, including mentorship programs, attendance incentives, and targeted resources principally directed to SED and Hispanic students to improve climate and culture and reduce suspensions as measured by M4.3.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$23,314,419	$2,006,568

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
21.103%	0.000%	$0.00	21.103%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. In addition, our educational partners have expressed continued interest in seeing our chronic absenteeism and suspension rates decrease, which includes improving the climate and culture at our schools. This feedback was provided during our LCAP community meetings as well as our annual Climate and Culture Survey administered to families. This data shows a need to focus on providing support to reduce these two metrics. **Scope:** LEA-wide	school climate and culture. This inclusive approach ensures that unduplicated pupils receive support within a cohesive and supportive community, benefiting everyone's educational experience. According to research, when students receive mentoring and attendance support they are more likely to feel a sense of belonging and identity with their schools, which can yield positive results in regards to attendance and behavior in school. This action will be provided on an LEA-wide basis and also reflects input from our educational partners. Implementing these actions district-wide ensures that all students benefit from increased support and resources, fostering a more inclusive and equitable school environment. It also promotes a positive school culture and efficient use of resources.	
1.2	**Action:** MTSS - Student Behavior and Engagement Supports **Need:** EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. In regards to suspensions, both FY (29.7%) and SED (4.6%) have higher rates than all students which have a suspension rate of 3.9%. In addition, our educational partners have expressed continued interest in seeing our chronic absenteeism and suspension rates decrease, including seeing increased efforts to address student behavior and engagement.	This action is intended to give our unduplicated pupils an increased sense of belonging by providing dedicated personnel and engagement activities (including but not limited to wellness center support and SEL curriculum) aimed at improving our schools' climate and culture. Students will feel more connected with additional opportunities to interact with and engage in more individualized support to meet their needs. Offering MTSS for student engagement and behavior support to all students promotes equity, improves academic and behavioral outcomes, and enhances overall well-being by providing early, data-driven, and differentiated interventions. This approach fosters a positive school climate, supports diverse learners, and prepares students for future challenges efficiently and effectively. This action will be provided on an LEA-wide basis and also reflects input from our educational	M1.1, M1.2, and M1.4

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mental Health and Wellness Services and Supports **Need:** Unduplicated student populations experience trauma at higher rates than other student groups. We can see this in the high rates of Request for Assistance (RFA) as well as discipline related to behaviors reported for suspension and expulsion. With the lack of access to community-based support, there is a great need for school-based services. This action also reflects feedback from our educational partners as indicated in the family school climate survey to increase support for mental health services. **Scope:** LEA-wide	through providing supervision for registered associates and interns, access to mental health clinicians, and crisis team training and professional learning to support students' mental health and well-being and reduce suspensions and chronic absenteeism of English Learners (EL), socio-economically disadvantaged (SED), and Foster Youth (FY) as measured by M1.1 and M1.2. When students receive mental health support they are more likely to feel a sense of belonging and identity with their schools. Because our schools have higher chronic absenteeism and suspension rates as compared to pre-pandemic, this action will be provided on an LEA-wide basis. This action is also a reflection of feedback from our educational partners. Offering mental health and wellness services and support district-wide, even if primarily aimed at unduplicated student groups, benefits all students by ensuring all students have access to resources that promote mental well-being and emotional resilience. This benefits the entire student body and helps everyone thrive by fostering inclusivity and creating a supportive school community.	
1.5	**Action:** MTSS - Social-Emotional (SEL) Supports **Need:** EL, FY, and SED student groups have disproportionately higher rates of chronic absenteeism when compared to all students in the baseline metrics. ELs have a chronic absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. In regards to suspensions, both FY (29.7%) and SED (4.6%) have higher rates	This action is intended to give our unduplicated pupils an increased sense of safety so that they can readily take advantage of opportunities to engage in the school community. In addition, when students experience case management support as well as feel that their mental health is important they are more likely to feel a sense of belonging and identity with their schools. This will be accomplished using a variety of strategies including professional learning for Support Services Case Managers, social-emotional training for teachers and staff, transportation for student	M1.1 and M1.2

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rate of 26.4%, FY is at 39.6%, and SED is at 26.6%, whereas the district rate is 22.6%. Since expanding the arts in the district the feedback from our educational partners (especially our families) has been extremely positive and they've expressed via our feedback sessions and surveys to continue supporting and expanding the arts as a means to increase student engagement and creativity. **Scope:** LEA-wide	to attend school, ultimately increasing their attendance. Research shows that when students find more meaningful connections to school that are more aligned with their interests, they will be less likely to miss school. This action is also a reflection of feedback from our educational partners and will be provided on an LEA-wide basis because it promotes creativity, critical thinking, and cultural awareness, which are essential skills for overall development. Additionally, VAPA enhances academic achievement, improves student engagement, and provides diverse avenues for self-expression, contributing to a well-rounded education. In addition to the VAPA programs offered in the base program or through other funding sources, additional programs are offered on a weekly basis in the elementary setting.	
2.1	**Action:** MTSS: District-level Academic Support Personnel and Services **Need:** ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In math, ELs are performing 49.9 points below the district, FY are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase.	This action will address the academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy and math by providing Academic Leads at each site, district TOSAs, paraeducators, and student access to interventions based on research around improving academic achievement of unduplicated pupils. Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below standard; and in math, both districtwide performance and unduplicated pupils are below standard, highlighting the need to implement this action. Furthermore, research shows that targeted reading interventions, particularly those that are intensive and systematic, can significantly improve literacy outcomes for ELs and SED students. This action will be provided LEA-wide to ensure all	M2.1, M2.2, M2.3, and M2.4

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services **Need:** ELs, FY, and SED student groups are all performing significantly below standard in both ELA and math, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In math, ELs are performing 49.9 points below the district, FY are 126.5 points below, and SED are 22.3 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in both ELA and math increase. This data shows a need to focus on providing support in ELA and math especially for our EL, FY, and SED student groups. **Scope:** LEA-wide	(itinerant math specialists, and reading intervention classroom aides), student access to academic programs (online tutoring and other software/licenses), and Summer School for credit recovery and advancement based on research around improving academic achievement of unduplicated pupils. Although our overall district performance in ELA is 1.6 points above standard, our unduplicated students are all performing below standard; and in math, both districtwide performance and unduplicated pupils are below standard, highlighting the need to implement this action. Furthermore, research shows that targeted reading interventions, particularly those that are intensive and systematic, can significantly improve literacy outcomes for ELs and SED students. This action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. This approach addresses diverse learning needs, enhances educational equity, and promotes higher academic achievement by offering targeted interventions and resources.	
2.5	**Action:** Dual Language Immersion (DLI) Support **Need:** Baldy View has the highest percentage of ELs and SED in the district and is currently performing 13% below the district average on our local assessments, iReady (45% of students are performing at or above grade level compared to 58% districtwide). In addition, our educational partners have	This action will address the academic needs of our unduplicated pupils enrolled in DLI at Baldy View by providing support based on research such as bilingual classroom aides, student access to supplemental Spanish language development resources, and release time for teacher collaboration and professional learning. The school has the highest percentage of ELs and SED students of any of our schools and this action will allow targeted and focused support. Additionally, it enhances cognitive development,	M2.5

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL, FY, and SED student groups are all performing significantly below standard in both ELA, and underperforming when compared to all students in the baseline metrics. In ELA, ELs are performing 65.4 points below the district, FY are 144 points below, and SED are 19.5 points below. In addition, our educational partners have expressed continued interest in seeing our academic performance in ELA increase. Both teachers and families expressed a desire to continue providing professional learning opportunities for our staff. This data shows a need to focus on providing support in ELA especially for our EL, FY, and SED student groups. **Scope:** LEA-wide	for staff to engage collaboratively around data analysis and best practices. Because all 14 schools in the district have significant numbers of unduplicated pupils, this action will be provided LEA-wide to ensure all schools receive the necessary support for our unduplicated pupils. Furthermore, continuous professional development enhances teaching effectiveness and student outcomes. Collaborative time allows teachers to share best practices, align instructional strategies, and address student needs more effectively, fostering a supportive and dynamic educational environment.	
3.1	**Action:** AVID Support **Need:** The Graduation Rate for All Students (94.6), for EL (87.1%), SED (94.1%), FY (*), and the percentage of students identified as CCI Prepared All Students (40.4%), EL (8.3%), SED (36.4%), and FY (*). Our educational partners have expressed continued interest in seeing Graduation Rates increase and students being College and Career-prepared to a greater degree. This data shows a need to focus on reducing the achievement gap for these student groups.	Through the implementation of AVID the district will be addressing the disparities in graduation rates and college/career readiness for unduplicated students requires a multifaceted approach grounded in research and best practices. By focusing on personalized learning, culturally responsive teaching, and college and career readiness programs. Research shows that AVID students report feeling more prepared for the academic and social challenges of college and that AVID students are more confident in their ability to succeed in college-level work. This action will be provided at two elementary schools (Baldy View and Sierra Vista) and the secondary level, including both junior highs and high schools. AVID programs promote college and career readiness by developing critical thinking, organizational skills,	M3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	and academic habits. By offering AVID support universally, districts ensure that all students, especially those from underrepresented or disadvantaged backgrounds, have access to resources and opportunities that prepare them for success in higher education and beyond.	
3.2	**Action:** MTSS - College and Career Support and Access **Need:** The Graduation Rate for All Students (94.6), for EL (87.1%), SED (94.1%), FY (*), and the percentage of students identified as CCI Prepared All Students (40.4%), EL (8.3%), SED (36.4%), and FY (*). Our educational partners have expressed continued interest in seeing Graduation Rates increase and students being College and Career-prepared in a greater amount. This data shows a need to focus on reducing the achievement gap for these student groups especially. **Scope:** LEA-wide	This action will address the academic needs of our unduplicated pupils by providing targeted support both inside and outside the classroom around literacy and math through an MTSS method. Students will receive focused support as identified. Integrating college readiness activities into MTSS can help students develop the skills needed for post-secondary success. Research indicates that early identification and support for at-risk students through an MTSS approach can improve high school graduation rates and college readiness. Furthermore, this action will ensure that all students receive the guidance and resources needed to successfully navigate post-secondary education and career pathways. This support helps to bridge gaps in knowledge and preparation, promotes equity, and empowers students to make informed decisions about their futures, ultimately leading to better long-term educational and career outcomes.	M3.8
3.3	**Action:** College and Career Readiness Support **Need:** The Graduation Rate for EL (87.1%), SED (94.1%), FY (*), the percentage of students identified as CCI Prepared EL (8.3%), SED (36.4%), and FY (*), the percentage of Pathway Completers EL (0%), SED (16.6%),	Improving outcomes for unduplicated students requires a comprehensive and research-based approach that addresses their unique needs and challenges. By focusing on targeted academic support, strengthening dual enrollment programs, enhancing college and career counseling, implementing culturally relevant curricula, engaging parents and communities, and ensuring equitable access to advanced coursework, the	M3.8

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Learner Support: Language Development **Need:** In ELA, ELs are performing 63.8 points below the standard and 65.4 points behind the district. In addition, our educational partners have expressed continued interest in seeing continued academic support for our EL students. **Scope:** Limited to Unduplicated Student Group(s)	The district will support EL achievement by providing supplemental English language development (ELD) instructional supplies and materials. Research shows that providing access to this can significantly enhance the academic progress of English Learners. Supplemental instructional materials designed specifically for ELD can provide ELs with targeted support that addresses their unique language learning needs. These materials often include visual aids, bilingual resources, and leveled texts that help scaffold learning.	M2.1, M2.3, and M2.4
2.8	**Action:** English Learner Support: Professional Learning	The district will support EL achievement (including LTELs) by providing targeted professional learning to teachers and staff targeting EL progress monitoring, EL instructional strategies, and ELD implementation (both integrated and designated).	M2.1, M2.2, M2.3, and M2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In ELA, ELs are performing 63.8 points below the standard and 65.4 points behind the district. Although 13.25% of our LTELs have met the standard in ELA, none have exceeded the standard, whereas nearly 52% of the district has met or exceeded the standard. On the ELPI indicator, 46.8% of our ELs have demonstrated growth, whereas 45.3% of our LTELs have demonstrated the same. In addition, our educational partners, especially with our DELAC, have expressed continued interest in seeing continued academic support for our EL students (including LTELs), which includes professional learning opportunities for staff. **Scope:** Limited to Unduplicated Student Group(s)	Research shows that providing high quality professional learning focused on ELD strategies equips teachers with the skills and knowledge to effectively support ELs. This includes training on differentiation, culturally responsive teaching, and specific ELD instructional techniques.	

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

N/A

Additional Concentration Grant Funding

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

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

- Action 01.01 Climate and Culture Support: Provides assistant principals, paraeducators, and counselors to support school climate and student well-being.

- Action 01.04 Mental Health and Wellness Services and Supports: Includes Wellness Center aides, mental health interns, and health clinicians to address students' social-emotional and mental health needs.
- Action 01.05 MTSS - Social-Emotional (SEL) Support: Provides Foster Youth case carriers and an Elementary Behaviorist Specialist to support student behavioral needs.
- Action 02.01 MTSS - District-level Academic Support Personnel and Services: Funds classroom and reading intervention paraeducators to support students not performing at grade level in both literacy and math, which also includes language development and academic success for English learners.
- Action 02.05 Dual Language Immersion Support: Includes DLI teachers and paraeducators to provide language and academic support in bilingual settings.
- Action 03.03 College & Career Programs and Resources: Supports a U-College coordinator and counselor to increase access to college and career readiness resources.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:19	1:16
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$110,481,313	$23,314,419	21.103%	0.000%	21.103%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,334,419.00	$1,290,924.00	$0.00	$0.00	$24,625,343.00	$17,745,589.00	$6,879,754.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Climate and Culture Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,964,119.00	$297,695.00	$3,280,814.00	$981,000.00			$4,261,814.00	
1	1.2	MTSS - Student Behavior and Engagement Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$160,961.00	$340,147.00	$501,108.00				$501,108.00	
1	1.3	Family and Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$70,272.00	$165,000.00	$235,272.00				$235,272.00	
1	1.4	Mental Health and Wellness Services and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,298,315.00	$90,000.00	$2,388,315.00				$2,388,315.00	
1	1.5	MTSS - Social-Emotional (SEL) Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$83,903.00	$354,706.00	$438,609.00				$438,609.00	
1	1.6	Student and Campus Safety	All	No			All Schools	2024-27	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.7	Support for the Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,086,821.00	$628,971.00	$1,715,792.00				$1,715,792.00	
2	2.1	MTSS: District-level Academic Support Personnel and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$4,023,250.00	$75,000.00	$3,978,250.00	$120,000.00			$4,098,250.00	
2	2.2	MTSS: School-level Academic Support Personnel and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$328,156.00	$345,065.00	$673,221.00				$673,221.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$604,254.00	$1,374,138.00	$1,978,392.00				$1,978,392.00	
2	2.4	English Learner Support: Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$95,000.00	$95,000.00				$95,000.00	
2	2.5	Dual Language Immersion (DLI) Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baldy View Dual Language Academy	2024-27	$135,214.00	$150,000.00	$285,214.00				$285,214.00	
2	2.6	Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,782,001.00	$536,500.00	$2,318,501.00				$2,318,501.00	
2	2.7	Professional Learning and Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,295,734.00	$1,014,866.00	$2,310,600.00				$2,310,600.00	
2	2.8	English Learner Support: Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$6,141.00	$40,000.00	$46,141.00				$46,141.00	
3	3.1	AVID Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School, Upland Junior High School, Sierra Vista Elementary, Baldy View Elementary	2024-27	$210,829.00	$287,200.00	$498,029.00				$498,029.00	
3	3.2	MTSS - College and Career Support and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$15,717.00	$134,966.00	$150,683.00				$150,683.00	

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
3	3.3	College and Career Readiness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$553,283.00	$792,500.00	$1,345,783.00				$1,345,783.00	
3	3.4	Technology Support and Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$966,695.00	$110,000.00	$1,076,695.00				$1,076,695.00	
4	4.1	Math Achievement Support	SED	No			Specific Schools: Hillside High School	2024 to 2027	$40,000.00	$10,000.00		$50,000.00			$50,000.00	
4	4.2	Professional Learning for Math Support	SED	No			Specific Schools: Hillside High School	2024 to 2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.3	College/Career Readiness Support	SED and Hispanic	No			Specific Schools: Hillside High School	2024 to 2027	$109,924.00	$0.00		$109,924.00			$109,924.00	
4	4.4	Professional Learning for College/Career Readiness Support	SED and Hispanic	No			Specific Schools: Hillside High School	2024 to 2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.5	School Climate and Culture Support	SED and Hispanic	No			Specific Schools: Hillside High School	2025 to 2027	$10,000.00	$0.00		$10,000.00			$10,000.00	

2026-27 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
$110,481,313	$23,314,419	21.103%	0.000%	21.103%	$23,316,419.00	0.000%	21.104 %	**Total:**	$23,316,419.00
								LEA-wide Total:	$22,392,035.00
								Limited Total:	$141,141.00
								Schoolwide Total:	$783,243.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Climate and Culture Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,280,814.00	
1	**1.2**	MTSS - Student Behavior and Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$501,108.00	
1	**1.3**	Family and Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,272.00	
1	**1.4**	Mental Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,388,315.00	
1	**1.5**	MTSS - Social-Emotional (SEL) Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$438,609.00	
1	**1.7**	Support for the Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,715,792.00	

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	2.1	MTSS: District-level Academic Support Personnel and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,978,250.00	
2	2.2	MTSS: School-level Academic Support Personnel and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$673,221.00	
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,978,392.00	
2	2.4	English Learner Support: Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$95,000.00	
2	2.5	Dual Language Immersion (DLI) Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baldy View Dual Language Academy	$285,214.00	
2	2.6	Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,318,501.00	
2	2.7	Professional Learning and Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,310,600.00	
2	2.8	English Learner Support: Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,141.00	
3	3.1	AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Upland High School, Hillside High School, Upland Junior High School, Sierra Vista Elementary, Baldy View Elementary	$498,029.00	
3	3.2	MTSS - College and Career Support and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,683.00	
3	3.3	College and Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,345,783.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.4**	Technology Support and Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,076,695.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,909,317.00	$27,026,576.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Climate and Culture Support	Yes	$4,929,461	$3,817,100
1	**1.2**	MTSS - Student Behavior and Engagement Supports	Yes	$580,272	$499,887
1	**1.3**	Family and Community Partnerships	Yes	$184,624	$116,206
1	**1.4**	Mental Health and Wellness Services and Supports	Yes	$2,166,818	$2,175,484
1	**1.5**	MTSS - Social-Emotional (SEL) Supports	Yes	$465,466	$500,568
1	**1.6**	Student and Campus Safety	No	$624,577	$397,348
1	**1.7**	Visual and Performing Arts (VAPA) Support	Yes	$1,545,284	$1,890,726
1	**1.8**	Home-to-School Transportation	Yes	$2,168,836	$2,148,878
1	**1.9**	Safety Equipment: Security Cameras	No	$500,000	$349,640
2	**2.1**	MTSS: District-level Academic Support Personnel and Services	Yes	$4,914,019	$3,879,671
2	**2.2**	MTSS: School-level Academic Support Personnel and Services	Yes	$658,795	$663,200

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	$2,172,247	$2,729,958
2	2.4	English Learner Support: Language Development	Yes	$103,000	$31,904
2	2.5	Dual Language Immersion (DLI) Support	Yes	$359,322	$428,295
2	2.6	Literacy Support	Yes	$2,195,444	$1,876,206
2	2.7	Professional Learning and Collaboration	Yes	$3,769,338	$1,740,702
2	2.8	English Learner Support: Professional Learning	Yes	$30,277	$23,643
3	3.1	AVID Support	Yes	$379,988	$494,321
3	3.2	MTSS - College and Career Support and Access	Yes	$187,988	$175,756
3	3.3	College and Career Readiness Support	Yes	$1,710,170	$1,123,156
3	3.4	Technology Support and Personnel	Yes	$993,843	$1,694,147
4	4.1	Math Achievement Support	No	$14,000.00	$5,338.23
4	4.2	Professional Learning for Math Support	No	$17,000.00	$0
4	4.3	College/Career Readiness Support	No	$219,048.00	$258,809.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Professional Learning for College/Career Readiness Support	No	$14,500.00	$0
4	**4.5**	School Climate and Culture Support	No	$5,000.00	$5,632.88

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$23,651,505	$26,845,192.00	$25,905,006.00	$940,186.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Climate and Culture Support	Yes	$4,009,461	$3,817,100		
1	1.2	MTSS - Student Behavior and Engagement Supports	Yes	$580,272	$499,887		
1	1.3	Family and Community Partnerships	Yes	$184,624	$116,206		
1	1.4	Mental Health and Wellness Services and Supports	Yes	$2,166,818	$2,175,484		
1	1.5	MTSS - Social-Emotional (SEL) Supports	Yes	$465,466	$500,568		
1	1.7	Visual and Performing Arts (VAPA) Support	Yes	$1,545,284	$1,890,726		
1	1.8	Home-to-School Transportation	Yes	$2,168,836	$2,148,878		
2	2.1	MTSS: District-level Academic Support Personnel and Services	Yes	$4,764,019	$3,879,671		
2	2.2	MTSS: School-level Academic Support Personnel and Services	Yes	$658,795	$663,200		
2	2.3	MTSS: Supplemental Academic Instructional Materials, Supplies, and Services	Yes	$2,172,247	$2,729,958		
2	2.4	English Learner Support: Language Development	Yes	$103,000	$31,904		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Dual Language Immersion (DLI) Support	Yes	$359,322	$323,483		
2	**2.6**	Literacy Support	Yes	$2,195,444	$1,876,206		
2	**2.7**	Professional Learning and Collaboration	Yes	$2,169,338	$1,740,702		
2	**2.8**	English Learner Support: Professional Learning	Yes	$30,277	$23,643		
3	**3.1**	AVID Support	Yes	$379,988	$494,321		
3	**3.2**	MTSS - College and Career Support and Access	Yes	$187,988	$175,756		
3	**3.3**	College and Career Readiness Support	Yes	$1,710,170	$1,123,156		
3	**3.4**	Technology Support and Personnel	Yes	$993,843	$1,694,157		

2025-26 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)
$107,642,641	$23,651,505	2.026%	23.998%	$25,905,006.00	0.000%	24.066%	$0.00	0.000%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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