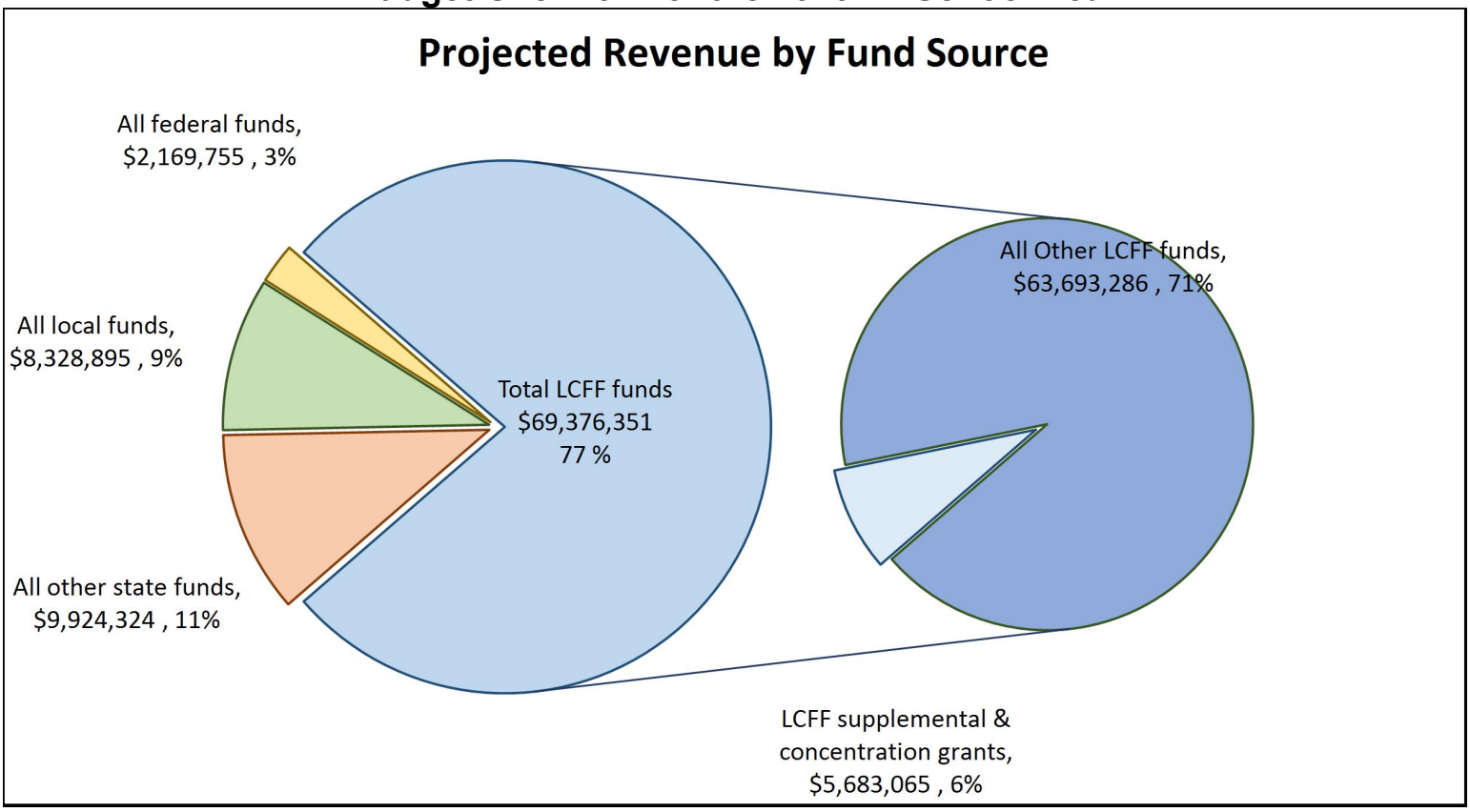
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Loma Elementary School District
CDS Code: 36-67595-0000000
School Year: 2026-27
LEA contact information:
Dr. Christina Pierce
Assistant Superintendent
cpierce@alsd.org
(909) 484-5151

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

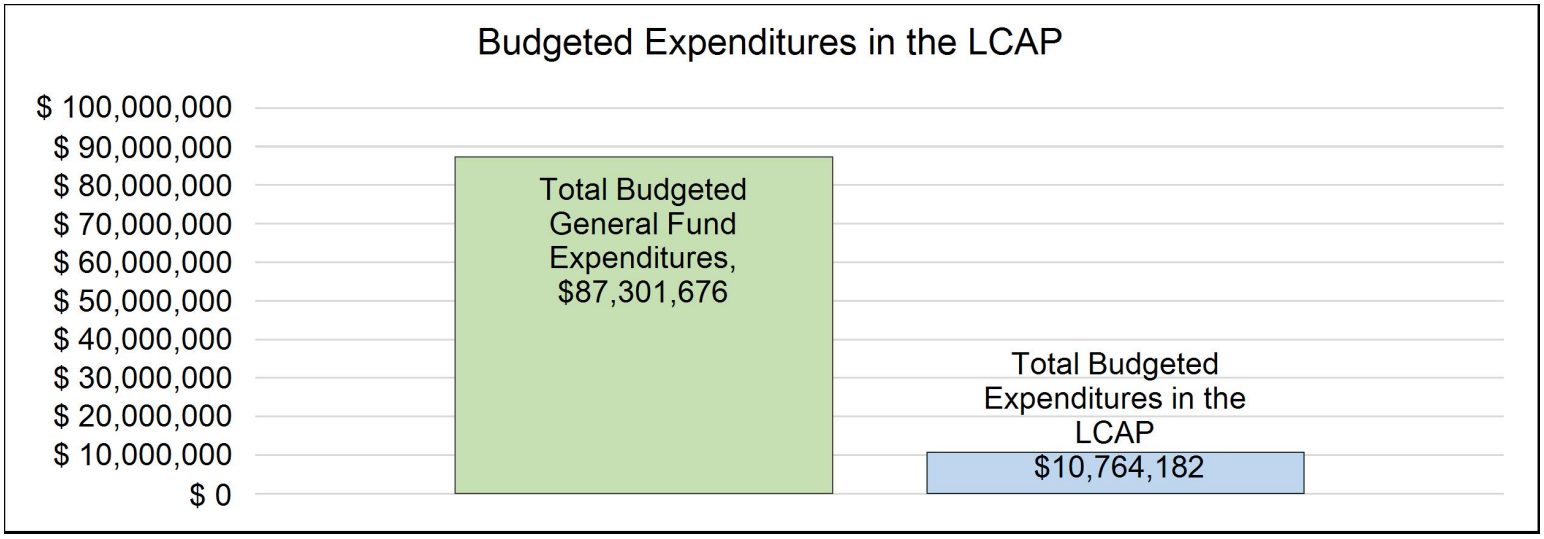



This chart shows the total general purpose revenue Alta Loma Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alta Loma Elementary School District is $89,799,324.66, of which $69,376,351 is Local Control Funding Formula (LCFF), $9,924,324 is other state funds, $8,328,894.66 is local funds, and $2,169,755 is federal funds. Of the $69,376,351 in LCFF Funds, $5,683,065 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 Alta Loma Elementary 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: Alta Loma Elementary School District plans to spend $87,301,676.10 for the 2026-27 school year. Of that amount, $10,764,182 is tied to actions/services in the LCAP and $76,537,494.1 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

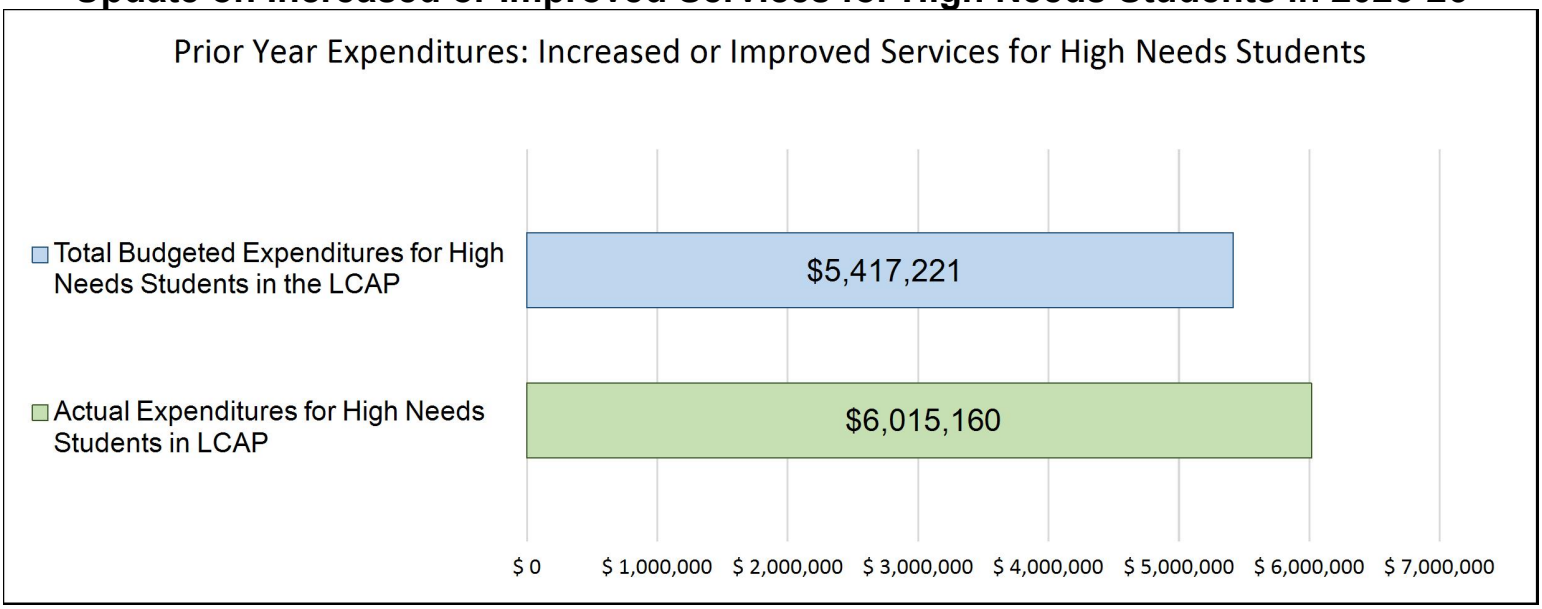
The LCAP does not include the cost of certificated and classified staff providing base educational services to all students, special education, transportation, facilities maintenance, grounds, custodial, general supplies, utilities, textbooks, site administrative staff, site office staff, district administration, instructional materials, and services both operational and instructional.

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

In 2026-27, Alta Loma Elementary School District is projecting it will receive $5,683,065 based on the enrollment of Foster Youth, English learner, and low-income students. Alta Loma Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Alta Loma Elementary School District plans to spend $5,879,192 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 Alta Loma Elementary 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 Alta Loma Elementary 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, Alta Loma Elementary School District's LCAP budgeted $5,417,221 for planned actions to increase or improve services for high needs students. Alta Loma Elementary School District actually spent $6,015,160 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Alta Loma Elementary School District | Dr. Christina Pierce<br>Assistant Superintendent | cpierce@alsd.org<br>(909) 484-5151 |

# 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.

Alta Loma School District (ALSD) is located in the foothill community of Rancho Cucamonga, California. The District currently serves 5,672 TK-8th grade students with approximately 310 teachers and administrative staff, and an additional 507 support staff. The 2026-27 Local Control and Accountability Plan for Alta Loma Elementary School District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships, along with high expectations from teachers and administrators, encourage students to pursue excellence in learning and citizenship. A focus on rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership, provides the foundation of success for Inspiring Learners for a Lifetime.

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50.5% Hispanic, 26.4% White, 12.5% Asian, 4.3% African American and 5.8% two or more races. American Indian or Alaska Natives, Pacific Islanders, and Filipino students make up our remaining 0.5%. 40.0% of our students are reported as being Socio-Economically Disadvantaged (SED), 5.3% are identified as English Learners (EL), 0.43% as Foster Youth (FY), 11.8% have been identified as Students with Disabilities (SWD), and 12.4% have been identified as advanced learners (GATE). Approximately 0.4% of our students participate in our Alta Loma Innovation Academy (ALIA).

Our motto, Inspiring Learners for a Lifetime, speaks to the learning goals we desire for our students and those who teach them. We believe that through encouragement, high-quality instruction and ongoing monitoring of student progress tied to strategic professional development that responds to identified needs; our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to

building the capacity of teacher leaders to steward the best first-instructional practices and pedagogy through collaborative models. The District is also committed to ensuring parent learning, engagement, and effective communication at both the District and site level. The District's parent engagement forums provide our parents with the opportunity to engage with District leaders, site leaders and teachers, learn how to best support their students, and navigate the 21st century educational system. In an effort to maintain effective communication and solicit valuable community input from parents, Districtwide town hall meetings, site-based parent information evenings, scheduled collaboration events with site principals, annual community surveys, and digital communication support are in place to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

The Alta Loma School District is recognized for the quality of leadership of our Board and in our schools. The Board of Trustees are hands-on, supportive, and interactive. They regularly attend school events, District trainings, and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established core beliefs that include: every student in the Alta Loma School District will be provided an excellent education; Every employee is critical to the mission of the District; class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the core beliefs and then work diligently to accomplish those goals.

# Reflections: Annual Performance

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

Based on a performance review of the state indicators and local indicators included on the California School Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partners' input, Alta Loma School District (ALSD) is proud of the following successes and achievements as we strive to increase learning for all of our students, close achievement gaps by addressing learning loss, and promoting learning acceleration and by implementing actions that promote a positive climate, culture, and learning environment throughout our District:

Student Achievement:
Alta Loma School District has demonstrated progress in certain areas of student achievement and closing the achievement gap as demonstrated on the 2025-26 California Dashboard Data.

English Language Arts (ELA):
1. In the area of ELA, as reported on the 2025 California School Dashboard, the District continues to be high-functioning academically. In 2024-25, the District scored 34 points above standard. The District’s all student category maintained -0.4 points, continuing to earn green status.

2. In the area of ELA, as reported on the California School Dashboard, Socio-Economically Disadvantaged (SED) students scored 9.9 points above standard and maintained status with 1.6 points earning yellow status; English Learners (EL) scored 6.8 points below standard with a decline of 10.9 points earning an orange status. Foster Youth (FY) scored 42.9 points below standard and declined 27 points. No color performance was provided for FY due to the small enrollment number.

3. Although the District did not have any student groups in red status for ELA in the last three years, the District had one school, Alta Loma Junior High (ALJH) who had one student group, Students with Disabilities (SWD), in the red in 2022-23. During that year, Alta Loma Junior High (ALJH) ALL students scored 46 points above standard and SWD scored 77.4 points below standard. In 2023-24, ALJH's ALL students category scored 37.2 above standard but declined 8.8 points, while SWD scored 82.2 points below standard and declined 4.8 points. In 2024-25, ALJH's ALL students category scored 37.2 above standard and maintained 0 points, while SWD scored 37.8 points below standard but increased 44.4 points, earning this student group a yellow status.

Mathematics:
1. In the area of Mathematics, as reported on the 2025 California Dashboard, the District scored 1 point above standard, with maintaining -1.8 points from the previous year and once again earning a green status.

2. In the area of Mathematics, as reported on the California Dashboard, Socio-Economically Disadvantaged (SED) students scored 25.5 points below standard, and maintained -1.1 points earning an orange status. English Learners (EL) scored 5.3 points below standard with an increase of 3.6 points, earning a yellow status. Foster Youth (FY) scored 86.3 points below standard and declined 69.2 points earning an orange status.

3. Although the District has not had any student groups in red in the last two years, the District had one school, Alta Loma Junior High School, with a student group in red. In 2022-23, ALJH's ALL students category scored 22.9 below standard and Students with Disabilities (SWD) scored 147.8 points below standard. In 2023-24, ALJH's ALL students category scored 22.8 points below standard with a decline of 0.1 points and Students with Disabilities (SWD) scored 138.7 points below standard but improved 9.1 points. In 2024-25, improvements continued, ALJH's ALL students category scored 17 points below standard with an increase of 5.8 points and Students with Disabilities (SWD) scored 106.4 points below standard and an increase of 32.3 points, earning this student group yellow status.

CAST (Science):
This is the second year CAST is the Science portion of CAASPP. In 2022-23, only proficiency scores were provided for the CAST. Grade 5 students scored 49.49% and grade 8 students scored 44.04%. In 2023-24, the data was added to the California School Dashboard and Difference from Standard reporting was provided. District ALL students scored 4.9% points below standard with a 1.3% decrease. In terms of CAASPP proficiency, grade 5 students scored 46.54% with a 3.6% decrease and grade 8 students scored 40.25% with a 6.6% decrease. In 2024-25, CAST was reflected on the Dashboard but no Difference from Standard (DFS) given. The data are in points and provided for informational purposes only. The District earned 59.1 science points, placing the District in green status.

Local Assessment - i-Ready ELA and Math Measures:
ALSD K-8 students continue to utilize i-Ready assessments to monitor and measure academic progress in 2025-26. Most students made academic progress in ELA and Math with the exception of English Learners (ELs) who demonstrated a slight decline between 2024-25 and the baseline year.
1. In ELA: 66% of ALL students met proficiency with a 1% improvement from the previous year and 2% growth since the baseline year. In terms of student groups: 39.7% Foster Youth (FY) met proficiency with a 0.9% growth from the previous year and 0.9% growth from the baseline year, 57% Socio-Economically Disadvantaged (SED) students met proficiency with 0.6% growth from the previous year and 2.8% growth from the baseline year, and 52% of English Learners (ELs) met proficiency with a 13.8% increase from the previous year but a 6.7%

decrease from the baseline year.

2. In Math: 59.3% ALL students met proficiency with a 0.3% growth from the previous year and a 2.3% growth from the baseline year. In terms of student groups: 41.7% of Foster Youth (FY) met proficiency with a 1.3% growth from the previous year and 0.5% growth from the baseline year, 47% Socio-Economically Disadvantaged (SED) students met proficiency with 0.4% growth from the previous year and a 1.7% growth from the baseline line, and 46% of English Learners (ELs) met proficiency with 2% decrease from the previous year and a 2.3% decrease from the baseline year, indicating a need to closer examine EL students' progress in math.

English Learners (EL):
The California School Dashboard English Learner Progress Indicator demonstrated 62.1% of ALSD English Learners (EL) are making progress towards English language proficiency with a 4.10% increase from previous year but a 9.7% decrease from the baseline year. Because there was a 4.10% growth from the previous year, the District earned a green status on the 2025 Dashboard.. In 2024-25, Long-Term English Learners (LTELs) were added to the Dashboard as a student group. In 2024-25, Long-Term English Learner (LTEL) numbers were not significant enough to count so there is no performance data on the 2025 Dashboard.

Alta Loma School District has demonstrated progress in providing a safe and positive learning environment as demonstrated on the 2025 California School Dashboard.

Chronic Absenteeism:
1. In the area of chronic absenteeism, as reported by the 2025 California School Dashboard, the District had a 10.2% chronic absenteeism rate for ALL students, a decline of 2% from the previous year earning the District yellow status again.

2. In the area of chronic absenteeism, as reported by the California School Dashboard, Socio-Economically Disadvantaged (SED) students had a 15.2% chronic absenteeism rate with a 4% decline, earning a yellow status, English Learners (EL) had an 8.5% chronic absenteeism rate with a 2.4% decline earning a green status, and Foster Youth (FY) had a 17.9% chronic absenteeism rate with a 7.1% decline earning a yellow status.

3. Although the District did not have any student groups in red in 2022-23, the District had three schools with students in red in 2022-23.

- In 2022-23, Alta Loma Elementary (ALE) had 5 student groups in red. Alta Loma Elementary's (ALE) ALL students had a 26.3% chronic absenteeism rate, while African-American (AA) had a 38.5% chronic absent rate, Asian had a 25.7% chronic absenteeism rate, English Learners (EL) had 33.3% chronic absenteeism rate, Students with Disabilities (SWD) had a 31.7% chronic absenteeism rate and White had 21.2% chronic absenteeism rate. In 2023-24, Alta Loma Elementary's (ALE) chronic absenteeism rates improved. Alta Loma Elementary (ALE) ALL students had a 21.5% chronic absenteeism rate which decreased 4.8%, African-Americans (AA) had a 33.3% chronic absenteeism rate which decreased 5.1%, Asian had a 17.6% chronic absenteeism rate which decreased 8.1%, English Learners (EL) had a 19.5% chronic absenteeism rate which decreased 13.8%, Students with Disabilities (SWD) had a 23.9% chronic absenteeism rate which decreased 7.8% and White had 18.8% chronic absenteeism rate which decreased 2.4%. In 2024-25, Alta Loma Elementary's (ALE) chronic absenteeism rates improved. Alta Loma Elementary (ALE) ALL students had a 10.2% chronic absenteeism rate which decreased 12.3%, African-Americans (AA) had a 20.1% chronic absenteeism rate which decreased 18.4%, Asian had a 5.1% chronic absenteeism rate which decreased 20.6%, English Learners (EL) had a

8.5% chronic absenteeism rate which decreased 4.8%, Students with Disabilities (SWD) had a 14.3% chronic absenteeism rate which decreased 17,4%, and White had 7% chronic absenteeism rate which decreased 14.2%.

- In 2022-23, Deer Canyon Elementary (DCE) had 1 student group in red. Deer Canyon Elementary (DCE). ALL students had a 16.5% chronic absenteeism rate, while Two or More Races had a 25.6% chronic absenteeism rate. In 2023-24, Deer Canyon Elementary (DCE) chronic absenteeism rates also improved, Deer Canyon Elementary (DCE) ALL students had a 9.5% chronic absenteeism rate which decreased by 7% and Two or More Races had a 17.5% chronic absenteeism rate which decreased by 8.1%. In 2024-25, Deer Canyon Elementary (DCE) chronic absenteeism rates also improved, Deer Canyon Elementary (DCE) ALL students had a 7.4% chronic absenteeism rate with a decrease of 2% from the previous year and Two or More Races had a 15.2% chronic absenteeism rate which decreased by 2.3% from the previous year.
- In 2022-23, Alta Loma Junior High (ALJH) had 2 student groups in red. Alta Loma Junior High (ALJH) ALL students had a 20.6% chronic absenteeism rate, while Socially-Economically Disadvantaged (SED) had a 29.4% chronic absenteeism rate and Students with Disabilities (SWD) had a 39.8% chronic absenteeism rate. In 2023-24, Alta Loma Junior High (ALJH) also decreased chronic absenteeism. Alta Loma Junior High (ALJH) ALL students had a 13.4 chronic absenteeism rate which decreased by 7.2%, Socially-Economically Disadvantaged (SED) students had a 21.6% chronic absenteeism rate and dropped 7.8% and Student with Disabilities (SWD) had a 20.5% chronic absenteeism rate which dropped 19.3%. In 2024-25, Alta Loma Junior High (ALJH) also decreased chronic absenteeism. Alta Loma Junior High (ALJH) ALL students had a 14.3% chronic absenteeism rate with a slight 1% increase, Socially-Economically Disadvantaged (SED) students had a 24.1% chronic absenteeism rate and an increase of 2.4%, and Students with Disabilities (SWD) had a 15.7% chronic absenteeism rate and declined by 4.8%.

Suspension Rates:
1. In the area of overall suspension rates, as reported by the 2025 California School Dashboard, the District increased slightly. In 2023-24, the District had 1.1% suspension rate. In 2024-25 suspension rate increased to 1.7%, moving the District into orange status as compared to the previous year.

2. In the area of student group suspension rates, as reported by the California School Dashboard, Socially-Economically Disadvantaged (SED) students had a 2.2% suspension rate with a 0.4% increase from the previous year, Foster Youth (FY) had 0% suspension rate and a decline of 4.8% increased from the previous year. The District’s English Learner student group had 0.5% suspension rate which was a 0.4% decrease from the previous year.

3. Although the District did not have any overall student groups in red in 2022-23, the District had one school, Vineyard Junior High (VJH), with two student groups in red. In 2022-23, Vineyard Junior High (VJH) ALL student group had a 9.1% suspension rate, Socially-Economically Disadvantaged (SED) students had a 13.5% suspension rate and Hispanic (HI) had a 12.6% suspension rate. In 2023-24, Vineyard Junior High (VJH) improved suspension rates, VJH's ALL student group had a 4.7% suspension rate with a 4.4% decrease, Socially-Economically Disadvantaged (SED) students had a 7% suspension rate with a 6.4% decrease and Hispanic (HI) had a 4.9% suspension rate with a 7.7% decrease. In 2024-25, Vineyard Junior High (VJH) improved suspension rates. VJH's ALL student group had a 4.8% suspension rate and maintained with 0.1%, Socially-Economically Disadvantaged (SED) students had 5% suspension rate with a 2.1% decrease and Hispanic (HI) had a 5.5% suspension rate with a 0.6% increase.

Strategic Measures Based on Prior Year Community Input and Needs:

Goal 1 - High Levels of Learning and Goal 2 - Closing the Achievement Gap
In order to continue to strive for improvement and trend toward greater academic proficiency for our students as indicated in Goal 1 and Goal 2, the District will continue to provide guidance, professional development, and instructional coaching support for administrators and teachers. The instructional focus will be centered on improving literacy skills, language acquisition, math skills, and how to effectively meet individual students' needs through differentiation, intervention, enrichment, and cultural proficiency. The District will continue to provide teachers release time to review and evaluate student achievement data, engage in continuous improvement work to adequately address students' individual needs and provide the appropriate instructional tiered systems of support. Additionally, the District will continue to provide a system of local diagnostic assessments and academic interventions in the area of English Language Arts and Mathematics through i-Ready Diagnostic and Standards Mastery assessments and practices. Class size reduction ranked high in feedback obtained from the Educational Partner Survey, LCAP Advisory Council, Teacher, Curriculum Council, Literacy Task Force, and Math Task Force indicating smaller class sizes are valued and needed. As a result, ALSD will continue to prioritize class size by maintaining lower student to teacher ratios and dissolving combination classes where practicable by funding an additional 35 teaching positions. On average, TK class sizes were 12:1/24:2, grades. K-3 class size was 25 and grades 4-8 class size was 30.

Goal 3 - Providing Safe and Positive Learning Environments:
The District will continue to implement high expectations and effective structures of support that focus on providing all students a welcoming environment, positive reinforcements and school connectedness opportunities in order to decrease chronic absenteeism and negative behaviors. To support this goal, all schools will implement a Multi-Tiered System of Support (MTSS) focusing on supporting the whole child. All schools will implement a proactive approach by integrating Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL), which provides extra-curricular and extended learning activities, utilizes restorative practices and other means of correction to address student behavior and root causes. Additionally, school and mental health counseling services will be provided to our students.

Additionally:
This is the second year the District is receiving Learning Recovery Emergency Block Grant (LREBG) Funds. The District has placed these funds once again in action 1.5 - Math Development. $1,657,013 in Learning Recovery Emergency Block Grant (LREBG) funds will be reflected in the action for the 2026-27 school year. These funds are designated to support goals and actions within the LCAP over the next three years. The District conducted a comprehensive needs assessment, utilizing the 2025 California School Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of one strategic action that will be funded, in whole or in part, by the LREBG. This action align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and social-emotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.5: Based on a comprehensive needs analysis, Educational Services will provide professional development and coaching support to math teachers focusing on the implementation of the 2023 Mathematics Framework and designing lessons to provide access and increase engagement and rigor in order to improve math academic achievement in grades TK-8 in preparation for a new math adoption in 2026-27. This action will be measured by M1.2 and M1.5. Fully funded by LREBG funds, this action is designed to enhance math instruction and proactively address behavior-related challenges by implementing evidence-based strategies. By embedding math professional development and support, this initiative ensures that both students and educators receive the necessary training, resources, and coaching support to provide students high-quality, rigorous and relevant math instruction. Targeted professional development and coaching support will be provided to K-8 staff. The following research supports effective math instruction:

1. Enhancing Teacher Efficacy: Professional development programs have been shown to increase teachers' self-efficacy and confidence in mathematics instruction, leading to greater persistence and effectiveness in teaching mathematics (Zambo & Zambo, 2008).

2. Improving Pedagogical Content Knowledge: Professional learning experiences improve teachers' pedagogical content knowledge (PCK), enabling them to teach mathematical concepts more effectively (Hill, Ball, & Schilling, 2008). A study found that PD programs focusing on deepening content knowledge led to better instructional practices and higher student engagement (Borko, 2004).

3. Positive Impact on Student Achievement: Research shows that PD designed to improve teachers' mathematical knowledge leads to improved student outcomes. For example, the Cognitively Guided Instruction (CGI) program resulted in higher student achievement in elementary mathematics (Carpenter, Fennema, Franke, Levi, & Empson, 2015). A meta-analysis by Lynch, Hill, Gonzalez, and Pollard (2019) confirmed that PD programs emphasizing content knowledge and active learning significantly improved student math performance.

4. Effectiveness of Instructional Coaching: Instructional coaching provides sustained, job-embedded PD that enhances teacher effectiveness. Studies indicate that coaching cycles involving planning, observation, and feedback improve instructional quality and student achievement (Kraft, Blazar, & Hogan, 2018). Brown University’s Annenberg Institute also found that instructional coaching was one of the most effective PD approaches in increasing teacher effectiveness (Annenberg Institute, 2021).

5. Scaling and Sustainability Challenges: While coaching is highly effective, its impact may decrease when programs expand. Research from the University of Chicago and the Annenberg Institute suggests that maintaining quality in large-scale coaching programs requires proper resource allocation and well-trained coaches (Kraft & Hill, 2019). Education Week also noted the need for sustained investment and administrative support for coaching programs to be successful at scale (Sawchuk, 2020).

This action aims to reduce disciplinary disparities, promote equitable practices, and foster conflict resolution, directly addressing the LREBG goal of improving student well-being and school climate. Restorative justice programs have been shown to decrease suspension rates and improve relationships between students and staff, ultimately creating a more inclusive and supportive school environment.

## Reflections: Technical Assistance

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

N/A

# 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.

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# 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 |
|---|---|
| LCAP Advisory Committee | The LCAP Advisory Committee includes parents, teachers, Alta Loma Educators Association (ALEA) bargaining team members, classified staff, SELPA administrator, District administrators, and principals. Parents represent each of the ten school sites and all of the student groups on the California School Dashboard, which include Foster Youth (FY), English Learners (EL), Socio-Economically Disadvantaged (SED) students, Students with Disabilities (SWD), as well as student groups based on race and ethnicity. The LCAP Advisory Committee met in October 2025, November 2025, January 2026, February 2026, April 2026, and May 2026. The final draft was provided to the LCAP Committee on May 13, 2026. No questions were received, therefore the Superintendent was not required to respond in writing. |
| Curriculum Council | The Curriculum Council is composed of teacher representatives of different grade levels and contents from across the District. The focus is to provide a forum for teacher input in the curriculum and instruction decision-making process and LCAP. Curriculum Council met in August 2025, October 2025, January 2026, March 2026, and May 2026. In May 2026, the Curriculum Council had the opportunity to review feedback from educational partners, consider new state requirements, and offer input on the metrics, goals, and actions for the 2026–27 LCAP. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| District English Language Advisory Council (DELAC) | District English Language Advisory Council (DELAC) meetings are held on a quarterly basis. Parents and educators who represent our English learners serve on this committee. The committee is centered on monitoring English learner progress. Committee members have an opportunity to provide insight and feedback on student and family needs. As part of this process, the committee reviews data such as the English Language Proficiency Assessment for California (ELPAC), California Assessments for Students Performance and Progress (CAASPP), and the California School Dashboard. The District shares with committee members information regarding the instructional supports and services provided for these students. DELAC was provided an opportunity to give input on the final draft of the LCAP on May 14, 2026. No questions were received, therefore the Superintendent was not required to respond in writing. |
| Site Leadership Meetings | Site Leadership meetings involve District curriculum and instruction administrators, support staff, principals, and assistant principals. The meetings focus on ensuring each school site is effectively implementing the LCAP goals and actions. These collaborative meetings are held monthly and help ensure adequate support is being provided. |
| Literacy Task Force | Literacy Task Force is comprised of literacy teacher representatives of different grade levels and content from across the District. The focus is to provide a forum for teacher input in the literacy decision-making process and LCAP. The task force met in August of 2025 and May of 2026. |
| Math Task Force | Math Task Force is composed of math teacher representatives of all grade levels and content from across the District. The focus is to provide a forum for teacher input in the math decision-making process and LCAP. The task force met in August of 2025, December 2025, January 2026, and April 2026. |
| Labor Relations with Alta Loma Educator Association (ALEA) | Monthly meetings are held with Alta Loma Educator Association (ALEA). These meetings provide the District and ALEA an opportunity |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | to share and collaborate on District initiatives, LCAP priorities, and the needs of both student and teacher. |
| Student Advisory Panel | The Superintendent and Executive Cabinet facilitate a Student Advisory Panel on a monthly basis. The Student Advisory Panel is comprised of student representatives in grades 4-8, from each school site. The group had an opportunity to provide input on the final LCAP draft on May 13, 2026. No questions were received, therefore the Superintendent was not required to respond in writing. |
| All Educational Partner Communication | Throughout the year, the District provided educational partners information and updates via Superintendent weekly newsletters, school site newsletters, emails, text messages, social media, and websites. In March 2026, the District sent an educational partner survey to community members, parents, staff, and students. The survey was completed by 3,348 educational partners and the feedback was considered in the LCAP development. |
| Superintendent/District/School Community and Parent Engagement | In order to increase communication with parents and the community, the Superintendent, Educational Services Department, and school sites provided a variety of events for students, parents and families. The District provided three Family Engagement Series events, September 2025, December 2025, and February 2026. Superintendent and Cabinet held site roadshows that included updates on the State of the District, Budget and LCAP as well as facilitated three Foster Youth Advisory Meetings and three African-American Advisory Meetings. In addition, all school sites held family engagement nights such as Back to School Nights, STEAM Fairs, PTSA/PFSA partner school events, Coffee with the Principal, and Open House. |
| Board of Trustees | The ALSD Board of Trustees are provided regular updates on the California School Dashboard, local assessment data, educational partner input, LCAP development, and progress throughout the year. The Superintendent provides this information through monthly correspondence, in-person presentations, and Board workshops during open-session meetings. The following LCAP information and |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | updates were provided: On December 10, 2025, the Student Academic Performance CAASPP and California School Dashboard Update was provided. On February 18, 2026, the 2025-26 LCAP Mid-Year Report was presented. Additional monthly updates were provided March through May 2026. The June 4, 2026 public hearing notice was posted on the District and school site websites. On June 10, 2026, the public hearing was opened and the Board received an overview presentation that included a draft copy of the LCAP and educational partner input. On June 17, 2026, the Board reviewed and adopted the final 2026-27 LCAP. |
| SELPA | A representative from SELPA attended the 2025-26 LCAP Advisory Committee meetings and was provided a draft copy of the LCAP at the final LCAP Advisory Committee Meeting on May 13, 2026. |

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

The 2026–27 Local Control and Accountability Plan (LCAP) adopted by Alta Loma School District (ALSD) reflects the collective voice, insight, and dedication of our educational partners. Together—teachers, administrators, parents, students, and community members—we've built a roadmap for student success that truly represents the diverse needs and shared aspirations of our District. From community forums, focus groups, to Qualtrics surveys and collaborative workshops, over 3,300 educational partners actively participated in shaping this year's LCAP. Their input was not just welcomed, it was essential. We use this feedback to determine priorities for each of our goals and the work within each of the actions.

Goal 1: Achieving High Levels of Learning for All Students
Educational partners affirmed this goal remains vital. Survey feedback showed that 86% of parents/community members, 87% of staff, and 75% of students expressed satisfaction with the District's instructional programs and support. Valuable insights and feedback were provided by the LCAP Advisory Committee, Curriculum Council, Teacher Task Force Teams, and Site Leadership Team. In addition we appreciate the District's dedicated teachers aligning with the instructional priorities listed below. Overall, the top instructional priorities for parents, staff, and students included:

- Engaging, meaningful instruction
- Small class size
- Math instructional practices
- Digital and AI literacy

As a result, the District will prioritize high-quality instruction and math instructional practices, will embed digital and AI literacy in classroom discussions and continue supporting and implementing small class size. Additionally, The District Literacy Task Force and elementary

teachers emphasized the need to continue providing support for Science of Reading and literacy across the curriculum. The Math Task Force highlighted the ongoing need to support the design of instruction to reflect the new math framework and the adoption of new curriculum in 2026-27. Goal 1 actions specifically reflect these interests.

Goal 2: Closing the Achievement Gap
Although 78% of partners feel ALSD has addressed learning loss well, data and feedback reveal there's more work to do, especially for our most vulnerable students. Again, valuable insights and feedback were provided by the LCAP Advisory Committee, Curriculum Council, Task Force Teams, and Site Leadership Team. In addition, we appreciate the District's dedicated teachers aligning with the instructional priorities listed below. Overall priorities included:

- Math Support
- Integration of STEAM (Science, Technology, Engineering, Arts, and Math)
- Reading and Writing Support
- Computer Science
- Targeted intervention for literacy and math

As a result, math support and embedding more computer science and STEAM activities will be a priority across the District. Additionally, the District will continue to be committed to enhancing support systems for Foster Youth (FY), Socio-Economically Disadvantaged students(SED), English Learners (EL), and Long-Term English Learners (LTELs) through small group targeted instruction using data. The District English Learner Advisory Committee (DELAC) also emphasized the importance of translation services, student support, particularly for LTELS at the Junior High School and teacher training to support for English Learners (EL) to continue. These areas are specifically included and outlined in Goal 2 actions.

Goal 3: Ensuring Safe and Positive Learning Environments
87% of parents/community members, 86% of staff, and 70% of students feel ALSD provides physically safe learning environments. 81% of parents, 81% of staff, and 55% of students feel ALSD provides emotionally safe and positive environments. Additionally, a majority of educational partners are content with the District's communication and prefer email and text messaging. Overall, top priorities identified:

- Anti-bullying and anti-drug programs
- School counseling and mental health services
- Positive Behavior Interventions and Supports (PBIS) and Character Strong
- Facility safety and modernization

As a result the District will continue providing student access to anti-bullying and anti-drug programs, school counseling, mental health support, PBIS, Character Strong, extracurricular programs, clubs, and afterschool activities that build connection and belonging as outlined in the Goal 3 Actions.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | High Levels of Learning<br>Ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned, and evidenced-based curriculum and practices. | 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.

Alta Loma School District (ALSD) has taken a comprehensive approach to develop Goal 1: High Levels of Learning, with a focus on ensuring that all students are learning and achieving at the highest level possible. This broad goal is underpinned by a commitment to implementing innovative, standards-aligned, and evidence-based practices across all aspects of education. The District has aligned its efforts with the State Priorities of State Standards, Course Access, Basic Services, and Pupil Outcomes to effectively achieve this goal.

State Standards: ALSD has prioritized the alignment of curriculum, instruction, and assessment with state standards to ensure that all students have access to high-quality, rigorous content. This involves ongoing curriculum review and revision processes that incorporates feedback from educators, educational partners and curriculum experts. Additionally, professional development opportunities are provided for educators to deepen their understanding of state standards and implement effective instructional strategies that support student mastery of these standards.

Course Access: Recognizing the importance of providing equitable access to a diverse range of courses and learning opportunities is a priority of ALSD. The District has implemented strategies to engage all learners at the elementary level and expand access to advanced coursework, pathways, and enrichment programs at the junior high. This includes leveraging technology to offer online courses, partnering with local high schools to provide dual enrollment opportunities, and offering support services to ensure that all students can access courses that align with their interests and goals.

Basic Services: ALSD is committed to providing a supportive and nurturing learning environment that meets the basic needs of all students. This includes ensuring access to essential resources such as qualified teachers, instructional materials, technology infrastructure, and safe and well-maintained facilities. The District also prioritizes the provision of support services, including counseling, health services, and nutrition programs, to address the holistic needs of students and remove barriers to learning.

Pupil Outcomes: Central to Goal 1 is a focus on measuring and improving pupil outcomes to gauge the effectiveness of instructional practices and interventions. The District collects and analyzes data on student performance, including academic achievement, growth, graduation rates and post-secondary readiness indicators to inform decision-making and target resources where they are most needed. Continuous monitoring and evaluation processes are in place to track progress towards goals, identify areas for improvement and adjust strategies as necessary.

By strategically aligning its efforts with the State Priorities and implementing a range of evidence-based practices, ALSD is effectively working towards the overarching goal of ensuring high levels of learning for all students. Through ongoing collaboration with educational partners, data-informed decision making and a commitment to innovation and excellence, the District is creating a learning environment where every student has the opportunity to succeed and achieve their full potential.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA CAASPP<br>Distance from Standard<br>CA Dashboard | 2022-23<br>ALL: +38.8 DFS<br>EL: +15 DFS<br>FY: -18.6 DFS<br>SED: +13.9 DFS<br><br>2023-24<br>LTEL: -27.9 DFS<br><br>Alta Loma Jr High<br>ALL: +46 DFS<br>SWD: -77.4 DFS | 2023-24<br>ALL: 34.4 DFS<br>EL: 4.1 DFS<br>FY: -15.9 DFS<br>SED: +8.3 DFS<br><br>2023-24<br>LTEL: -27.9 DFS<br><br>Alta Loma Jr High<br>ALL: 37.2 DFS<br>SWD: -82.2 DFS | 2024-25<br>ALL: 34 DFS<br>EL: - 6.8 DFS<br>FY: - 42.9 DFS<br>SED: +9.9 DFS<br>LTEL: - 86 DFS<br><br>Alta Loma Jr High<br>ALL: +37.2 DFS<br>SWD: -37.8 DFS | ALL: 40 DFS (+1.2)<br>EL: 20 DFS (+5)<br>FY: -9.6 DFS (+9)<br>SED: 22.9 DFS (+9)<br>LTEL: -16.9 DFS (+11)<br><br>Alta Loma Jr High<br>ALL: +55 DFS (+9)<br>SWD: -57.4 DFS (+20) | 2024-25<br>ALL: -4.8 DFS<br>EL: -21.8 DFS<br>FY: -24.3 DFS<br>SED: - 4 DFS<br><br>2024-25<br>LTEL: - 58.1 DFS<br><br>Alta Loma Jr. High<br>ALL: - 8.8 DFS<br>SWD: +39.6 DFS |
| 1.2 | Math CAASPP<br>Distance from Standard<br>CA Dashboard | 2022-23<br>ALL: +.8 DFS<br>EL: -4.4 DFS<br>FY: -31.5 DFS<br>SED: -23.2 DFS<br><br>2023-24<br>LTEL: -67.9 DFS<br><br>Alta Loma Jr High | 2023-24<br>ALL: 2.8 DFS<br>EL: -1.7 DFS<br>FY: -17.1 DFS<br>SED: -24.4 DFS<br><br>2023-24<br>LTEL: -67.9DFS<br><br>Alta Loma Jr High | 2024-25<br>ALL: +1 DFS<br>EL: - 5.3 DFS<br>FY: - 86.3 DFS<br>SED: - 25.5 DFS<br>LTEL: -117.8 DFS<br><br>Alta Loma Jr High<br>ALL: -17 DFS<br>SWD:-106.4 DFS | ALL 2.8 DFS (+2)<br>EL: 1 DFS (+5.6)<br>FY: -22.5 DFS (+9)<br>SED: - 14.2 DFS (+9)<br>LTEL: - 56 DFS (+11.9)<br><br>Alta Loma Jr High | 2024-25<br>ALL: +0.2 DFS<br>EL: -.9 DFS<br>FY: - 54.8 DFS<br>SED: - 2.3 DFS<br><br>LTEL: -49.9 DFS<br><br>Alta Loma Jr. High<br>ALL: +5.9 DFS |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ALL: - 22.9 DFS<br>SWD: -147.8 DFS | ALL: -22.8 DFS<br>SWD: -138.7 DFS | | ALL: +31.9 DFS (+9)<br>SWD: -127.8 DFS (+20) | SWD: +41.4 DFS |
| 1.3 | CAST<br>Average Science Points | 2023-24<br>ALL: 59.6 points<br>EL: 52.9 points<br>FY: No data reported<br>SED: 53.3 points<br>LTEL 50.2 points | 2023-24<br>ALL: 59.6 points<br>EL: 52.9 points<br>FY: No data reported<br>SED: 53.3 points<br>LTEL 50.2 points | 2024-25<br>ALL: 59.1 points<br>EL: 51.3 points<br>FY: No data reported<br>SED: 52.4 points<br>LTEL: No data reported | 2024-25<br>ALL: 60 points<br>EL: 52 points<br>FY: No data reported<br>SED: 53 points<br>LTEL: No data reported | 2024- 25<br>ALL: -0.5 points<br>EL:-1.6 points<br>FY: No data reported<br>SED: -0.9 points<br>LTEL points: No data reported |
| 1.4 | i-Ready ELA<br>% of students scoring proficient<br>Grades K-8<br>Local Assessment | 2023-24<br>ALL: 64%<br>EL: 58.7%<br>FY: 38.8%<br>SED: 54.2% | 2024-25<br>ALL: 65%<br>EL: 38.2%<br>FY: 39.2%<br>SED: 56.4% | 2025-26<br>ALL: 66%<br>EL: 52%<br>FY: 39.7%<br>SED: 57% | ALL: 68% (+4%)<br>EL: 64% (+5.3%)<br>FY: 64% (+25.2%)<br>SED: 60% (+5.8%) | 2025-26<br>ALL: +2%<br>EL: - 6.7%<br>FY: +.9%<br>SED: +2.8 |
| 1.5 | i-Ready Math<br>% of students scoring proficient<br>Grades K-8<br>Local Assessment | 2023-24<br>ALL: 57%<br>EL: 48.3%<br>FY: 41.2%<br>SED: 45.3% | 2024-25<br>ALL: 59%<br>EL: 44%<br>FY: 43%<br>SED: 46.6% | 2025-26<br>ALL: 59.3%<br>EL: 46%<br>FY: 41.7%<br>SED: 47% | ALL: 60% (+3%)<br>EL: 57% (+8.7%)<br>FY: 57% (+15.8%)<br>SED: 50.3% (+5%) | 2025-26<br>ALL: +2.3%<br>EL: -2.3%<br>FY: +.5%<br>SED: +1.7% |
| 1.6 | ELPI<br>% of Students Gaining English Language Proficiency<br>CA Dashboard | 2022-23<br>EL: 71.8%<br>LTEL:91.6%% | 2023-24<br>EL: 58.00%<br>LTEL: 61.50% | 2024-25<br>EL: 62.10%<br>LTEL: No performance data was provided as we do not have enough LTELs to count | EL: 81.8% (+10%)<br>LTEL: 100% | 2024-25<br>EL: -9.7%<br>LTEL: No performance data given as we do not have enough LTELs to count |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | Reclassification Rate<br>% of Students Gaining Language Proficiency<br>Student Management System | 2023-24<br>EL: 33.73%<br>LTEL: 64% | 2024-25<br>EL: 36.9%<br>LTEL: 61.5% | 2025-26<br>EL: 37%<br>LTEL: 64% | EL: 43.73% (+10%)<br>LTEL: 72% (+8%) | 2025-26<br>EL: +3.27%<br>LTEL: 0% |
| 1.8 | Implementation of Academic Standards<br>Local Indicator<br>CA Dashboard | 2023-24<br>Professional Development average score 4<br>Instructional Materials average score 5<br>Policy and Program Support average score 5<br>Implementation of Standards average score 5<br>Engagement of School Leadership average score 4 | 2024-25<br>Professional Development average score 4<br>Instructional Materials average score 5<br>Policy and Program Support average score 5<br>Implementation of Standards average score 5<br>Engagement of School Leadership average score 4 | 2025-26<br>Professional Development average score 4<br>Instructional Materials average score 5<br>Policy and Program Support average score 5<br>Implementation of Standards average score 5<br>Engagement of School Leadership average score 4 | Professional Development average score 4<br>Instructional Materials average score 5<br>Policy and Program Support average score 5<br>Implementation of Standards average score 5<br>Engagement of School Leadership average score 4 | 2025-26<br>no change |
| 1.9 | Access to Standards Aligned Instructional Materials<br>% of students with access<br>CA Dashboard | 2023-24<br>100% | 2024-25<br>100% | 2025-26<br>100% | Maintain 100% | 2025-26<br>0% |
| 1.10 | Williams Report<br>Instances that do not meet the good repair standard<br>CA Dashboard | 2023-24<br>0 | 2024-25<br>0 | 2024-25<br>0 | Maintain 0 | 2024-25<br>0 |
| 1.11 | Teacher Misassignments | 2021-22<br>94.1% | 2022-23<br>92.4% | 2023-24<br>95.6% | 100% | +1.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Clear (% of teaching FTE)<br>CA Dashboard | | | | | |

# 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.

Actions 1.1 (Teacher Development), Action 1.2 (Professional Development for 21st Century Lesson Design), Action 1.4 (Professional Development in Literacy and Language) were implemented at a greater level than originally planned. The ELA Teacher on Special Assignment (TOSA) provided professional development to TK-8 teachers. Successes included our ELA TOSA providing teachers in K-5 customized Science of Reading training and coaching support in the summer and throughout the year. Additionally her training and support included Thinking Maps to support writing and effective strategies to support English Learners and guidance in elevating literacy across the curriculum for grades 3-8 by integrating more social studies and science lessons within their literacy time blocks. Teachers also had opportunities to attend STEM, Computer Science, and AI literacy training throughout the year.

Action 1.5 (Math Professional Development) was fully implemented. The District contracted with San Bernardino County Superintendent of Schools (SBCSS) math coordinators to provide math teachers in grades K-8 professional development on the 2023 Math Framework, Eight Mathematical Practices and evidence-based practices from Building Thinking Classrooms. The Math Task Force was enacted and served as the District Math Adoption Committee. The Task Force met multiple times throughout the year to prepare for a curriculum adoption in 2026-27. The Task Force reviewed state requirements, new framework, math data and needs, attended the publisher fair, and selected three publishers to pilot in August of 2026. Additionally, the District added a Math TOSA in February 2026 to extend math support to teachers with the Framework instructional shift and the math adoption process in 2026-27.

Action 1.3 (Collaborative Decision-Making Processes) was fully implemented. Success was achieved by developing a more coherent and aligned instructional system through collaborative committees such as the Curriculum Council, Literacy Task Force, Math Task Force, MTSS Task Force and AI Task Force. These committees provided teachers with a platform to analyze data, deepen their understanding of state expectations, review peer feedback, and collaborate on instructional needs. Additionally, they played a key role in decision-making by offering input on focus areas, adoption processes, material selection, timelines, professional development, and implementation plans.

Action 1.6 (Class Size Reduction) was fully implemented. Successes included creating smaller, more individualized learning environments that allowed for targeted instruction and student support. In terms of challenges, the District's structural deficit presents an ongoing concern in making this action sustainable long-term.

Action 1.7 (Technology) was implemented at greater level than originally planned. Successes included equipping students and teachers with upgraded devices, enhanced safety software, and expanded access to digital platforms and tools such as Google Classroom, digital

curricula, and educational applications. Furthermore, the District established a District AI Task Force to address the impact of AI on staff, students, and families. This Task Force developed AI guidelines, vetted, and approved appropriate AI tools for Staff. Next year, The Task Force will address the impact on curriculum and instruction and student usage. Challenges related to the District's current budget constraints continue to make it challenging to invest in new digital resources and tools.

Action 1.8 (Expanding Broad Course of Study) was fully implemented. The District continues to make expanding broad courses of study a priority. In 2025-26,the K- 5 music program continued, Dual Language Immersion (DLI) Program was added, and computer science integration was a priority at all eight elementary schools. Additionally, STEM and Computer Science elective offerings at the junior high continued.

Action 1.9 (Library and Media Centers support) was fully implemented. The District continues to make library and media centers a priority in order to provide students increased access and resources to library books and research tools and assistance. Due to budget constraints, converting school libraries into 21st Century media centers continues to be a challenge.

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 1.2 - District exceeded the amount allocated as more professional development in this action was provided.

Action 1.4 - District exceeded the amount allocated due to increased costs for Science of Reading training for grades 3-5.

Action 1. 5 - District allocated the LREBG funding to this action; however the amount was not fully spent due to the District receiving an SOS grant.

Action 1.7- District exceeded the amount allocated as the District made the decision to replace two grade levels of Chromebooks versus one grade level.

Action 1.8 - District exceeded the amount allocated as the District had to fund additional elective periods at the junior high schools and Prop 28 funding needed to be spent in order to align with the state waiver requirements.

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

Action 1.1: Teacher Development - Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.3 (CAST), M1.6 (ELPI). This action focused on providing instructional support for the implementation of California State Standards and Frameworks to increase student academic achievement. Based on the current difference from the baseline, this action had limited effectiveness:
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS from the baseline, and Socio-Economically Disadvantaged (SED) students declined -4 DFS. English Learners (EL) experienced a more significant decline of -21.8 DFS, Foster Youth (FY) declined -24.3 DFS, and Long-Term English Learners (LTEL) declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, though Students with Disabilities (SWD) showed notable growth of +39.6 DFS.

M1.2 – Math CAASPP: ALL students showed modest growth of +0.2 DFS from the baseline. English Learners (EL) declined slightly at -0.9 DFS, while Foster Youth (FY) experienced a significant decline of -54.8 DFS and SED students declined -2.3 DFS. LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED students declined -0.9 point. No data was reported for Foster Youth (FY) or LTELs.
M1.6 – ELPI: English Learners (EL) declined -9.7% from the baseline. No performance data was provided for LTELs due to a low number of students.
Overall, while there are pockets of growth, particularly for SWD at Alta Loma Junior High in both ELA and Math, the Dashboard data indicated District student groups, especially English Learners, Foster Youth, and Long-Term English Learners declined from the baseline year. The District will examine how teacher development efforts can be more strategically targeted to address the needs of these student groups.

Action 1.2: Professional Development for 21st Century Lesson Design - Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.3 (CAST) This action provides instructional support for 21st-century lesson design using evidence-based practices and high-impact strategies. Based on the current difference from the baseline, this action had limited effectiveness:
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED students declined -0.9 point. No data was reported for Foster Youth (FY) or LTELs.
Overall, while the action aims to ensure equity, access, and inclusion for all students, the data shows declines across most student groups in ELA, Math, and Science. The improvements at Alta Loma Junior High for SWD are encouraging, but broader gains have not yet materialized. Continued refinement of 21st-century instructional strategies is needed to produce more widespread positive outcomes.

Action 1.3: Collaborative Decision-Making Processes - Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.3 (CAST), M1.4 (i-Ready ELA), M1.5 (i-Ready Math). This action ensures curriculum and instruction decision-making processes are inclusive and collaborative through District committees. Based on the current difference from the baseline, this action demonstrates limited measurable effectiveness to date based on available data.
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED students declined -0.9 point. No data was reported for Foster Youth (FY) or LTELs.
M1.4 – 2025-26 i-Ready ELA: 66% of all students scored proficient, demonstrating a 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a 0.9% growth and 57% of Socio-Economically Disadvantaged (SED) students scored proficient with a 2.8 % growth from the baseline year. Although 52% of English Learners (EL) scored proficient this year, they demonstrated a 6.7% decline from the baseline year.

M1.5 – 2025-26 i-Ready Math: 59.3% of ALL students scored proficient, demonstrating a 2.3% growth from the baseline year. In terms of student group data, 41.7% of Foster Youth (FY) scored proficient demonstrating a 0.5% growth and 47% of Socio-Economically Disadvantaged (SED) students scored proficient demonstrating a 2.8% growth from the the baseline year. Although 46% of English Learners (EL) scored proficient this year, they did demonstrate a slight 2.3% decline from the baseline year.
Overall, Action 1.3 data has mixed results. Although, the collaborative structures of Curriculum Council, Literacy Task Force, Math Task Force, and others are valuable for building coherence, the state assessment data has not yet reflected a large enough improvement for ALL and most student groups. The i-Ready data in ELA and Math demonstrated growth for ALL students as well as for Foster Youth (FY) and Socio-Economically Disadvantaged (SED) students but English Learners (EL) data did not demonstrate growth in either CAASPP or i-Ready. These results indicate that this action is somewhat effective but should to be revisited and refined.

Action 1.4: Professional Development in Literacy and Language - Aligned Metrics: M1.1 (ELA CAASPP), M1.4 (i-Ready ELA), M1.6 (ELPI), M1.7 (Reclassification Rate). This action provides professional development in the science of reading (TK-5) and language acquisition and literacy across the curriculum (TK-8). Based on the current difference from baseline, this action demonstrates limited effectiveness to date.
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M1.4 – 2025-26 i-Ready ELA diagnostic results demonstrated the following: 66% of all students scored proficient which is 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a .9% growth and 57% of Socio-Economically Disadvantaged (SED) scored proficient with a 2.8 % increase from the baseline year. Although 52% of English Learners (EL) scored proficient this year, it was a 6.7% decline from the baseline year.
M1.6 – ELPI: English Learners (EL) declined -9.7% from the baseline. No performance data was provided for LTELs.
M1.7 – Reclassification Rate: English Learners (EL) showed minimal growth of +0.1% from the baseline, while LTELs declined -1% from the baseline.
Overall, while the District has invested in Science of Reading training and literacy coaching, the ELA CAASPP data shows declines across all reported student groups and i-Ready demonstrated a decline with English Learners (EL). The ELPI shows a -9.7% decline for English Learners, and reclassification rates have remained steadily the same from the baseline year. The growth in EL reclassification (+3.27%) and the no change with LTELs suggest that while literacy and language professional development efforts and student support are working, the District needs to continue making this student group a priority in order to make further measurable gains.

Action 1.5: Math Professional Development (LREBG Action) - Aligned Metrics: M1.2 (Math CAASPP), M1.5 (i-Ready Math). This action provides professional development and coaching support focused on the 2023 Mathematics Framework to increase math academic achievement. Based on the current difference from the baseline, the action demonstrates mixed effectiveness to date.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS from the baseline. English Learners (EL) declined -0.9 DFS, Foster Youth (FY) experienced a significant decline of -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.5 – 2025-26 i-Ready Math diagnostic results demonstrated the following: 59.3% of ALL students scored proficient, demonstrating a 2.3% growth from the baseline year. In terms of student group data, 41.7% of Foster Youth (FY) score proficient demonstrating a 0.5% growth and 47% of Socio-Economically Disadvantaged (SED) students scored proficient demonstrating a 2.8% growth from the baseline year. Although 46% of English Learners (EL) scored proficient this year, they did demonstrate a slight 2.3% decline from the baseline year.
Overall, the Dashboard and i-Ready data indicated ALL student group showed some growth (+0.2 DFS and +2.3% i-Ready), and Alta Loma Junior High Dashboard data demonstrated meaningful improvement for both ALL students (+5.9 DFS) and SWD (+41.4 DFS). However,

District student group data varied between the Dashboard and i-Ready. On the Dashboard, FY and LTELs experienced the largest substantial decline from the baseline year. FY had a -54.8 DFS, and LTELs had a -49.9 DFS, yet FY showed growth on the i-Ready diagnostic. In terms of EL and SED, both student groups showed a slight decline on the Dashboard, yet SED showed growth on the i-Ready diagnostic. Given that this action is funded by LREBG, the District will examine how math professional development and coaching support can be more intentional to address the significant gaps particularly for Foster Youth, LTELs, and English Learners.

Action 1.6: Class Size Reduction (Contributing Action – EL, FY, and SED) - Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.3 (CAST), M1.6 (ELPI). This action provides class size reduction to support targeted small group instruction, differentiation, and intervention, principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from the baseline, this action demonstrates limited effectiveness to date for the unduplicated student groups it is principally directed toward.
M1.1 – ELA CAASPP: English Learners (EL) declined -21.8 DFS, Foster Youth (FY) declined -24.3 DFS, and SED declined -4 DFS. LTELs declined -58.1 DFS. ALL students declined -4.8 DFS. At Alta Loma Junior High, SWD improved +39.67 DFS.
M1.2 – Math CAASPP: English Learners (EL) declined -0.9 DFS, Foster Youth (FY) declined -54.8 DFS, and SED declined -2.3 DFS. LTELs declined -49.9 DFS. ALL students showed slight growth at +0.2 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED students declined -0.9 point. No data was reported for Foster Youth (FY) or LTELs.
M1.6 – ELPI: English Learners (EL) declined -9.7% from the baseline.
Overall, the Dashboard student group data demonstrated declines, indicating a need to further revisit the class size implementation and determine areas that need to be reexamined or adjusted.

Action 1.7 – Technology: Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.8 (Implementation of Academic Standards) This action provides students access to 21st century technology devices, applications, and digital platforms. Based on the current difference from the baseline, this action demonstrates limited effectiveness to date.
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS.
M1.8 – Implementation of Academic Standards: There was no change from the baseline. All categories maintained their scores (Professional Development: 4, Instructional Materials: 5, Policy and Program Support: 5, Implementation of Standards: 5, Engagement of School Leadership: 4).
Overall, while the District has maintained consistent implementation of academic standards (M1.8), the ELA and Math CAASPP data showed a decline for all student groups. Technology access is an important foundational element, but the data suggests that providing devices and platforms alone has not yet translated into improved academic outcomes. The District's work with the teachers and AI Task Force to expand digital tools represents a forward-looking approach that may yield results over time.

Action 1.8 – Expanding Broad Courses of Study: Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.8 (Implementation of Academic Standards), M1.9 (Access to Standards-Aligned Instructional Materials). This action expands broad courses of study including Arts

Education, World Language, Computer Science, and STEAM. Based on the current difference from the baseline, this action demonstrates mixed effectiveness to date.
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS.
M1.8 – Implementation of Academic Standards: There was no change from the baseline.
M1.9 – Access to Standards-Aligned Instructional Materials: The District maintained 100% access with 0% change from the baseline, which represents a positive maintenance of this standard.
Overall, the District has successfully maintained 100% access to standards-aligned instructional materials (M1.9) and consistent implementation of academic standards (M1.8). However, the ELA and Math CAASPP data shows declines for most student groups. Expanding course offerings is a valuable strategy for student engagement and a well-rounded education, though its direct impact on core academic metrics has been limited thus far.

Action 1.9 – 21st Century Media Centers: Aligned Metrics: M1.1 (ELA CAASPP), M1.2 (Math CAASPP), M1.3 (CAST), M1.6 (ELPI). This action supports the design and implementation of 21st century media centers to provide students access to educational books, resources, and tools. Based on the current difference from the baseline this action demonstrates limited effectiveness to date.
M1.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, SWD improved +39.6 DFS.
M1.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M1.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED students declined -0.9 point. No data was reported for Foster Youth (FY) or LTELs.
M1.6 – ELPI: English Learners (EL) declined -9.7% from the baseline year.
Overall, while media centers provide important access to resources, the data across ELA, Math, Science, and ELPI shows declines for most student groups. Budget constraints noted in the implementation narrative continue to challenge the full transformation of libraries into 21st century media centers, which may be limiting the potential impact of this action.

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

The District will continue with the same Goal 1 actions in 2026-27 with a focus on refining instructional approaches, enhancing professional development strategies, and strengthening targeted interventions to ensure equitable academic progress in the classrooms.

1. CAST scores were adjusted for the Year 1 and the 2023-24 baseline year to reflect the point system provided by the state in 2024-25.

2.After reviewing student metric outcomes and trends, it has been determined that the following targeted metrics 1.1.ELA CAASPP Distance from Standard, 1.2 CAASPP Distance from Standard, 1.3 i-Ready ELA and 1.4 i-Ready Math for ALL, English Learners (EL), Foster Youth (FY) and Socio-Economically Disadvantaged (SED) for year three needed to be adjusted in order to be more accurate and feasible goals.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher Development | Educational Services will provide instructional support for the implementation of California State Standards and Frameworks for all content for teachers to increase student academic achievement. This action will be measured by M1.1, M1.2, M1.3, and M.1.6 | $179,694.00 | No |
| **1.2** | Professional Development for 21st Century Lesson Design | Educational Services will provide instructional support for the implementation of 21st century design of instruction by utilizing evidence-based practices and high-impact strategies to increase academic achievement, ensuring equity, access and inclusion for all students. This action will be measured by M1.1, M1.2 and M1.3. | $12,155.00 | No |
| **1.3** | Collaborative-Decision Making Processes | Educational Services will ensure curriculum and instruction decision-making processes are inclusive and collaborative by engaging educational partners through District committees. The LCAP Advisory, Curriculum Council, K-Readiness Task Force, Student Advisory Council, Literacy Task Force, and Math Task Force committees are comprised of parents, staff, and students. This action targets increasing student academic achievement. This action will be measured M1.1, M1.2, M1.3, M1.4 and M1.5. | $16,198.00 | No |
| **1.4** | Professional Development in Literacy and Language | Educational Services will provide professional development and support to teachers in order to strengthen literacy and foundational skills utilizing skills in the science of reading methodologies, grades TK-5, and language acquisition and literacy across the curriculum, grades TK-8. This action targets increasing student academic achievement. This action will be measured M1.1, M1.4, M1.6 and M1.7. | $30,940.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Math Professional Development | Educational Services will provide professional development and support to math teachers in order to implement the 2023 Mathematics Framework, increasing math academic achievement, grades TK-8. This action will be measured M1.2 and M1.5.<br><br>LREBG - $1,657,013 | $1,657,013.00 | No |
| **1.6** | Class Size Reduction | Schools will improve and address student academic needs and provide individualized enrichment and intervention support through class size reduction. This action benefits ALL students, while targeting additional support for Socio-Economically Disadvantaged (SED) students, Foster Youth (FY) and English Learners (EL). This action will be measured by M1.1, M1.2, M1.3, and M1.6. | $4,257,540.00 | Yes |
| **1.7** | Technology | Schools will provide students access to 21st century technology devices, applications, and digital platforms. The intent of the is action is to increase student academic achievement. This action will be measured by M1.1, M1.2, and M1.8. | $306,626.00 | No |
| **1.8** | Expanding Broad Courses of Study | Schools will expand broad courses of study by providing additional learning opportunities such as, but not limited to, Arts Education, World Language, Computer Science, and STEAM in order to increase student academic achievement. This action will be measured by M1.1, M1.2, M1.8, and M1.9. | $1,146,802.00 | No |
| **1.9** | 21st Century Media Centers | Schools will design and implement 21st century media centers to support students and provide access to relevant educational books, resources and tools in order to increase student academic achievement. This action will be measured by M1.1, M1.2, M1.3 and M1.6. , | $199,364.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Close Achievement Gaps<br>Ensure that students are prepared for high school and college/career readiness by providing targeted learning interventions, expanded opportunities, and additional learning support to close achievement gaps and promote continuous improvement and growth for all students. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alta Loma School District (ALSD) has developed Goal 2: Close Achievement Gaps with a comprehensive strategy aimed at ensuring that all students are prepared for high school and college/career readiness. This broad goal underscores the commitment to providing targeted learning interventions, expanded opportunities, and additional learning support to close achievement gaps and promote continuous improvement and growth for all students. The development of Goal 2 aligns closely with the State Priorities of Pupil Outcomes and Pupil Achievement.

Pupil Outcomes: ALSD recognizes that closing achievement gaps requires a focus on improving overall pupil outcomes, including academic achievement, graduation rates and post-secondary readiness indicators. To achieve this, the District implements evidence-based interventions and support services targeted at students who may be at risk of falling behind or not meeting academic standards. This includes providing personalized learning plans, academic tutoring, mentoring programs, access to supplemental resources to address individual learning needs to promote academic success.

Pupil Achievement: Central to Goal 2 is the commitment to improving pupil achievement across all student subgroups, including those historically marginalized or underserved. The District utilizes data-driven approaches to identify achievement gaps and implement targeted strategies to address disparities in academic performance. This may involve disaggregating data by student demographics, monitoring progress over time, and implementing culturally responsive teaching practices to ensure that all students have equitable access to high-quality instruction and support.

In addition to these state priorities, ALSD takes a holistic approach to closing achievement gaps by providing expanded opportunities for students to engage in rigorous coursework, career exploration, and extracurricular activities. This holistic approach includes expanding electives, club and extra-curricular offerings, and providing enrichment and intervention programs to engage and connect students to learning and broadening their educational experiences.

Furthermore, ALSD fosters partnerships with community organizations, businesses, and higher education institutions to provide students with access to resources, mentorship ,and real-world learning experiences that enhance college and career readiness. By leveraging these partnerships, the District creates a supportive ecosystem that empowers students to overcome barriers, explore their interests, and pursue pathways to success.

Through a combination of targeted interventions, expanded opportunities and collaborative partnerships, ALSD is committed to closing achievement gaps and ensuring that all students have the support and resources they need to thrive academically and achieve their full potential. By prioritizing pupil outcomes and achievement, the District is fostering a culture of continuous improvement and growth that benefits every student in the community.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | ELA CAASPP<br>Distance from Standard (DFS)<br>CA Dashboard | 2022-23<br>ALL: 38.8 DFS<br>EL: 15 DFS<br>FY: -18.6 DFS<br>SED: 13.9 DFS<br><br>2023-24<br>LTEL: -27.9<br><br>Alta Loma Jr High<br>ALL: +46 DFS<br>SWD: -77.4 DFS | 2023-24<br>ALL: 34.4 DFS<br>EL: 4.1 DFS<br>FY: -15.9 DFS<br>SED: 8.3 DFS<br>LTEL: -27.9 DFS<br><br>Alta Loma Jr High<br>ALL: 37.2 DFS<br>SWD: -82.2 DFS | 2024-25<br>ALL: 34 DFS<br>EL: - 6.8 DFS<br>FY: - 42.9 DFS<br>SED: + 9.9DFS<br>LTEL: -86 DFS<br><br>Alta Loma Jr High<br>ALL: 37.2 DFS<br>SWD: -37.8 DFS | ALL: 40 DFS (+1.2)<br>EL: 20 DFS (+5)<br>FY: -9.6 DFS (+9)<br>SED: 22.9 DFS (+9)<br>LTEL: -16.9 DFS (+11)<br><br>Alta Loma Jr High<br>ALL: +55 DFS (+9)<br>SWD: -57.4 DFS (+20) | 2024-25<br>ALL: -4.8 DFS<br>EL: -21.8 DFS<br>FY: -24.3 DFS<br>SED: - 4 DFS<br><br>2024-25<br>LTEL: - 58.1 DFS<br><br>Alta Loma Jr. High<br>ALL: - 8.8 DFS<br>SWD: +39.6 DFS |
| 2.2 | Math CAASPP<br>Distance from Standard (DFS)<br>CA Dashboard | 2022-23<br>ALL: .8 DFS<br>EL: - 4.4 DFS<br>FY: -31.5 DFS<br>SED: -23.2 DFS<br><br>2023-24<br>LTEL: -67.9 DFS | 2023-24<br>ALL: 2.8 DFS<br>EL: -1.7 DFS<br>FY: -17.1 DFS<br>SED: -24.4 DFS<br>LTEL: -67.9 DFS<br><br>Alta Loma Jr High | 2024-25<br>ALL: +1 DFS<br>EL: - 5.3 DFS<br>FY: - 86.3 DFS<br>SED: - 25.5 DFS<br>LTEL: -117.8 DFS<br><br>Alta Loma Jr High | ALL 2.8 DFS (+2)<br>EL: 1 DFS (+5.6)<br>FY: -22.5 DFS (+9)<br>SED: - 14.2 DFS (+9)<br>LTEL: - 56 DFS (+11.9) | 2024-25<br>ALL: +0.2 DFS<br>EL: -.9 DFS<br>FY: - 54.8 DFS<br>SED: - 2.3 DFS<br><br>LTEL: -49.9 DFS |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Alta Loma Jr High<br>ALL: -22.9 DFS<br>SWD: -147.8 DFS | ALL: -22.8 DFS<br>SWD: -138.7 DFS | ALL: -17 DFS<br>SWD:-106.4 DFS | Alta Loma Jr High<br>ALL: +31.9 DFS (+9)<br>SWD: -127.8 DFS (+20) | Alta Loma Jr. High<br>ALL: +5.9 DFS<br>SWD: +41.4 DFS |
| 2.3 | CAST<br>Grades 5 and 8<br>Met or Exceeded Standard<br>CA Dashboard | 2023-24<br>ALL: 59.6 points<br>EL: 52.9 points<br>FY: No data reported<br>SED: 53.3 points<br>LTEL 50.2 points | 2023-24<br>ALL: 59.6 points<br>EL: 52.9 points<br>FY: No data reported<br>SED: 53.3 points<br>LTEL 50.2 points | 2024-25<br>ALL: 59.1 points<br>EL: 51.3 points<br>FY: No data reported<br>SED: 52.4 points<br>LTEL: No data reported | 2024-25<br>ALL: 60 points<br>EL: 52 points<br>FY: No data reported<br>SED: 53 points<br>LTEL: No data reported | 2024- 25<br>ALL: -.5 points<br>EL:-1.6 points<br>FY: No data reported<br>SED: -0.9 points<br>LTEL points: Not data reported |
| 2.4 | i-Ready ELA<br>% of Students Scoring Proficient<br>Grades K-8<br>Local Assessment | 2023-24<br>ALL: 64%<br>EL: 58.7%<br>FY: 38.8%<br>SED: 54.2% | 2024-25<br>ALL: 65%<br>EL: 38.2%<br>FY: 39.2%<br>SED: 56.4% | 2025-26<br>ALL: 66%<br>EL: 52%<br>FY: 39.7%<br>SED: 57% | ALL: 68% (+4%)<br>EL: 64% (+5.3%)<br>FY: 64% (+25.2%)<br>SED: 60% (+5.8%) | 2025-26<br>ALL: +2%<br>EL: - 6.7%<br>FY: +.9%<br>SED: +2.8 |
| 2.5 | i-Ready Math<br>% of Students Scoring proficient<br>Grades K-8<br>Local Assessment | 2023-24<br>ALL: 57%<br>EL: 48.3%<br>FY: 41.2%<br>SED: 45.3% | 2024-25<br>ALL: 59%<br>EL: 44%<br>FY: 43%<br>SED: 46.6% | 2025-26<br>ALL: 59.3%<br>EL: 46%<br>FY: 41.7%<br>SED: 47% | New<br>ALL: 60% (+3%)<br>EL: 57% (+8.7%)<br>FY: 57% (+15.8%)<br>SED: 50.3% (+5%) | 2025-26<br>ALL: +2.3%<br>EL: -2.3%<br>FY: +.5%<br>SED: +1.7% |
| 2.6 | ELPI<br>% of Students Gaining English Language Proficiency<br>CA Dashboard | 2022-23<br>EL: 71.8%<br>LTEL: 91.6% | 2023-24<br>EL:58.00%<br>LTEL: 61.50% | 2024-25<br>EL: 62.10%<br>LTEL: No performance data provided as we do not have enough LTEL students to count | EL: 81.8% (+10%)<br>LTEL: 100% | 2024-25<br>EL:-9.7%<br>LTEL: No performance data provided as we do not have enough LTEL students to count |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | Reclassification Rate<br>% of Students Gaining Language Proficiency<br>Student Management System | 2023-24<br>EL: 33.73%<br>LTEL: 64% | 2024-25<br>EL: 36.9%<br>LTEL: 61.5% | 2025-26<br>EL: 37%<br>LTEL: 64% | EL: 43.73% (+10)<br>LTEL: 72% (+8) | 2025-26<br>EL: +3.27%<br>LTEL: 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.

Alta Loma School District fully implemented all six actions with no challenges within Goal 2 during the 2025-26 school year.

Actions 2.1 (Illuminate, ESGI and i-Ready), Action 2.2 (Teacher Collaboration Time) were fully implemented. Successes included using data from the data tools such as i-Ready to drive conversations and decision-making during teacher collaboration time and adjustments for targeted instruction during intervention and enrichment times.

Action 2.3 (Cultural Proficiency Professional Development) was fully implemented. Cultural proficiency training was embedded in all professional developments. For example, during Science of Reading and math trainings, staff determined student group needs based on data and learned about how to best meet student needs from a cultural proficiency lens.

Action 2.4 (Targeted Supports) was fully implemented. Successes included all elementary sites implementing WIN (What I Need) intervention time and small groups were based on academic needs in ELA and Math using diagnostic i-Ready data. Additionally, for students in K-4 needed intensive Tier 3 reading supports, new Reading Difficulty Screener (RDR) screener and Science of Reading diagnostics were used to pinpoint root causes and the intervention was designed based on this data information.

Action 2.5 (Supports and Services for English Learners and Long-Term English Learners) was fully implemented. Successes included teachers used ELPAC and i-Ready data to determine need and strategies to best support integrated and designated instruction for English Learners in the classroom and additional intervention support during WIN intervention time.

Action 2.6 (Enrichment Opportunities) was fully implemented. Successes included expanding enrichment opportunities both inside and outside the classroom. Participation numbers also increased in Districtwide enrichment opportunities such as a Chess Tournament, Spelling Bees, and STEM fairs and new enrichments such as the Battle of Books was implemented.

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

Action 2.3 This allocation was underspent due to the awarding of an System of Support grant provided by San Bernardino County Superintendent of Schools and these professional development topics embedded into other professional development offerings.

Action 2.6 This allocation was underspent due to the reduction in busing costs for students who participated in the afterschool junior high sports program.

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

Action 2.1 – Illuminate, ESGI, and i-Ready (Contributing Action – EL, FY, SED): Aligned Metrics: M2.1 (ELA CAASPP), M2.2 (Math CAASPP), M2.3 (CAST), M2.4 (i-Ready ELA), M2.5 (i-Ready Math). This action provides teachers with data tools and resources such as Illuminate, ESGI, and i-Ready to assess students, provide interventions, and prepare them for CAASPP. This action is principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from baseline, the data demonstrates limited effectiveness to date for the unduplicated student groups it is principally directed toward.
M2.1 – ELA CAASPP: ALL students declined -4.8 DFS from the baseline. English Learners (EL) declined -21.8 DFS, Foster Youth (FY) declined -24.3 DFS, and Socio-Economically Disadvantaged (SED) students declined -4 DFS. Long-Term English Learners (LTEL) declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while Students with Disabilities (SWD) improved +39.6 DFS.
M2.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS from the baseline. English Learners (EL) declined -0.9 DFS, Foster Youth (FY) experienced a significant decline of -54.8 DFS, and SED declined -2.3 DFS. LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M2.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED declined -0.9 points. No data was reported for Foster Youth (FY) or LTELs.
M2.4 – 2025-26 i-Ready ELA: 66% of all students scored proficient, demonstrating a 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a .9% growth and 57% of Socio-Economically Disadvantaged (SED) students scored proficient with a 2.8 % growth from the baseline year. Although 52% English Learners (EL) scored proficient this year, they demonstrated a 6.7% decline from baseline year.
M2.5 – 2025-26 i-Ready Math: 59.3% of ALL students scored proficient, demonstrating a 2.3% growth from the baseline year. In terms of student group data, 41.7% of Foster Youth (FY) score proficient demonstrating a .5% growth and 47% of Socio-Economically Disadvantaged (SED) students scored proficient demonstrating a 2.8% growth from the baseline year. Although 46% English Learners (EL) scored proficient this year, they did demonstrate a slight 2.3% decline from the baseline year.
Overall, while assessment tools like Illuminate, ESGI, and i-Ready are essential for data-driven instruction and progress monitoring, there is concern that the state assessment data shows that English Learners (EL) declined -21.8 DFS in ELA and -0.9 DFS in Math, Foster Youth (FY) declined -24.3 DFS in ELA and -54.8 DFS in Math, and Socio-Economically Disadvantaged (SED) students declined -4 DFS in ELA and -2.3 DFS in Math from the baseline, Foster Youth (FY) and Socio-economically disadvantaged showed gains on i-Ready ELA and Math. The District will examine how the data generated by these tools can be further used to inform targeted interventions for these specific student groups.

Action 2.2 – Teacher Collaboration Time:

Aligned Metrics: M2.1 (ELA CAASPP), M2.2 (Math CAASPP), M2.3 (CAST), M2.4 (i-Ready ELA), M2.5 (i-Ready Math): This action provides teacher collaboration release time to review data and engage in a continuous improvement process to elevate student strategic thinking and problem-solving skills. Based on the current difference from the baseline, this action demonstrates limited effectiveness to date.
M2.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M2.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M2.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED declined -0.9 points. No data was reported for Foster Youth (FY) or LTELs.
M2.4 – 2025-26 i-Ready ELA: 66% of all students scored proficient, demonstrating a 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a 0.9% growth and 57% of Socio-Economically Disadvantaged (SED) students scored proficient with a 2.8 % growth from the baseline year. Although 52% English Learners (EL) scored proficient this year, they demonstrated a 6.7% decline from the baseline year.
M2.5 – 2025-26 i-Ready Math:  59.3% of ALL students scored proficient, demonstrating a 2.3% growth from the baseline year. In terms of student group data, 41.7% of Foster Youth (FY) score proficient demonstrating a 0.5% growth and 47% of Socio-Economically Disadvantaged (SED) students scored proficient demonstrating a 2.8% growth from the baseline year. Although 46% English Learners (EL) scored proficient this year, they did demonstrate a slight 2.3% decline from the baseline year.
Overall, teacher collaboration time is a research-supported strategy for improving instructional practice. Although the state assessment data shows declines across student groups in ELA, Math, and Science, i-Ready diagnostic demonstrated some growth for ALL students,  Foster Youth (FY) and Socio-Economically Disadvantaged (SED) students. Additionally, the improvements for SWD at Alta Loma Junior High in both ELA (+39.67 DFS) and Math (+41.4 DFS) suggest that collaboration may be yielding positive results in specific contexts. The District will explore how collaboration time can be more intentionally structured to focus on analyzing data and designing interventions for the student groups showing the greatest declines, particularly with Foster Youth, English Learners, and Long-Term English Learners.

Action 2.3 – Cultural Proficiency Professional Development: Aligned Metrics: M2.1 (ELA CAASPP), M2.2 (Math CAASPP), M2.3 (CAST). This action provides staff cultural proficiency professional development to ensure instructional programs are equitable, accessible, and inclusive for all students. Based on the current difference from baseline, this action demonstrates limited effectiveness to date.
M2.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M2.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.'
M2.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED declined -0.9 points. No data was reported for Foster Youth (FY) or LTELs.
Overall, cultural proficiency professional development is an important component of ensuring equitable and inclusive instruction; however, the data shows that the student groups who would most benefit from culturally responsive practices—English Learners (-21.8 DFS in ELA), Foster Youth (-24.3 DFS in ELA, -54.8 DFS in Math), SED (-4 DFS in ELA, -2.3 DFS in Math), and LTELs (-58.1 DFS in ELA, -49.9 DFS in Math)—have all declined from the baseline. The District will consider how cultural proficiency training can be more deeply integrated into daily instructional practice and connected to specific strategies that address the academic needs of these student groups.

Action 2.4 – Targeted Supports:

Aligned Metrics: M2.1 (ELA CAASPP), M2.2 (Math CAASPP), M2.3 (CAST), M2.4 (i-Ready ELA), M2.5 (i-Ready Math), M2.6 (ELPI), M2.7 (Reclassification Rate). This action provides differentiation, intervention, and support services for identified student groups through small group instruction and aide assistance in literacy and/or math labs. Based on the current difference from the baseline, this action demonstrates limited effectiveness to date.
M2.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M2.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M2.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED declined -0.9 points. No data was reported for Foster Youth (FY) or LTELs.
M2.4 – 2025-26 i-Ready ELA: 66% of all students scored proficient, demonstrating a 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a .9% growth and 57% of Socio-Economically Disadvantaged (SED) students scored proficient with a 2.8 % growth from the baseline year. Although 52% English Learners (EL) scored proficient this year, they demonstrated a 6.7% decline from baseline year.
M2.5 – 2025-26 i-Ready Math:  59.3% of ALL students scored proficient, demonstrating a 2.3% growth from the baseline year. In terms of student group data, 41.7% of Foster Youth (FY) score proficient demonstrating a .5% growth and 47% of Socio-Economically Disadvantaged (SED) students scored proficient demonstrating a 2.8% growth from the baseline year. Although 46% English Learners (EL) scored proficient this year, they did demonstrate a slight 2.3% decline from the baseline year.
M2.6 – ELPI: English Learners (EL) declined -9.7% from the baseline. No performance data was provided for LTELs due to insufficient numbers.
M2.7 – Reclassification Rate: English Learners (EL) showed of 3.27% growth from the baseline, while LTELs growth maintained from the baseline year.
Overall, while there are small areas of progress noted in i-Ready diagnostic results, LTEL reclassification  and SWD Dashboard at Alta Loma Junior High, the overall Dashboard picture demonstrates declines for most student groups across the ELA, Math, Science, and the ELPI Dashboard from the baseline year. Although there was a -9.7% decline in ELPI for English Learners is notable, EL reclassification increased by 3.27%. As for Foster Youth (FY), although this student group showed significant declines on the Dashboard (-24.3 DFS in ELA, -54.8 DFS in Math), this student group demonstrated some growth on the i-Ready diagnostic ( .9% in ELA and .5% in Math). As a result, the District will continue examine the intensity, frequency, and alignment of targeted interventions and use data to make adjustments in order to ensure teachers are meeting the specific needs of the most vulnerable student groups.

Action 2.5 – Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) (Contributing Action – Limited to EL): Aligned Metrics: M2.1 (ELA CAASPP), M2.4 (i-Ready ELA), M2.6 (ELPI), M2.7 (Reclassification Rate). This action provides professional development, differentiated instruction, targeted support, online supplemental tools/resources, and additional staffing to increase literacy, language acquisition, and academic achievement for English Learners and Long-Term English Learners. Based on the current difference from the baseline, this action demonstrates limited effectiveness to date.
M2.1 – ELA CAASPP: English Learners (EL) declined -21.8 DFS from the baseline. Long-Term English Learners (LTEL) declined -58.1 DFS. At Alta Loma Junior High, SWD improved +39.6 DFS.
M2.4 – 2025-26 i-Ready ELA: 66% of all students scored proficient, demonstrating a 2% growth from the baseline year. In terms of student group data, 39.7% of Foster Youth (FY) score proficient which is a .9% growth and 57% of Socio-Economically Disadvantaged (SED)

students scored proficient with a 2.8 % growth from the baseline year. Although 52% English Learners (EL) scored proficient this year, they demonstrated a 6.7% decline from the baseline year.
M2.6 – ELPI: English Learners (EL) declined -9.7% from the baseline. No performance data was provided for LTELs due to insufficient numbers.
M2.7 – Reclassification Rate: English Learners (EL) showed minimal growth of +0.1% from the baseline, while LTELs showed growth of +1.5% from the baseline.
Overall, English Learners have declined -21.8 DFS in ELA Dashboard, 6.7% decline on i-Ready diagnostic and -9.7% on the ELPI from the baseline, indicating that language acquisition and academic achievement supports have not yet produced the desired outcomes. LTELs have experienced an even more significant decline of -58.1 DFS in ELA. While the reclassification rate for ELs showed a increase of +3.27% and LTEL reclassification remains the same, these gains are modest relative to the declines in other metrics. The District will examine the specific instructional strategies, on site support, supplemental tools, and staffing being provided to determine what adjustments are needed to better serve English Learners and LTELs.

Action 2.6 – Enrichment Opportunities: Aligned Metrics: M2.1 (ELA CAASPP), M2.2 (Math CAASPP), M2.3 (CAST). This action provides extended learning opportunities through enrichment programs such as Odyssey of the Mind, Spelling Bees, Chess Tournaments, History Day, Science and STEM Fairs, clubs, and junior high sports. Based on the current difference from the baseline, this action demonstrates limited measurable effectiveness to date.
M2.1 – ELA CAASPP: ALL students declined -4.8 DFS, EL declined -21.8 DFS, FY declined -24.3 DFS, SED declined -4 DFS, and LTELs declined -58.1 DFS. At Alta Loma Junior High, ALL students declined -8.8 DFS, while SWD improved +39.6 DFS.
M2.2 – Math CAASPP: ALL students showed slight growth at +0.2 DFS. EL declined -0.9 DFS, FY declined -54.8 DFS, SED declined -2.3 DFS, and LTELs declined -49.9 DFS. At Alta Loma Junior High, ALL students improved +5.9 DFS and SWD improved +41.4 DFS.
M2.3 – CAST: ALL students declined -0.5 points from the baseline, English Learners (EL) declined -1.6 points, and SED declined -0.9 points. No data was reported for Foster Youth (FY) or LTELs.
Overall, while enrichment opportunities play an important role in student engagement, motivation, and developing well-rounded learners, the ELA, Math, and Science Dashboard data shows some declines for most student groups from the baseline. It is worth noting that the value of enrichment programs may extend beyond what is captured by standardized assessment data, including benefits to student engagement, school connectedness, and the development of critical thinking and collaboration skills. The District will strengthen enrichment opportunities to be more intentionally connected to core academic goals and how access to these programs is distributed across student groups, including English Learners, Foster Youth, and SED.

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

The District will continue with the same Goal 2 actions in 2025-26 and a focus on refining instructional approaches, enhancing professional development strategies, and strengthening targeted interventions to ensure equitable academic progress in the classrooms.

1. CAST scores were adjusted for Year 1 and the  2023-24 baseline year to reflect the point system provided by the state in 2024-25.

2.2. After reviewing student metric outcomes and trends, it has been determined that the following targeted metrics: 2.1.ELA CAASPP Distance from Standard, 2.2 CAASPP Distance from Standard, 2.3 i-Ready ELA Diagnostic and 2.4 i-Ready Math Diagnostic for ALL, English Learners (EL), Foster Youth (FY) and Socio-Economically Disadvantaged (SED) in year three was adjusted in order to be a more accurate and feasible goal.

**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** | Illuminate, ESGI and i-Ready | Teachers will be provided data tools and resources such as Illuminate, ESGI, and i-Ready, to prepare students for the CAASPP. This action benefits all students, while targeting additional support for the Socio-Economically Disadvantaged (SED), Foster Youth (FY) and English Learners (EL). This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.5. | $295,000.00 | Yes |
| **2.2** | Teacher Collaboration Time | The District will provide teacher collaboration release time to review data and engage in a continuous improvement process, in order to elevate student strategic thinking and problem-solving skills which will increase student achievement. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.5. | $72,930.00 | No |
| **2.3** | Cultural Proficiency Professional Development | Educational Services will provide staff cultural proficiency professional development in order to ensure instructional programs are equitable, accessible, and inclusive for all students. The intent is to increase student academic achievement. This action will be measured by M2.1, M2.2, and M2.3. | $2,500.00 | No |
| **2.4** | Targeted Supports | Teachers will provide differentiation, intervention, and support services for identified student groups in need through small group instruction. Aide assistance will be provided in literacy and/or math labs in order to increase | $412,196.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | student academic achievement. This action will be measured by M2.1, M2.2, M2.3, M2.4, M2.5, M2.6, and M2.7. | | |
| **2.5** | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) | Teachers will be provided professional development in order to ensure English Learners (EL) including, Long-Term English Learner (LTELs) students, are adequately serviced and supported in the classroom through differentiated instruction, targeted support, and online supplemental tools/resources. Additional staffing is provided to increase literacy, language acquisition, and academic achievement. This action will be measured by M2.1, M2.4, M2.6, and M2.7. | $230,987.00 | Yes |
| **2.6** | Enrichment Opportunities | Schools will provide extended learning opportunities through enrichment programs such as (but not limited to) Odyssey of the Mind extension activities, Spelling Bees, Chess Tournaments, History Day, Science and STEM Fairs, as well as other extracurricular activities including clubs and junior high sports. These initiatives aim to enhance student academic achievement and will be measured by indicators M2.1, M2.2, and M2.3. | $106,900.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Safe and Positive Learning Environment<br>Create and maintain a positive climate and culture for learning through a multi-tiered system of support that increases student engagement and school connectedness in a safe, well-maintained environment. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 3: Safe and Positive Learning Environment by Alta Loma School District (ALSD) reflects a deep commitment to creating an environment where all students feel safe, supported, and empowered to thrive academically, socially, and emotionally. This broad goal is guided by a multi-tiered system of support aimed at fostering a positive climate and culture for learning. The District's decision to prioritize Goal 3 aligns closely with several State Priorities, including Basic Services, Pupil Engagement, Pupil Achievement, School Climate, and Parent Involvement.

Basic Services: ALSD recognizes that providing a safe and positive learning environment is foundational to delivering basic services that support student well-being and academic success. This includes ensuring that schools have adequate resources, infrastructure ,and staffing to maintain a clean, safe, and well-maintained environment conducive to learning. By addressing basic needs such as facilities maintenance, safety protocols, and access to essential resources, the District lays the groundwork for creating a positive climate where students can focus on their academic and personal growth.

Pupil Engagement: A safe and positive learning environment is essential for promoting pupil engagement and school connectedness. ALSD implements strategies to actively engage students in their learning, foster meaningful relationships with peers, and educators and cultivate a sense of belonging and ownership within the school community. This may involve providing opportunities for student leadership, extracurricular activities, and community service projects that enhance student engagement and contribute to a positive school culture.

Pupil Achievement: Research consistently shows that students learn best in environments that are safe, supportive, and conducive to learning. By prioritizing Goal 3, the District seeks to create conditions that optimize student achievement by removing barriers to learning and providing the necessary supports for academic success. This includes multi-tiered system of support that includes Positive Behavior and Intervention Support (PBIS), Social-Emotional Learning (SEL) programs, trauma-informed practices, and behavioral intervention systems that address the diverse needs of students and promote positive academic outcomes.

School Climate: Goal 3 emphasizes the importance of cultivating a positive school climate characterized by respect, inclusivity, and mutual support. ALSD implements proactive measures to prevent bullying, harassment, discrimination, and promotes restorative practices that foster conflict resolution and positive peer relationships. By nurturing a supportive and inclusive climate, the District creates a culture where students feel valued, respected, and empowered to contribute to their school community.

Parent Involvement: Recognizing the crucial role of parents and caregivers in creating a positive learning environment, the District actively engages families in school activities, decision-making processes, and collaborative partnerships. By promoting open communication, building trust, and soliciting feedback from parents, the District strengthens home-to-school connections and fosters a sense of shared responsibility for student success.

In summary, the development of Goal 3 reflects a whole child approach to creating and maintaining a safe and positive learning environment that supports student well-being, engagement, and achievement. By aligning with multiple State Priorities and implementing a multi-tiered system of support, ALSD demonstrates its commitment to fostering a culture of excellence where every student can thrive and reach their full potential.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Chronic Absenteeism<br>% of Students Absent 10% or More<br>CA Dashboard | 2022-23<br>ALL: 16.5%<br>EL: 14.5%<br>FY: 25.7%<br>SED: 23.7%<br><br>2023-24<br>LTEL: 17.2%<br><br>Alta Loma Elementary<br>ALL: 26.3%<br>AA: 38.5%<br>Asian: 25.7%<br>EL: 33.3%<br>SWD: 31.7%<br>White: 21.2%<br><br>Deer Canyon Elementary | 2023-24<br>ALL: 12.3%<br>EL: 10.9%<br>FY: 25%<br>SED: 19.2%<br><br>2023-24<br>LTEL: 17.2%<br><br>Alta Loma Elementary<br>ALL: 21.5%<br>AA: 33.3%<br>Asian: 17.6%<br>EL: 19.5%<br>SWD: 23.9%<br>White: 18.8% | 2024-25<br>ALL: 10.2%<br>EL: 8.5%<br>FY: 17.9%<br>SED: 15.2%<br><br>2024-25<br>LTEL: 28.6%<br><br>Alta Loma Elementary<br>ALL: 10.2%<br>AA: 20.1%<br>Asian: 5.1%<br>EL: 8.5%<br>SWD: 14.3%<br>White: 7% | ALL:10% (- 6.5%)<br>EL: 10% (- 4.5%)<br>FY: 14% (-11.7%)<br>SED: 14% (- 9.7%)<br><br>LTEL:10% (-7.2%)<br><br>Alta Loma Elementary<br>ALL: 16.3% (-10%)<br>AA: 28.5% (-10%)<br>Asian: 15.7% (-10%)<br>EL: 18.3% (-15%)<br>SWD: 16.7% (-15%)<br>White: 11.2 (-10%) | 2024-25<br>ALL: -6.3%<br>EL: - 6%<br>FY: -7.8%<br>SED: -8.5%<br><br>LTEL: 11.4%<br><br>Alta Loma Elementary<br>ALL: -16.1%<br>AA:-18.4%<br>Asian: -20.6%<br>EL: -24.8%<br>SWD: -17.4%<br>White:-14.2%<br><br>Deer Canyon Elementary |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ALL: 16.5%<br>Two or More Races: 25.6%<br><br>Alta Loma Jr High<br>ALL: 20.6%<br>SED: 29.4%<br>SWD: 39.8% | Deer Canyon Elementary<br>ALL: 9.5%<br>Two or More Races:17.5%<br><br>Alta Loma Jr High<br>ALL: 13.4 %<br>SED: 21.6%<br>SWD: 20.5% | Deer Canyon Elementary<br>ALL: 7.4%<br>Two or More Races:15.2%<br><br>Alta Loma Jr High<br>ALL: 14.3%<br>SED: 24.1%<br>SWD: 15.7% | Deer Canyon Elementary<br>ALL: 10.5% (-6%)<br>Two or More Races: 15.6% (-10%)<br><br>Alta Loma Jr High<br>ALL: 10.6% (-10%)<br>SED: 19.4% (-10%)<br>SWD: 24.8% (-15%) | ALL:- 9.1%<br>Two or More Races: -10.4%<br><br>Alta Loma Jr High<br>ALL: -6.3%<br>SED: - 5.3%<br>SWD: -24.1% |
| 3.2 | Suspension Rates<br>% of students suspended at least 1 day<br>CA Dashboard | 2022-23<br>ALL: 1.7%<br>EL: .2%<br>FY: 4.3%<br>SED: 2.4%<br><br>2023-24<br>LTEL: 6.9%<br><br>Vineyard Jr. High<br>ALL: 9.1%<br>SED: 13.5%<br>HI: 12.6% | 2023-24<br>ALL: 1.1%<br>EL: 0.9 %<br>FY: 4.8%<br>SED: 1.8%<br><br>2023-24<br>LTEL: 6.9%<br><br>Vineyard Jr. High<br>ALL: 4.7%<br>SED: 7%<br>HI: 4.9% | 2024-25<br>ALL: 1.7%<br>EL: 0.5%<br>FY: 0%<br>SED: 2.2%<br><br>2024-25<br>LTEL: 7.1%<br><br>Vineyard Jr. High<br>ALL: 4.8%<br>SED: 5%<br>HI: 5.5% | ALL: .7% (-1%)<br>EL: .2% (maintain)<br>FY: 1.8% (-2.5%)<br>SED: 1.2% (-1.2%)<br><br>LTEL: 5.9% (-1%)<br><br>Vineyard Jr. High<br>ALL: 4.1% (-5%)<br>SED: 4.1% (-9.4%)<br>HI: 4.1% (-8.5%) | 2024 -25<br>ALL: 0%<br>EL: +.3%<br>FY: -4.3%<br>SED: - 0.2%<br><br>2024-25<br>LTEL: .2%<br><br>Vineyard Jr. High<br>ALL: - 4.3%<br>SED: - 8.5 %<br>HI: -7.1% |
| 3.3 | Student Attendance Rates<br>% of Daily Student Attendance<br>Student Management System | 2023-24<br>ALL: 94.93%<br>EL: 95.35%<br>FY: 93.13%<br>SED: 93.70% | 2024-25<br>ALL: 95.5%<br>EL: 96.2%<br>FY: 95%<br>SED: 94.8% | 2025-26<br>ALL: 96%<br>EL: 96%<br>FY: 96%<br>SED: 94% | ALL: 97% (+2.07%)<br>EL: 97% (+1.65%)<br>FY: 95.13% (+2%)<br>SED: 95.70% (+2%) | 2025-26<br>ALL: +1.07%<br>EL: +.65%<br>FY: +2.87%<br>SED: +.30% |
| 3.4 | Middle School Dropout Rates | 2023-24<br>ALL: 0 | 2024-25<br>ALL: 0 | 2025-26<br>ALL: 0 | ALL: 0<br>EL: 0 | 2025-26<br>ALL: 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Student Management System | EL: 0<br>FY: 0<br>SED: 0 | EL: 0<br>FY: 0<br>SED: 0 | EL: 0<br>FY: 0<br>SED: 0 | FY: 0<br>SED: 0 | EL: 0<br>FY: 0<br>SED: 0 |
| 3.5 | Expulsion Rates<br>% of Students Expelled<br>Student Management System | 2023-24<br>ALL: 0%<br>EL: 0%<br>FY: 0%<br>SED: 0% | 2024-25<br>ALL: 0%<br>EL: 0%<br>FY: 0%<br>SED: 0% | 2025-26<br>ALL: 0%<br>EL: 0%<br>FY: 0%<br>SED: 0% | ALL: 0%<br>EL: 0%<br>FY: 0%<br>SED: 0% | 2025-26<br>ALL: 0%<br>EL: 0%<br>FY: 0%<br>SED: 0% |
| 3.6 | Safety and Connectedness Parent Input<br>Educational Partner Survey | 2023-24<br>85% of parents surveyed indicated their child feels physically safe and 76% of parents feel their child feels emotionally safe at school. | 2024-25<br>87% of parents surveyed indicated their child feels physically safe and 79% of parents feel their child feels emotionally safe at school. | 2025-26<br>87% of parents surveyed indicated their child feels physically safe and 81% parents feel their child feels emotionally safe at school. | 95% of parents surveyed indicated their child will feel physically safe and 95% parents surveyed indicated their child will feel emotionally safe at school. | 2025-26<br>There is a 2% increase of parents surveyed who indicated their child feels physically safe and 5% increase of parents feel their child feels emotionally safe at school. |

# 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.

Actions 3.1 (Multi-Tiered System of Support for Students) was fully implemented. Successes included the development of MTSS District Team that met quarterly to determine areas of need and improvement across the District as it relates to understanding the benefits of MTSS and ensure all schools are equipped with the knowledge and structures to implement this system of support effectively. Additionally, each site developed its own site MTSS team to help streamline decision-making as it pertains to Tier 1, 2, and 3 supports for students in order to increase positive and trusting relationships, student engagement and school connectedness.

Action 3.2 (PBIS, SEL and Character Strong) was fully implemented. All sites implemented these programs with fidelity resulting in all 10 sites receiving PBIS State recognition second year in row. Each site established a PBIS team to ensure a collaborative approach was taken and school structures were in place to support staff's understanding and implementation.

Action 3.3 (Community Outreach) was fully implemented. Alta Loma School District has strong parent involvement across all sites. Parents and families engage in community events, volunteer at school sites and serve in parent leadership roles such School Site Council, PTA/PFSA, and District Committees such as LCAP. Additionally, Educational Partner Survey was provided to ensure all educational partners perception was taken into consideration and their input and voice was part of the District's decision-making processes and priorities.

Action 3.4 (School-Based Counseling Program) and Action 3.5 (Mental Health Counselors) were both fully implemented. The District was able to provide counseling and mental health services at all school sites. School counselors provided support for PBIS and Character Strong implementation and working with staff and families to provide Tier 1 and Tier 2 services. Mental Health Counselors stepped in when needed to provide Tier 3 mental health supports for the students who demonstrated more need.

Action 3.6 (Bussing Transportation) was fully implemented. Although bussing is priority, budget constraints are making this offering much more challenging in the years to come. There were no substantive differences between the planned actions and the actual implementation of these actions. The District did not report any specific challenges or successes related to the implementation of the actions within this goal.

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 3.5 - Although mental health services were implemented and provided, but the allocation was underspent due to decrease in staffing.

Action 3.6 - This allocation was underspent due to staff vacancies and the District's bus contracted services costs being lower than anticipated.

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

Action 3.1: Multi-Tiered System of Support (MTSS) for Students (Contributing Action – EL, FY, SED) - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.4 (Middle School Dropout Rates), M3.6 (Safety and Connectedness Parent Input). This action was effective. The progress monitoring system that includes Tier 1, 2, and 3 interventions addressed academic, social-emotional, and behavioral needs through a whole child approach. This action is principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from the baseline, this action demonstrates strong effectiveness to date.
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern. At the school level, notable improvements were observed:
Alta Loma Elementary: ALL students improved -16.1%, African American (AA) improved -18.4%, Asian improved -20.6%, EL improved -24.8%, SWD improved -17.4%, and White improved -14.2%.
Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%.
Alta Loma Junior High: ALL students improved -6.3%, SED improved -5.3%, and SWD improved -24.1%.

M3.2 – Suspension Rates: ALL students showed 0% change from the baseline (maintained at 1.7%). English Learners (EL) increased slightly by +0.3%, while Foster Youth (FY) showed a notable improvement, declining to 0% suspension rate. SED students improved -0.2%. LTELs increased slightly by +0.2%. At the school level, Vineyard Junior High: ALL students improved -4.3%, SED improved -8.5%, and Hispanic (HI) improved -7.1%.
M3.3 – Student Attendance Rates:  Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is 2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year.
M3.4 – Middle School Dropout Rates: ALL students maintained 0, EL maintained 0, FY maintained 0, and SED maintained 0. There is no change from the baseline, which represents a positive maintenance of this standard.
M3.6 – Safety and Connectedness Parent Input: There was a +2% increase in parents who indicated their child is physically safe and a +5% increase in parents who indicated their child feels emotionally safe at school from the baseline.
Overall, The chronic absenteeism data shows meaningful improvement for the unduplicated student groups this action is principally directed toward: English Learners (EL) improved -6%, Foster Youth (FY) improved -7.8%, and Socio-Economically Disadvantaged (SED) students improved -8.5% from the baseline. The school-level improvements are especially noteworthy, with Alta Loma Elementary showing dramatic reductions across multiple student groups, including a -24.8% improvement for English Learners and a -20.6% improvement for Asian students. Suspension rates at Vineyard Junior High also showed significant improvement for SED (-8.5%) and Hispanic (-7.1%) students. The middle school dropout rate has been maintained at zero, and parent perceptions of safety have improved slightly. The one area of concern is the +11.4% increase in chronic absenteeism for Long-Term English Learners (LTELs), which warrants further examination.

Action 3.2:  PBIS, SEL and Character Strong - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.4 (Middle School Dropout Rates), M3.5 (Expulsion Rates), M3.6 (Safety and Connectedness Parent Input). This action was effective. This action improved positive and safe learning environments through the implementation of Positive Behavior and Intervention Supports (PBIS), Social-Emotional Learning (SEL), and Character Strong activities. Based on the current difference from the baseline, this action demonstrates strong effectiveness to date.
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern.. At the school level:
Alta Loma Elementary: ALL students improved -16.1%, AA improved -18.4%, Asian improved -20.6%, EL improved -24.8%, SWD improved -17.4%, and White improved -14.2%.
Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%.
Alta Loma Junior High: ALL students improved -6.3%, Socio-Economically Disadvantaged (SED) students improved -5.3%, and Students with Disabilities (SWD) improved -24.1%.
M3.2 – Suspension Rates: ALL students showed 0% change from the baseline. EL increased slightly +0.3%, FY improved to 0% suspension rate, and SED improved -0.2% and Long-Term English Learners (LTELs) increased +0.2%.
Vineyard Junior High: ALL students improved -4.3%, Socio-Economically Disadvantaged (SED) students improved -8.5%, and HI improved -7.1%.

M3.3 – Student Attendance Rates: Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is 2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year.
M3.4 – Middle School Dropout Rates: Maintained at 0 for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.
M3.5 – Expulsion Rates: Maintained at 0% for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline, which represents a positive maintenance of this standard.
M3.6 – Safety and Connectedness Parent Input: There was a +2% increase in parents who indicated their child is physically safe and a +5% increase in parents who indicated their child feels emotionally safe at school.
Overall, the implementation of PBIS, SEL, and Character Strong appears to be contributing to meaningful reductions in chronic absenteeism and increasing attendance rates of ALL students and most student groups across the District. The maintenance of zero expulsion rates and zero middle school dropout rates reflects a positive school climate. Suspension rates have remained stable or improved for most groups, with notable improvements at Vineyard Junior High. Parent perceptions of both physical and emotional safety have improved (+1% each). One area that would warrant attention is the chronic absenteeism for Long-Term English Learners (LTELs) (+11.4%).

Action 3.3: Community Outreach - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.5 (Expulsion Rates), M3.6 (Safety and Connectedness Parent Input). This action was effective. This action provided opportunities and forums for educational partners to participate in the District's decision-making process to increase community and parent relationships, student attendance, and positive behaviors. Based on the current difference from the baseline, this action 3.3 demonstrates moderate effectiveness to date.
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern.. At the school level:
Alta Loma Elementary: ALL students improved -16.1%, African-American (AA) improved -18.4%, Asian improved -20.6%, English Learners (EL) improved -24.8%, Students with Disabilities (SWD) improved -17.4%, and White improved -14.2%.
Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%.
Alta Loma Junior High: ALL students improved -6.3%, Socio-Economically Disadvantaged (SED) students improved -5.3%, and SWD improved -24.1%.
M3.2 – Suspension Rates: ALL students showed 0% change from the baseline. English Learners (EL) increased slightly +0.3%, Foster Youth (FY) improved to 0%, and Socio-Economically Disadvantaged (SED) students improved -0.2%. Long-Term English Learners (LTELs) increased +0.2%.
Vineyard Junior High: ALL students improved -4.3%, Socio-Economically Disadvantaged (SED) students improved -8.5%, and Hispanic (HI) improved -7.1%.
M3.3 – Student Attendance Rates:  Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is

2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year.
M3.5 – Expulsion Rates: Maintained at 0% for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.
M3.6 – Safety and Connectedness Parent Input: There was a +2% increase in parents who indicated their child is physically safe and a +5% increase in parents who indicated their child feels emotionally safe at school.
Overall, community outreach efforts appear to be contributing to a positive trajectory in chronic absenteeism reduction and maintaining a safe school environment with zero expulsions. The improvement in parent perceptions of physical and emotional safety (+1% each) suggests that outreach and communication efforts are having a positive impact on the school-community relationship. While it is difficult to isolate the direct impact of community outreach on student outcomes, the overall trends in chronic absenteeism, attendance rates and school climate indicators are encouraging. Although ALL and student groups improved attendance, the increase in Long-Term English Learners (LTEL) chronic absenteeism (+11.4%) suggests that outreach efforts may need to be more intentionally targeted toward these students and families.

Action 3.4: School-Based Counseling Program (Contributing Action – EL, FY, SED) - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.4 (Middle School Dropout Rates), M3.5 (Expulsion Rates), M3.6 (Safety and Connectedness Parent Input). This action was effective. School-based counseling program provided opportunities to increase student connectedness and provide additional instructional, social-emotional, and behavioral supports for students. This action is principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from the baseline, this action demonstrates strong effectiveness to date for the unduplicated student groups it is principally directed toward.
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern.. At the school level:
Alta Loma Elementary: ALL students improved -16.1%, African American (AA) improved -18.4%, Asian improved -20.6%, English Learners (EL) improved -24.8%, Students with Disabilities (SWD) improved -17.4%, and White improved -14.2%.
Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%.
Alta Loma Junior High: ALL students improved -6.3%, Socio-Economically Disadvantaged (SED) students improved -5.3%, and Students with Disabilities (SWD) improved -24.1%.
M3.2 – Suspension Rates: ALL students showed 0% change from the baseline. English Learners (EL) increased slightly +0.3%, Foster Youth (FY) improved to 0% suspension rate, and SED improved -0.2%. Long-Term English Learners (LTELs) increased +0.2%.Vineyard Junior High: ALL students improved -4.3%, Socio-Economically Disadvantaged (SED) students improved -8.5%, and Hispanic (HI) improved -7.1%.
M3.3 – Student Attendance Rates:  Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is 2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year.
M3.4 – Middle School Dropout Rates: Maintained at 0 for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.
M3.5 – Expulsion Rates: Maintained at 0% for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.

M3.6 – Safety and Connectedness Parent Input: There was a +2% increase in parents who indicated their child is physically safe and a +5% increase in parents who indicated their child feels emotionally safe at school.
Overall, the school-based counseling program appears to be contributing to meaningful reductions in chronic absenteeism for English Learners (EL) (-6%), Foster Youth (FY) (-7.8%), and Socio-Economically Disadvantaged (SED) students (-8.5%). Foster Youth (FY) suspension rates improved to 0%, and Socio-Economically Disadvantaged (SED) students suspension rates improved by -0.2%. The maintenance of zero expulsion rates and zero middle school dropout rates further supports the effectiveness of this action. Parent perceptions of both physical and emotional safety improved (+1% each), suggesting that counseling services are contributing to a more supportive school environment. The school-level data is particularly encouraging, with Alta Loma Elementary showing dramatic improvements in chronic absenteeism across multiple student groups. Although ALL and student groups improved attendance, the increase in Long-Term English Learners (LTEL) chronic absenteeism (+11.4%) and the slight increase in EL suspension rates (+0.3%) are areas that may benefit from additional attention within the counseling program.

Action 3.5: Mental Health Counselors (Contributing Action – EL, FY, SED) - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.5 (Expulsion Rates). This action was effective. This action provided Tier 1, 2, and 3 mental health support for students in need to increase attendance, lower chronic absenteeism, and reduce negative behaviors. This action is principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from baseline, this action demonstrates strong effectiveness to date for the unduplicated student groups it is principally directed toward.
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern.. At the school level: Alta Loma Elementary: ALL students improved -16.1%, African American (AA) improved -18.4%, Asian improved -20.6%, English Learners (EL) improved -24.8%, Students with Disabilities (SWD) improved -17.4%, and White improved -14.2%. Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%. Alta Loma Junior High: ALL students improved -6.3%, Socio-Economically Disadvantage (SED) students improved -5.3%, and Students with Disabilities (SWD) improved -24.1%.
M3.2 – Suspension Rates: ALL students showed 0% change from the baseline. English Learners (EL) increased slightly +0.3%, Foster Youth (FY) improved to 0% suspension rate, and SED improved -0.2%. Long-term English Learners (LTELs) increased +0.2%. Vineyard Junior High: ALL students improved -4.3%, Socio-Economically Disadvantaged (SED) students improved -8.5%, and Hispanic (HI) improved -7.1%.
M3.3 – Student Attendance Rates:  Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is 2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year.
M3.5 – Expulsion Rates: Maintained at 0% for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.
Overall, mental health counseling services appear to be contributing to significant reductions in chronic absenteeism for English Learners (EL) (-6%), Foster Youth (FY) (-7.8%), and Socio-Economically Disadvantaged (SED) students (-8.5%) as well as direct impact on improved attendance rates in 2025-26. Additionally, Foster Youth (FY) suspension rates improved to 0%, and the District has maintained zero expulsion rates across all student groups. The school-level chronic absenteeism data is particularly compelling, with Alta Loma Elementary

showing improvements ranging from -14.2% to -24.8% across multiple student groups, and Alta Loma Junior High showing a -24.1% improvement for SWD. The increase in Long-Term English Learners (LTEL) chronic absenteeism (+11.4%) and the slight increase in EL suspension rates (+0.3%) suggest that mental health supports may need to be more specifically tailored for these student groups.

Action 3.6: Bussing Transportation (Contributing Action – EL, FY, SED) - Aligned Metrics: M3.1 (Chronic Absenteeism), M3.2 (Suspension Rates), M3.3 (Student Attendance Rates), M3.5 (Expulsion Rates). This action was effective. This action is principally directed toward English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. Based on the current difference from the baseline, this action demonstrates strong effectiveness to date for the unduplicated student groups it is principally directed toward
M3.1 – Chronic Absenteeism: This action was effective as most student groups improved by decreasing chronic absenteeism. ALL students improved by demonstrating a - 6.3% decrease from the baseline. English Learners (EL) improved by decreasing -6%, Foster Youth (FY) improved by decreasing -7.8%, and Socio-Economically Disadvantaged (SED) students improved by decreasing -8.5%. However, Long-Term English Learners (LTEL) increased +11.4% from the baseline, indicating an area of concern. At the school level: Alta Loma Elementary: ALL students improved -16.1%, African -American (AA) improved -18.4%, Asian improved -20.6%, English Learners (EL) improved -24.8%, Students with Disabilities (SWD) improved -17.4%, and White improved -14.2%.Deer Canyon Elementary: ALL students improved -9.1% and Two or More Races improved -10.4%. Alta Loma Junior High: ALL students improved -6.3%, Socio-Economically Disadvantaged (SED) students improved -5.3%, and Students with Disabilities (SWD) improved -24.1%.
M3.2 – Suspension Rates: ALL students showed 0% change from the baseline. English Learners (EL) increased slightly +0.3%, Foster Youth (FY) improved to 0% suspension rate, and SED improved -0.2%. LTELs increased +0.2%.
Vineyard Junior High: ALL students improved -4.3%, Socio-Economically Disadvantaged (SED) students improved -8.5%, and Hispanic (HI) improved -7.1%.
M3.3 – Student Attendance Rates:  Student attendance rates showed significant improvement this year. ALL students had a 96% attendance rate which is a 1.07% increase from the baseline year. Additionally, student groups attendance improved, regularly, English Learners (EL) had a 96.0% attendance rate which is a .65% improvement from the baseline year, Foster Youth (FY) had 96% attendance rate which is 2.87% improvement from the baseline year and Socio-Economically Disadvantaged (SED) students had a 94% attendance rate which is a .30% improvement from the baseline year. .
M3.5 – Expulsion Rates: Maintained at 0% for ALL, English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. No change from the baseline.
Overall, bussing transportation services appear to be contributing to meaningful reductions in chronic absenteeism for English Learners (EL) (-6%), Foster Youth (FY) (-7.8%), and Socio-Economically Disadvantaged (SED) students (-8.5%). Research supports that reliable transportation is a critical factor in improving attendance, particularly for socio-economically disadvantaged families, and the data aligns with this finding. The maintenance of zero expulsion rates across all student groups is also positive. The increase in Long-Term English Learners (LTEL) chronic absenteeism (+11.4%) is an area of concern, The District will examine whether transportation services are needed by our Long-Term English Learners (LTEL) students and families. Aside from this, the overall improvement of attendance rates for student groups in 2025-26 indicate providing transportation was 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.

The District will continue with the same Goal 3 actions in 2026-27 with a focus on refining educational approaches, enhancing professional development, and strengthening Tier 1, 2 and 3 interventions to ensure equitable academic progress across sites and in the classrooms.

**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** | Multi-Tiered System of Support (MTSS) for Students | Schools will implement a progress monitoring system that includes Tier 1, 2, and 3 interventions that address academic, social-emotional, and behavioral needs as well as supporting the whole child approach. This action benefits all students, while targeting the Socio-Economically Disadvantaged (SED), Foster Youth (FY) and English Learner (EL). This action will be measured by M3.1, M3.2, M3.3, M3.4 and M3.6. | $18,408.00 | Yes |
| **3.2** | PBIS, SEL and Character Strong | Schools will provide a positive and safe learning environment through the implementation of Positive Behavior and Intervention Supports (PBIS), Social-Emotional Learning (SEL) and Character Strong activities in order to increase school connectedness, attendance and behavior. This action will be measured by M3.1, M3.2, M3.3, M3.4, M3.5, and M3.6. | $2,750.00 | No |
| **3.3** | Community Outreach | The District will provide opportunities and forums for educational partners, who represent and reflect our diverse community and students, to participate in the involvement of the District's decision-making process in order to increase community and parent relationships, students attendance, and positive behaviors on campus. Opportunities and forums such as, but are not limited to, Superintendent Community Cabinet, District and site educational partner committees, and yearly surveys through Qualtrics. This action will be measured by measured by M3.1, M3.2, M.3.3, M3.5, and M.3.6. | $17,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.4** | School-Based Counseling Program | Schools will implement a school-based counseling program for students in order to increase student connectedness, provide additional instructional, social-emotional, and behavioral supports, and address other means of correction. This action will benefit all students, while targeting additional support for the Socio-Economically Disadvantaged (SED), Foster Youth (FY), and English Learners (EL). This action will be measured by M3.1, M3.2, M3.3, M3.4, M3.5, and M3.6. | $1,065,364.00 | Yes |
| **3.5** | Mental Health Counselors | Mental health counselors will provide Tier 1, 2, and 3 mental health support for students in need in order to increase attendance, lower chronic absenteeism and negative behaviors. This action benefits all students, while targeting the Socio-Economically Disadvantaged (SED), Foster Youth (FY), and English Learners (EL). This action will be measured by M3.1, M3.2, M3.3, and M3.5. | $433,815.00 | Yes |
| **3.6** | Bussing Transportation | The District will provide bussing for students in order to increase attendance. This action benefits all students, while targeting additional support for Socio-Economically Disadvantaged (SED), Foster Youth (FY), and English Learners (EL). This action will be measured by M3.1, M3.2, M3.3, and M3.5. | $300,000.00 | Yes |

# 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 |
|---|---|
| $5,683,065 | $0 |

**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 |
|---|---|---|---|
| 9.061% | 0.000% | $0.00 | 9.061% |

**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 |
|---|---|---|---|
| **1.6** | **Action:**<br>Class Size Reduction<br><br>**Need:**<br>The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for ALL students as +38.8 Distance from Standard (DFS), English Learners (EL) scored +15 DFS, Foster Youth (FY) scored -18.6 DFS and Socio-Economically Disadvantaged (SED) students | The District will implement class size reduction to provide additional supports for students. These supports will include targeted small group instruction, differentiation and intervention learning opportunities within the classroom. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from smaller class sizes, it's principally directed to English Learners (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) students. The goal of this action is to narrow the | This action will be measured by metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | scored +13.9 DFS. For Math, the outcomes on the CAASPP Math demonstrated +0.8 DFS for ALL Students, -4.4 DFS for EL, -31.5 DFS FY and -23.2 DFS for SED. The data demonstrates a disparity between the ALL Student group and EL, FY and SED, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. While data is currently not available for LTELs, the District is committed to providing services and supports for this student group to provide opportunities of growth in ELA and Math.<br><br>Furthermore, Literacy and Math Task Force members and the 2024 Educational Partner Survey feedback indicated class size reduction is a priority for teachers, students and parents.<br><br>**Scope:**<br>LEA-wide | achievement gap in ELA and math. This commitment aligns with our broader mission to promote educational equity and consistency across all schools.<br><br>Research on class size reduction (CSR) has indicated that smaller class sizes can better support students in certain circumstances and provide additional supports for students in need. Research findings supporting class size reduction are the following:<br>• Increased Teacher Attention: Smaller class sizes allow teachers to provide more individualized attention to students, leading to improved academic outcomes. Research by Finn et al. (2005) found that students in smaller classes received more instructional time and feedback from teachers, resulting in higher achievement levels compared to students in larger classes.<br><br>• Improved Student Engagement: Smaller class sizes can enhance student engagement by creating a more personalized and interactive learning environment. A meta-analysis by Blatchford et al. (2011) found that reducing class sizes led to increased student participation, greater opportunities for peer interaction, and higher levels of student engagement, which positively impacted academic achievement. | |

| 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 |
|---|---|---|---|
| | | • Better Classroom Management: Smaller class sizes can improve classroom management and discipline, allowing teachers to address behavioral issues more effectively and create a positive learning atmosphere. Research by Achilles (2011) suggests that reducing class sizes can lead to fewer disruptions, increased student focus, and a more conducive learning environment, ultimately benefiting student achievement.<br><br>• Narrowing Achievement Gaps: Class size reduction has been shown to narrow achievement gaps, particularly for disadvantaged and minority students. A study by Chetty et al. (2011) found that students from low-income backgrounds who attended smaller classes in early grades experienced long-term academic benefits, including higher test scores, increased high school graduation rates, and higher college attendance rates.<br><br>• Early Grade Reading Proficiency: Small class sizes in the early grades have been linked to improved reading proficiency, which is critical for future academic success. Research by Hoxby and Weingarth (2006) found that reducing class sizes in kindergarten through third grade resulted in significant gains in reading achievement, particularly for students from disadvantaged backgrounds. | |

| 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 |
|---|---|---|---|
| | | • Teacher Satisfaction and Retention: Smaller class sizes can lead to increased teacher satisfaction and retention, which can have positive effects on student achievement. Research by Johnson and Birkeland (2003) suggests that teachers in smaller classes report higher job satisfaction, lower levels of stress, and greater enthusiasm for teaching, which can translate into improved instructional quality and student outcomes. | |
| **2.1** | **Action:**<br>Illuminate, ESGI and i-Ready<br><br>**Need:**<br>The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for ALL Students as +38.8 Distance from Standard (DFS), English Learners (EL) scored +15 DFS, Foster Youth (FY) scored -18.6 DFS and Socio-Economically Disadvantaged (SED) students scored a +13.9 DFS. For Math, the outcomes on the CAASPP Math demonstrated +0.8 DFS for ALL Students, -4.4 DFS for EL, -31.5 DFS FY and -23.2 DFS for SED. The data demonstrates a disparity between the ALL Student group and EL, FY and SED, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. While data is currently not available for LTELs, the District is committed to providing services and supports | As a result of teacher feedback and review of student assessment scores, the District will provide teachers with assessment tools such as Illuminate, ESGI, and i-Ready to assess and evaluate students' academic readiness, provide interventions, and prepare them for CAASPP. While this initiative adopts a comprehensive districtwide approach to ensure that all teachers are able to assess students and provide interventions, it's principally directed to English Learners, Foster Youth, and Socio-Economically Disadvantaged Students. The goal of this action is to narrow the achievement gap in ELA and math. This commitment aligns with our broader mission to promote educational equity and consistency across all schools.<br><br>Providing teachers with such assessment tools has several benefits as indicated in the following research:<br>• Data-Driven Instruction: These tools allow teachers to gather detailed, actionable data on student performance. i-Ready, for | This action will measured by metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | for this student group to provide opportunities of growth in ELA and Math.<br><br>Furthermore, feedback from Curriculum Council, Literacy and Math Task Force members and trainings throughout the year indicate that teachers are in need of online assessment tools in order to provide proper intervention and supports.<br><br>**Scope:**<br>LEA-wide | example, offers diagnostic assessments that identify specific areas where students need improvement and tailor instructional paths accordingly. This helps in setting high, yet achievable growth targets for each student, which is crucial for CAASPP preparation (Curriculum Associates).<br><br>• Personalized Learning: Tools like i-Ready provide personalized instruction that aligns with students' specific needs, ensuring they receive the support necessary to reach grade-level expectations. This personalized approach helps address learning gaps effectively, thereby enhancing overall academic readiness (Curriculum Associates).<br><br>• Progress Monitoring: Continuous progress monitoring, as facilitated by ESGI and FastBridge (part of Illuminate Education), allows teachers to track students' academic growth over time. This ongoing assessment helps in making timely adjustments to instruction and interventions, ensuring students remain on track for CAASPP success (Mt. Diablo Schools) (Illuminate Education).<br><br>-Intervention Strategies: These tools offer recommendations for interventions based on the assessment data. For instance, FastBridge combines academic screening with social-emotional behavior assessments to provide a holistic view of a student's needs. This ensures | |

| 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 |
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| | | that interventions are not only timely but also targeted and effective (Illuminate Education).<br>• Engagement and Motivation: Using visual and easy-to-understand data reports, students can see their own progress. This visibility can boost student motivation and engagement, as they are able to understand where they started and how much they have improved, fostering a growth mindset (Curriculum Associates).<br>• Alignment with State Standards: The assessments from these tools are designed to correlate with state and national standards, including the CAASPP. This alignment helps familiarize students with the format and rigor of high-stakes tests, reducing test anxiety and improving performance on the actual assessments (Curriculum Associates).<br><br>Overall, the integration of these assessment tools into the classroom supports a comprehensive approach to student evaluation and preparation, enhancing both teaching effectiveness and student outcomes on standardized tests like the CAASPP. | |
| **3.1** | **Action:**<br>Multi-Tiered System of Support (MTSS) for Students<br><br>**Need:**<br>After reviewing chronic absenteeism and suspension rates, the data indicates a need to provide students with a Multi-Tiered System of | Chronic absenteeism and suspension data indicates an ongoing need to support students with a whole child approach and provide tiered interventions for academic, socio-emotional, and behavioral needs. All Schools will implement a Multi-tiered System of Support (MTSS). Schools will implement progress monitoring system and provide tier 1, 2, and 3 evidence-based | This action will be measured by metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | Support (MTSS). The 2023 CA Dashboard chronic absenteeism data demonstrated 16.5% for ALL Students,14.5% for English Learners (EL), 25.7% for Foster Youth (FY) ,and 23.7% for Socio-Economically Disadvantaged (SED) students. In terms of suspension rates, the 2023 CA Dashboard demonstrated for 1.7% for ALL Students, 0.2% for EL, 4.3% for FY, and 2.4% SED. This data indicates an ongoing need to support students from a whole child perspective and with tiered interventions for academic, socio-emotional, and behavioral needs.<br><br>Although ELs are acquiring English at an effective rate, and are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being.<br><br>**Scope:**<br>LEA-wide | interventions inside and outside the classroom.<br><br>Additionally, research has indicated that Multi-Tiered System of Supports (MTSS) is an evidence-based framework that integrates assessment and intervention to meet the academic, behavioral and social-emotional needs of all students. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from expanding learning opportunities, it's principally directed toward English Learners, Foster Youth, and Socio-Economically Disadvantaged students. The goal of this action is to narrow the achievement gap in ELA and Math by providing additional resources and supports. This commitment aligns with our broader mission to promote educational equity and consistency across all elementary schools.<br><br>Research that supports the implementation of MTSS are as follows:<br>• Improvement in Student Outcomes: Research consistently demonstrates that MTSS leads to improvements in student outcomes across various domains. A meta-analysis by Burns and VanDerHeyden (2006) found that students in schools implementing MTSS had significantly higher achievement scores compared to those in non-MTSS schools.<br><br>• Early Intervention and Prevention: MTSS emphasizes early intervention and prevention strategies, which have been shown to reduce the number of students | |

| 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 |
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| | | needing intensive interventions later on. A study by Fuchs and Fuchs (2006) found that early intervention within an MTSS framework reduced the likelihood of students needing special education services.<br><br>• Data-Driven Decision Making: MTSS relies on data to inform instructional decisions. Research suggests that data-driven decision-making processes within MTSS lead to more effective instructional practices. A study by McMaster, Fuchs and Fuchs (2006) found that schools implementing MTSS were more likely to use assessment data to inform instructional decisions and differentiate instruction.<br><br>• Increased Equity and Access: MTSS promotes equity and access to high-quality instruction and interventions for all students, regardless of their background or learning needs. Research by Batsche et al. (2005) indicates that MTSS helps address disparities in educational outcomes by providing systematic support to students who are at risk of academic failure.<br><br>• Positive Behavior Supports: In addition to academic support, MTSS also incorporates positive behavior supports to address students' social-emotional and behavioral needs. Research by Sugai et al. (2000) shows that implementing | |

| 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 with a focus on positive behavior supports leads to reductions in problem behavior and increases in positive social behaviors among students.<br><br>• Parent and Community Involvement: MTSS encourages collaboration among educators, parents, and the community to support student success. Research by Epstein et al. (2009) suggests that involving parents and community members in MTSS implementation increases family engagement and improves student outcomes.<br><br>• Cost-Effectiveness: While initial implementation of MTSS may require resources, research suggests that it can be cost-effective in the long run. A study by Horner et al. (2009) found that schools implementing MTSS experienced cost savings due to reductions in special education placements and disciplinary actions.<br><br>These studies collectively demonstrate the effectiveness of MTSS in improving student outcomes, promoting equity, and providing a comprehensive system of support for all students. | |
| **3.4** | **Action:**<br>School-Based Counseling Program<br><br>**Need:**<br>The 2023 CA Dashboard chronic absenteeism and suspension rates indicate that students | The District has determined the need to implement a school-based counseling program districtwide to provide a more effective tiered system of support for students. School-based counselors will work with administrators and teachers to monitor student academic growth and well-being; along | This action will be measured by metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | are in need of further supports and resources. In terms of chronic absenteeism, the CA Dashboard indicated16.5% for ALL Students, 14.5% for English Learners (EL), 25.7% for Foster Youth (FY), and 23.7% for Socio-Economically Disadvantaged (SED) students. In terms of suspension rates, the CA Dashboard indicated 1.7% for ALL Students, 0.2% for EL, 4.3% for FY, and 2.4% for SED.<br><br>Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing these supports would negatively impact and hinder EL academic growth and well being.<br><br>Furthermore, referral rates, school data, and feedback from 2024 Educational Partners Survey indicate that students are in need and benefit from having school counselors on campus.<br><br>**Scope:**<br>LEA-wide | with providing appropriate tiered interventions and supports. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from counseling services, it's principally directed to English Learners, Foster Youth, and Socio-Economically Disadvantaged Students. The goal of this action is to narrow the achievement gap in ELA and Math through the focus of a whole child approach. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels.<br><br>Additionally, research consistently demonstrates that school counseling significantly benefits students across various dimensions, including academic achievement, social-emotional development ,and overall well-being.<br>• Academic Achievement: School counselors play a pivotal role in enhancing students' academic performance. They help students set academic goals, develop organizational skills, and create plans for post-secondary education. Studies have shown that effective school counseling programs lead to higher grades, improved test scores, and increased graduation rates. For example, the implementation of the ASCA National Model® has been associated with improved student outcomes, including better attendance, fewer disciplinary actions, and more informed college decision-making (American School Counselor Association). | |

| 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 |
|---|---|---|---|
| | | • Social-Emotional Development: Counselors are crucial in supporting students' social and emotional development. They provide individual and group counseling, teach conflict resolution skills, and offer programs that address issues such as bullying and peer relationships. This support helps students build resilience, manage stress, and develop healthy coping strategies. Research highlights that students who receive comprehensive counseling support exhibit higher levels of well-being, which positively impacts academic performance (Southeastern Oklahoma State University).<br><br>• Overall Well-Being: The role of school counselors extends to fostering a positive school climate and ensuring students' overall well-being. They act as advocates for students, helping to identify and mitigate external factors such as socio-economic challenges, family issues, and mental health concerns. By creating a supportive and inclusive school environment, counselors help students feel safe and valued, which is essential for their holistic development and academic success (Southeastern Oklahoma State University) (American School Counselor Association).<br><br>-English Learners (ELs): Counselors provide tailored support to help ELs overcome language | |

| 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 |
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| | | barriers and integrate into the school community. This includes ESL programs, cultural sensitivity training for staff, and personalized academic guidance.<br><br>-Foster Youth: School counselors assist foster youth with transitions between schools, maintaining educational stability, and addressing trauma-related issues. They also coordinate with external agencies to ensure comprehensive support.<br><br>-Low Socio-Economic Students: For students from low socio-economic backgrounds, counselors offer resources and support for college and career readiness, including financial aid guidance and access to enrichment programs.<br><br>Overall, school counselors are integral to student success, providing critical academic, social and emotional support that enables students to thrive in their educational journeys and beyond (American School Counselor Association) and (Southeastern Oklahoma State University). | |
| **3.5** | **Action:**<br>Mental Health Counselors<br><br>**Need:**<br>The 2023 Dashboard chronic absenteeism and suspension rates indicate a need to provide mental health supports. In terms of chronic absenteeism, the Dashboard indicated 16.5% for ALL students, 14.5% for English Learners (EL), 25.7% for Foster Youth (FY), and 23.7% for Socio-Economically Disadvantaged (SED) students. In terms of | The District has determined that providing mental health counselors to further support students' well-being, attendance and school connectedness is a necessity. Mental health counselors will work with administrators and teachers to provide appropriate mental health interventions and supports, including therapy when appropriate. While this initiative adopts a comprehensive Districtwide approach to ensure that all students benefit from mental health counseling services, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged Students. The goal | This action will be measured by metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | suspension rates, the CA Dashboard indicated1.7% for ALL Students, 0.2% for EL, 4.3% for FY, and 2.4% for SED. These data points indicate an ongoing need to support students from a whole child perspective with tiered interventions for academic, socio-emotional and behavioral needs.<br><br>Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being.<br><br>Furthermore, referral numbers and feedback from 2024 Educational Partners Survey indicate that students continue to struggle with mental health and there is a need for additional resources and supports.<br><br>**Scope:**<br>LEA-wide | of this action is to narrow the achievement gap in ELA and Math by supporting the whole child. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels.<br><br>Research highlights the significant impact of mental health services on students, demonstrating improvements in academic performance, social-emotional development, and overall well-being. Research states:<br>• Student Wellness: Mental health challenges such as anxiety, depression, and stress significantly impact students' academic performance. When schools provide mental health services, these challenges can be effectively addressed, leading to better academic outcomes. Research indicates that students receiving mental health support exhibit improved attendance, higher grades, and better standardized test scores. For instance, studies have shown that addressing mental health needs helps students stay focused, engaged, and motivated, which directly enhances their academic success (KPMG)(Foley & Lardner LLP). Moreover, comprehensive mental health programs in schools have been linked to reductions in absenteeism and improvements in overall student well-being, further contributing to positive academic achievements (Alston & Bird Attorney).<br><br>-Social-Emotional Development: Mental health | |

| 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 |
|---|---|---|---|
| | | services in schools are essential for supporting the social and emotional development of students. These services include individual and group counseling, social skills training and programs designed to build resilience and coping strategies. By addressing emotional and behavioral issues, mental health services help students develop better relationships with peers and teachers, enhancing their social competence and emotional regulation (KPMG) (Foley & Lardner LLP). These improvements contribute to a more positive school climate and reduce instances of bullying and conflict (Alston & Bird Attorney). Research indicates that such programs not only foster a supportive environment, but also lead to long-term benefits in students' social interactions and emotional well-being (KPMG) (Foley & Lardner LLP) (Alston & Bird Attorney).<br>• Overall Well-Being: School-based mental health services significantly enhance overall well-being by creating a supportive environment where students feel safe and understood. These services, which include crisis intervention, stress management programs, and access to mental health professionals, help students navigate personal challenges and trauma. Research shows that schools integrating mental health services into their routines report lower rates of absenteeism, fewer disciplinary actions, and improved student engagement (KPMG) (Foley & Lardner LLP). Additionally, these services are crucial for early identification and intervention, preventing the development | |

| 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 |
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| | | of more severe mental health issues (Alston & Bird Attorney). By providing these supports, schools not only address immediate mental health needs but, also contribute to the long-term well-being and academic success of their students (KPMG) (Alston & Bird Attorney).<br><br>In conclusion, providing mental health services in schools is essential for fostering students' academic success, social-emotional development and overall well-being. Schools that prioritize mental health support create a more inclusive and effective learning environment, ensuring that all students have the opportunity to thrive. | |
| **3.6** | **Action:**<br>Bussing Transportation<br><br>**Need:**<br>The California 2023 Dashboard chronic absenteeism data indicated 16.5% for ALL Students, 14.5% for English Learners (EL), 25.7% for Foster Youth (FY) and 23.7% for Socio-Economically Disadvantaged (SED) students.<br><br>Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being.<br><br>Furthermore, educational partners have voiced the need to provide bussing for students. This was reflected in the 2024 Educational Partner | The District has determined that bussing services are a crucial component for improving attendance and ensuring that students, particularly the socio-economically disadvantaged families, have access to transportation. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from bussing services, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged students. The goal of this action is to narrow the achievement gap in ELA and Math ensuring access to transportation. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels.<br><br>Research on school bussing services indicates several key impacts on student outcomes, primarily focusing on attendance, access to education, and, to a lesser extent, academic achievement. | This action will be measured by metrics identified in the action description. |

| 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 |
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| | Survey and the District Bussing Survey to families.<br><br>**Scope:**<br>LEA-wide | • Attendance and Access: School bussing services significantly enhance attendance, particularly for socio-economically disadvantaged students. A study in Michigan revealed that students eligible for bus transportation showed an increase in attendance rates and a notable reduction in chronic absenteeism. Specifically, bus eligibility improved attendance by approximately 0.63 percentage points and reduced the probability of chronic absenteeism by 3.8 percentage points for these students (REACH). This is crucial as consistent attendance is closely linked to better academic performance and overall student success.<br><br>• Reliable transportation can eliminate barriers to accessing education and potentially support better academic outcomes, the evidence on its effectiveness is mixed. For example, research on school choice programs in Boston and New York found that although bussing services improved school integration, they did not significantly affect standardized test scores or college attendance rates (National Bureau of Economic Research) (MIT Technology Review). This suggests that while bussing is crucial for ensuring access to educational opportunities, additional measures may be needed to convert improved access into higher academic | |

| 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 |
|---|---|---|---|
| | | achievement (MIT Technology Review) (KPMG).<br><br>-Integration and Social Benefits: Bussing services also play a critical role in integrating schools, especially in urban areas with significant residential segregation. Studies have shown that bussing can reduce minority isolation, enabling a more diverse school environment. This social integration is beneficial for fostering inclusive educational settings, although it may not directly translate to academic improvements (NBER) (Urban Institute).<br><br>-Cost and Policy Implications: Despite the benefits, bussing services are costly for school districts. This has led some districts to limit eligibility or seek alternatives like public transportation. However, cutting back on bussing services can disproportionately affect disadvantaged students, potentially exacerbating educational inequities (REACH) (Urban Institute). | |

## *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 |
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| **2.5** | **Action:** | Based on student academic needs and feedback from educational partners, there is a need to | This action will be measured by metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs)<br><br>**Need:**<br>The 2023 CA School Dashboard's CAASPP English Language Arts (ELA) demonstrated that +38.8 Distance from Standard (DFS) for all students while English Learners (EL) scored +15 DFS. In Math, the outcomes on the CAASPP demonstrated + 0.8 DFS for ALL Students, and -4.4 DFS for EL. The ELPI indicated 71.8% of ELs and 91.6% of LTELs are demonstrating English proficiency. Additionally, according to the District's local metrics for reclassification 33.73% of ELs 64% of LTELs are reclassified in 2023-24.<br><br>Although ELs are acquiring English at an effective rate, the District strongly feels removing support would negatively impact students academic growth and well being.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | provide teacher training in order to implement evidence-based instructional practices and provide language building opportunities, translation tools and additional classroom academic resources and supports for English learners and LTELs. This initiative is principally directed to English learners and LTELs. The goal of this action is to narrow the achievement gap in ELA and math achievement for this population of students and increase language proficiency. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels.<br><br>Furthermore, research indicates that supports and services to improve English learners' language acquisition provides the following educational benefits:<br>• Quality Instructional Practices: Research consistently emphasizes the importance of quality instructional practices tailored to the needs of English learners. A meta-analysis by Gersten and Baker (2000) found that explicit instruction in language and literacy skills, along with opportunities for meaningful interaction, significantly improved ELs language development and academic achievement.<br><br>• Language Development: Effective language development programs that provide comprehensive support for English language acquisition have been shown to improve ELs outcomes. For example, a study by August and Shanahan (2006) found that structured | identified in the action description. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | English immersion programs, which focus on language development alongside academic content, can lead to significant gains in English proficiency for ELs.<br><br>• Culturally Responsive Teaching: Culturally responsive teaching practices that honor students' cultural backgrounds and identities can positively impact ELs learning experiences and outcomes. Research by Ladson-Billings (1995) suggests that culturally relevant pedagogy promotes engagement, academic success, and a positive sense of identity among ELs.<br><br>• Professional Development: Providing teachers with high-quality professional development on effective strategies for teaching English learners is essential. A meta-analysis by Pritchard and Hohensee (2013) found that teacher professional development programs focusing on language and literacy instruction for ELs resulted in improved student outcomes, including gains in language proficiency and academic achievement.<br><br>• Family and Community Engagement: Research underscores the importance of family and community engagement in supporting ELs academic success. A study by Henderson and Mapp (2002) found that strong partnerships between schools, families, and communities can | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | lead to improved student outcomes, increased parent involvement and a more supportive learning environment for ELs.<br><br>• Access to Rigorous Curriculum: Ensuring that ELs have access to rigorous, grade-level curriculum with appropriate supports is essential for their academic success. A study by Thomas and Collier (2002) found that ELs in programs that provided access to challenging content in addition to language support outperformed their peers in more traditional English as a Second Language (ESL) programs. | |

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.

N/A

| **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 | N/A | N/A |

| 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 certificated staff providing direct services to students | N/A | N/A |

# 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 | 62,717,337 | 5,683,065 | 9.061% | 0.000% | 9.061% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $7,036,826.00 | $2,844,106.00 | $0.00 | $883,250.00 | $10,764,182.00 | $8,810,647.00 | $1,953,535.00 |

| 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 | Teacher Development | All | No | | | All Schools | Ongoing | $179,694.00 | $0.00 | | $179,694.00 | | | $179,694.00 | |
| 1 | 1.2 | Professional Development for 21st Century Lesson Design | All | No | | | All Schools | Ongoing | $12,155.00 | $0.00 | | | | $12,155.00 | $12,155.00 | |
| 1 | 1.3 | Collaborative-Decision Making Processes | All | No | | | All Schools | Ongoing | $16,198.00 | $0.00 | $16,198.00 | | | | $16,198.00 | |
| 1 | 1.4 | Professional Development in Literacy and Language | All | No | | | All Schools | Ongoing | $30,940.00 | $0.00 | | | | $30,940.00 | $30,940.00 | |
| 1 | 1.5 | Math Professional Development | All | No | | | All Schools | Ongoing | $1,009,426.00 | $647,587.00 | | $1,657,013.00 | | | $1,657,013.00 | |
| 1 | 1.6 | Class Size Reduction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $4,257,540.00 | $0.00 | $4,257,540.00 | | | | $4,257,540.00 | |
| 1 | 1.7 | Technology | All | No | | | All Schools | Ongoing | $0.00 | $306,626.00 | $306,626.00 | | | | $306,626.00 | |
| 1 | 1.8 | Expanding Broad Courses of Study | All | No | | | All Schools | Ongoing | $994,788.00 | $152,014.00 | $506,296.00 | $640,506.00 | | | $1,146,802.00 | |
| 1 | 1.9 | 21st Century Media Centers | All | No | | | All Schools | Ongoing | $176,631.00 | $22,733.00 | $199,364.00 | | | | $199,364.00 | |
| 2 | 2.1 | Illuminate, ESGI and i-Ready | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $295,000.00 | $295,000.00 | | | | $295,000.00 | |
| 2 | 2.2 | Teacher Collaboration Time | All | No | | | All Schools | Ongoing | $72,930.00 | $0.00 | | | | $72,930.00 | $72,930.00 | |
| 2 | 2.3 | Cultural Proficiency Professional Development | All | No | | | All Schools | Ongoing | $0.00 | $2,500.00 | $2,500.00 | | | $0.00 | $2,500.00 | |
| 2 | 2.4 | Targeted Supports | All | No | | | All Schools | Ongoing | $257,433.00 | $154,763.00 | | | | $412,196.00 | $412,196.00 | |

| 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 | 2.5 | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $223,987.00 | $7,000.00 | $223,987.00 | | | $7,000.00 | $230,987.00 | |
| 2 | 2.6 | Enrichment Opportunities | All | No | | | All Schools | Ongoing | $61,338.00 | $45,562.00 | $106,900.00 | | | | $106,900.00 | |
| 3 | 3.1 | Multi-Tiered System of Support (MTSS) for Students | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $18,408.00 | $0.00 | $18,408.00 | | | | $18,408.00 | |
| 3 | 3.2 | PBIS, SEL and Character Strong | All | No | | | All Schools | Ongoing | $0.00 | $2,750.00 | $2,750.00 | | | | $2,750.00 | |
| 3 | 3.3 | Community Outreach | All | No | | | All Schools | Ongoing | $0.00 | $17,000.00 | $17,000.00 | | | | $17,000.00 | |
| 3 | 3.4 | School-Based Counseling Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,065,364.00 | $0.00 | $739,419.00 | | | $325,945.00 | $1,065,364.00 | |
| 3 | 3.5 | Mental Health Counselors | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $433,815.00 | $0.00 | $44,838.00 | $366,893.00 | | $22,084.00 | $433,815.00 | |
| 3 | 3.6 | Bussing Transportation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $300,000.00 | $300,000.00 | | | | $300,000.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 62,717,337 | 5,683,065 | 9.061% | 0.000% | 9.061% | $5,879,192.00 | 0.000% | 9.374 % | **Total:** | $5,879,192.00 |
| | | | | | | | | **LEA-wide Total:** | $5,655,205.00 |
| | | | | | | | | **Limited Total:** | $223,987.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| 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 | 1.6 | Class Size Reduction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,257,540.00 | |
| 2 | 2.1 | Illuminate, ESGI and i-Ready | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $295,000.00 | |
| 2 | 2.5 | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $223,987.00 | |
| 3 | 3.1 | Multi-Tiered System of Support (MTSS) for Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $18,408.00 | |
| 3 | 3.4 | School-Based Counseling Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $739,419.00 | |
| 3 | 3.5 | Mental Health Counselors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $44,838.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.6 | Bussing Transportation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $300,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $9,805,329.00 | $9,754,740.58 |

| 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** | Teacher Development | No | $177,135.00 | 179,693.62 |
| **1** | **1.2** | Professional Development for 21st Century Lesson Design | No | $12,155.00 | 24,548.51 |
| **1** | **1.3** | Collaborative-Decision Making Processes | No | $16,198.00 | $18,000.00 |
| **1** | **1.4** | Professional Development in Literacy and Language | No | $30,940.00 | 58,381.76 |
| **1** | **1.5** | Math Professional Development | No | $885,077.00 | 48,369.10 |
| **1** | **1.6** | Class Size Reduction | Yes | $3,695,505.00 | 3,973,704.00 |
| **1** | **1.7** | Technology | No | $306,626.00 | 736,973.91 |
| **1** | **1.8** | Expanding Broad Courses of Study | No | $1,168,668.00 | 1,610,183.62 |
| **1** | **1.9** | 21st Century Media Centers | No | $195,365.00 | 199,364.39 |
| **2** | **2.1** | Illuminate, ESGI and i-Ready | Yes | $295,000.00 | 295,822.98 |
| **2** | **2.2** | Teacher Collaboration Time | No | $72,930.00 | 76,916.72 |

| 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** | Cultural Proficiency Professional Development | No | $2,500.00 | 0 |
| **2** | **2.4** | Targeted Supports | No | $738,141.00 | 657,120.03 |
| **2** | **2.5** | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) | Yes | $260,048.00 | 242,534.35 |
| **2** | **2.6** | Enrichment Opportunities | No | $124,117.00 | 91,979.46 |
| **3** | **3.1** | Multi-Tiered System of Support (MTSS) for Students | Yes | $18,408.00 | 18,408.00 |
| **3** | **3.2** | PBIS, SEL and Character Strong | No | $2,849.00 | 2,849.00 |
| **3** | **3.3** | Community Outreach | No | $35,200.00 | 35,200.00 |
| **3** | **3.4** | School-Based Counseling Program | Yes | $741,615.00 | 779,185.50 |
| **3** | **3.5** | Mental Health Counselors | Yes | $666,852.00 | 433,815.63 |
| **3** | **3.6** | Bussing Transportation | Yes | $360,000.00 | 271,690.00 |

# 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) |
|---|---|---|---|---|---|---|
| 4,963,220 | $5,417,221.00 | $6,015,160.46 | ($597,939.46) | 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 | 1.6 | Class Size Reduction | Yes | $3,695,505.00 | 3,973,704 | | |
| 2 | 2.1 | Illuminate, ESGI and i-Ready | Yes | $295,000.00 | 295,822.98 | | |
| 2 | 2.5 | Supports and Services for English Learners (ELs) and Long-Term English Learners (LTELs) | Yes | $253,047.00 | 242,534.35 | | |
| 3 | 3.1 | Multi-Tiered System of Support (MTSS) for Students | Yes | $18,408.00 | 18,408 | | |
| 3 | 3.4 | School-Based Counseling Program | Yes | $683,861.00 | 779,185.50 | | |
| 3 | 3.5 | Mental Health Counselors | Yes | $111,400.00 | 433,815.63 | | |
| 3 | 3.6 | Bussing Transportation | Yes | $360,000.00 | 271,690 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 59,910,123 | 4,963,220 | 0 | 8.284% | $6,015,160.46 | 0.000% | 10.040% | $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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