

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Side Union High School District

CDS Code: 43694270000000

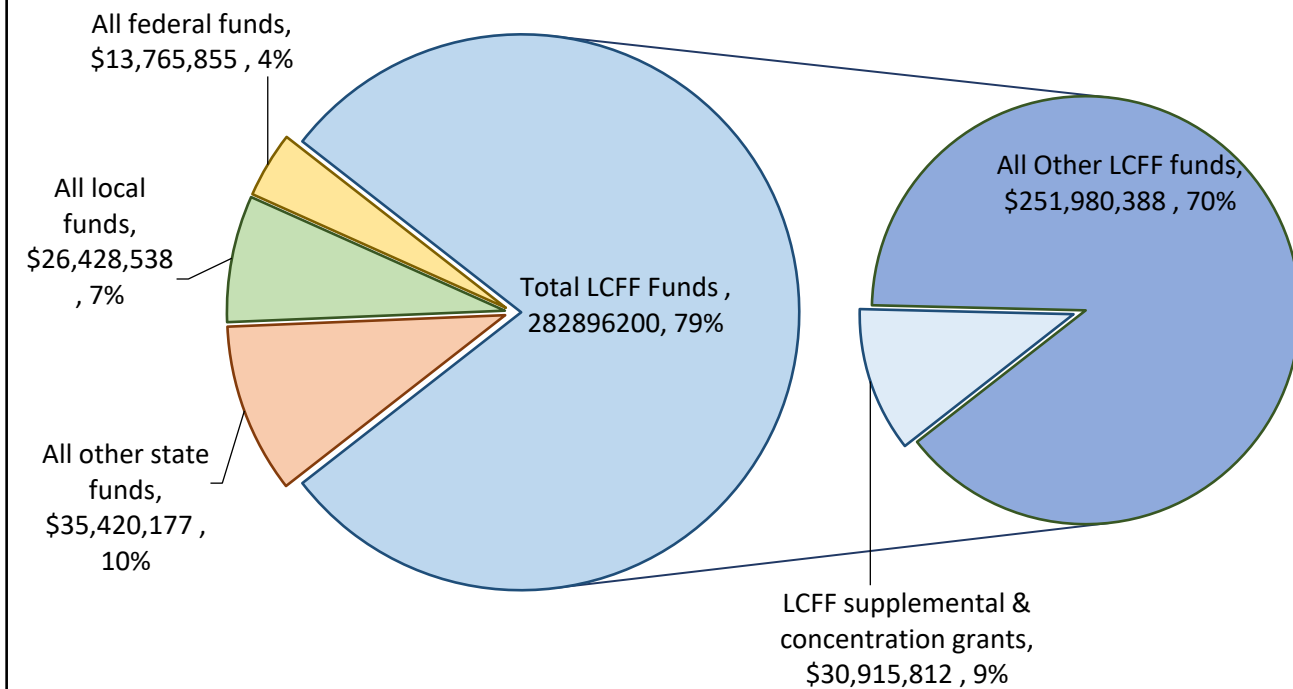
School Year: 2025/26

LEA contact information: Teresa Marquez 408-347-5170 [marquezt@esuhsd.org](mailto:marquezt@esuhsd.org)

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

## Budget Overview for the 2025/26 School Year

### Projected Revenue by Fund Source

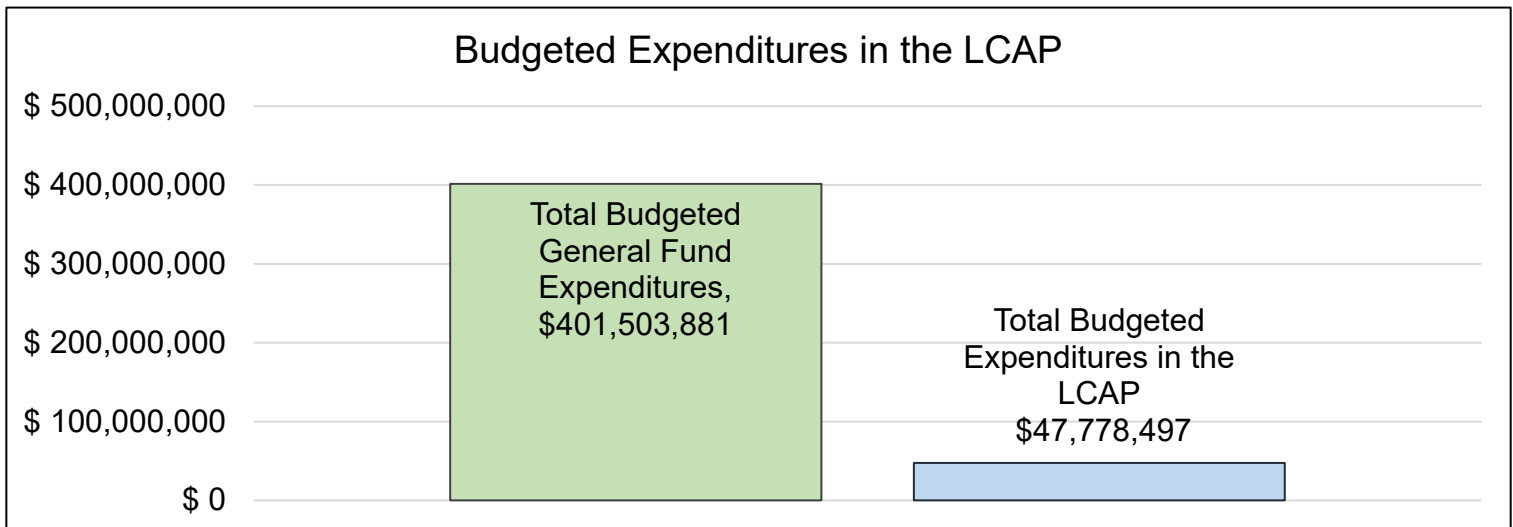


This chart shows the total general purpose revenue East Side Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Side Union High School District is \$358,510,770.00, of which \$282,896,200.00 is Local Control Funding Formula (LCFF), \$35,420,177.00 is other state funds, \$26,428,538.00 is local funds, and \$13,765,855.00 is federal funds. Of the \$282,896,200.00 in LCFF Funds, \$30,915,812.00 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 East Side Union High School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Side Union High School District plans to spend \$401,503,880.59 for the 2025/26 school year. Of that amount, \$47,778,497.00 is tied to actions/services in the LCAP and \$353,725,383.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

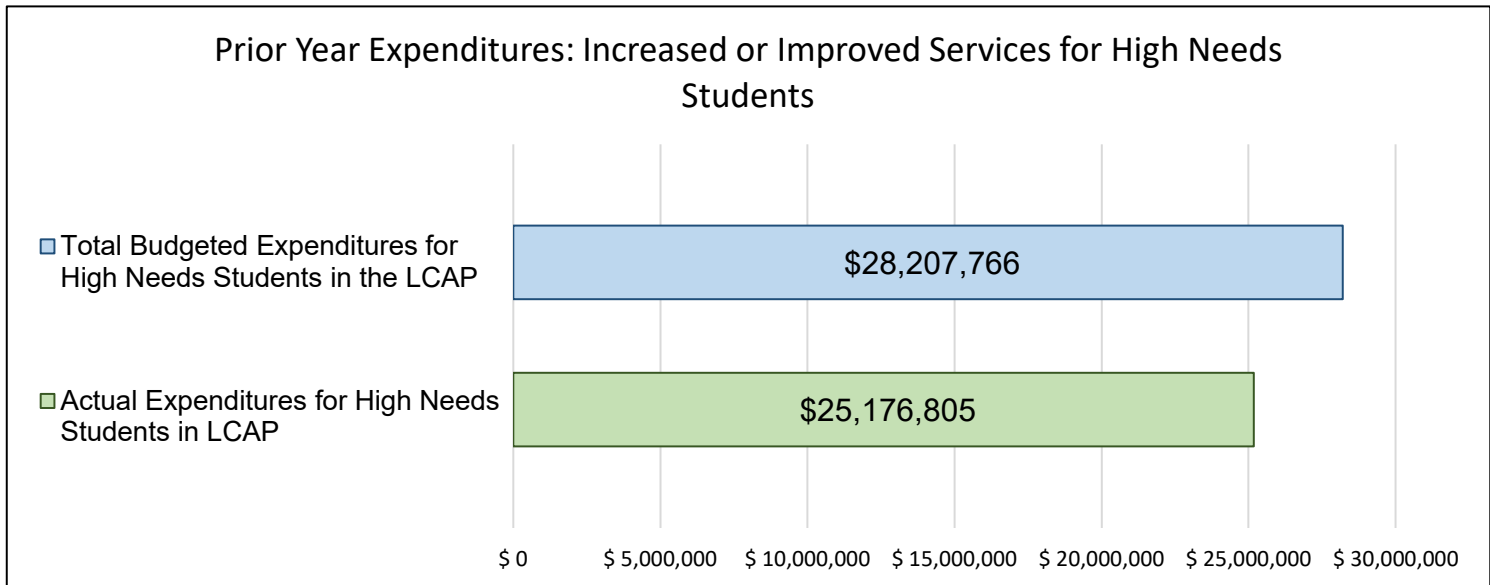
The LCAP was created through the lens of services principally directed toward improved and increased services for Foster Youth, English Learners, and Low-income students. As such, it does not capture all General Fund expenditures. Specifically, the LCAP excludes costs such as teacher, classified, and administrative salaries and benefits that are not directly tied to a listed goal or action, as well as facilities and maintenance expenses. These general fund expenditures, while not outlined in the LCAP, are essential to ensuring that schools are safe, functional, and well-staffed. They remain a critical foundation in supporting the success of all students including FY, EL, and low-income students.

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

In 2025/26, East Side Union High School District is projecting it will receive \$30,915,812.00 based on the enrollment of foster youth, English learner, and low-income students. East Side Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Side Union High School District plans to spend \$39,412,363.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what East Side Union High 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 East Side Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024/25, East Side Union High School District's LCAP budgeted \$28,207,766.00 for planned actions to increase or improve services for high needs students. East Side Union High School District actually spent \$25,176,805.00 for actions to increase or improve services for high needs students in 2024/25. The difference between the budgeted and actual expenditures of \$3,030,961.00 had the following impact on East Side Union High School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures for high needs students in 2024-25 was primarily due to staffing vacancies, delays in program implementation, and lower-than-anticipated student participation in select services. While most planned services were delivered, some were adjusted in scale or timing due to these factors. Despite the spending variance, the district maintained a strong commitment to serving English Learners, Foster Youth, Students with Disabilities, and Low-income students. Core supports such as academic interventions, counseling, and family engagement activities remained in place. Moving forward, we are improving systems for early hiring, tracking service delivery, and aligning resources to ensure all high-needs students continue to receive increased and improved services as intended.

# Local Control and Accountability Plan (LCAP) for East Side Union High School District

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
East Side Union High School District	Teresa Marquez Associate Superintendent	<a href="mailto:marquez@esuhsd.org">marquez@esuhsd.org</a> 408-347-5170

## Plan Summary 2025-2026

### General Information

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

East Side Union High School District comprises 11 traditional, 1 alternative, and 4 continuation high schools in East San Jose, North San Jose, Alum Rock, South San Jose, and Evergreen neighborhoods. ESUHSD’s 20,012 students are 47% Hispanic/Latino, 36.2% Asian, 4.7% White, and 1.8% African American. 52.1% of the district’s students come from socio-economically disadvantaged families, 20% are English Language Learners, and we have 0.2% foster youth. It is important to note that within our 20% English Learner population, about 66% are Long-term English Language Learners. Additionally, 66% of our student population speaks a language other than English.

Our comprehensive high schools are Andrew Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm. C Overfelt, and Yerba Buena. Our alternative school is Calero and our 4 continuation schools are Foothill, Apollo, Pegasus, and Phoenix. Student enrollment across our 11 comprehensive high schools ranges from as low as 878 at James Lick High School to as high as 2749 at Evergreen Valley High School. Eight of the eleven comprehensive high schools are designated Title I schools (only Piedmont Hills, Santa Teresa, and Evergreen are not) with socioeconomically disadvantaged rates ranging from 75.2% at James Lick to 45% at Silver Creek. This year, three of our schools, Foothill, Apollo, and Calero, have been identified as schools within our district, to receive the Equity Multiplier Funds.

Our East Side Union High School District team consists of approximately 1100 certificated staff and 700 classified staff. Included in the certificated staff we have classroom teachers, school counselors, social workers, teachers on special assignments, psychologists, speech language therapists, program specialists, school librarians, advisors, and administrators. Our classified staff includes a wide range of roles within various departments including child nutrition services, transportation, instructional services, school site support staff, and maintenance.

Our East Side community is diverse as evidenced in our demographics. This diversity demands that as an organization equity and inclusion serve as the guiding principles for our work to build equitable communities where:

- ALL** students are **welcomed** as they are
- strengths** and areas of **growth for all students are known and supported**
- adults **positively respond** to the social-emotional, wellness, and academic needs of every student
- ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society.

We hold firm that by building equitable communities, we can fulfill our promise of preparing all students for college and career with the competencies outlined in our Graduate Profile and measured through our Key Performance Indicators. Our Graduate Profile outlines the skills and competencies students need in order to excel academically and socially: Communicators, Critical Thinkers, Collaborators, Creators, Community Members, Powered with a Plan. Our goal is to embed these skills within our learning structures across our district.

East Side graduates are prepared for college and career, powered with a plan and ready to thrive in a global society.



ESUHSD graduates are:

A speech bubble icon.

**COMMUNICATORS**  
Present and consider ideas using a variety of communication methods and technology appropriate to the audience and task.

A puzzle piece icon.

**CRITICAL THINKERS - PROBLEM SOLVERS**  
Develop and propose solutions to current and future challenges through a process of inquiry, analysis and inference.

A network of three connected dots icon.

**COLLABORATORS**  
Work effectively with others to build knowledge and create solutions & products.

A lightbulb icon.

**CREATORS**  
Formulate new ideas, individual responses and develop plans of action when faced with a task or problem.

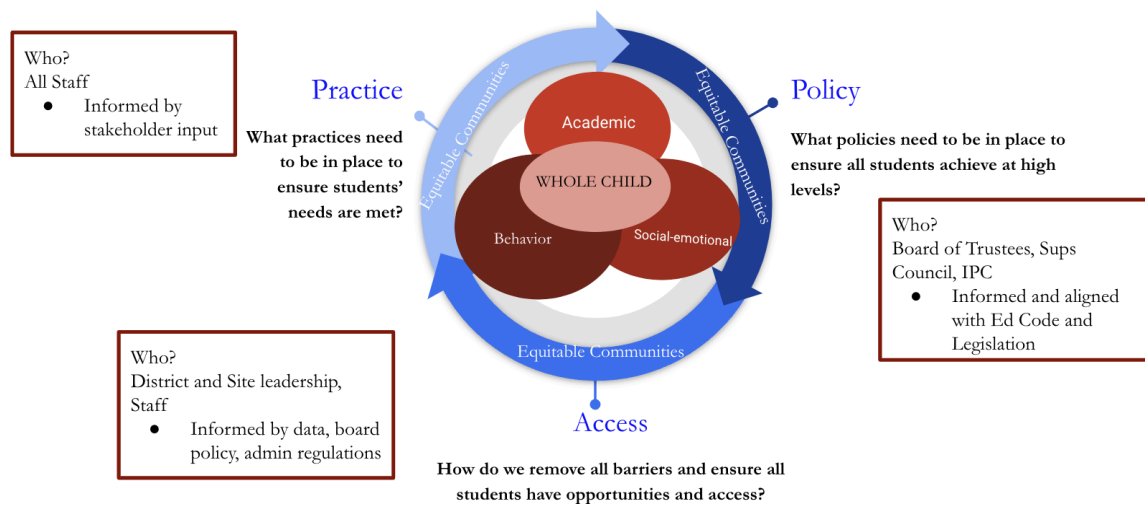
An icon showing a group of people.

**COMMUNITY MEMBERS**  
Identify issues, seek out information, and gather perspectives to respond to challenges affecting our community.

An icon showing a target with an arrow.

**POWERED WITH A PLAN**  
Students graduate with a plan to take the next step toward success in their path of study and career.

As a district, the work to ensure equity is grounded in how we respond as a system; therefore, the goals and actions contained within this plan describe how we will respond as a system in addressing the academic, social-emotional, and wellness needs of all our students. Our system’s approach and response is anchored in the areas of policy, access, and practice as described in the graphic below.



So as we work to respond as a system to address the whole child, we know that equity is the ultimate driver to eliminating disparities in student achievement and overall success. And as a district we are committed to, through the LCAP, adhere to our Equity Board Policy where:

- Every student receives what he or she needs** to thrive socially, emotionally, and academically
- We remove the predictability of success or failure based on social, racial, cultural, or economic factors; eliminating the opportunity and achievement gaps
- We interrupt inequitable practices and biases thus **creating inclusive and just conditions in our schools**

Additionally, our intent is to leverage the LCAP so that we can use it as a roadmap to addressing the disparate outcomes we see across our system. In particular, the outcomes connected to graduation and college and career readiness rates. Historically, as a district, we have lacked a systemwide Tier 1 instructional focus, thus one of our key priorities will be to identify evidence-based instructional strategies and interventions that will become the focus for ongoing professional development. Specifically, we plan to execute our Theory of Action: “If we adopt and implement evidence-based instructional practices to fidelity in all classrooms, then we will see increased student achievement.”

Through the LCAP we seek to utilize the allocated resources towards goals and actions that will maximize whole child supports for all students with an intentional focus on our English Learners, Foster Youth, and Low-Income students. Our LCAP, will demonstrate how we respond to the following essential questions:

- What do we believe about our students, staff, and community?
- How do our actions demonstrate what we believe?

## Reflections: Annual Performance

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

A review of our indicators on the 2023 CA Dashboard and a review of our local data demonstrates an overall improvement in the following indicators: English Language Arts and English Learner Progress. Unfortunately, the majority of our key performance indicators demonstrate a decline in achievement as listed in the CA Dashboard. As a district we continue to struggle with high achievement for all students. Our data clearly indicates that we have disproportionate outcomes for various student groups: Homeless Youth, English Learners, Students with Disabilities, Hispanic, African-American, Native-Hawaiian/Pacific Islander, Socioeconomically disadvantaged, and Foster Youth. In particular, a review of our Key Performance Measures shows that our graduation and A-G completion rates are amongst the lowest for our Hispanic and African-American students, and our students designated as Foster Youth, Homeless Youth, and our Students with Disabilities. Additionally, a review of our 2023 CA Dashboard data shows the following schools and student groups with the lowest performance levels on one or more State indicators:

District Level					
Indicator	English Language Arts	Mathematics	Graduation	Suspension	College and Career
Status	Red	Red	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native	Foster Youth Students with Disabilities

At the district level, our Homeless Youth are at the lowest level on the English Language Arts and Graduation indicators. Our English learners and Hispanic/Latino students are at the lowest level on the Mathematics and Graduation indicators and our American Indian/Alaska Native students are designated at the lowest level for the Suspension indicator. In addition, our Students with Disabilities are at the lowest performance level in Graduation and College and Career.

At the school site level, the following tables show the specific indicators, student groups, and school sites for each of the student groups with the lowest performance levels.

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students  Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	English Learner Progress
Status	Red
Student Groups	English Learners
School Sites	Mt. Pleasant Oak Grove



Indicator	Mathematics				
Status	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

Indicator	Suspension						
Status	Red	Red	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African-American	Hispanic/Latino
School Sites	Calero Phoenix	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	Santa Teresa Silver Creek	Santa Teresa Silver Creek Yerba Buena Calero Phoenix



Indicator	Graduation				
Status	Red	Red	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Independence James Lick Wm. C Overfelt Foothill	Andrew Hill	Independence James Lick Wm. C Overfelt Foothill Phoenix	Independence James Lick Wm. C Overfelt	Independence James Lick Foothill Wm. C Overfelt

Indicator	College and Career					
Status	Red	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix

When we review the 2024 CA Dashboard indicators, East Side Union High School District has made meaningful progress in certain areas while continuing to face persistent challenges—particularly in closing opportunity gaps for historically underserved student groups including Foster Youth, English Learners, Low-Income students, Students with Disabilities, and Homeless Youth.

Graduation rates remain strong across many sites, and we maintained a College and Career Indicator (CCI) performance of 48.1%. Suspension rates decreased to 2.6%, with most of our student groups falling into the green performance color.

However, significant disparities persist. Dashboard data show that students with disabilities, English Learners, and African American and Latino students continue to underperform in English Language Arts and Mathematics. Chronic absenteeism remains high among Foster Youth, Homeless Youth, and English Learners. Moreover, college and career readiness rates for Foster Youth (0%) and Students with Disabilities (6.6%) fall far below the district average. Additionally, a deeper review of our 2024 CA Dashboard data shows the following student groups with the lowest performance levels on one or more State indicators:

District Level						
Indicator	English Learner Progress	English Language Arts	Mathematics	Graduation	Suspension	College and Career
Status	Red	Red	Red	Red	Red	Red
Student Groups	English Learners Long-term English Learners	English Learners Long-term English Learners Homeless Youth Students with Disabilities African American Hispanic	English Learners Long-term English Learners Homeless Youth Socioeconomically Disadvantaged Students with Disabilities African American Hispanic	Foster Youth Homeless Youth Students with Disabilities	Foster Youth	Foster Youth Students with Disabilities

Given the outcomes listed above, it is evident that there is a need to address the academic, socioemotional, behavioral, and wellness needs of our students across our district. Thus, our LCAP will focus on 5 key areas, aligned to the CA Dashboard indicators: 1) College and Career Readiness with a focus on Math and English Language Arts, 2) Graduation, 3) Achievement of our English Learners, 4) Safe, Restorative, and Positive School Climate, and 5) Attendance. We will also address the needs of students at Foothill High School, Apollo High School, and Calero High School as part of three focused goals required based on eligibility for the Equity Multiplier funding. The goals will focus on increasing academic outcomes for students with an emphasis on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.

Additionally, the district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be strategically allocated to support actions that address the needs of our highest-need student populations. These priorities were identified through a comprehensive needs assessment, which included a review of student performance data and input from our educational partners.

The following actions have been identified for full funding through LREBG due to their alignment with the grant's intent to accelerate learning recovery and close equity gaps:

Goal 1 – College and Career Readiness: Actions 1.1, 1.3, 1.8, 1.9

Goal 2 – Graduation Rate: Actions 2.8, 2.10

Goal 3 – Achievement of English Learners: Actions 3.6, 3.10

Goal 4 – Safe, Restorative, and Positive School Climate: Action 4.3

Goal 5 – Attendance: Action 5.8

Each of these actions was selected based on its direct connection to addressing learning loss and promoting equitable access to academic, behavioral, and social-emotional supports. A detailed rationale for the use of LREBG funds is included within the description of each action.

# Reflections: Technical Assistance

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

Our district is eligible for technical assistance and has agreed to work with our county office of education, Santa Clara County Office of Education (SCCOE), to provide Differentiated Assistance. As part of this three-year cycle, our district was eligible based on the 2023 CA Dashboard results in the following areas and for the indicated student groups:

English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities
Graduation	Graduation	Graduation	Graduation
Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts

For the 2025-2026 school year, we will continue to be eligible for technical assistance and extend our collaboration with the Santa Clara County Office of Education - SCCOE and California Collaborative for Educational Excellence - CCEE. Our district is eligible for continued assistance based on the 2024 CA Dashboard results in the following areas and for the indicated student groups:

Student Group	Homeless Youth	Students with Disabilities	Foster Youth
Dashboard Indicator	Graduation	Graduation	Graduation
	Academics: Math and English Language Arts	Academics: Math and English Language Arts	College and Career
		College and Career	Suspension

During the 2024–25 school year, our district partnered with the Santa Clara County Office of Education (SCCOE) to develop an annual aim and implementation plan aligned with the Differentiated Assistance (DA) process. Through this partnership, we were assigned a coach and engaged in regular collaborative sessions to review data metrics, assess progress on action steps, and identify next steps for continuous improvement.

Our aim for 2024–25 centered on improving outcomes for Foster Youth, with a specific focus on reducing the number of suspensions at each grading period. This target group was selected based on disproportionalities identified in suspension data and aligns with our district’s broader equity commitments.

For the 2025–26 school year, we will continue our collaboration with SCCOE and the California Collaborative for Educational Excellence (CCEE), maintaining our focus on Foster Youth in response to the 2024 California School Dashboard outcomes. The district’s commitment to improving outcomes for Foster Youth is embedded throughout our plan, as they remain one of our primary target student groups.

As part of our continued Differentiated Assistance engagement, the following actions will serve as key levers and focus areas in our technical assistance work:

Goal 1 – College and Career Readiness: Actions 1 and 11

Goal 2 – Graduation Rate: Actions 1 and 2

Goal 4 – Safe, Restorative, and Positive School Climate: Action 2

These actions reflect our strategic commitment to removing barriers, supporting social-emotional needs, and ensuring that Foster Youth have equitable access to academic and behavioral supports that promote long-term success.

## 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.

The schools within our district that have been identified for comprehensive support and improvement (CSI) are as follows:

-Foothill High School identified for all students for the Graduation indicator

### *Support for Identified Schools*

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

Foothill, identified as eligible for comprehensive support and improvement, is included in our districtwide work of building equitable communities through MTSS. Specifically, our educational services team will work closely with the Foothill leadership team to develop their plan in alignment with the LCAP. We will ensure the school site has the necessary data and resources to make informed decisions as they develop their plans for continuous improvement.

Additionally, as part of the LCAP, there are added supports specifically targeted to support Foothill given it is also eligible for Equity Multiplier funding.

### *Monitoring and Evaluating Effectiveness*

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

Our educational services team consisting of the Director of Student Services, Director of Instruction and Curriculum, Director of Career Services, Director of Special Services, Director of Assessment and Accountability, and the Associate Superintendent of Educational Services will meet with each school site every 6 weeks to review and analyze data, identify needs, and measure progress on goals and actions aimed at improving student outcomes, and specifically the outcomes for student groups with the greatest need. At each session, school sites will have an opportunity to share successes and challenges as well as pose questions and

needs that require district level support. We will focus on Tier 1 level universal instruction, social-emotional, and behavioral strategies to ensure all students are receiving the instructional and behavioral support needed and then utilize our 6-week data report (Early Warning System-EWS) containing student level data on grades, attendance, and behavior to identify students needing additional interventions. In addition, our district subject area coordinators will work with the teachers at the three high schools to ensure their recovery programs are aligned to the priority standards for each subject area and contribute to the students’ college and career readiness.

## 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
<b>ESTA - East Side Teachers Association</b> March 5, 2025	Engaged with the teachers bargaining unit as part of one of their regularly scheduled assembly meetings where representatives from each school site were present. Information specific to the LCAP, including a review of metrics, was presented and participants were provided an opportunity to provide input by addressing the following prompts: <ul style="list-style-type: none"><li>As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?</li><li>What is the high school experience our students should have? In the classroom? Outside of the classroom?</li></ul>
<b>CSEA - California School Employees Association</b> February 13, 2025	Engaged with the classified bargaining unit as part of one of their regularly scheduled assembly meetings where representatives from each school site were present. Information specific to the LCAP, including a review of metrics, was presented and participants were provided an opportunity to provide input by addressing the following prompts: <ul style="list-style-type: none"><li>As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?</li><li>What is the high school experience our students should have? In the classroom? Outside of the classroom?</li></ul>


<b>Community</b> February 11, 2025 6pm February 26, 2025 6pm February 27, 2025 1pm February 27, 2025 6pm February 28, 2025 12pm	Engaged with parents, students, staff, and community members via virtual sessions. Information specific to the LCAP, including a review of metrics, as well as various funding sources available including Learning Recover Block grant funding, was presented and participants were provided an opportunity to provide input by addressing the following prompts: <ul style="list-style-type: none"> <li>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?</li> <li>● What is the high school experience our students should have? In the classroom? Outside of the classroom?</li> </ul> Virtual sessions included interpretation services in Spanish and Vietnamese.
<b>Staff</b> February 24, 2025 4:15pm February 25, 2025 4:30pm February 27, 2025 4pm	Provided staff specific virtual sessions as a means to provide space and time for staff to engage and provide input on the LCAP. Staff were asked to provide input through the following prompts: <ul style="list-style-type: none"> <li>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?</li> <li>● What is the high school experience our students should have? In the classroom? Outside of the classroom?</li> </ul>

**In person Community Forums at School Sites**


March 11, 2025 5:30pm  
PIEDMONT HILLS  
March 13, 2025 5:30pm  
YERBA BUENA  
March 17, 2025 5:30pm  
SILVER CREEK  
March 24, 2025 5:30pm  
INDEPENDENCE  
March 25, 2025 5:30pm  
SANTA TERESA  
March 26, 2025 5:30pm  
JAMES LICK  
March 27, 2025 5:30pm  
ANDREW HILL

Provided in-person sessions open to parents, students, and staff to engage around the LCAP. The sessions were formatted in the following manner:


# 2025-26 LCAP Cycle: Engaging with our Partners




## Overview of Sessions



Reflection



Metrics



Make Connections and gather input

- What do you see as a strength of your school and/or our district?
- What is a concern you have about your school and/or our district?
- What is one thing you would prioritize for improving your school and/or our district?

Review of metrics:

- Demographics
- Dashboard indicators
- Marking period data (EWS)

Review of goals and actions in current year LCAP:

- What is working, what needs improvement, and what is missing as it pertains to how to improve student outcomes in the following areas: **Graduation, College and Career Readiness, Behavior, Attendance, Achievement for our English Learners, Foster Youth, Homeless Youth?**
- What is the high school experience our students should have? In the classroom? Outside of the classroom?

**CORE VALUES:** Equity Inclusioness Commitment to Excellence Diversity Professional Capacity

Equity Policy 0105: Every student receives what he or she needs to thrive socially, emotionally, and academically.....interrupting inequitable practices and biases and creating inclusive and just conditions in our schools.

Interpretation services were provided at all sessions in Spanish and Vietnamese.



## Student Equity Councils

Date	School Site
February 13, 2025	Santa Teresa
February 14, 2025	Yerba Buena
February 24, 2025	Andrew Hill
February 26, 2025	Oak Grove
February 27, 2025	Piedmont Hills
February 28, 2025	Independence
March 10, 2025	James Lick
March 12, 2025	Wm. C Overfelt
March 13, 2025	Evergreen Valley

Engaged with student members of the Student Equity Councils at the following school sites:

Santa Teresa  
Yerba Buena  
Andrew Hill  
Oak Grove  
Piedmont Hills  
James Lick  
Independence  
Wm. C Overfelt  
Evergreen Valley

Students were provided information about the LCAP, including a review of both district and school specific metrics. Students were then asked to work in small groups to respond to the following prompts:

- What do you see as a strength of your school and/or our district?
- What is a concern you have about your school and/or our district?
- What is one thing you would prioritize for improving your school and/or our district?
- As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?
- What is the high school experience our students should have? In the classroom? Outside of the classroom?

## DAC/DELAC

### District Advisory Council/District English Learner Advisory Council

October 23, 2024  
January 22, 2025  
March 19, 2025  
April 30, 2025  
May 14, 2025

Engaged with our DAC/DELAC group through hybrid sessions. Participants were able to learn about the LCAP, review metrics, and provide input via the following prompts:

- As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?
- What is the high school experience our students should have? In the classroom? Outside of the classroom?

Over the course of the April 30th and May 14th sessions, DAC/DELAC members were able to review preliminary information specific to the 2025-26 LCAP including: changes to the 2024-25 LCAP process and template, review of input gathered from the various educational partners, review of metrics, and initial focus areas for goals and actions. DAC/DELAC members were able to review the 2025-26 draft LCAP for input, comments, and questions.

<p><b>Equity Multiplier Schools Community Engagement</b></p> <p><b>Foothill High School</b> April 10, 2025</p> <p><b>Apollo High School</b> April 16, 2025</p> <p><b>Calero High School</b> May 5, 2025</p>	<p>Community engagement sessions were held at each of the Equity Multiplier schools: Foothill, Apollo, Calero where information was provided on their eligibility for the Equity Multiplier Funding and input was obtained from students and staff on how to best utilize the funds to support student positive outcomes. School community reviewed metrics and were asked to respond to the following:</p> <ul style="list-style-type: none"> <li>● Based on the metrics, how will we improve those outcomes? <ul style="list-style-type: none"> <li>○ What key actions are needed?</li> <li>○ Services? Programs?</li> </ul> </li> </ul>
<p><b>Parents/caregivers and Staff</b> Spring 2025</p>	<p>Parents/Caregivers and staff were sent a survey to provide input. Key questions posed included:</p> <ul style="list-style-type: none"> <li>● What form of parental engagement should be improved?</li> <li>● Which existing services are working well?</li> <li>● What other services, programs, and evidence-based strategies and interventions should the LCAP support to improve learning outcomes for all students and in particular our Foster Youth, English Learners, Students with Disabilities, and Low-Income students?</li> </ul> <p>Surveys were available for parents/ caregivers in English, Spanish, and Vietnamese.</p>
<p><b>Students, Parents, Staff</b> Fall 2024 and Spring 2025</p>	<p>Students, parents, and staff were provided an opportunity to provide input via our Panorama Survey. This survey collects information related to school climate and student social-emotional learning. The survey is administered two times a year, once in the Fall and once in the Spring.</p> <p>For the school climate survey, the key areas of focus that we use to inform the development of the LCAP are:</p> <ul style="list-style-type: none"> <li>● Climate of Support for Academic Learning</li> <li>● School Safety and Climate</li> <li>● Knowledge and fairness of discipline</li> <li>● Sense of Belonging</li> </ul> <p>For the SEL student survey, the intent is to gather information about students' own perceptions of their social-emotional skills.</p> <p>The following key areas of focus are used to inform the development of the LCAP:</p> <ul style="list-style-type: none"> <li>● Supportive Relationships</li> <li>● Self-efficacy including self-efficacy in specific subject areas: Math, ELA, Science, Social Studies</li> </ul>
<p><b>SELPA Consultation</b> May 7, 2025</p>	<p>Consultation with Director, South East SELPA, Santa Clara County where we discussed the following:</p> <ul style="list-style-type: none"> <li>● alignment with the CIM for the CCEIS/Significant Disproportionality process</li> <li>● engaging both students and parents of SWDs</li> <li>● increasing graduation rate for our SWDs</li> </ul>

Our process to gather information and seek feedback from educational partners regarding the LCAP was comprehensive and thorough. During the months of January, February, March, and April we held multiple forums with our various educational partners in the three main languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the requirements of the LCAP process, share current progress on goals and expenditures, and share our most up to date key performance measures as well as allow for our partners to provide input and pose questions. In addition, ESUHSD surveyed our educational partners (parents, teachers and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on how to address the needs of our students and 2) gather input and feedback on their level of satisfaction with our current efforts.

We also met with our DAC/DELAC advisory committee and administrators from each of our school sites to gather feedback and input.

The feedback gathered from our educational partners is summarized below:

**Key Input from Parents:**

- Need to address safety and how staff responds to student behavior
- Increased and improved access to teacher feedback on student progress, assignments (timely access to grades, missing assignments)
- More opportunities for in-person tutoring for students by subject area
- Timely support and interventions from teachers for students who struggle with the content
- Improved access to school counselors
- More opportunities for parents to engage and learn
- Professional development for staff on how to create more welcoming and supportive learning environments

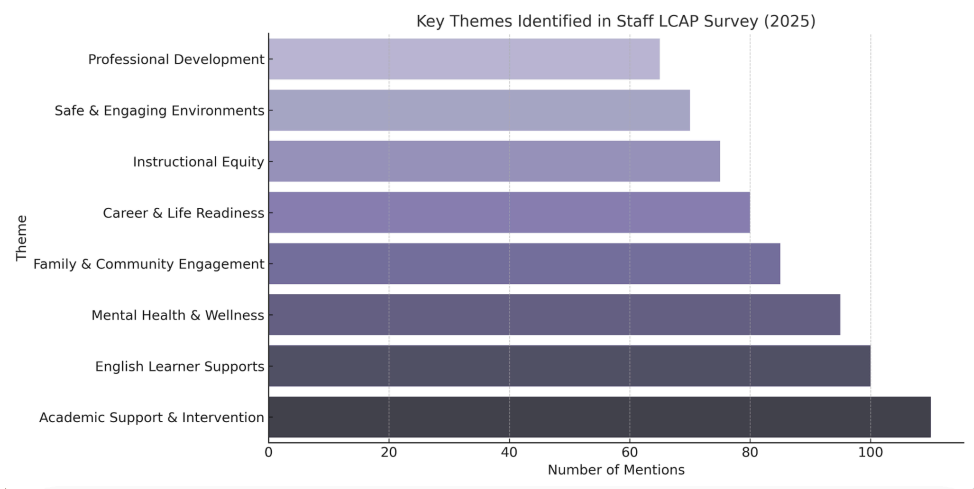
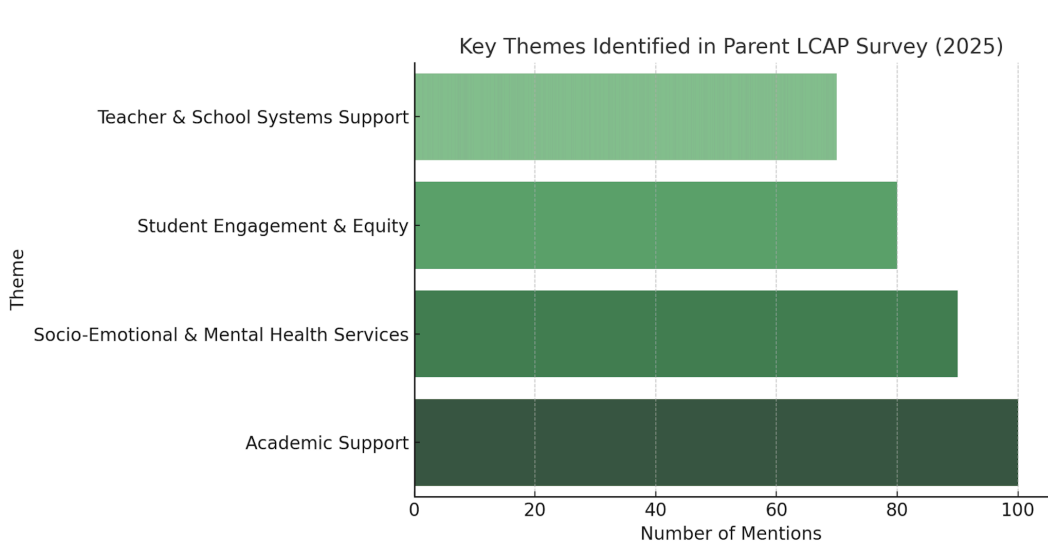
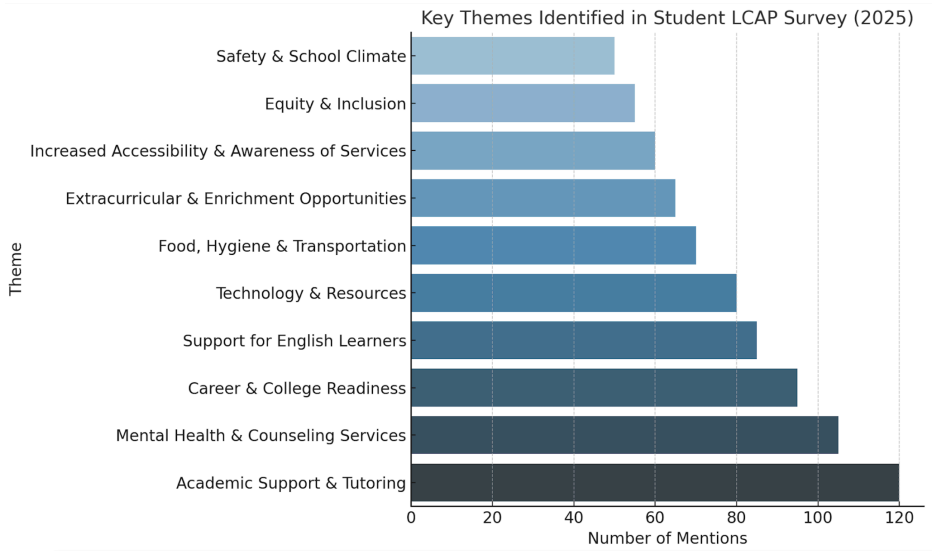
**Key Input from Students:**

- More tutoring, one-on-one help, and extra academic opportunities, particularly after school or online
- Examine the rigidity of classroom policies, including grading, that negatively impact students
- Teacher training on how to support English learners and creating inclusive environments
- Increase and improve access to instruction and intervention to address the diverse needs of learners (“not all students learn the same”)
- Improve bathroom supervision and more proactive supervision
- Mental health support, better counseling, and expanded access to services that reduce stress and anxiety
- District should improve communication and reduce stigma around asking for help

**Key Input from Staff:**

- Interventions to address student behavior and attendance
- Need to address safety as it pertains to physical campus layout (points of entry, fencing) and supervision
- Cell phone policy
- Smaller class size for core classes
- More support for teachers to address the needs of our students, in particular, our English Learners and Students with Disabilities
- Training and support for Classified staff, in particular, Paraeducators
- Improved communication from district office on processes, procedures (specific to classified positions)
- Increased and improved access to career readiness: CTE courses, skills, internships
- Academic, mental health, and behavior Interventions for 9th and 10th graders
- In-person tutoring and credit recovery

Additionally, the charts below capture some the key themes identified via our survey by each of of groups as needs (Student, Parents/Guardians, and Staff) :



Given the input and feedback collected, all aspects of our LCAP have been influenced by input provided by our educational partners. The goals and actions listed throughout the plan were created as a result of current metrics, research, and input collected from our various educational partners. In particular, the actions in Goals 1 College and Career Readiness, Goal 2 Graduation Rate, and Goal 4 Safe, Restorative, and Positive School Climate related to professional development, academic support and interventions, safety and positive school climate, and social-emotional and mental health wellbeing were directly influenced by the feedback gathered through both the forums and the survey. The actions related to the improvement of English Language Learners in goal 3 were created as a result of the feedback provided by the various educational partners, particularly, the members of the DAC/DELAC advisory committee. Additionally, the actions listed to

specifically address the needs of our Students with Disabilities were created with input from our local SELPA through the resources they provided to ensure alignment with our Compliance Improvement Monitoring (CIM) and CCEIS plans.

In regards to Goals 6, 7, and 8 Student Achievement at Foothill, Apollo, and Calero, the actions have been informed by each school community and are directly aligned to their SPSA goals and have been expanded to specifically address the student groups identified in the lowest performing level (Red) as per the 2024 CA Dashboard Indicators.

## Goal 1: College and Career Readiness

Goal #	Description	Type of Goal
1	<p><b>Improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through a Multi-Tiered System of Support (MTSS).</b></p> <p>As a district, we are committed to implementing MTSS as our comprehensive framework to eliminate disproportionality and achieve high outcomes for all students. MTSS embraces a whole child approach and focuses on:</p> <ul style="list-style-type: none"><li>● Instruction, Behavior, and Wellness (Whole Child): Addressing all aspects of student development to ensure academic, behavioral, and social success.</li><li>● Differentiated Student-Centered Learning: Tailoring instruction to meet the diverse needs and learning styles of each student.</li><li>● Individualized Student Needs: Providing targeted support and interventions based on specific student requirements.</li><li>● Alignment of Systems: Ensuring that all district systems work cohesively to support every student's academic, behavioral, and social-emotional development.</li></ul>	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

This goal is important as our data clearly indicates that we continue to struggle with gaps in our college and career readiness indicators, specifically A-G course completion for student groups including our Foster Youth, Students with Disabilities, and English Learners. Additionally, our educational partners’ input noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses with students specifically noting a need for teachers to address the needs of diverse learners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College and Career Readiness Status and Change as measured by the CA Dashboard	<p>2023 Outcomes</p> <p>All students = 48.4%</p> <ul style="list-style-type: none"> <li>English Learners = 14.9%</li> <li>Foster Youth = 9.5%</li> <li>Students with Disabilities = 5.3%</li> <li>Socioeconomically Disadvantaged = 35.6%</li> </ul>	<p>2024 Outcomes</p> <p>All students = 48.1%</p> <ul style="list-style-type: none"> <li>English Learners = 17.1%</li> <li>Foster Youth = 0%</li> <li>Students with Disabilities = 6.6%</li> <li>Socioeconomically Disadvantaged = 34.8%</li> </ul>	2026-27 Update	<p>We will meet status and change criteria for college and career readiness to be in the high and very high level on the 2024 CA Dashboard.</p> <p>Identified target listing percentage of students deemed “prepared” by CCI criteria:</p> <p>All Students = 65%</p> <ul style="list-style-type: none"> <li>English Learners = 65%</li> <li>Foster Youth = 65%</li> <li>Students with Disabilities = 65%</li> <li>Socioeconomically Disadvantaged = 65%</li> </ul>	<p>2025-26 Update</p> <p>All students = -0.3%</p> <ul style="list-style-type: none"> <li>English Learners = 2.2%</li> <li>Foster Youth = -9.5%</li> <li>Students with Disabilities = 1.3%</li> <li>Socioeconomically Disadvantaged = -0.8%</li> </ul>
1.2	UC/CSU A-G Course Completion by Race/Ethnicity	<p>2023 Outcomes</p> <p>All students = 54.4%</p> <ul style="list-style-type: none"> <li>African-American = 31.9%</li> <li>Hispanic/Latino = 30.4%</li> <li>Asian = 77%</li> </ul>	<p>2024 Outcomes</p> <p>All students = 51.8%</p> <ul style="list-style-type: none"> <li>African-American = 31%</li> <li>Hispanic/Latino = 28.3%</li> <li>Asian = 75.9%</li> </ul>	2026-27 Update	<p>All students = 65%</p> <ul style="list-style-type: none"> <li>African-American = 65%</li> <li>Hispanic/Latino = 65%</li> <li>Asian = 80%</li> </ul>	<p>2025-26 Update</p> <p>All students = -2.6%</p> <ul style="list-style-type: none"> <li>African-American = -0.9%</li> <li>Hispanic/Latino = -2.1%</li> <li>Asian = -1.1%</li> </ul>

1.3	UC/CSU A-G Course Completion by Program	<p>2023 Outcomes</p> <p>All students = 54.4%</p> <ul style="list-style-type: none"> <li>English Learners = 26.3%</li> <li>Foster Youth = 21.4%</li> <li>Socioeconomically Disadvantaged = 43.2%</li> <li>Students with Disabilities = 8.3%</li> <li>Homeless Youth = 19%</li> </ul>	<p>2024 Outcomes</p> <p>All students = 51.8%</p> <ul style="list-style-type: none"> <li>English Learners = 25.7%</li> <li>Foster Youth = 0%</li> <li>Socioeconomically Disadvantaged = 39.7%</li> <li>Students with Disabilities = 9.2%</li> <li>Homeless Youth = 16.7%</li> </ul>	2026-27 Update	<p>All students = 65%</p> <ul style="list-style-type: none"> <li>English Learners = 65%</li> <li>Foster Youth = 65%</li> <li>Socioeconomically Disadvantaged = 65%</li> <li>Students with Disabilities = 65%</li> <li>Homeless Youth = 65%</li> </ul>	<p>2025-26 Update</p> <p>All students = -2.6%</p> <ul style="list-style-type: none"> <li>English Learners = -0.6%</li> <li>Foster Youth = -21.4%</li> <li>Socioeconomically Disadvantaged = -3.5%</li> <li>Students with Disabilities = 0.9%</li> <li>Homeless Youth = -2.3%</li> </ul>
1.4	Students with continuous enrollment A-G Course Completion Rate by Race/Ethnicity	<p>2023 Outcomes</p> <p>All students with continuous enrollment = 61.7%</p> <ul style="list-style-type: none"> <li>African American = 35.9%</li> <li>Hispanic/Latino = 36.3%</li> <li>Asian = 78.8%</li> </ul>	<p>2024 Outcomes</p> <p>All students with continuous enrollment = 58.9%</p> <ul style="list-style-type: none"> <li>African American = 36%</li> <li>Hispanic/Latino = 33.8%</li> <li>Asian = 77.2%</li> </ul>	2026-27 Update	<p>All students with continuous enrollment = 75%</p> <ul style="list-style-type: none"> <li>African American = 75%</li> <li>Hispanic/Latino = 75%</li> <li>Asian = 85%</li> </ul>	<p>2025-26 Update</p> <p>All students with continuous enrollment = -2.8%</p> <ul style="list-style-type: none"> <li>African American = 0.1%</li> <li>Hispanic/Latino = -2.5%</li> <li>Asian = -1.6%</li> </ul>



1.5	Students with continuous enrollment A-G Course Completion Rate by Program	<p>2023 Outcomes</p> <p>All students with continuous enrollment = 61.7%</p> <ul style="list-style-type: none"> <li>English Learners = 14.7%</li> <li>Socioeconomically Disadvantaged = 51.3%</li> <li>Students with Disabilities = 5%</li> <li>Homeless Youth = 33.3%</li> </ul>	<p>2024 Outcomes</p> <p>All students with continuous enrollment = 58.9%</p> <ul style="list-style-type: none"> <li>English Learners = 14.6%</li> <li>Socioeconomically Disadvantaged = 46.4%</li> <li>Students with Disabilities = 0%</li> <li>Homeless Youth = 27.7%</li> </ul>	2026-27 Update	<p>All students with continuous enrollment = 75%</p> <ul style="list-style-type: none"> <li>English Learners = 75%</li> <li>Socioeconomically Disadvantaged = 75%</li> <li>Students with Disabilities = 75%</li> <li>Homeless Youth = 75%</li> </ul>	<p>2025-26 Update</p> <p>All students with continuous enrollment = -2.8%</p> <ul style="list-style-type: none"> <li>English Learners = -0.1%</li> <li>Socioeconomically Disadvantaged = -4.9%</li> <li>Students with Disabilities = -5%</li> <li>Homeless Youth = -5.6%</li> </ul>
1.6	Students with interrupted enrollment A-G Course Completion Rate by Race/Ethnicity	<p>2023 Outcomes</p> <p>All students with interrupted enrollment = 24.6%</p> <ul style="list-style-type: none"> <li>African American = 24.2%</li> <li>Hispanic/Latino = 15.2%</li> <li>Asian = 41.7%</li> </ul>	<p>2024 Outcomes</p> <p>All students with interrupted enrollment = 17.9%</p> <ul style="list-style-type: none"> <li>African American = 15.6%</li> <li>Hispanic/Latino = 10.3%</li> <li>Asian = 35%</li> </ul>	2026-27 Update	<p>All students with interrupted enrollment = 55%</p> <ul style="list-style-type: none"> <li>African American = 55%</li> <li>Hispanic/Latino = 55%</li> <li>Asian = 55%</li> </ul>	<p>2025-26 Update</p> <p>All students with interrupted enrollment = -6.7%</p> <ul style="list-style-type: none"> <li>African American = -8.6%</li> <li>Hispanic/Latino = -4.9%</li> <li>Asian = -6.7%</li> </ul>

1.7	Students with interrupted enrollment A-G Course Completion Rate by Program	<p>2023 Outcomes</p> <p>All students with interrupted enrollment = 24.6%</p> <ul style="list-style-type: none"> <li>English Learners = 10.4%</li> <li>Socioeconomically Disadvantaged = 20.1%</li> <li>Students with Disabilities = 5.2%</li> <li>Homeless Youth = 10.3%</li> </ul>	<p>2024 Outcomes</p> <p>All students with interrupted enrollment = 17.9%</p> <ul style="list-style-type: none"> <li>English Learners = 5.5%</li> <li>Socioeconomically Disadvantaged = 13.7%</li> <li>Students with Disabilities = 1.2%</li> <li>Homeless Youth = 4%</li> </ul>	2026-27 Update	<p>All students with interrupted enrollment = 55%</p> <ul style="list-style-type: none"> <li>English Learners = 55%</li> <li>Socioeconomically Disadvantaged = 55%</li> <li>Students with Disabilities = 55%</li> <li>Homeless Youth = 55%</li> </ul>	<p>2025-26 Update</p> <p>All students with interrupted enrollment = -6.7%</p> <ul style="list-style-type: none"> <li>English Learners = -4.9%</li> <li>Socioeconomically Disadvantaged = -6.4%</li> <li>Students with Disabilities = -4%</li> <li>Homeless Youth = -6.3%</li> </ul>
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1.8	On track rate for A-G Course Completion by grade level and race/ethnicity	<p>2023 Outcomes</p> <p>9th grade = 49%</p> <ul style="list-style-type: none"> <li>Asian = 77%</li> <li>White = 59%</li> <li>Hispanic/Latino = 22%</li> <li>African American = 30%</li> </ul> <p>10th grade = 31%</p> <ul style="list-style-type: none"> <li>Asian = 51%</li> <li>White = 37%</li> <li>Hispanic/Latino = 12%</li> <li>African American = 16%</li> </ul> <p>11th grade = 27%</p> <ul style="list-style-type: none"> <li>Asian = 46%</li> <li>White = 29%</li> <li>Hispanic/Latino = 9%</li> <li>African American = 18%</li> </ul>	<p>2024 Outcomes</p> <p>9th grade = 51%</p> <ul style="list-style-type: none"> <li>Asian = 75%</li> <li>White = 63%</li> <li>Hispanic/Latino = 28%</li> <li>African American = 28%</li> </ul> <p>10th grade = 29%</p> <ul style="list-style-type: none"> <li>Asian = 46%</li> <li>White = 31%</li> <li>Hispanic/Latino = 11%</li> <li>African American = 16%</li> </ul> <p>11th grade = 24%</p> <ul style="list-style-type: none"> <li>Asian = 41%</li> <li>White = 26%</li> <li>Hispanic/Latino = 8%</li> <li>African American = 9%</li> </ul>	2026-27 Update	<p>9th grade = 70%</p> <ul style="list-style-type: none"> <li>Asian = 85%</li> <li>White = 70%</li> <li>Hispanic/Latino = 70%</li> <li>African American = 70%</li> </ul> <p>10th grade = 70%</p> <ul style="list-style-type: none"> <li>Asian = 70%</li> <li>White = 70%</li> <li>Hispanic/Latino = 70%</li> <li>African American = 70%</li> </ul> <p>11th grade = 70%</p> <ul style="list-style-type: none"> <li>Asian = 70%</li> <li>White = 70%</li> <li>Hispanic/Latino = 70%</li> <li>African American = 70%</li> </ul>	<p>2025-26 Update</p> <p>9th grade = 2%</p> <ul style="list-style-type: none"> <li>Asian = -2%</li> <li>White = 4%</li> <li>Hispanic/Latino = 6%</li> <li>African American = -2%</li> </ul> <p>10th grade = -2%</p> <ul style="list-style-type: none"> <li>Asian = -5%</li> <li>White = -6%</li> <li>Hispanic/Latino = -1%</li> <li>African American = 0%</li> </ul> <p>11th grade = -3%</p> <ul style="list-style-type: none"> <li>Asian = -5%</li> <li>White = -3%</li> <li>Hispanic/Latino = -1%</li> <li>African American = -9%</li> </ul>
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1.9	On track rate for A-G Course Completion by grade level and Program	<p>2023 Outcomes</p> <p>9th grade = 49%</p> <ul style="list-style-type: none"> <li>English Learners = 13%</li> <li>Socioeconomically Disadvantaged = 34%</li> <li>Students with Disabilities = 7%</li> </ul> <p>10th grade = 31%</p> <ul style="list-style-type: none"> <li>English Learners = 5%</li> <li>Socioeconomically Disadvantaged = 20%</li> <li>Students with Disabilities = 2%</li> </ul> <p>11th grade = 27%</p> <ul style="list-style-type: none"> <li>English Learners = 4%</li> <li>Socioeconomically Disadvantaged = 16%</li> <li>Students with Disabilities = 1%</li> </ul>	<p>2024 Outcomes</p> <p>9th grade = 51%</p> <ul style="list-style-type: none"> <li>English Learners = 14%</li> <li>Socioeconomically Disadvantaged = 34%</li> <li>Students with Disabilities = 9%</li> </ul> <p>10th grade = 29%</p> <ul style="list-style-type: none"> <li>English Learners = 6%</li> <li>Socioeconomically Disadvantaged = 20%</li> <li>Students with Disabilities = 2%</li> </ul> <p>11th grade = 24%</p> <ul style="list-style-type: none"> <li>English Learners = 3%</li> <li>Socioeconomically Disadvantaged = 16%</li> <li>Students with Disabilities = 2%</li> </ul>	2026-27 Update	<p>9th grade = 70%</p> <ul style="list-style-type: none"> <li>English Learners = 70%</li> <li>Socioeconomically Disadvantaged = 70%</li> <li>Students with Disabilities = 70%</li> </ul> <p>10th grade = 70%</p> <ul style="list-style-type: none"> <li>English Learners = 70%</li> <li>Socioeconomically Disadvantaged = 70%</li> <li>Students with Disabilities = 70%</li> </ul> <p>11th grade = 70%</p> <ul style="list-style-type: none"> <li>English Learners = 70%</li> <li>Socioeconomically Disadvantaged = 70%</li> <li>Students with Disabilities = 70%</li> </ul>	<p>2025-26 Update</p> <p>9th grade = 2%</p> <ul style="list-style-type: none"> <li>English Learners = 1%</li> <li>Socioeconomically Disadvantaged = 0%</li> <li>Students with Disabilities = 2%</li> </ul> <p>10th grade = -2%</p> <ul style="list-style-type: none"> <li>English Learners = 1%</li> <li>Socioeconomically Disadvantaged = 0%</li> <li>Students with Disabilities = 0%</li> </ul> <p>11th grade = -3%</p> <ul style="list-style-type: none"> <li>English Learners = -1%</li> <li>Socioeconomically Disadvantaged = 0%</li> <li>Students with Disabilities = 1%</li> </ul>
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1.10	<p>CAASPP Math, ELA, and Science scores <math>\geq 3</math> (Meeting and Exceeding Standard)</p> <p>EAP Qualification</p> <p>SED = Socioeconomically Disadvantaged</p> <p>EL= English Learner</p> <p>SWD = Student with Disabilities</p>	<p>From the 2023 SBAC administration</p> <p>ELA</p> <ul style="list-style-type: none"> <li>All 11th graders = 62%</li> <li>African American = 52%</li> <li>Hispanic = 43%</li> <li>SED = 49%</li> <li>EL = 12%</li> <li>SWD = 17%</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>All 11th graders = 35%</li> <li>African American = 17%</li> <li>Hispanic = 11%</li> <li>SED = 21%</li> <li>EL = 5%</li> <li>SWD = 3%</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>All students = 37.57%</li> <li>African American = 17.21%</li> <li>Hispanic = 16.33%</li> <li>SED = 24.89%</li> <li>EL = 2.32%</li> <li>SWD = 5.12%</li> </ul>	<p>From the 2024 SBAC administration</p> <p>ELA</p> <ul style="list-style-type: none"> <li>All 11th graders = 60%</li> <li>African American = 35%</li> <li>Hispanic = 39%</li> <li>SED = 50%</li> <li>EL = 10%</li> <li>SWD = 14%</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>All 11th graders = 36%</li> <li>African American = 13%</li> <li>Hispanic = 11%</li> <li>SED = 23%</li> <li>EL = 4%</li> <li>SWD = 4%</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>All students = 39.26%</li> <li>African American = 16.42%</li> <li>Hispanic = 17.08%</li> <li>SED = 28.51%</li> <li>EL = 2.36%</li> <li>SWD = 7.82%</li> </ul>	2026-27 Update	<p>ELA</p> <ul style="list-style-type: none"> <li>All 11th graders = 75%</li> <li>African American = 75%</li> <li>Hispanic = 75%</li> <li>SED = 75%</li> <li>EL = 75%</li> <li>SWD = 75%</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>All 11th graders = 65%</li> <li>African American = 65%</li> <li>Hispanic = 65%</li> <li>SED = 65%</li> <li>EL = 65%</li> <li>SWD = 65%</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>All students = 65%</li> <li>African American = 65%</li> <li>Hispanic = 65%</li> <li>SED = 65%</li> <li>EL = 65%</li> <li>SWD = 65%</li> </ul>	<p>2025-26 Update</p> <p>ELA</p> <ul style="list-style-type: none"> <li>All 11th graders = -2%</li> <li>African American = -17%</li> <li>Hispanic = -4%</li> <li>SED = 1%</li> <li>EL = -2%</li> <li>SWD = -3%</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>All 11th graders = 1%</li> <li>African American = -4%</li> <li>Hispanic = 0%</li> <li>SED = 2%</li> <li>EL = -1%</li> <li>SWD = 1%</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>All students = 1.69%</li> <li>African American = -0.79%</li> <li>Hispanic = 0.75%</li> <li>SED = 3.62%</li> <li>EL = .04%</li> <li>SWD = 2.7%</li> </ul>
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1.11	<p>College readiness exams:</p> <p>-Advanced Placement Scores: Percent of students AP exam scores of 3 or higher or IB exam scores of 4 or higher</p> <p>-SAT exam: Percent of students meeting or exceeding benchmark scores</p>	<p>From 2023 AP administration</p> <p>All students = 57%</p> <ul style="list-style-type: none"> <li>Asian = 68.4%</li> <li>Hispanic/Latino = 37%</li> <li>African American = 22.4%</li> <li>English Learners = 24.4%</li> <li>Socioeconomically Disadvantaged = 41.4%</li> <li>Students with Disabilities = 15.7%</li> </ul> <p>From 2023 SAT administration</p> <p>2556 11th graders took the exam</p> <ul style="list-style-type: none"> <li>Evidenced Based Reading and Writing (EBRW) <ul style="list-style-type: none"> <li>74.6% of students that took the SAT met or exceeded the EBRW benchmark</li> </ul> </li> <li>Math Benchmark</li> </ul>	<p>From 2024 AP administration</p> <p>All students = 51.5%</p> <ul style="list-style-type: none"> <li>Asian = 61.6%</li> <li>Hispanic/Latino = 32.6%</li> <li>African American = 27.8%</li> <li>English Learners = 22.5%</li> <li>Socioeconomically Disadvantaged = 39.6%</li> <li>Students with Disabilities = 25.6%</li> </ul> <p>From 2024 SAT administration</p> <p>1949 11th graders took the exam</p> <ul style="list-style-type: none"> <li>Evidenced Based Reading and Writing (EBRW) <ul style="list-style-type: none"> <li>84.7% of students that took the SAT met or exceeded the EBRW benchmark</li> </ul> </li> <li>Math Benchmark</li> </ul>	2026-27 Update	<p>All students = 70%</p> <ul style="list-style-type: none"> <li>Asian = 75%</li> <li>Hispanic/Latino = 70%</li> <li>African American = 70%</li> <li>English Learners = 70%</li> <li>Socioeconomically Disadvantaged = 70%</li> <li>Students with Disabilities = 70%</li> </ul> <p>For SAT:</p> <p>The number of 11th graders taking the SAT will increase by 10%</p> <ul style="list-style-type: none"> <li>Evidenced Based Reading and Writing (EBRW) <ul style="list-style-type: none"> <li>85% of students that took the SAT will meet or exceed the EBRW benchmark</li> </ul> </li> <li>Math Benchmark</li> </ul>	<p>2025-26 Update</p> <p>All students = -5.5%</p> <ul style="list-style-type: none"> <li>Asian = -6.8%</li> <li>Hispanic/Latino = -4.4%</li> <li>African American = 5.4%</li> <li>English Learners = -1.9%</li> <li>Socioeconomically Disadvantaged = -1.8%</li> <li>Students with Disabilities = 9.9%</li> </ul> <p>For SAT:</p> <p>-607 11th graders took the exam</p> <ul style="list-style-type: none"> <li>Evidenced Based Reading and Writing (EBRW) <ul style="list-style-type: none"> <li>10.1% of students that took the SAT met or exceeded the EBRW benchmark</li> </ul> </li> <li>Math Benchmark</li> </ul>
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		<ul style="list-style-type: none"> <li>61.0% of students that took the SAT met or exceeded the Math benchmark</li> </ul>	<ul style="list-style-type: none"> <li>69.9% of students that took the SAT met or exceeded the Math benchmark</li> </ul>		<ul style="list-style-type: none"> <li>71% of students that took the SAT will meet or exceed the Math benchmark</li> </ul>	<ul style="list-style-type: none"> <li>8.9% of students that took the SAT met or exceeded the Math benchmark</li> </ul>
1.12	Career Technical Education (CTE) Pathway Completion	<p>For the 2023-24 school year</p> <p>Total students enrolled in CTE pathways = 4,292</p> <p>For the 2022-23 school year*</p> <p>Students successfully completing the CTE pathway = 484</p> <p>*Year has been corrected</p>	<p>For the 2024-2025 school year</p> <p>Total students enrolled in CTE pathways = 4,424</p> <p>For the 2023-2024 school year</p> <p>Students successfully completing the CTE pathway = 534</p>	2026-27 Update	<p>Total students enrolled in CTE pathways = 4500</p> <p>Students successfully completing the CTE pathway = 1125</p>	<p>2025-26 Update</p> <p>Total students enrolled in CTE pathways = 132</p> <p>Students successfully completing the CTE pathway = 50</p>
1.13	Silicon Valley Career Technical Education (SVCTE) enrollment	<p>For the 2023-2024 school year</p> <p>Total Enrollment = 636</p>	<p>For the 2024-2025 school year</p> <p>Total Enrollment = 645</p>	2026-27 Update	Total Enrollment = 650	<p>2025-26 Update</p> <p>Total Enrollment = 9</p>



1.14	% of pupils who have successfully completed both types of courses (UC/CSU and CTE)	<p>2023 Outcomes</p> <p>All Students = 10%</p> <ul style="list-style-type: none"> <li>African American = 4.3%</li> <li>Asian = 14.6%</li> <li>Hispanic = 6.1%</li> <li>English Learners = 3.2%</li> <li>Socioeconomically Disadvantaged = 8.4%</li> <li>Students with Disabilities = 0.8%</li> </ul>	<p>2024 Outcomes</p> <p>All Students = 9.6%</p> <ul style="list-style-type: none"> <li>African American = 4%</li> <li>Asian = 14.9%</li> <li>Hispanic = 5.6%</li> <li>English Learners = 4.4%</li> <li>Socioeconomically Disadvantaged = 7.3%</li> <li>Students with Disabilities = 1.7%</li> </ul>	2026-27 Update	<p>All Students = 20%</p> <ul style="list-style-type: none"> <li>African American = 20%</li> <li>Asian = 20%</li> <li>Hispanic = 20%</li> <li>English Learners = 20%</li> <li>Socioeconomically Disadvantaged = 20%</li> <li>Students with Disabilities = 20%</li> </ul>	<p>2025-26 Update</p> <p>All students = -0.4%</p> <ul style="list-style-type: none"> <li>African American = -0.3%</li> <li>Asian = 0.3%</li> <li>Hispanic = -0.5%</li> <li>English Learners = 1.2%</li> <li>Socioeconomically Disadvantaged = -1.1%</li> <li>Students with Disabilities = 0.9%</li> </ul>
1.15	Access to Broad Course of Study for Students with Disabilities	<p>For the 2022-2023 school year</p> <p>Students in Least Restrictive Environment (LRE)</p> <ul style="list-style-type: none"> <li>SWD in general ed courses at least 80% of the time = 39.4%</li> </ul>	<p>For the 2023-2024 school year</p> <p>Students in Least Restrictive Environment (LRE)</p> <ul style="list-style-type: none"> <li>SWD in general ed courses at least 80% of the time = 36.1%</li> </ul>	2026-27 Update	<p>Students in Least Restrictive Environment (LRE)</p> <ul style="list-style-type: none"> <li>SWD in general ed courses at least 80% of the time = 65%</li> </ul>	<p>2025-26 Update</p> <p>Students in Least Restrictive Environment (LRE)</p> <ul style="list-style-type: none"> <li>SWD in general ed courses at least 80% of the time = -3.3%</li> </ul>
1.16	Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit	<p>This is a new metric sourced from the California Dashboard, replacing our previous measure.</p> <p>From the 2024 CA Dashboard:</p> <p>87.7% FTE Fully Credentialed Teachers - Above the State</p>	<p>Since the baseline metric has changed, there is no Year 1 Outcome to report.</p>	2026-27 Update	<p>90% FTE Fully Credentialed Teachers - Above the State</p>	<p>2025-26 Update</p> <p>With the change in metric, we will report the difference as part of the 2026-27 update.</p>

1.17	Instructional Materials-Every student having access to standards-aligned materials as measured by Williams Audit	For the 2023-24 school year  0/0.0% Students without access	For the 2024-25 school year  0/0.0% Students without access	2026-27 Update	0/0.0% Students without access	2025-26 Update  0/0.0% Students without access
1.18	School Facilities in Good Repair as measured by the FIT report	For the 2022-23 school year  178 Instances where Facilities did not meet the "Good Repair" standard <ul style="list-style-type: none"> <li>3 schools had an overall rating of fair conditions</li> <li>11 schools had an overall rating of good repair</li> <li>2 school had an overall rating of exemplary</li> </ul>	For the 2023-24 school year  120 Instances where Facilities did not meet the "Good Repair" standard <ul style="list-style-type: none"> <li>0 schools had an overall rating of fair conditions</li> <li>12 schools had an overall rating of good repair</li> <li>4 school had an overall rating of exemplary</li> </ul>	2026-27 Update	0 Instances where Facilities did not meet the "Good Repair" standard <ul style="list-style-type: none"> <li>0 schools had an overall rating of fair conditions</li> <li>All of our schools will be in the “good repair” or “exemplary” rating</li> </ul>	2025-26 Update  -58 Instances where Facilities did not meet the "Good Repair" standard <ul style="list-style-type: none"> <li>-3 schools had an overall rating of fair conditions</li> <li>1 schools had an overall rating of good repair</li> <li>2 school had an overall rating of exemplary</li> </ul>
1.19	Teacher participation in PD	Summer 2023 PD participation Number of teachers = 1092  We will be looking to collect year round participation numbers.  2024-25 will be our baseline year	Summer 2024 PD participation Number of teachers = 1272  We have not been able to accurately track participation. We have no updated numbers for 2024-25.	2026-27 Update	At least 80% of teachers will participate in one or more PD sessions	2025-26 Update  For Summer PD participation = 180

1.20	Implementation level of evidence-based instructional practices and interventions	We have never measured the level of implementation so this will be a new metric for us.  2024-25 will be our baseline year	We were still unable to develop a process for measuring level of implementation.	2026-27 Update	At least 50% of our teachers will be implementing evidence-based instructional practices and interventions	2025-26 Update  No difference will be noted given we were unable to collect data for this metric.
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## Goal Analysis for 2024-25

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.

For the 2024-25 school year, we encountered some challenges that impacted our district's ability to fully implement some of the actions listed in our LCAP. Some of the challenges included disruptions to instructional time such as a series of shooting and bomb threats that were ultimately found to be non-credible yet created time constraints and interruptions to instruction. Additionally, there were instances throughout the school year where we needed to pivot to address areas of need or concern that surfaced as a result of unexpected issues such as staff mid-year vacancies, increased mandates, and insufficient time to complete actions to fidelity given competing tasks. Due to these challenges we were not able to execute some of the actions as we originally planned.

For our Goal 1 analysis, we have grouped the actions into the following four areas:

**Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8**

**Area 2: Targeted Academic Support and Intervention: Actions: 1.5, 1.9, 1.18**

**Area 3: College and Career Readiness: Actions: 1.10, 1.11, 1.12, 1.13, 1.14, 1.17**

**Area 4: Family and Student Engagement: Actions: 1.15, 1.16**

**Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8**

During the 2024–25 school year, East Side Union High School District made substantial progress in implementing the planned actions under Goal 1, specifically in the areas of MTSS and instructional quality. The district made significant strides by deploying MTSS Teachers on Special Assignment (TOSAs) at every comprehensive and alternative school site. These TOSAs provided consistent support for Tier 1 and Tier 2 implementation, ensuring alignment with districtwide priorities. While we successfully partnered with organizations such as the Silicon Valley Math Initiative (SVMI), we were unable to deliver comprehensive, research-based professional development across all core content areas—Math, ELA, and Science—as originally outlined in Actions 1.3 and 1.4. Instead, our focus shifted to the implementation of Vocabulary Instruction and Instructional Rounds, where we experienced notable progress. Every school successfully completed two full cycles of instructional rounds, contributing to a shift in school culture around teacher to teacher classroom visits and creating an opportunity for teachers to identify areas of strengths and areas for improvement specific to instruction.

Challenges in implementation included securing teacher participation in multi-day professional learning sessions held during the instructional day. Additionally, while data tools were developed to support disaggregated progress monitoring, full training and capacity-building for site-level users remains ongoing.

Key successes included the strengthened alignment of MTSS frameworks across school sites, enhanced collaboration between Student Equity Councils and MTSS TOSAs, and the integration of vocabulary instruction and instructional rounds into site-based professional learning. Teachers and site leaders reported increased coherence in MTSS implementation and valued the structured, reflective practices introduced through instructional rounds. Support from Hanover Research also added value by informing planning efforts with research-based insights.

## **Area 2: Targeted Academic Support and Intervention: Actions: 1.5, 1.9, 1.18**

East Side Union High School District was able to implement actions within Goal 1, Area 2, with varying levels of fidelity across sites.

The district was able to hire 8 of the 11 planned Education Specialist Teachers on Special Assignment (Inclusion Specialists) as outlined in Action 1.9. These specialists were placed at comprehensive high school sites to provide job-embedded coaching and support to general education teachers. Their work centered on increasing inclusive practices, enhancing the use of accommodations and modifications within general education classrooms, and improving outcomes for Students with Disabilities.

Support for alternative learning settings—including Independent Study and continuation schools—was also implemented under Action 1.18. This included additional teacher staffing and extended learning opportunities designed to boost graduation rates and college/career readiness, particularly for underserved student groups at Phoenix, Apollo, and Pegasus.

However, the implementation of expanded learning sessions in Math and English Language Arts (Action 1.5) before and after school for students performing at the lowest levels on the CA Dashboard was limited. Schools faced significant challenges, including staffing shortages that restricted the number of teachers available for extra duty assignments, as well as scheduling conflicts that hindered student participation.

Despite these challenges, schools reported some success in strengthening Tier 2 academic interventions and advancing inclusive classroom practices—particularly in classrooms where teachers demonstrated openness to ongoing professional development.

## **Area 3: College and Career Readiness: Actions: 1.10, 1.11, 1.12, 1.13, 1.14, 1.17**

East Side Union High School District made strong progress in implementing the planned College and Career Readiness actions outlined under Goal 1, Area 3. All major components were implemented as planned, including expanded access to Career Technical Education (CTE) pathways, targeted mentoring partnerships, college and financial aid workshops, exam access for AP, IB, and SAT, and AVID course enrollment across participating high schools.

Notably, counselors and CTE leads actively collaborated to support CTE pathway completion, and the use of the California College Guidance Initiative (CCGI) platform increased student and family engagement in college planning. College access programming was delivered in collaboration with community-based organizations such as CAL SOAP, DCAC, and Puente, targeting historically underserved students. Additionally, AVID continued to be expanded and integrated at schools serving high percentages of Foster Youth, English Learners, and Low-Income students. Multiple staff members attended AVID training in both the Fall of 2024 and are planned to attend in the Summer of 2025. This training will assist teachers in implementing best practices into their classroom instruction.

Challenges included varied levels of site capacity to fully implement and monitor all services consistently. Some schools reported difficulties coordinating mentoring and tutoring logistics with outside partners or engaging students who were at risk of disengagement. There were also some limitations in staffing for AVID coordination, and not all students completed the full CTE sequence to be counted as pathway completers.

Despite these barriers, the district experienced notable successes, such as increased participation in AP/SAT testing among Low-Income and English Learner students, strong attendance at family financial aid workshops, and deeper integration of CCGI tools into school counseling programs. Many students received one-on-one support through mentoring programs tailored to first-generation college-goers and multilingual learners.

#### Area 4: Family and Student Engagement: Actions: 1.15, 1.16

East Side Union High School District implemented the planned actions under Area 4 as intended, with a focus on improving family engagement and expanding opportunities for student belonging and enrichment. Action 1.15 was fully implemented, including the hiring of a full-time Family Engagement Coordinator, provision of translation and mailing services, and additional compensation for classified staff to conduct after-hours family outreach. These supports were specifically designed to engage families of Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students.

Action 1.16—providing field trip opportunities for students to visit colleges, attend conferences, and participate in equity-centered experiences—was also carried out as planned. Funding was allocated for transportation, substitute coverage, student gear, and other logistical support to ensure equitable access for students who might not otherwise have these experiences.

A key success of this implementation was increased student participation in school-to-school learning and college visits, especially among Student Equity Council members. Additionally, the inclusion of student and family voices in planning and implementation reflected a strong alignment with district equity priorities.

However, a challenge encountered was the need for more robust systems to track the depth of family participation in decision-making bodies and to systematically analyze the impact of these outreach efforts. While the actions were implemented, refining data collection and follow-up strategies will be a focus for continuous improvement.

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

The following actions under Goal 1 reflect material differences between budgeted and estimated actual expenditures due to a variety of implementation factors. Some actions experienced significant underspending primarily due to staffing shortages, changes in program delivery, or lower-than-anticipated participation rates. In contrast, other actions exceeded budget projections due to increased student engagement, staffing costs, and program demand. These variances provide important insight into how actual service delivery and site-level needs evolved over the course of the year and highlight key areas for strategic adjustment in future planning cycles.

**Action 1.1 – MTSS Team Support** (53% under budget): The variance is primarily due to delays in onboarding professional development consultants and cancellation of contracts, resulting in lower-than-expected expenditures.

**Action 1.2 - MTSS TOSA** (11% under budget): The difference is primarily due to changes in TOSA FTE at some of the school sites. There were school sites with a 0.8 FTE TOSA rather than a 1.0 FTE.

**Action 1.4 – Math PD at James Lick** (100% under budget): This planned professional development did not occur during the year due to shifts in site-level priorities, delays in communication, and scheduling conflicts.

**Action 1.5 – Expanded ELA/Math Learning Sessions** (79% under budget): Student participation rates and staffing availability were lower than anticipated, leading to fewer sessions and reduced costs.

- Action 1.8 – Placement of SWDs in LRE** (100% under budget): Funds were allocated for specific instructional supports that were not implemented due to changes in program delivery and use of other funding sources.
- Action 1.9 - Support for Teachers by Education Specialists** (17% under budget): We were unable to fully staff an Education Specialist at each comprehensive high school, which resulted in lower-than-budgeted expenditures.
- Action 1.10 – Career Readiness & SVCTE Access** (100% under budget): Planned supports for CTE enrollment were not executed due to site-level planning delays, vacant CTE Director position, and underutilization.
- Action 1.12 – College Awareness/Financial Aid** (33% over budget): Higher-than-expected student participation in college readiness events increased actual expenditures beyond the original allocation as well as increased costs for materials and supplies.
- Action 1.14 - Mentoring and academic support for students** (10% over budget): The budgeted amounts were based on estimated contract services. Once the scope of work was finalized, the contracts were slightly higher than planned.
- Action 1.17 – AVID Course Enrollment** (34% over budget): Difference with this action was due to staffing expenses that were calculated on an average cost and actual staff assigned to AVID courses were more senior staff, increasing program costs, including materials and supplies.
- Action 1.18 – Alternative Learning Options Support** (21% under budget): Fewer resources were required than anticipated due to realignment of support services.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8**

**Area 2: Targeted Academic Support and Intervention: Actions 1.5, 1.9, 1.18**

**Area 3: College and Career Readiness: Actions 1.10, 1.11, 1.12, 1.13, 1.14, 1.17**

**Area 4: Family and Student Engagement: Actions 1.15, 1.16**

**Area 1: Implementation of Multi-tiered System of Support (MTSS) and Instructional Quality: Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8**

The specific actions in this area have demonstrated moderate effectiveness to date in making progress toward improving academic and college/career readiness outcomes, particularly for Foster Youth, English Learners, Students with Disabilities, and Low-Income students. The implementation of school-based MTSS teams supported by TOSAs has created a foundation for Tier 1 instructional coherence and data-driven intervention planning. Professional development aligned to our instructional focus of Vocabulary Instruction has enhanced teacher capacity to meet the diverse needs of students in the general education setting. Despite this progress, student outcome data from the CA Dashboard continues to highlight persistent gaps. A-G completion rates remain critically low for Students with Disabilities (9.2%), Foster Youth (0%), and English Learners 25.7%) compared to the district average (51.8%). Additionally, performance on state assessments in Math and Science remains lowest among these same student groups. In addition, only 36.1% of our SWDs are enrolled in general ed courses for 80% or more of their time. These results indicate that while system-level implementation has advanced, the impact on student outcomes remains in the early stages. Continued focus is needed on improving Tier 1 instruction, strengthening alignment between data analysis and intervention planning, and expanding support for general



education teachers who serve high-need students. The district will also deepen its use of early warning indicators and expand collaboration across departments to ensure targeted, student-centered responses that accelerate progress toward the goal.

## **Area 2: Targeted Academic Support and Intervention: Actions 1.5, 1.9, 1.18**

The actions implemented under Goal 1, Area 2 have shown moderate effectiveness in addressing the persistent performance gaps among historically underserved student groups. Expanded learning sessions (Action 1.5) provided targeted academic interventions that helped some students make gains in coursework and credit recovery, but the overall impact on ELA and Math state assessment scores remains limited due to inconsistent attendance and the scale of student need.

The deployment of Inclusion Specialists (Action 1.9) has been a critical lever for increasing the capacity of general education teachers to serve Students with Disabilities. Early feedback indicates improved collaboration between general and special education staff and a growing understanding of effective accommodations. However, the low A–G completion rate for Students with Disabilities (9.2%) and their performance on state assessments suggest that more intensive support and time are needed to yield measurable outcome improvements.

Support for alternative settings (Action 1.18) helped stabilize instructional delivery and increased access to credit-bearing opportunities, but college and career readiness remains at the lowest performance level for students at Apollo, Pegasus, and Phoenix, particularly for Foster Youth and Low-Income students.

Overall, while systems of support have been implemented as planned, the impact on student outcomes is still developing. These actions have laid important groundwork but must be scaled and refined in the upcoming year to drive deeper improvements in student achievement and readiness.

## **Area 3: College and Career Readiness: Actions 1.10, 1.11, 1.12, 1.13, 1.14, 1.17**

The actions under Goal 1, Area 3 have been partially effective in advancing progress toward college and career readiness for all students, especially for targeted subgroups. Districtwide, the College and Career Indicator (CCI) essentially held steady, with a slight decline from 48.4% to 48.1%. However, improvements were seen in specific subgroups (English Learners increased from 14.9% to 17.1%, students with disabilities increased from 5.3% to 6.6%). This reflects increased access to CTE and AVID as well as academic support for underserved students.

Key targeted groups, however, continue to face significant disparities. Foster Youth (0%) and Students with Disabilities (6.6%) remain at the lowest performance level on the CCI. English Learners, Low-Income students, and Homeless Youth also show lower A–G completion and postsecondary readiness compared to their peers. Local data show that while 51.5% of students overall scored 3 or higher on AP/IB exams, performance among English Learners (22.5%) and Students with Disabilities (25.6%) lagged significantly.

Programs like AVID, CAL SOAP, and DCAC have been successful in building awareness, skills, and motivation among first-generation college-bound students. CCGI has also become a widely adopted platform for goal setting and planning. However, the scale of implementation and the intensity of support have not yet been sufficient to close equity gaps.

In summary, while implementation of planned actions was comprehensive, additional time, targeted outreach, and more intensive academic preparation are needed to translate these supports into measurable gains in postsecondary readiness for all students.

## **Area 4: Family and Student Engagement: Actions 1.15, 1.16**

The actions under Area 4 have shown moderate effectiveness in advancing Goal 1, particularly in building a stronger sense of student belonging and increasing outreach to historically underserved families. According to school climate and SEL survey data from the Fall 2024 administration:

- 55% of all students reported a sense of belonging.

- Only 31% of English Learners and 29% of Students with Disabilities reported believing they can succeed academically.



These findings suggest that while efforts such as field trips and Student Equity Council learning sessions are meaningful, more intensive and sustained engagement is needed to shift student perceptions—especially among English Learners and SWDs. That said, students who participated in these enrichment experiences reported greater connection to school and improved self-efficacy, indicating promising early outcomes.

Similarly, family survey data indicated that only 61% of families felt that their opinions were valued by the school. This highlights the need for deeper engagement beyond communication, moving toward authentic family participation in shared decision-making processes.

In summary, while implementation was strong and student and family access to resources improved, the full impact on school connectedness and academic confidence remains an area for growth. Continued refinement of outreach strategies, expanded family leadership opportunities, and deeper integration of student feedback into planning will be critical for future progress.

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

**The following actions have been amended for the 2025-2026 school year: Actions 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.15, and 1.17**

For **Actions 1.1, 1.3, 1.8, 1.9** they now include a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for each of these action items can be found within the action description.

**Action 1.4** will now be funded from the A-G Grant given James Lick is no longer eligible for CSI funding.

For **Actions 1.7, 1.15 and 1.17** they will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for each action item.

For **Action 1.1** - Based on reflection from prior implementation, including analysis of CA Dashboard data, local A-G completion rates, and input from MTSS teams, as well as budget constraints given our fiscal challenges, changes were made to refine our 2025–26 action plan. While we will discontinue contracted services with Hanover Research and Californians for Justice, we will sustain and deepen our work around MTSS implementation using the toolkits and resources previously developed. We will continue to prioritize professional development, collaboration time, and supplemental materials to support Tier 1–3 systems, with a focus on addressing the persistent outcome gaps for Foster Youth, Homeless Youth, and Students with Disabilities. Additionally, we will provide continued support for Student Equity Councils to elevate student voice and ensure ongoing alignment with evidence-based practices.

For **Action 1.2** - Based on reflections from prior practice and analysis of College and Career Indicator (CCI) and A–G completion data, we amended this action for the 2025–26 school year to adjust staffing levels while maintaining essential support for MTSS implementation. The number of MTSS Teachers on Special Assignment (TOSAs) was reduced from 13.0 FTE to 6.0 FTE, with TOSAs assigned to six of our comprehensive high schools identified as having continued need for support for MTSS implementation. To continue supporting all sites, we shifted our 1.0 FTE districtwide MTSS Coordinator as part of this action, who will provide centralized guidance and technical assistance. This change was also influenced by the district’s current fiscal challenges. Reducing the number of TOSAs allows us to continue prioritizing support for Foster Youth, English Learners, Students with Disabilities, and Low-income students through a more sustainable model, while aligning resources to our most urgent student outcome needs.

For **Action 1.7** - Based on implementation reflections from the current year, one key adjustment has been made to the planned actions for the coming year. Given the extensive recordkeeping required to support professional development activities—particularly the processing of timesheets and tracking of staff attendance—it became evident that additional logistical support is necessary to ensure accurate and timely documentation. As a result, the district will add 0.3

FTE clerical support specifically dedicated to managing these tasks. This adjustment is intended to streamline administrative processes and enhance the overall efficiency of implementing the professional development action, while allowing instructional leaders to focus more fully on supporting teaching and learning.

For **Action 1.9** - Based on reflection on prior practice, CA Dashboard performance data, and ongoing fiscal considerations, this action was amended for the 2025–26 school year. The original plan included 11.0 FTE Education Specialist Teachers on Special Assignment (Inclusion Specialists) to support general education teachers at all comprehensive high schools. However, due to the district’s fiscal instability, these positions have been eliminated. To sustain support for Students with Disabilities (SWDs), this work will now be embedded into the responsibilities of existing district-level staff and site-based Special Education Case Managers, who will provide professional development and support to general education teachers. To ensure this shift remains aligned with the goals of learning recovery, the district is also allocating 24.8 FTE resource periods to support collaboration between general education teachers and case managers. This protected time will allow for the co-development of instructional supports, monitoring of IEP implementation, and coordination of accommodations and modifications necessary for inclusive instruction.

For **Action 1.16** - Based on student input, the action item has been amended to explicitly state the inclusion of outside of the classroom experiences to extend beyond field trips. Additionally, the action title has been amended to more accurately reflect the inclusion of after school activities.

**The following metrics have been adjusted: 1.1, 1.12, 1.16. 1.19, and 1.20**

For **Metric 1.1**, Socioeconomically disadvantaged student group (SED) has been added as a target group for data collection and reporting.

For **Metric 1.12**, the baseline was corrected as the year referenced for the data was incorrect. The data should be for two different school years - current school year to indicate enrollment and previous school year to indicate completers.

For **Metric 1.16**, the baseline metric originally used is no longer available and as a result, we will shift to using the teacher credentialing metric included as part of the CA Dashboard. We have also changed the target so that it is aligned with the new metric.

For **Metrics 1.19 and 1.20**, we have struggled to find a consistent, systematic process for collecting and tracking the data. For the 2025-26 school year, we will look to use google forms to track PD participation and use instructional rounds data to assess implementation level.

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
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1.1	Research, collaboration, professional development, and support for MTSS teams	<p>Our data on the CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI:</p>	<table><tr><th>Indicator</th><th colspan="6">College and Career</th></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>Hispanic/ Latino</td></tr><tr><th>School Sites</th><td>Apollo Calero Foothill Pegasus Phoenix</td><td>Wm. C Overfelt Foothill</td><td>Foothill</td><td>Apollo Calero Foothill Pegasus Phoenix</td><td>Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td><td>Apollo Calero Foothill Pegasus Phoenix</td></tr></table>	Indicator	College and Career						Status	Red	Red	Red	Red	Red	Red	Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/ Latino	School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix	<p>\$25,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$10,000</p> <p>Supplies and Materials</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>
		Indicator	College and Career																														
Status	Red	Red	Red	Red	Red	Red																											
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/ Latino																											
School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix																											
<p>Furthermore, upon reviewing our local data, it is evident that the student groups mentioned require additional tiered interventions as each of the student groups have A-G completion rates far below the district average. In the case of our Students with Disabilities (SWD), Foster Youth, and Homeless Youth, the A-G completion rates are the lowest at 8.3% for our SWDs, 19% for our Homeless Youth, and 21.4% for our Foster Youth.</p> <p>Therefore, it becomes imperative to continue our work with the implementation of MTSS, as this framework is evidence-based. Research, professional development, and support will be provided for Tier 1 teams as they continue to develop common assurances for academic and behavior instruction and support. Guidance and support provided for MTSS TOSAs as they work with the Student Equity Councils (SEC) to recruit, train, and guide students in developing advocacy skills and elevating student voice.</p> <p>In addition, collaboration time and support will be provided to school site teams in developing Tier 2 and Tier 3 interventions to support our student groups performing at the lowest level as indicated in the table above.</p> <ul style="list-style-type: none"><li>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li><li>● Travel and conference for teams to learn more about MTSS</li><li>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li></ul> <p>We will partner with research consultants and advocacy organizations who will provide:</p> <ul style="list-style-type: none"><li>● Assistance with planning and messaging</li><li>● Development of research-based toolkits for implementation of projects and initiatives</li></ul>																																	

		<ul style="list-style-type: none"> <li>• Support with workshops for our Student Equity Councils</li> <li>• Support with meeting requirements of agreement with Office for Civil Rights</li> </ul> <p>Contract services with Hanover Research and Californians for Justice.</p> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>We will no longer utilize contract services with Hanover Research and Californians for Justice. However, we will continue the work of MTSS implementation as described above and incorporate the toolkits that were already developed as part of our partnership with Hanover Research. Specifically, we will continue with the following:</p> <ul style="list-style-type: none"> <li>• Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li> <li>• Travel and conference for teams to learn more about MTSS</li> <li>• Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li> <li>• Supplemental resources to support MTSS implementation including reference books and supplies</li> <li>• Supplies for Student Equity Council sessions</li> </ul> <p><b>This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</b></p> <p>The LREBG is intended to accelerate learning recovery for students most impacted by the pandemic. In East Side Union HSD, data from the California Dashboard and local A–G completion rates underscore the urgent need for systemic academic and behavioral interventions, particularly for historically underserved student groups:</p> <ul style="list-style-type: none"> <li>• Students with Disabilities (SWD): A–G completion rate of 8.3%</li> <li>• Foster Youth: A–G completion rate of 21.4%</li> <li>• Homeless Youth: A–G completion rate of 19%</li> <li>• Foster Youth: Lowest performance level on the College and Career Indicator (CCI)</li> </ul> <p>These outcomes signal a critical need to strengthen Tier 1 instruction and establish more effective Tier 2 and Tier 3 interventions to prevent course failure and support graduation.</p>		
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		<p>By investing in MTSS, the district is committing to an evidence-based, equity-focused framework that:</p> <ul style="list-style-type: none"> <li>• Aligns academic, behavioral, and social-emotional supports</li> <li>• Promotes early identification and timely intervention</li> <li>• Ensures that students furthest from opportunity are equipped to access core instruction and meet graduation and postsecondary goals</li> </ul> <p>LREBG funds are appropriately used to build staff capacity, fund high-quality professional development, and scale best practices to support students in recovering from learning loss, particularly those with persistent barriers to success.</p>		
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<p>1.2</p>	<p>Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment</p>	<p>Our data indicates a need to address the College and Career readiness level, as measured by the CA Dashboard, of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-income students. In particular, a review of the data shows Foster Youth performing at the lowest performance level districtwide, and English Learner, Students with Disabilities, Homeless Youth, and Low-income students performing at the lowest performance level on the CCI at the following school sites:</p> <table border="1"> <thead> <tr> <th>Indicator</th><th colspan="4">College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td></tr> <tr> <td>School Sites</td><td>Wm. C Overfelt</td><td>Foothill</td><td>Apollo Calero Foothill Pegasus Phoenix</td><td>Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td></tr> </tbody> </table> <p>Additionally, our local A-G completion rate shows our Foster Youth with a 21.4% completion rate, our Students with Disabilities with a 8.3% completion rate, and our English Learners with a 26.3% completion rate across the district, which is well below the overall district rate of 54.4%. Hence we recognize the importance of providing academic, behavioral, and socioemotional instruction and interventions at all of our school sites through MTSS.</p> <p>The Teacher on Special Assignment for MTSS Implementation will assist in all matters pertaining to the development and implementation of a consistent Multi-Tiered System of Supports (MTSS) by working directly with site administration, certificated, and classified staff in alignment with the district’s vision and goals.</p> <ul style="list-style-type: none"> <li>● Provide 13.0 FTE TOSAs to support the implementation of MTSS at each of the school sites</li> </ul> <p>This action item will provide an MTSS TOSA for each of our comprehensive high schools, our one alternative site, and one for our four continuation sites. Additionally, the work of implementing MTSS Tier 1 instructional strategies and interventions will focus on ensuring our target populations, Foster Youth, English Learners, Students with Disabilities, and Low-income students are receiving the classroom interventions needed.</p> <p><i>This action item has been amended for the 2025-26 school year.</i></p>	Indicator	College and Career				Status	Red	Red	Red	Red	Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	School Sites	Wm. C Overfelt	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	<p>\$1,143,360</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth English Learners Low-Income Target Schools: Evergreen Valley James Lick Mt. Pleasant Oak Grove Piedmont Hills Santa Teresa</p>
Indicator	College and Career																							
Status	Red	Red	Red	Red																				
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities																				
School Sites	Wm. C Overfelt	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena																				

		<p>The number of FTE TOSAs has been reduced from 13.0 FTE to 6.0 FTE. The school sites that will be supported by an MTSS TOSA are as follows: Evergreen Valley, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, and Santa Teresa. The school sites without an MTSS TOSA will be supported by district staff to ensure students are provided with the academic, behavioral, and socioemotional instruction and interventions through MTSS. Specifically, district support will be delivered by our MTSS Coordinator housed at the district office:</p> <ul style="list-style-type: none"> <li>• Provide 6.0 FTE MTSS Teachers on Special Assignment</li> <li>• Provide 1.0 FTE MTSS Coordinator</li> </ul>		
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1.3

Professional Development for Mathematics, Science, and English Language Arts teachers

Provide professional development for Mathematics, Science, and English Language Arts teachers on evidence-based instructional strategies to improve student performance levels as measured by the ELA, Science, and Math State Assessments. In particular, teachers will learn how to improve interventions for students performing at the lowest level as indicated by the CA Dashboard academic indicators.

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	Mathematics				
Status	Red	Red	Red	Red	Red
Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:

- African American = 17.21%
- Hispanic = 16.33%
- Socioeconomically Disadvantaged = 24.89%
- English Learners = 2.32%
- Students with Disabilities = 5.12%

\$25,000  
Contract Services  
\$10,000

Personnel Costs: Salary and Benefits  
\$5000  
Supplies and Materials

Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26

[No]

All Students  
Districtwide  
All Schools



		<p>This data, as well as the input collected from our educational partners asking for subject specific support for students, indicates to our district that we need to support our students by ensuring fidelity to evidence-based Tier 1 instruction and interventions across all classrooms.</p> <ul style="list-style-type: none"> <li>● Provide time, extra time compensation, and resources for teachers to collaborate and attend learning sessions</li> <li>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li> <li>● Contract with Silicon Valley Math Initiative (SVMI) to work with math teachers and administrators</li> </ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>The Learning Recovery Emergency Block Grant is specifically intended to accelerate learning and address the lack of academic progress, with a focus on students who have experienced disproportionate learning loss. Current student performance data indicates urgent academic needs, particularly in Science, where only 37.57% of students met or exceeded standards, with significantly lower outcomes for African American (17.21%), Hispanic (16.33%), Socioeconomically Disadvantaged (24.89%), English Learners (2.32%), and Students with Disabilities (5.12%). Similar gaps exist in ELA and Math.</p> <p>This action directly supports learning recovery by:</p> <ul style="list-style-type: none"> <li>● Strengthening Tier 1 instruction with evidence-based strategies</li> <li>● Providing targeted professional development aligned to identified student achievement gaps</li> <li>● Supporting collaborative planning and intervention design for teachers to address student needs</li> <li>● Enabling teachers to attend PD without disrupting instruction through a designated substitute pool</li> <li>● Partnering with Silicon Valley Math Initiative (SVMI) to provide high-quality, standards-aligned math PD and coaching</li> </ul> <p>Additionally, input from educational partners has emphasized the need for subject-specific support, confirming the relevance of this action. Using LREBG funds ensures that instructional improvement is sustainable, targeted, and responsive to student outcome data—thereby fulfilling the intent of the grant to recover lost learning and promote academic equity.</p>		
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1.4	Professional Development for Math teachers at James Lick	<p>James Lick High School has been identified as CSI - Low Performing based on the CA Dashboard metrics. One of the areas of high concern is the performance level of students in Math as indicated by the schoolwide lowest level based on the State Assessment where 13.3% of students met or exceeded standard.</p> <p>To support this, math teachers at James Lick will work with the Math Subject Area Coordinator to identify evidence-based instructional strategies and interventions to implement across all Math 1, 2, 3 courses and conduct instructional rounds.</p> <ul style="list-style-type: none"> <li>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li> <li>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li> <li>● Provide materials, equipment, and resources</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>James Lick High School is no longer identified as a CSI-eligible school. However, the 2024 California School Dashboard Math Indicator continues to show that English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students are performing significantly below standard. As such, the need for targeted professional development remains a critical priority.</p> <p>Although CSI funds will no longer be allocated to the school, this action will be sustained with a shift in funding to the A–G Completion Improvement Grant, ensuring continued support for staff in implementing effective instructional strategies to address persistent student achievement gaps.</p>	<p>\$20,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$5000</p> <p>Materials and Supplies</p> <p>Funded using A-G Grant funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Schoolwide</p> <p>Target School: James Lick</p>
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1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	<p>Provide before and after school learning sessions for student groups identified as lowest performing as measured by the CA Dashboard in Math and English Language Arts.</p> <table><tr><th>Indicator</th><th colspan="4">English Language Arts</th></tr><tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><td>Student Groups</td><td>All Students Socioeconomically Disadvantaged</td><td>English Learners</td><td>Students with Disabilities</td><td>Hispanic/Latino</td></tr><tr><td>School Sites</td><td>James Lick</td><td>Independence Silver Creek Wm C Overfelt Yerba Buena</td><td>Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>Andrew Hill James Lick Silver Creek Yerba Buena</td></tr></table> <table><tr><th>Indicator</th><th colspan="5">Mathematics</th></tr><tr><td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><td>Student Groups</td><td>All Students</td><td>English Learners</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>Hispanic/Latino</td></tr><tr><td>School Sites</td><td>James Lick Mt. Pleasant Wm. C Overfelt</td><td>Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena</td><td>Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt</td><td>Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena</td><td>Andrew Hill Independence James Lick Silver Creek Yerba Buena</td></tr></table> <ul style="list-style-type: none"><li>● Provide time, extra time compensation, and resources for teachers to plan and implement learning sessions for students</li></ul>	Indicator	English Language Arts				Status	Red	Red	Red	Red	Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino	School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena	Indicator	Mathematics					Status	Red	Red	Red	Red	Red	Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino	School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena	<p>\$50,000 Personnel Costs: Salary and Benefits \$10,000 Materials and Supplies Funded using A-G Grant funds for 2025-26</p>	<p>[No] All Students Districtwide All Schools</p>
Indicator	English Language Arts																																															
Status	Red	Red	Red	Red																																												
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino																																												
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena																																												
Indicator	Mathematics																																															
Status	Red	Red	Red	Red	Red																																											
Student Groups	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino																																											
School Sites	James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena																																											

1.6	Data reporting for monitoring and analysis of metrics	<p>Our ability to collect, organize, and analyze data to make informed decisions is key to improving student outcomes. In particular, being able to disaggregate the data to focus on English Learners, Foster Youth, and Low-income students is of utmost importance given these groups' performance level, as measured by the CA Dashboard metrics, is at the lowest level, as indicated in the following table:</p> <table><tr><th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr><tr><th>Indicator</th><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>Homeless Youth English Learners</td><td>English Learners Socioeconomically Disadvantaged</td><td>English Learners Homeless Youth</td><td>Foster Youth</td></tr></table> <p>Therefore, we will develop data reports including early warning system reports for use by school site and district staff to monitor individual student progress of our Foster Youth, English Learners, Homeless Youth, and Low-income students as measured by the CA Dashboard indicators. Additionally, our data indicates that our Foster Youth, English Learners, and Low-Income students have amongst the lowest A-G course completion and fall further behind from being on-track after each grade level. The reports created will specifically inform counselors, case managers, administrators, and teachers of the areas where interventions are needed.</p> <ul style="list-style-type: none"><li>● Provide a .5 FTE Programmer Analyst to create and develop data reports and support with the analysis</li></ul> <p>In addition to the staff we will add data warehouse tools to allow for the completion of the data reports. These reports will allow for alignment with data from our feeder schools to better support our incoming 9th graders identified as Foster Youth, English Learners, and Low-income students as they make the transition from middle school to high school.</p>	CA Dashboard Data for Target Student Populations: District level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth	\$94,396 Personnel Costs: Salary and Benefits \$50,000 Contract Services	[Yes] Foster Youth English Learners Low-Income Districtwide All Schools
CA Dashboard Data for Target Student Populations: District level																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth																				

1.7

Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders

Review of both the CA Dashboard data and our local data measuring college and career readiness shows our three target populations, English Learners, Foster Youth, Students with Disabilities, and Low-Income students with disproportionate outcomes when compared to our overall district level of performance. In particular, our Foster Youth and Students with Disabilities have amongst the lowest A-G completion rate with Foster Youth at 21.4% and Students with Disabilities at 8.3%. In addition, the College and Career indicator and the Math and English metrics on the CA Dashboard shows English Learners, Homeless Youth, Students with Disabilities, and Low-income students at the lowest performance level as shown below:

Indicator	College and Career			
Status	Red	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Sites	Wm. C Overfelt	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena

Indicator	English Language Arts		
Status	Red	Red	Red
Student Groups	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena

Indicator	Mathematics		
Status	Red	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena

The analysis of the data, coupled with the input gathered from our students indicating a need to increase and improve access to instruction that meets the needs of diverse learners, points to the following system response:

\$1,093,823  
Personnel  
Costs: Salary  
and Benefits  
\$100,000  
Contract  
Services

The total funding for this action is allocated as part of the overall concentration grant.

[Yes]  
Foster Youth  
English  
Learners  
Low-Income  
Districtwide  
All Schools

		<ul style="list-style-type: none"> <li>● Provide professional development focused on the CA Standards for the Teaching Profession and the CA Professional Standards for Educational Leaders, which include components specific to Universal Design for Learning and Culturally Responsive Teaching, as a means to move toward an evidence-based instructional framework at the Tier 1 level. As part of a Tier 1 instructional framework we will elevate the Graduate Profile as a tool for embedding skill development across all subject areas to improve the following college and career readiness skills: Communicators, Critical Thinkers, Collaborators, Creators. <ul style="list-style-type: none"> <li>○ Contract with PD providers to facilitate learning sessions</li> <li>○ Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li> <li>○ Add teacher equity project with SJSU</li> <li>○ Fund 1 additional PD day at the start of the school year</li> <li>○ Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li> <li>○ Organize existing administrative meetings to include work on the CA Standards for Educational Leaders</li> <li>○ Provide coaching for Principals</li> </ul> </li> </ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>Given the extensive record keeping required for this action item, we have identified a need for clerical support. In addition to the actions listed above we will provide the following:</p> <ul style="list-style-type: none"> <li>● 0.3 FTE clerical support to process time sheets and track PD attendance</li> </ul> <p>This action item has been further revised to be designated as a contributing action for the 2025–26 school year.</p> <p>To address persistent outcome disparities among English Learners, Foster Youth, Students with Disabilities, Homeless Youth, and Low-Income students, the district will implement a comprehensive professional development plan focused on improving Tier 1 instruction. This action is designated as contributing because it is principally directed toward improving outcomes for unduplicated students and is expected to help close identified performance gaps.</p> <p>Analysis of both CA Dashboard and local data highlights disproportionate performance in College and Career Readiness, A–G completion, and Math and ELA academic indicators among our target student groups. For example, Foster Youth and Students with Disabilities have A–G completion rates of 21.4% and 8.3%, respectively—well below the district average. Additionally, the Dashboard shows English Learners, Homeless Youth, SWDs, and Low-Income students at the lowest performance level in multiple indicators.</p>		
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		<p>To respond systemically, the district will provide professional development centered on the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Educational Leaders (CPSELs). These standards emphasize evidence-based strategies such as Universal Design for Learning (UDL) and Culturally Responsive Teaching, which are essential to meeting the diverse needs of our unduplicated students.</p> <p>As part of this effort, the district will:</p> <ul style="list-style-type: none"> <li>● Contract with expert PD providers to facilitate learning sessions</li> <li>● Provide time, extra duty compensation, and resources for teachers to plan and participate in PD</li> <li>● Fund one additional paid PD day at the start of the school year</li> <li>● Partner with San José State University for a Teacher Equity Project</li> <li>● Organize administrative meetings around the CPSELs</li> <li>● Provide leadership coaching for principals</li> <li>● Secure a sub pool to support teacher release time</li> <li>● Elevate the Graduate Profile as a unifying framework to develop key college and career readiness skills: <i>Communicators, Critical Thinkers, Collaborators, Creators</i></li> </ul> <p>To support the administrative needs associated with tracking attendance and time sheets for this expanded professional development program, the district will also fund 0.3 FTE clerical support.</p> <p>This action aligns with LCAP priorities by investing in professional capacity to deliver equitable, rigorous, and culturally responsive instruction that advances outcomes for unduplicated pupils across all school sites.</p>		
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<p>1.8</p>	<p>Placement of Students with Disabilities in Least Restrictive Environment (LRE)</p>	<p>Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators:</p> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm C Overfelt</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td></tr> </tbody> </table> <p>Additionally, our baseline data shows only 39.4% of our students enrolled in general ed courses for 80% or more of their instructional time. This necessitates we work with staff across the district to ensure all Students with Disabilities are placed in their LRE as per their IEP. Placement data charts will be created to provide school site scheduling teams with information about each student’s coursework, test scores, and general ed placement. Professional development will be provided to all teachers focused on understanding disabilities and providing accommodations and modifications in the general ed classroom.</p> <ul style="list-style-type: none"> <li>Contract with PD providers to facilitate learning sessions</li> <li>Provide time, extra time compensation, and resources for teachers, counselors, case managers, special services related services staff, and administrators to collaborate and attend sessions</li> <li>Secure a sub pool for classroom coverage to allow staff to attend PD sessions</li> </ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>Students with Disabilities (SWDs) are among the lowest-performing student groups across the district, as reflected in the California School Dashboard metrics, including ELA, Math, and College/Career Readiness indicators. Additionally, baseline data shows that only 39.4% of SWDs are currently placed in general education courses for at least 80% of the school day—well below state targets and best practice guidelines.</p>	CA Dashboard Data for Students with Disabilities					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	<p>\$5000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$15,000</p> <p>Contact Services</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>
CA Dashboard Data for Students with Disabilities																								
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Status	Red	Red	Red	Red																				
School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena																				



		<p>We continue to recognize that the pandemic intensified barriers to equitable inclusion and academic access for SWDs. To address these learning gaps and support learning recovery, the district is using LREBG funds to strengthen the infrastructure needed for inclusive practices and data-informed placement decisions.</p> <p>This action:</p> <ul style="list-style-type: none"> <li>• Promotes equity in access to grade-level, standards-based instruction for SWDs</li> <li>• Equips staff with the knowledge and skills to implement IEPs with fidelity in general education settings</li> <li>• Ensures that placement decisions are guided by student data, not by staffing limitations or scheduling challenges</li> <li>• Expands the district's capacity to fulfill its legal and moral responsibility to educate SWDs in the LRE, which is associated with stronger academic and social outcomes</li> </ul> <p>By investing in professional development, collaborative planning time, and data systems, this action directly aligns with LREBG's purpose to accelerate academic recovery and address the disproportionate impact of learning loss on high-need student groups. It is a strategic use of these funds to create sustainable improvements in inclusive practices.</p>		
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1.9	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	<p>Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators:</p> <table border="1" data-bbox="468 138 1249 545"> <thead> <tr> <th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm C Overfelt</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td></tr> </tbody> </table> <p>To improve these outcomes, professional development and ongoing support will be provided to all teachers, focused on understanding disabilities and providing accommodations and modifications in the general ed classroom, to ensure the needs of Students with Disabilities are met.</p> <ul style="list-style-type: none"> <li>11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialist) to provide support to general education teachers at each of the comprehensive high schools</li> </ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>For the 2025-26 school year, the 11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialists) have been eliminated. The work will be embedded as part of the work of district staff with support from the Special Education Case Managers at each of the school sites.</p> <ul style="list-style-type: none"> <li>Provide 24.8 FTE Resource periods to support teachers in meeting the needs of SWDs</li> </ul> <p>This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p>	CA Dashboard Data for Students with Disabilities					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	<p>\$4,625,506</p> <p>Personnel Costs: Salary and Benefits</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>
CA Dashboard Data for Students with Disabilities																								
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		<p>Students with Disabilities consistently demonstrate some of the lowest academic performance levels on the California School Dashboard across multiple indicators, including ELA, Mathematics, and Chronic Absenteeism. These gaps continue to be connected to the learning disruptions caused by the COVID-19 pandemic, which disproportionately impacted SWDs' access to high-quality instruction and services.</p> <p>To address this, the district will use LREBG funds to invest in the capacity-building of general education teachers, ensuring that they are equipped to deliver inclusive, differentiated instruction that meets the diverse learning needs of SWDs within the least restrictive environment. The case managers and district staff will provide:</p> <ul style="list-style-type: none"> <li>● Professional development focused on understanding disability-related needs</li> <li>● Strategies for implementing accommodations and modifications</li> <li>● Ongoing coaching and consultation with site teams</li> </ul> <p>The addition of 24.8 FTE resource periods further ensures that case managers have the protected time needed to collaborate with general education teachers, co-develop instructional supports, and monitor IEP implementation with fidelity.</p> <p>This action is consistent with the allowable use of LREBG funds to accelerate learning and address learning gaps. It targets a high-priority student group and directly supports improved outcomes by strengthening Tier 1 and Tier 2 instruction and services through enhanced educator support and strategic staffing.</p>		
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1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	<p>Access to opportunities that prepare students to be college and career ready is important to improving student outcomes. In particular, improving the College and Career readiness indicator as well as the number of students who take both A-G and CTE courses. Outcomes for 2023 show an overall CCI rate of 48.4% and only 10% of students enrolled in both A-G and CTE courses.</p> <p>To support college and career readiness, school counselors and CTE sector leads will provide guidance to ensure students who are enrolled in our CTE pathways stay on course to complete the CTE pathway course sequence and to be CTE pathway completers. School counselors and site administration will also work closely with staff at SVCTE to provide guidance to ensure students enrolled in an SVCTE course are successfully completing the course and earning certifications where available.</p> <ul style="list-style-type: none"> <li>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li> <li>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li> </ul>	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>Funded using CTE funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>
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1.11	California College Guidance Initiative as a college and career planning tool	<p>Our CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI:</p>	No cost item	[No]																												
		<table><tr><th>Indicator</th><th colspan="6">College and Career</th></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>Hispanic/ Latino</td></tr><tr><th>School Sites</th><td>Apollo Calero Foothill Pegasus Phoenix</td><td>Wm. C Overfelt Foothill</td><td>Foothill</td><td>Apollo Calero Foothill Pegasus Phoenix</td><td>Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td><td>Apollo Calero Foothill Pegasus Phoenix</td></tr></table>	Indicator	College and Career						Status	Red	Red	Red	Red	Red	Red	Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/ Latino	School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix		All Students Districtwide All Schools
		Indicator	College and Career																													
Status	Red	Red	Red	Red	Red	Red																										
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School Sites	Apollo Calero Foothill Pegasus Phoenix	Wm. C Overfelt Foothill	Foothill	Apollo Calero Foothill Pegasus Phoenix	Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Apollo Calero Foothill Pegasus Phoenix																										
<p>As a way to improve these outcomes, school counselors will utilize the California Department of Education (CDE) CCGI tool to develop and assess essential competencies with their students in their caseload with a target focus on Foster Youth, English Learner, Homeless Youth, and Low-Income students to ensure students are prepared for college and career. They will also work with parents/guardians to provide access to and support in planning and monitoring their student’s progress using CCGI.</p> <p>Emphasis for utilization of the tool will be placed for our Foster Youth, English Learner, Homeless Youth, and Low-Income students as our data shows a need to increase the college and career readiness of these student groups. Our CA Dashboard College and Career indicator shows our Foster Youth and Students with Disabilities are at the lowest performance level with Foster Youth at 9.5% prepared and Students with Disabilities at 5.3% prepared.</p>																																

1.12	College Awareness and Financial Aid Support for target student populations	<p>Our target populations are performing at the lowest level on key CA Dashboard indicators that provide information on how our system is preparing students to be college and career ready. The table below shows our English Learners, Foster Youth, Homeless Youth, and Low-income students with low performance in English Language Arts, Mathematics, Graduation, and College and Career.</p> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>Homeless Youth English Learners</td><td>English Learners Socioeconomically Disadvantaged</td><td>English Learners Homeless Youth</td><td>Foster Youth</td></tr> </tbody> </table> <p>We need to inform our students and their families about the impact of these metrics on college readiness and ensure they know college is attainable. To support our target student populations we will provide opportunities for Foster Youth, Low-Income students, Homeless Youth, and English Learners to learn more about college and university admissions requirements, cost, and steps to take to apply for admission and financial aid. Opportunities will include:</p> <ul style="list-style-type: none"> <li>• college information workshops and events</li> <li>• parent workshops in partnership with the Parent Institute for Quality Education (PIQE)</li> <li>• outreach provided by community partners</li> </ul>	CA Dashboard Data for Target Student Populations: District level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth	\$160,000 Contract Services \$10,000 Materials and Supplies	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools
CA Dashboard Data for Target Student Populations: District level																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth																				
1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP) exam access	<p>Our local data indicates a need to increase the number of students achieving at high levels on college preparation and entry exams such as IB, SAT, and AP. Our baseline shows 57% of our students achieving a score of 3 or higher on an IB or AP exam with English Learners at 24.4%, Socioeconomically Disadvantaged at 41.4% and Students with Disabilities at 15.7%.</p> <p>To support access to college entrance and placement in college level coursework, we will fund AP exams at a lower cost for Socioeconomically Disadvantaged students and SAT will be funded for all juniors and our targeted student populations: low-income students, English Language Learners, Students with Disabilities, Homeless Youth, and Foster youth.</p>	\$250,000 Contract services Funded using A-G Grant funds for 2025-26	[No] All Students Districtwide All Schools																				

1.14	Mentoring and academic support for students	<p>Our Low-income students at 43.2% and English Learners at 26.3% have A-G completion rates lower than the district rate of 54.4%. Additionally, these two student groups have performance levels at the lowest level as measured by the CA Dashboard at the target schools:</p>	<table><tr><th>Indicator</th><th colspan="2">English Language Arts</th></tr><tr><td>Status</td><td>Red</td><td>Red</td></tr><tr><td>Student Groups</td><td>Socioeconomically Disadvantaged</td><td>English Learners</td></tr><tr><td>School Sites</td><td>James Lick</td><td>Independence Wm C Overfelt Yerba Buena</td></tr></table>	Indicator	English Language Arts		Status	Red	Red	Student Groups	Socioeconomically Disadvantaged	English Learners	School Sites	James Lick	Independence Wm C Overfelt Yerba Buena	<table><tr><th>Indicator</th><th colspan="2">Mathematics</th></tr><tr><td>Status</td><td>Red</td><td>Red</td></tr><tr><td>Student Groups</td><td>English Learners</td><td>Socioeconomically Disadvantaged</td></tr><tr><td>School Sites</td><td>Andrew Hill Independence Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena</td><td>Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt</td></tr></table>	Indicator	Mathematics		Status	Red	Red	Student Groups	English Learners	Socioeconomically Disadvantaged	School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	<table><tr><th>Indicator</th><th>College and Career</th></tr><tr><td>Status</td><td>Red</td></tr><tr><td>Student Groups</td><td>English Learners</td></tr><tr><td>School Sites</td><td>Wm. C Overfelt</td></tr></table>	Indicator	College and Career	Status	Red	Student Groups	English Learners	School Sites	Wm. C Overfelt	<table><tr><th>School Site</th><th>A-G Completion Rate: All Students</th><th>A-G Completion Rate: English Learners</th><th>A-G Completion Rate: Socioeconomically Disadvantaged</th></tr><tr><td>Andrew Hill</td><td>42.1%</td><td>21.3%</td><td>39.8%</td></tr><tr><td>Independence</td><td>61.3%</td><td>28.3%</td><td>53.8%</td></tr><tr><td>James Lick</td><td>47.9%</td><td>23.1%</td><td>44.5%</td></tr><tr><td>Mt. Pleasant</td><td>36.7%</td><td>13.1%</td><td>33.2%</td></tr><tr><td>Oak Grove</td><td>43.6%</td><td>26.7%</td><td>37.6%</td></tr><tr><td>Wm C Overfelt</td><td>41.8%</td><td>22.7%</td><td>43.3%</td></tr><tr><td>Yerba Buena</td><td>56.8%</td><td>28.2%</td><td>54%</td></tr></table>	School Site	A-G Completion Rate: All Students	A-G Completion Rate: English Learners	A-G Completion Rate: Socioeconomically Disadvantaged	Andrew Hill	42.1%	21.3%	39.8%	Independence	61.3%	28.3%	53.8%	James Lick	47.9%	23.1%	44.5%	Mt. Pleasant	36.7%	13.1%	33.2%	Oak Grove	43.6%	26.7%	37.6%	Wm C Overfelt	41.8%	22.7%	43.3%	Yerba Buena	56.8%	28.2%	54%	<p>Provide mentoring and academic support, in partnership with community-based and non-profit organizations, for target student groups at seven of our high schools with socioeconomically disadvantaged (SED) students and English Language Learners performing at lower levels. Identified schools are Andrew Hill, Independence, Mt. Pleasant, James Lick, Oak Grove, Yerba Buena, and Wm. C Overfelt.</p> <p>Partnerships included: CAL SOAP, DCAC, Puente</p> <p><b>CAL SOAP:</b> “The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college.”</p>	<p>\$180,000</p> <p>Contract Services</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>English Learners</p> <p>Low-Income</p> <p>Specific Schools:</p> <p>Andrew Hill</p> <p>Independence</p> <p>James Lick</p> <p>Mt. Pleasant</p> <p>Oak Grove</p> <p>Wm. C Overfelt</p> <p>Yerba Buena</p>
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		<p><b>DCAC:</b> “Supporting and serving students on their path to post-secondary education is not a competition. DCAC partners and collaborates with school sites, districts and community-based organizations. DCAC College Adviser Fellows provide intensive and on-going college advising and college preparation support, and may include: Intensive academic advising and college planning, Financial aid and scholarship application assistance, Transcript evaluations, College application assistance, College campus visits”</p> <p><b>Puente:</b> “Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.”</p>		
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1.15	Communication and engagement with parents/guardians	<p>Our survey data and the input collected from our educational partners points to a need to improve communication and engagement with our families. Survey results show 65% of our families responded favorably on the topic of school communication. Specifically, 63% of our families responded favorably to the question “How much do you feel the school values your opinion?”</p> <p>Given the data, we will plan to improve our communication and engagement process with parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students to ensure they are informed and are active participants in the decision-making process related to their students educational program.</p> <ul style="list-style-type: none"> <li>● Provide extra duty compensation for classified staff to conduct additional outreach after regular school hours</li> </ul> <p>In addition to the extra duty compensation, we will add mailing and translation services to ensure families receive the needed information in a manner that is accessible.</p> <p>We will also provide a 1.0 FTE Coordinator of Family Engagement to support our families with accessing information and improve opportunities for engagement in decision-making committees with a focus on outreach to our parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students.</p> <p><b>This action item has been amended to now be a contributing action for the 2025-26 school year.</b></p> <p>To improve student outcomes and address equity gaps, the district will implement targeted strategies to increase communication and engagement with the families of Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students. These efforts are designed to ensure that families are informed, connected, and empowered to actively participate in their child's educational program and key school decisions.</p> <p>Survey results and stakeholder input indicate a need for growth in this area. Only 65% of families responded favorably to overall school communication, and just 63% agreed that their school values their opinion. These findings underscore the need for more inclusive, accessible, and responsive family engagement strategies.</p> <p>To address this need, the district will implement the following actions:</p> <ul style="list-style-type: none"> <li>● Provide extra duty compensation for classified staff to conduct extended-hour outreach, including phone calls and one-on-one communication with hard-to-reach families.</li> <li>● Fund translation, interpretation, and mailing services to ensure all communications are linguistically and culturally accessible.</li> </ul>	<p>\$278,649</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth Low-Income English Learners Districtwide All Schools</p>
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		<ul style="list-style-type: none"> <li>• Fund a 1.0 FTE Coordinator of Family Engagement to lead district wide family engagement efforts with a specific focus on increasing representation and participation of unduplicated pupil families (Foster Youth, ELs, Homeless, SWDs, Low-Income) in school committees, planning processes, and student support activities.</li> </ul> <p>This action is now designated as contributing because it is principally directed toward improving the engagement of families of unduplicated students, which is a critical factor in improving academic outcomes, increasing attendance, and reducing barriers to learning for these student groups. Through improved communication and meaningful engagement, families can more effectively advocate for and support their children's success in school.</p>		
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1.16	<p>Field Trips and After School Activities for students</p> <p>The actions title has been amended for the 2025-26 school year.</p>	<p>The input collected as part of the student forums clearly indicated a need for experiences outside of the classroom. Students are interested in visiting colleges, museums, and attending conferences to enhance their skills.</p> <p>Additionally, when we review our school climate/SEL survey results we see the following outcomes:</p> <p>53% of students feel a sense of belonging</p> <ul style="list-style-type: none"> <li>• 54% of ELs who responded feel a sense of belonging</li> <li>• 50% of SWDs who responded feel a sense of belonging</li> </ul> <p>38% of students believe they can succeed in achieving academic outcomes</p> <ul style="list-style-type: none"> <li>• 29% of ELs believe they can succeed in achieving academic outcomes</li> <li>• 28% of SWDs believe they can succeed in achieving academic outcomes</li> </ul> <p>We will provide outside the classroom experiences for our student target populations: Foster Youth, Low-Income, Students with Disabilities, and English Learners. Field trips will include outings to colleges, conferences, and school to school sessions as part of the student equity council learning sessions.</p> <ul style="list-style-type: none"> <li>• transportation</li> <li>• registration fees for conferences</li> <li>• substitute coverage for teachers supporting students</li> <li>• extra duty compensation for staff</li> <li>• student gear and supplies</li> </ul> <p>As part of this, we will measure students' sense of belonging and self-efficacy via our school climate and SEL survey to determine the impact and effectiveness of this action item.</p> <p>This action item has been amended for the 2025-26 school year.</p> <p>For the 2025-26 school year, we will add outside the classroom experiences to include the following activities:</p> <ul style="list-style-type: none"> <li>• Student Equity Council Sessions</li> <li>• Expansion of CTE related activities such as robotics, health careers exploration, and industry partner mentorships</li> </ul>	<p>\$135,000</p> <p>Materials, Fees, Transportation and Supplies</p>	<p>[Yes]</p> <p>Foster Youth Low-Income English Learners Districtwide All Schools</p>
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1.17	Targeted college and career readiness for students through AVID course enrollment	<p>Our data shows that only 48.4% of our students are college and career ready as measured by the CCI metric on the CA Dashboard. Additionally, when we review our A-G completion rates, we find that amongst the lowest performing are our Foster Youth at 19%, Students with Disabilities (SWD) at 8.3%, and our English Learners at 26.3%.</p> <p>To address this we plan to offer AVID courses across our high schools to ensure students have access to instruction and tools to explicitly prepare them for college and career. As part of the recruitment process for AVID, the target populations are 1st generation college students, low-income students, Foster youth, SWDs, and long-term English Learners.</p> <p>“AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms.”</p> <ul style="list-style-type: none"> <li>● Provide 0.2 FTE release for a teacher on special assignment to coordinate the program at each participating site</li> <li>● Provide funding to attend the AVID professional development institutes</li> <li>● Fund the AVID partner registration fees</li> </ul> <p><b>This action item has been amended to now be a contributing action for the 2025-26 school year.</b></p> <p>To address persistent inequities in college and career readiness among unduplicated student groups, the district will expand the implementation of AVID (Advancement Via Individual Determination) courses across participating high schools. This action is designated as contributing because it is principally directed toward improving outcomes for Foster Youth, English Learners, Students with Disabilities, and Low-Income students—student groups that data show are disproportionately underprepared for postsecondary success.</p> <p>Current data from the CA Dashboard College and Career Indicator (CCI) shows only 48.4% of all students are college and career ready. When disaggregated, the data reveals significantly lower levels of readiness for:</p> <ul style="list-style-type: none"> <li>● Foster Youth: 19% A–G completion</li> <li>● Students with Disabilities: 8.3% A–G completion</li> <li>● English Learners: 26.3% A–G completion</li> </ul> <p>The AVID program directly supports student preparation for college by building academic skills, fostering student agency, and developing key habits for success. AVID also promotes a schoolwide culture of high expectations and supports the development of college-going mindsets.</p>	<p>\$115,263</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$52,000</p> <p>Contract Services</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Target Schools:</p> <p>Independence</p> <p>Piedmont Hills</p> <p>Silver Creek</p> <p>Overfelt</p> <p>Yerba Buena</p>
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		<p>As part of this action, the district will:</p> <ul style="list-style-type: none"> <li>● Provide 0.2 FTE release time for a Teacher on Special Assignment (TOSA) at each participating site to coordinate AVID implementation and provide coaching and support</li> <li>● Fund staff attendance at AVID Summer Institutes and other professional learning opportunities to ensure fidelity of implementation</li> <li>● Pay AVID partner registration and program fees to maintain program access and materials</li> </ul> <p>Recruitment for AVID enrollment will intentionally focus on unduplicated students, including first-generation college students, low-income youth, Foster Youth, Long-Term English Learners, and Students with Disabilities, with the goal of closing gaps in A–G completion and overall college and career readiness.</p> <p>This action supports the LCAP goal of improving postsecondary readiness and provides a structured, research-based intervention aligned to the needs of student groups currently performing at the lowest levels.</p>		
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1.18	Support for our alternative learning options	<p>Our alternative learning options including Independent Studies (ISP) and our small continuation schools: Apollo, Pegasus, and Phoenix have demonstrated a need to improve outcomes for students and in particular, students identified as Foster Youth, Low-income, and English Learners.</p> <p>Upon reviewing metrics on the CA Dashboard indicator we see the following results for these schools:</p> <ul style="list-style-type: none"> <li>• Graduation at the lowest performance level for students at Phoenix designated as low-income.</li> <li>• College and Career readiness at the lowest performance level for students designated as low-income at Apollo, Pegasus, and Phoenix.</li> </ul> <p>Thus, additional support is needed to ensure the needs of our students are met. Specifically, the graduation and college and career indicators for our Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> <li>• 0.4 FTE for teachers to provide additional academic support</li> <li>• 0.2 FTE for added duty for teacher to provide professional development</li> <li>• Provide extra duty compensation for teachers to participate in professional development and to offer extended learning opportunities for students needing to recover credits</li> </ul>	\$96,000  Personnel Costs: Salary and Benefits	<p>[Yes]</p> <p>Foster Youth Low-Income English Learners</p> <p>Target Schools: Apollo Pegasus Phoenix ISP</p>
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## Goal 2: Graduation Rate

Goal #	Description	Type of Goal
2	<p><b>Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.</b></p> <p>In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile.



This goal is included in our plan as one of our main priorities is to ensure students graduate with a diploma. Our data shows that not all students are graduating at the same high rates. In particular, our Foster Youth, English Learners, African American, and Hispanic students graduate at disproportionate rates when compared to other groups. Additionally, the input gathered from our educational partners noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses. Input also noted the need to expand social-emotional and mental health services provided to all students so that students are able to feel connected to school and thus succeed academically.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate Status and Change as measured by the CA Dashboard  SED=Socioeconomically Disadvantaged	2023 CA Dashboard Indicators: All students = 86.9% <ul style="list-style-type: none"> <li>Foster Youth = 69.6%</li> <li>Homeless Youth = 65.5%</li> <li>Students with Disabilities =63.9%</li> <li>English Learners = 71.1%</li> <li>Socioeconomically Disadvantaged= 81.4%</li> <li>Hispanic/Latino = 78.6%</li> </ul>	2024 CA Dashboard Indicators: All students = 87.6% <ul style="list-style-type: none"> <li>Foster Youth = 44.4%</li> <li>Homeless Youth = 64.4%</li> <li>Students with Disabilities =65.6%</li> <li>English Learners = 75.1%</li> <li>Socioeconomically Disadvantaged= 83.1%</li> <li>Hispanic/Latino = 81.7%</li> </ul>	2026-27 Update	All students = 95% <ul style="list-style-type: none"> <li>Foster Youth = 95%</li> <li>Homeless Youth = 95%</li> <li>Students with Disabilities = 95%</li> <li>English Learners = 95%</li> <li>Socioeconomically Disadvantaged= 95%</li> <li>Hispanic/Latino = 95%</li> </ul>	2025-26 Update All students = 0.7% <ul style="list-style-type: none"> <li>Foster Youth = -25.2%</li> <li>Homeless Youth = -1.1%</li> <li>Students with Disabilities =1.7%</li> <li>English Learners = 4%</li> <li>SED= 1.7%</li> <li>Hispanic/Latino = 3.1%</li> </ul>
2.2	Graduation rate by Race/Ethnicity	2023 Outcomes All students = 87% <ul style="list-style-type: none"> <li>Asian = 95.2%</li> <li>African American = 80.5%</li> <li>Hispanic/Latino = 78.6%</li> </ul>	2024 Outcomes All students = 87.7% <ul style="list-style-type: none"> <li>Asian = 94.6%</li> <li>African American = 84.3%</li> <li>Hispanic/Latino = 81.2%</li> </ul>	2026-27 Update	All students = 95% <ul style="list-style-type: none"> <li>Asian = 98%</li> <li>African American =95%</li> <li>Hispanic/Latino =95%</li> </ul>	2025-26 Update All students = 0.7% <ul style="list-style-type: none"> <li>Asian = -0.6%</li> <li>African American = 3.8%</li> <li>Hispanic/Latino = 2.6%</li> </ul>

2.3	Graduation rate by Program	<p>2023 Outcomes</p> <p>All students = 87%</p> <ul style="list-style-type: none"> <li>English Learners = 70.9%</li> <li>Socioeconomically Disadvantaged = 81.4%</li> <li>Students with Disabilities = 64.9%</li> <li>Foster Youth = 60.9%</li> <li>Homeless Youth = 64.9%</li> </ul>	<p>2024 Outcomes</p> <p>All students = 87.7%</p> <ul style="list-style-type: none"> <li>English Learners = 74.2%</li> <li>Socioeconomically Disadvantaged = 82.9%</li> <li>Students with Disabilities = 66.3%</li> <li>Foster Youth = 44.4%</li> <li>Homeless Youth = 61.2%</li> </ul>	2026-27 Update	<p>All students = 95%</p> <ul style="list-style-type: none"> <li>English Learners = 95%</li> <li>Socioeconomically Disadvantaged = 95%</li> <li>Students with Disabilities = 95%</li> <li>Foster Youth = 95%</li> <li>Homeless Youth = 95%</li> </ul>	<p>2025-26 Update</p> <p>All students = 0.7%</p> <ul style="list-style-type: none"> <li>English Learners = 3.3%</li> <li>Socioeconomically Disadvantaged = 1.5%</li> <li>Students with Disabilities = 1.4%</li> <li>Foster Youth = -16.5%</li> <li>Homeless Youth = -3.7%</li> </ul>
2.4	Local graduation rate for students with continuous enrollment by Race/Ethnicity	<p>2023 Outcomes</p> <p>All students with continuous enrollment = 96.3%</p> <ul style="list-style-type: none"> <li>African American = 92.9%</li> <li>Hispanic/Latino = 93.6%</li> <li>Asian = 98.1%</li> </ul>	<p>2024 Outcomes</p> <p>All students with continuous enrollment = 97.2%</p> <ul style="list-style-type: none"> <li>African American = 92%</li> <li>Hispanic/Latino = 95.2%</li> <li>Asian = 99%</li> </ul>	2026-27 Update	<p>All students with continuous enrollment = 100%</p> <ul style="list-style-type: none"> <li>African American = 100%</li> <li>Hispanic/Latino = 100%</li> <li>Asian = 100%</li> </ul>	<p>2025-26 Update</p> <p>All students with continuous enrollment = 0.9%</p> <ul style="list-style-type: none"> <li>African American = -0.9%</li> <li>Hispanic/Latino = 1.6%</li> <li>Asian = 0.9%</li> </ul>

2.5	Local graduation rate for students with continuous enrollment by Program SED = Socioeconomically Disadvantaged	<p>2023 Outcomes</p> <p>All students with continuous enrollment = 96.3%</p> <ul style="list-style-type: none"> <li>English Learners = 91.4%</li> <li>Socioeconomically Disadvantaged = 93.8%</li> <li>Students with Disabilities = 53.6%*</li> <li>Homeless Youth = 85.7%</li> </ul> <p>*baseline has been corrected</p>	<p>2024 Outcomes</p> <p>All students with continuous enrollment = 97.2%</p> <ul style="list-style-type: none"> <li>English Learners = 90.4%</li> <li>Socioeconomically Disadvantaged = 95.8%</li> <li>Students with Disabilities = 58.6%</li> <li>Homeless Youth = 91.5%</li> </ul>	2026-27 Update	<p>All students with continuous enrollment = 100%</p> <ul style="list-style-type: none"> <li>English Learners = 100%</li> <li>Socioeconomically Disadvantaged = 100%</li> <li>Students with Disabilities = 100%</li> <li>Homeless Youth = 100%</li> </ul>	<p>2025-26 Update</p> <p>All students with continuous enrollment = 0.9%</p> <ul style="list-style-type: none"> <li>English Learners = -1%</li> <li>SED = 2%</li> <li>Students with Disabilities = 5%</li> <li>Homeless Youth = 5.8%</li> </ul>
2.6	Local graduation rate for students with interrupted enrollment by Race/Ethnicity	<p>2023 Outcomes</p> <p>All students with interrupted enrollment = 71%</p> <ul style="list-style-type: none"> <li>African American = 80.5%</li> <li>Hispanic/Latino = 63.2%</li> <li>Asian = 84.7%*</li> </ul> <p>*baseline has been corrected</p>	<p>2024 Outcomes</p> <p>All students with interrupted enrollment = 73.6%</p> <ul style="list-style-type: none"> <li>African American = 82.2%</li> <li>Hispanic/Latino = 68.2%</li> <li>Asian = 83.8%</li> </ul>	2026-27 Update	<p>All students with interrupted enrollment = 90%</p> <ul style="list-style-type: none"> <li>African American = 90%</li> <li>Hispanic/Latino = 90%</li> <li>Asian = 90%</li> </ul>	<p>2025-26 Update</p> <p>All students with interrupted enrollment = 2.6%</p> <ul style="list-style-type: none"> <li>African American = 1.7%</li> <li>Hispanic/Latino = 5%</li> <li>Asian = -0.9%</li> </ul>

2.7	<p>Local graduation rate for students with interrupted enrollment by Program</p> <p>SED = Socioeconomically Disadvantaged</p>	<p>2023 Outcomes</p> <p>All students with interrupted enrollment = 71%</p> <ul style="list-style-type: none"> <li>English Learners = 60.6%</li> <li>Socioeconomically Disadvantaged = 67.2%</li> <li>Students with Disabilities = 58.2%</li> <li>Foster Youth = 58.3%</li> <li>Homeless Youth = 60.2%</li> </ul>	<p>2024 Outcomes</p> <p>All students with interrupted enrollment = 73.6%</p> <ul style="list-style-type: none"> <li>English Learners = 58.6%</li> <li>Socioeconomically Disadvantaged = 69.8%</li> <li>Students with Disabilities = 47.7%</li> <li>Foster Youth = too small to represent for this year</li> <li>Homeless Youth = 50.7%</li> </ul>	2026-27 Update	<p>All students with interrupted enrollment = 90%</p> <ul style="list-style-type: none"> <li>English Learners = 90%</li> <li>Socioeconomically Disadvantaged = 90%</li> <li>Students with Disabilities = 90%</li> <li>Foster Youth = 90%</li> <li>Homeless Youth = 90%</li> </ul>	<p>2025-26 Update</p> <p>All students with interrupted enrollment = 2.6%</p> <ul style="list-style-type: none"> <li>English Learners = -2%</li> <li>SED = 2.6%</li> <li>Students with Disabilities = -10.5%</li> <li>Foster Youth = too small to represent</li> <li>Homeless Youth = -9.5%</li> </ul>
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2.8	On track graduation rate by grade level and race/ethnicity	<p>For the 2022-23 school year</p> <p>9th grade = 64%</p> <ul style="list-style-type: none"> <li>Asian = 87%</li> <li>Hispanic/Latino = 42%</li> <li>African American = 49%</li> </ul> <p>10th grade = 60%</p> <ul style="list-style-type: none"> <li>Asian = 85%</li> <li>Hispanic/Latino = 37%</li> <li>African American = 39%</li> </ul> <p>11th grade = 53%</p> <ul style="list-style-type: none"> <li>Asian = 76%</li> <li>Hispanic/Latino = 31%</li> <li>African American = 42%</li> </ul>	<p>For the 2023-24 school year</p> <p>9th grade = 66%</p> <ul style="list-style-type: none"> <li>Asian = 87%</li> <li>Hispanic/Latino = 46%</li> <li>African American = 50%</li> </ul> <p>10th grade = 58%</p> <ul style="list-style-type: none"> <li>Asian = 83%</li> <li>Hispanic/Latino = 35%</li> <li>African American = 38%</li> </ul> <p>11th grade = 56%</p> <ul style="list-style-type: none"> <li>Asian = 81%</li> <li>Hispanic/Latino = 34%</li> <li>African American = 38%</li> </ul>	2026-27 Update	<p>9th grade = 90%</p> <ul style="list-style-type: none"> <li>Asian = 90%</li> <li>Hispanic/Latino = 90%</li> <li>African American = 90%</li> </ul> <p>10th grade = 90%</p> <ul style="list-style-type: none"> <li>Asian = 90%</li> <li>Hispanic/Latino = 90%</li> <li>African American = 90%</li> </ul> <p>11th grade = 90%</p> <ul style="list-style-type: none"> <li>Asian = 90%</li> <li>Hispanic/Latino = 90%</li> <li>African American = 90%</li> </ul>	<p>2025-26 Update</p> <p>9th grade = 2%</p> <ul style="list-style-type: none"> <li>Asian = 0%</li> <li>Hispanic/Latino = 4%</li> <li>African American = 1%</li> </ul> <p>10th grade = -2%</p> <ul style="list-style-type: none"> <li>Asian = -2%</li> <li>Hispanic/Latino = -2%</li> <li>African American = -1%</li> </ul> <p>11th grade = 3%</p> <ul style="list-style-type: none"> <li>Asian = 5%</li> <li>Hispanic/Latino = 3%</li> <li>African American = -4%</li> </ul>
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2.9	<p>On track graduation rate by grade level and program</p> <p>SED= Socioeconomically Disadvantaged</p>	<p>For the 2022-23 school year</p> <p>9th grade = 64%</p> <ul style="list-style-type: none"> <li>English Learners = 38%</li> <li>Socioeconomically Disadvantaged = 50%</li> <li>Students with Disabilities = 42%</li> </ul> <p>10th grade = 60%</p> <ul style="list-style-type: none"> <li>English Learners = 31%</li> <li>Socioeconomically Disadvantaged = 45%</li> <li>Students with Disabilities = 33%</li> </ul> <p>11th grade = 53%</p> <ul style="list-style-type: none"> <li>English Learners = 25%</li> <li>Socioeconomically Disadvantaged = 39%</li> <li>Students with Disabilities = 26%</li> </ul>	<p>For the 2023-24 school year</p> <p>9th grade = 66%</p> <ul style="list-style-type: none"> <li>English Learners = 37%</li> <li>Socioeconomically Disadvantaged = 52%</li> <li>Students with Disabilities = 45%</li> </ul> <p>10th grade = 58%</p> <ul style="list-style-type: none"> <li>English Learners = 30%</li> <li>Socioeconomically Disadvantaged = 44%</li> <li>Students with Disabilities = 34%</li> </ul> <p>11th grade = 56%</p> <ul style="list-style-type: none"> <li>English Learners = 27%</li> <li>Socioeconomically Disadvantaged = 44%</li> <li>Students with Disabilities = 30%</li> </ul>	2026-27 Update	<p>9th grade = 90%</p> <ul style="list-style-type: none"> <li>English Learners = 90%</li> <li>Socioeconomically Disadvantaged = 90%</li> <li>Students with Disabilities = 90%</li> </ul> <p>10th grade = 90%</p> <ul style="list-style-type: none"> <li>English Learners = 90%</li> <li>Socioeconomically Disadvantaged = 90%</li> <li>Students with Disabilities = 90%</li> </ul> <p>11th grade = 90%</p> <ul style="list-style-type: none"> <li>English Learners = 90%</li> <li>Socioeconomically Disadvantaged = 90%</li> <li>Students with Disabilities = 90%</li> </ul>	<p>2025-26 Update</p> <p>9th grade = 2%</p> <ul style="list-style-type: none"> <li>English Learners = -1%</li> <li>SED = 2%</li> <li>Students with Disabilities = 3%</li> </ul> <p>10th grade = -2%</p> <ul style="list-style-type: none"> <li>English Learners = -1%</li> <li>SED = -1%</li> <li>Students with Disabilities = 1%</li> </ul> <p>11th grade = 3%</p> <ul style="list-style-type: none"> <li>English Learners = 2%</li> <li>SED = 5%</li> <li>Students with Disabilities = 4%</li> </ul>
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2.10	Marking Period grade reports - Early Warning System (EWS)	<p>Marking Period 5 EWS from Spring 2024</p> <p>Total number of students at the highest risk level = 7680</p> <p>English Learners = 2292</p> <p>Socioeconomically disadvantaged = 4728</p> <p>Hispanic/Latino = 5430</p> <p>Students with Disabilities = 1317</p>	<p>Marking Period 5 EWS from Spring 2025</p> <p>Total number of students at the highest risk level = 7122</p> <p>English Learners = 2100</p> <p>Socioeconomically disadvantaged = 4957</p> <p>Hispanic/Latino = 4724</p> <p>Students with Disabilities = 1228</p>	2026-27 Update	<p>Total number of students at the highest risk level = 5376</p> <p>English Learners = 1607</p> <p>Socioeconomically disadvantaged = 3309</p> <p>Hispanic/Latino = 3801</p> <p>Students with Disabilities = 922</p>	<p>2025-26 Update</p> <p>Total number of students at the highest risk level = -558</p> <p>English Learners = -192</p> <p>Socioeconomically disadvantaged = 229</p> <p>Hispanic/Latino = -706</p> <p>Students with Disabilities = -89</p>
2.11	Students with a current 4-year plan	This is a new metric and our baseline will be collected in 2024-25.	We were unable to accurately collect this metric during the 2024-25 school year.	2026-27 Update	100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have current 4 year plans	<p>2025-26 Update</p> <p>There is no difference to report as we were unable to report this metric.</p>
2.12	Students with at least 2 one-to-one sessions with a school counselor each school year	This is a new metric and our baseline will be collected in 2024-25	We were unable to accurately collect this metric during the 2024-25 school year.	2026-27 Update	100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have met one-to-one with their counselor at least 2 times each year	<p>2025-26 Update</p> <p>There is no difference to report as we were unable to report this metric.</p>

2.13	Dropout rates by race/ethnicity	2023 Outcomes District = 5.8% <ul style="list-style-type: none"> <li>African-American = 11.2%</li> <li>Hispanic/Latino = 9.9%</li> <li>Asian = 1.8%</li> <li>White = 3.1%</li> </ul>	2024 Outcomes District = 4.6% <ul style="list-style-type: none"> <li>African-American = 8.1%</li> <li>Hispanic/Latino = 7.4%</li> <li>Asian = 1.5%</li> <li>White = 4.8%</li> </ul>	2026-27 Update	District = 3% <ul style="list-style-type: none"> <li>African-American = 3%</li> <li>Hispanic/Latino = 3%</li> <li>Asian = 3%</li> <li>White = 3%</li> </ul>	2025-26 Update District = -1.2% <ul style="list-style-type: none"> <li>African-American = -3.1%</li> <li>Hispanic/Latino = -2.5%</li> <li>Asian = -0.3%</li> <li>White = 1.7%</li> </ul>
2.14	Dropout rates by program	2023 Outcomes District = 5.8% <ul style="list-style-type: none"> <li>Foster Youth = 21.7%</li> <li>English Learners = 12.6%</li> <li>Students with Disabilities = 11.1%</li> </ul>	2024 Outcomes District = 4.6% <ul style="list-style-type: none"> <li>Foster Youth = 27.8%</li> <li>English Learners = 8.4%</li> <li>Students with Disabilities = 8%</li> </ul>	2026-27 Update	District = 3% <ul style="list-style-type: none"> <li>Foster Youth = 3%</li> <li>English Learners = 3%</li> <li>Students with Disabilities = 3%</li> </ul>	2025-26 Update District = -1.2% <ul style="list-style-type: none"> <li>Foster Youth = 6.1%</li> <li>English Learners = -4.2%</li> <li>Students with Disabilities = -3.1%</li> </ul>



2.15	Efforts to build relationships and partnerships for student outcomes	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>	2026-27 Update	<p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	<p>2025-26 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul> <p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul>
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2.16	Implementation of Academic Content Standards	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELA - 4 Full Implementation</li> <li>• ELD - 4 Full Implementation</li> <li>• Math - 3 Initial Implementation</li> <li>• NGSS Science - 4 Full Implementation</li> <li>• History-Social Science - 4 Full Implementation</li> </ul> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELA - 4 Full Implementation</li> <li>• ELD - 4 Full Implementation</li> <li>• Math - 3 Initial Implementation</li> <li>• NGSS Science - 4 Full Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELA - 4 Full Implementation</li> <li>• ELD - 4 Full Implementation</li> <li>• Math - 3 Initial Implementation</li> <li>• NGSS Science - 4 Full Implementation</li> <li>• History-Social Science - 4 Full Implementation</li> </ul> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELA - 4 Full Implementation</li> <li>• ELD - 4 Full Implementation</li> <li>• Math - 3 Initial Implementation</li> <li>• NGSS Science - 4 Full Implementation</li> </ul>	2026-27 Update	<p>Local Indicator Self-Reflection Tool</p> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELA - 5 Full Implementation &amp; Sustainability</li> <li>• ELD - 5 Full Implementation &amp; Sustainability</li> <li>• Math - 4 Full Implementation</li> <li>• NGSS Science - 5 Full Implementation &amp; Sustainability</li> <li>• History-Social Science - 5 Full Implementation &amp; Sustainability</li> </ul> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELA - 5 Full Implementation &amp; Sustainability</li> <li>• ELD - 5 Full Implementation &amp; Sustainability</li> <li>• Math - 4 Full Implementation</li> </ul>	<p>2025-26 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELA - No Change</li> <li>• ELD - No Change</li> <li>• Math - No Change</li> <li>• NGSS Science - No Change</li> <li>• History-Social Science No Change</li> </ul> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELA - No Change</li> <li>• ELD - No Change</li> <li>• Math No Change</li> </ul>
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		<ul style="list-style-type: none"> <li>History-Social Science - 4 Full Implementation</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>ELA - 4 Full Implementation</li> <li>ELD - 4 Initial Implementation</li> <li>Math - 3 Initial Implementation</li> <li>NGSS Science - 4 Full Implementation</li> <li>History-Social Science - 4 Full Implementation</li> </ul>	<ul style="list-style-type: none"> <li>History-Social Science - 4 Full Implementation</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>ELA - 4 Full Implementation</li> <li>ELD - 4 Initial Implementation</li> <li>Math - 3 Initial Implementation</li> <li>NGSS Science - 4 Full Implementation</li> <li>History-Social Science - 4 Full Implementation</li> </ul>		<ul style="list-style-type: none"> <li>NGSS Science - 5 Full Implementation &amp; Sustainability</li> <li>History-Social Science - 5 Full Implementation &amp; Sustainability</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>ELA - 5 Full Implementation &amp; Sustainability</li> <li>ELD - 5 Full Implementation &amp; Sustainability</li> <li>Math - 4 Full Implementation</li> <li>NGSS Science - 5 Full Implementation &amp; Sustainability</li> <li>History-Social Science - 5 Full Implementation &amp; Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>NGSS Science - No Change</li> <li>History-Social Science - No Change</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>ELA - No Change</li> <li>ELD - No Change</li> <li>Math - No Change</li> <li>NGSS Science - No Change</li> <li>History-Social Science - No Change</li> </ul>
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2.17	Survey results for Climate of Support for Academic Learning (percent favorable)	<p>From Fall 2023 Panorama Survey Results</p> <p>Is there a climate of support for academic learning?</p> <p>Students = 69%</p> <p>Parents/Guardians = 90%</p> <p>Staff = 89%</p>	<p>From Fall 2024 Panorama Survey Results</p> <p>Is there a climate of support for academic learning?</p> <p>Students = 72%</p> <p>Parents/Guardians = 91%</p> <p>Staff = 90%</p>	2026-27 Update	<p>Is there a climate of support for academic learning?</p> <p>Students = 95%</p> <p>Parents/Guardians = 95%</p> <p>Staff = 95%</p>	<p>2025-26 Update</p> <p>Is there a climate of support for academic learning?</p> <p>Students = 3%</p> <p>Parents/Guardians = 1%</p> <p>Staff = 1%</p>
2.18	Survey Results for Self-Efficacy (percent favorable)	<p>From Fall 2023 Panorama SEL student survey results</p> <p>Overall Self-Efficacy = 38%</p> <p>Self-Efficacy about Math = 45%</p> <p>Self-Efficacy about ELA = 56%</p> <p>Self-Efficacy about Science = 50%</p> <p>Self-Efficacy about Social Studies = 55%</p>	<p>From Fall 2024 Panorama SEL student survey results</p> <p>Overall Self-Efficacy = 41%</p> <p>Self-Efficacy about Math = 45%</p> <p>Self-Efficacy about ELA = 55%</p> <p>Self-Efficacy about Science = 50%</p> <p>Self-Efficacy about Social Studies = 55%</p>	2026-27 Update	<p>Overall Self-Efficacy = 60%</p> <p>Self-Efficacy about Math = 50%</p> <p>Self-Efficacy about ELA = 65%</p> <p>Self-Efficacy about Science = 60%</p> <p>Self-Efficacy about Social Studies = 65%</p>	<p>2025-26 Update</p> <p>Overall Self-Efficacy = 3%</p> <p>Self-Efficacy about Math = 0%</p> <p>Self-Efficacy about ELA = -1%</p> <p>Self-Efficacy about Science = 0%</p> <p>Self-Efficacy about Social Studies = 0%</p>
2.19	Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit	<p>This is a new metric sourced from the California Dashboard, replacing our previous measure.</p> <p>From the 2024 CA Dashboard:</p> <p>87.7% FTE Fully Credentialed Teachers - Above the State</p>	<p>Since the baseline metric has changed, there is no Year 1 Outcome to report.</p>	2026-27 Update	<p>90% FTE Fully Credentialed Teachers - Above the State</p>	<p>2025-26 Update</p> <p>With the change in metric, we will report the difference as part of the 2026-27 update.</p>

2.20	Teachers participating in PD	<p>Summer 2023 PD participation</p> <p>Number of teachers = 1092 - 72%</p> <p>We will be looking to collect year round participation numbers.</p> <p>2024-25 will be our baseline year</p>	<p>Summer 2024 PD participation</p> <p>Number of teachers = 1272</p> <p>We have not been able to accurately track participation. We have no updated numbers for 2024-25.</p>	2026-27 Update	At least 85% of teachers will participate in one or more PD sessions	<p>2025-26 Update</p> <p>For Summer PD participation = 180</p>
2.21	Implementation level of evidence-based instructional practices and interventions	<p>We have never measured the level of implementation so this will be a new metric for us.</p> <p>2024-25 will be our baseline year</p>	We were still unable to develop a process for measuring level of implementation.	2026-27 Update	At least 50% of our teachers will be implementing evidence-based instructional practices and interventions	<p>2025-26 Update</p> <p>No difference will be noted given we were unable to collect data for this metric.</p>
2.22	Parent/Guardian participation rates at school and district events	<p>We have not consistently collected participation rates for our parent/guardian events. This will be a new metric.</p> <p>2024-25 will be our baseline year</p>	We have been unable to collect this data in a consistent manner for reporting purposes.	2026-27 Update	At least 75% of parents/guardians will participate in school and district events.	<p>2025-26 Update</p> <p>No difference will be noted given we were unable to collect data for this metric.</p>

2.23	Utilization of credit recovery online platform	<p>From 2022-2023 Cyber High Online Platform</p> <p># of courses completed during the 22-23 school year: 3250 courses</p> <p># of courses completed during Summer 2023: 2916 courses</p> <p>*we will move to a different online platform starting Fall 2024</p>	<p>From 2023-2024 Cyber High Online Platform</p> <p># of courses completed during the 23-24 school year: 7156 courses</p> <p># of courses completed during Summer 2024: 3635 courses</p> <p>*we have moved to a different online platform and will report completed courses for the 2024-25 school year as part of the 2026-27 update</p>	2026-27 Update	<p># of courses completed during the school year: number of courses will match student need as measured by credit deficiency</p> <p># of courses completed during Summer: number of courses will match student need as measured by credit deficiency</p>	<p>2025-26 Update</p> <p># of courses completed during the 23-24 school year: increase of 3906 courses</p> <p># of courses completed during Summer 2024: increase of 719 courses</p>
2.24	Utilization of online tutoring services	<p>From 2023-24 school year</p> <p>13,803 total activities</p> <ul style="list-style-type: none"> <li>9347 live help sessions</li> <li>1841 review center submissions</li> </ul>	<p>From 2024-25 school year (as of 5/21//25)</p> <p>10,451 total activities</p> <ul style="list-style-type: none"> <li>6525 live help sessions</li> <li>1589 review center submissions</li> </ul>	2026-27 Update	<p>Increase use of the online tutoring platform</p> <p>15,000 total activities</p> <ul style="list-style-type: none"> <li>10,000 live help sessions</li> <li>2500 review center submissions</li> </ul>	<p>2025-26 Update</p> <p>-3352 total activities</p> <ul style="list-style-type: none"> <li>-2822 live help sessions</li> <li>-252 review center submissions</li> </ul>
2.25	<p>Summer school enrollment</p> <p>EL= English Learner</p> <p>SED = Socioeconomically Disadvantaged</p>	<p>From 2023 Summer School</p> <p>Total enrollment = 2769</p> <p>EL enrollment = 818</p> <p>SED enrollment = 1506</p>	<p>From 2024 Summer School</p> <p>Total enrollment = 2969</p> <p>EL enrollment = 932</p> <p>SED enrollment = 2748</p>	2026-27 Update	<p>Total enrollment = 3000</p> <p>EL enrollment = 900</p> <p>SED enrollment = 1600</p>	<p>2025-26 Update</p> <p>Total enrollment = 200</p> <p>EL enrollment = 114</p> <p>SED enrollment = 1242</p>

## Goal Analysis for 2024-25

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.

In 2024-25, East Side Union High School District implemented most planned actions under Goal 2 with varied fidelity, across four key areas: Academic Recovery and Credit Accrual, Counseling and Tiered Support, Instructional Capacity, and Family Engagement. These efforts were aimed at accelerating learning recovery, expanding access to targeted interventions, and improving student outcomes—particularly for historically underserved student groups including English Learners, Foster Youth, Low-Income students, and Students with Disabilities. While implementation generally aligned with district plans, differences in capacity, participation, and staffing influenced how actions unfolded across school sites.

Despite some site-specific challenges—such as staffing shortages, scheduling barriers, and variability in participation—there were notable successes districtwide. The transition to Edgenuity expanded credit recovery options, early warning systems were leveraged to identify students in need of support, and professional development efforts strengthened instructional alignment and teacher capacity. Family engagement also deepened through targeted multilingual outreach and support services. Together, these efforts contributed to more cohesive intervention systems and strengthened collaboration between schools, families, and district departments.

For our Goal 2 analysis, we have grouped the actions into the following four areas:

**Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11**

**Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12**

**Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10**

**Area 4: Family Engagement and Whole Child Support: Actions 2.9**

**Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11**

East Side Union High School District implemented most of the planned actions under Goal 2, Area 1 as outlined, with a strong focus on mitigating learning loss and increasing credit accrual for at-risk student populations. These actions included, Edgenuity online credit recovery (2.6), Summer School and Bridge programs (2.7), intersession mini-sessions (2.8), and 24/7 on-demand online tutoring (2.11). Each program was designed to prioritize Foster Youth, English Learners, Students with Disabilities, and Low-Income students, who were identified through both CA Dashboard data and local early warning indicators as being most at risk of not graduating on time. We struggled with the full implementation of high-dosage tutoring (Action 2.5) but will be working to target cohorts of students for the next school year.

Implementation aligned closely with the district’s original plans. However, a few challenges were noted:

- Staffing shortages impacted the ability to offer expanded tutoring and intersession supports at full capacity across all sites.
- Inconsistent student participation in online platforms like Edgenuity and on-demand tutoring limited potential impact.
- Scheduling conflicts and student work/family obligations presented barriers to participation in extended learning time, particularly for older students and those from underserved backgrounds.

Despite these challenges, there were key successes:

- The Summer School and Summer Bridge programs experienced strong attendance, especially among 9th graders and students flagged for early intervention.
- Students who engaged regularly with on-demand tutoring reported improved academic confidence and course performance.



-Schools increased coordination between counselors, administrators, and intervention staff to better target students in need of credit recovery and subject-specific tutoring.

-A successful transition by all school sites to the new online credit recovery platform, Edgenuity. This expanded course offerings available to students to make up to include science and world language courses.

## **Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12**

All actions under Goal 2, Area 2 were implemented as planned, with a clear focus on expanding counseling services, strengthening tiered systems of support, and leveraging early warning data to address the academic, behavioral, and social-emotional needs of historically underserved student groups. The district funded over 30 FTE school counselors (Action 2.1) to provide academic and social-emotional support, especially for students performing at the lowest levels on CA Dashboard indicators such as graduation rate, College and Career Indicator (CCI), Math, and ELA.

Through Action 2.2, a districtwide counseling lead supported system-wide alignment, helping school counselors develop consistent practices for student academic planning, intervention, and 4-year graduation tracking. Additionally, the district continued with the 11 Associate Principals of Tiered Student Support (Action 2.12) and a 0.35 FTE Coordinator of Student Supports to coordinate schoolwide interventions aligned with Multi-Tiered System of Supports (MTSS) and the 6-week Early Warning System (EWS) data cycle.

Challenges encountered during implementation included ensuring consistent counselor engagement across sites in individualized planning meetings with high-needs students and families, as well as variability in staff capacity to fully integrate academic, behavioral, and attendance interventions using EWS data. Additionally, some schools faced difficulty in aligning the roles of new Associate Principals with existing student support systems.

Despite these challenges, notable successes include:

-Increased awareness and monitoring of at-risk students surfaced through the EWS.

-Greater collaboration among counselors, administrators, and intervention teams to create personalized support plans for students.

-Stronger connections between counseling, SST processes, and MTSS implementation, particularly for English Learners, Students with Disabilities, and Foster Youth.

## **Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10**

The district implemented all planned actions under Goal 2, Area 3 as designed, with a focus on strengthening Tier 1 instruction, building teacher capacity, and improving academic outcomes for historically underserved students. This included the unpacking of priority standards across all subject areas (Action 2.3), professional development on addressing academic and social-emotional needs (Action 2.4), and coaching and induction support for new and intern teachers through a partnership with the Santa Cruz/Silicon Valley New Teacher Project (Action 2.10).

Professional development was delivered through a combination of district staff, in-house experts (including TOSAs and SACs), and external providers, with sessions tailored to improve instruction and intervention practices. Extra duty compensation and substitute coverage supported teacher attendance, and time was allocated for curriculum alignment and collaboration.

A key success of implementation was the districtwide effort to ensure instructional alignment by developing common assurances and pacing guides rooted in priority standards. In addition, 5.5 FTE instructional coaches provided mentoring and support to preliminary and intern teachers, enhancing their ability to serve high-need student groups. The two additional professional development days at the beginning of the school year also allowed for more structured onboarding and cross-site collaboration.



Challenges included occasional substitute shortages that limited participation in scheduled PD and collaboration sessions, and inconsistent implementation of collaborative planning across sites. Some teachers reported needing more differentiated coaching and clearer guidance on how to translate unpacked standards into actionable classroom practices.

#### Area 4: Family Engagement and Whole Child Support: Actions 2.9

The district implemented Action 2.9 as planned, focusing on strengthening family engagement systems and whole child support services. This included deploying 14.2 FTE Parent and Community Involvement Specialists (PCIS) at school sites and 1.0 FTE Community Resource Specialist at the district level to support outreach, resource coordination, and communication for families of Low-Income students, English Learners, Foster Youth, and Students with Disabilities.

PCIS staff served as the primary liaison between schools and families, helping parents activate and navigate the district’s student information system (SIS), organizing workshops in English, Spanish, and Vietnamese, and facilitating two-way communication between teachers and non-English-speaking families. The Community Resource Specialist helped families connect to health, housing, and social services aligned with student support goals.

A success of implementation was the increase in family participation in school-level workshops and greater activation of SIS parent portals, particularly among families who previously had limited digital access. Schools also reported improved outreach and communication with historically underrepresented families, particularly through multilingual support.

There were no major substantive differences in the implementation of planned actions.

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

The following material differences between budgeted and estimated actual expenditures for Goal 2 reflect a combination of staffing vacancies, shifts in implementation, and adjustments based on actual service demand. While some actions came in under budget due to lower participation or logistical challenges, others exceeded projections due to increased engagement or expanded scope of work aligned to instructional priorities.

- Action 2.1 – Academic & SEL Counseling** (13% under budget): Vacancies and staff transitions throughout the year resulted in lower personnel costs.
- Action 2.3 - Unpacking of Priority Standards** (26% over budget): We offered more after hours sessions than originally planned and the work of selecting new textbooks aligned to priority standards in Math, Science, and ELD required additional work sessions for teachers.
- Action 2.5 – High-Dosage Tutoring** (48% under budget): Implementation challenges and lower student attendance in tutoring sessions contributed to the spending shortfall.
- Action 2.8 – Intersession Mini-Sessions** (100% under budget): Only a few sessions were conducted this year due to staffing constraints and scheduling issues and those that were coordinated were funded with site funds.
- Action 2.10 - Coaching and Induction** (15% under budget): The budget is based on projected teacher participation in coaching and induction; once actual numbers are confirmed, they can impact the final contract amount.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11**

**Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12**

**Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10**

**Area 4: Family Engagement and Whole Child Support: Actions 2.9**

**Area 1: Academic Recovery and Credit Accrual: Actions 2.5, 2.6, 2.7, 2.8, 2.11**

The actions under Goal 2, Area 1 have shown moderate effectiveness in supporting student progress toward graduation, particularly through expanded access to intervention and recovery options. Summer School (2.7) and intersession programs (2.8) provided critical opportunities for students to recover credits and improve grades. These programs were especially impactful for 9th and 10th graders, helping them stay on track for graduation.

However, districtwide early warning data still shows that Foster Youth, English Learners, and Students with Disabilities remain disproportionately off-track for graduation across grade levels. For example:

- Only 27% of English Learners were on track by 11th grade
- Students with Disabilities had an on-track rate of just 30% by 11th grade
- Foster Youth continued to have the lowest graduation rate overall.

Additionally, state assessment data confirms that these same groups continue to perform at the lowest levels in Math, ELA, and Science. The availability of 24/7 tutoring (2.11) is promising, but uptake and consistent use remain uneven.

In summary, while the district has implemented a comprehensive suite of supports aligned to student needs, the impact on long-term outcomes—such as graduation rates and assessment performance—is still emerging. Strengthening student engagement with existing interventions, expanding teacher capacity for tutoring and credit recovery, and increasing family and student awareness of these supports will be key to deepening their effectiveness in the coming year.

**Area 2: Counseling, Tiered Support, and Case Management: Actions 2.1, 2.2, 2.12**

The actions in Area 2 have been moderately effective in supporting academic recovery and improving graduation readiness among targeted student populations. Through targeted case management and tiered intervention, schools reported improved student engagement and increased identification of students in need of additional academic and social-emotional support. The structured use of the 6-week data cycle (EWS) by Associate Principals and counselors led to more frequent interventions for students flagged as off-track.

However, CA Dashboard and local grade data show that significant performance gaps persist:

- Only 37% of English Learners, 45% of Students with Disabilities, and 52% of Low-Income students were on track at the end of 9th grade.
- Graduation rates for Foster Youth (44.4%), Students with Disabilities (65.6%), and English Learners (75.1%) remain well below the district average.
- A majority of Foster Youth (71.2%) and over half of English Learners (52%) were identified as “at risk” of not meeting graduation requirements based on grade data.

These figures indicate that while systems of support are in place and implementation has been consistent, the depth and intensity of interventions must be strengthened to drive greater gains. Additional focus on direct instruction, increased student counseling contact time, and integrated family engagement will be essential to accelerate progress.

**Area 3: Instructional Capacity and Professional Growth: Actions 2.3, 2.4, 2.10**

The actions under Goal 2, Area 3 have shown moderate effectiveness in advancing instructional quality and addressing student learning needs. The consistent work to unpack priority standards and align instructional practices (Action 2.3) has led to greater coherence in Tier 1 instruction across subject areas. This is particularly important as the district seeks to address persistent achievement gaps in Math, ELA, and Science, especially among English Learners, Students with Disabilities, Foster Youth, and Low-Income students.

Professional development (Action 2.4) has improved staff capacity to respond to students' academic and behavioral needs. However, survey data indicates that only 48% of students feel a strong sense of belonging, and only 41% believe they can succeed—suggesting that the intended outcomes of the training have not yet fully translated into improved student perceptions or school connectedness.

The induction and coaching support provided through Action 2.10 was highly effective in improving retention and competency among new teachers, particularly those working in high-need schools. Input from educational partners affirms that students in these settings benefit from more consistent and responsive instruction when teachers receive sustained, equity-centered mentoring.

In summary, the implementation of actions under Area 3 has laid the foundation for systemwide instructional improvement. To increase effectiveness, future efforts will focus on deepening site-based collaboration, ensuring more consistent participation in PD, and explicitly connecting instructional strategies to the student groups most impacted by academic underperformance.

**Area 4: Family Engagement and Whole Child Support: Actions 2.9**

Action 2.9 has been moderately effective in increasing family engagement and supporting the academic, emotional, and social needs of students, particularly among targeted student groups. Educational partner input and local survey data confirm that families appreciate the added communication supports and the ability to access student academic and attendance data through the SIS portal. Workshop participation and referrals to school- and community-based resources have also increased across multiple school sites.

Despite these improvements, districtwide survey results show that only 61% of families feel that their opinions are valued by the school, and not all families regularly engage with tools designed to monitor student progress. Additionally, while PCIS and Community Resource Specialists have improved access to services, caseloads remain high and the depth of family follow-up varies by site.

In summary, the implementation of this action has built stronger communication bridges with underserved families and expanded the district's ability to respond to whole child needs. To improve effectiveness, the district will expand staffing, enhance data tracking of engagement efforts, and continue developing culturally responsive engagement strategies aligned to family input.

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

**The following actions have been amended for the 2025-2026 school year: Actions 21., 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12. We have also added a new action item - Action 2.13.**

For **Actions 2.8 and 2.10** they now include a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for each of these action items can be found within the action description.

For **Actions 2.4, 2.6, 2.7, and 2.11** they will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for each action item.

For **Action 2.1** - Based on reflections from prior implementation and a review of student performance and educator partner input, Action 2.1 has been amended for the 2025–26 school year. While the overall number of counselor FTEs has been slightly reduced due to declining enrollment, the district remains committed to maintaining academic and social-emotional support services for students performing at the lowest levels on the CA Dashboard. To ensure continuity of services, particularly for unduplicated student groups, the action has been adjusted to include 35.4 FTE Counselors and an added 11.0 FTE Counseling Technicians. These technicians will support academic monitoring and case management, enabling counseling teams to continue providing targeted and individualized support to students in need.

For **Action 2.9** - Based on input from educational partners and a review of student outcomes, the Family Engagement and Communication action has been amended for the 2025–26 school year to better align with fiscal realities while maintaining essential services. The number of Parent and Community Involvement Specialists (PCIS) has been adjusted from 14.2 FTE to 11.0 FTE. Each comprehensive high school will continue to be supported by one PCIS, with an additional specialist assigned to the district office through a partnership with Santa Clara County Behavioral Health. Sites that previously had two PCIS roles will receive supplemental support from district-level staff to ensure continued service delivery. Additionally, support at the district level has been strengthened by increasing the number of Community Resource Specialists from 1.0 to 2.0 FTE, and extra duty compensation will be provided to staff assisting with family engagement and communication activities. These adjustments reflect a strategic response to maintain effective outreach to families of unduplicated students while adapting to changing resource constraints. Core responsibilities—including parent access to student information systems, language support, referrals to services, and multilingual workshops—will remain in place.

For **Action 2.10** - This action has been amended for the 2025–26 school year as a result of fiscal challenges requiring the district to reevaluate how it supports early-career teachers. Due to budget constraints, the district will no longer fund 5.5 FTE Instructional Coaches or continue its contract with the Santa Cruz/Silicon Valley New Teacher Project. Instead, teachers needing to complete their second year of induction will be supported through a cost-effective partnership with CSU Fresno’s CalTeach program, with the district fully funding Year 2 induction enrollment. To ensure continuity of support, extra duty compensation will be provided to mentor teachers and support staff assisting with the induction process. These adjustments allow the district to maintain essential support for new teachers while aligning with current fiscal realities. Despite reductions, the action continues to prioritize instructional quality for the benefit of English Learners, Foster Youth, Students with Disabilities, and Low-Income students—groups that rely most heavily on having well-prepared and supported educators in their classrooms.

For **Action 2.12** - This action has been amended for the 2025–26 school year due to ongoing fiscal challenges requiring adjustments to staffing allocations across the district. As a result, the number of Associate Principals of Tiered Student Supports (APTS) will be reduced from 11.0 FTE to 5.0 FTE. The APTS positions will be maintained at five comprehensive high schools: Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, and Yerba Buena—sites with the highest concentrations of unduplicated student groups and academic need. Despite this reduction, the district remains committed to the coordination of tiered interventions and the continued use of the Early Warning System (EWS) to identify and support students at risk of not meeting graduation requirements. To ensure continuity of services at sites no longer staffed with an APTS, district leadership will provide targeted support and work in collaboration with site teams and MTSS leads to maintain a strong focus on data-driven academic, attendance, and behavioral interventions for Foster Youth, English Learners, Students with Disabilities, Low-Income, and Homeless Youth. This staffing adjustment reflects necessary budgetary decisions while upholding the district’s commitment to closing equity gaps and delivering timely, responsive support aligned with LCAP priorities.

**Action 2.13** is a new action for the 2025–26 school year and was developed in response to data showing that significant numbers of students—particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—are not on track to graduate based on credit accrual by grade level. To address these persistent academic barriers, the district will utilize the 11.0 FTE Support Services Technicians, currently assigned to each comprehensive high

school. The addition of this action reflects the district’s reflection on prior years’ outcomes and a renewed focus on strengthening the academic learning environment. These staff members will play a key role in supporting access to instructional materials, facilitating the use of digital tools, and ensuring the smooth implementation of assessments—all of which contribute to strategic skill development and student engagement. By removing logistical and technical barriers to learning and collaborating with educators to support differentiated instruction, this action is intended to enhance students' academic access, especially for our most vulnerable populations. The implementation of this action is directly aligned with our LCAP goals to improve graduation outcomes and ensure equitable support systems for all students.

**The following metrics have been adjusted: 2.5, 2.6, 2.2.11, 2.12, 2.19, 2.20, 2.21, 2.22, 2.23**

For **Metrics 2.5 and 2.6**, a mistake was made in entering the baseline data as part of the 2024-25 LCAP. For Metric 2.5, the data for Students with disabilities was reported as 88.1% when it should have been 53.6%. For Metric 2.6, the data for Asian students was reported as 56.1% when it should have been 84.7%. The update outcome and the reporting of the difference from baseline is based on the corrected data points.

For **Metrics 2.11 and 2.12**, we were unable to accurately collect baseline data due to inconsistencies in documentation practices across school sites and limitations in the current data tracking systems. As a result, efforts are underway to develop standardized reporting tools and processes to ensure reliable data collection moving forward. Baseline data for both metrics will be established in the 2025–26 school year.

For **Metric 2.19**, the baseline metric is no longer available and as a result, we will shift to using the teacher credentialing metric included as part of the CA Dashboard. We have also changed the target so that it is aligned with the new metric.

For **Metrics 2.20, 2.21 and 2.22**, we have struggled to find a consistent, systematic process for collecting and tracking the data. For the 2025-26 school year, we will look to use google forms to track parent/ family participation and PD participation. We will also plan to use instructional rounds data to assess implementation level.

For **Metric 2.23** we will have data for the new online platform for credit recovery as part of the 2026-27 update.

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
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2.1	Academic and social-emotional counseling provided by school counselors	<p>School counselors will provide academic and social-emotional support to students whose performance level is at the lowest level as indicated by the CA Dashboard Graduation, Math, ELA, and College and Career indicators.</p> <table border="1"> <thead> <tr> <th colspan="5">District Level</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>Homeless Youth</td><td>English Learners Socioeconomically Disadvantaged Hispanic</td><td>English Learners Homeless Youth Students with Disabilities Hispanic/Latino</td><td>Foster Youth Students with Disabilities</td></tr> </tbody> </table> <p>Our data clearly indicates a need to focus counseling efforts on these specific student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, Students with Disabilities at 64.9%, English Learners at 70.9%, and Low-income students at 81.4%. Also, the input collected by our parents/guardians and students indicate a need to increase and improve access to school counselors.</p> <p>School counselors will work with students and their parents/guardians in developing 4-year plans and monitoring progress on required coursework. School counselors will also provide tiered support and interventions for students identified through our 6 week data report or early warning system. Additionally, counselors will establish target groups within their caseloads made up of the specific student group that has been identified within the lowest performance level at their respective school sites to ensure these students are provided the assistance and resources needed by scheduling at least 2 individualized sessions.</p> <ul style="list-style-type: none"> <li>● Provide 35.6 FTE Counselors to provide these services</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>We will continue to implement the action as originally outlined; however, the number of counselors has been reduced to reflect overall staffing adjustments due to declining enrollment. Despite this reduction, the core services will remain in place and will be delivered by the site-based counseling teams.</p>	District Level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	Foster Youth Students with Disabilities	\$7,890,122  Personnel Costs: Salary and Benefits	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
District Level																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	Foster Youth Students with Disabilities																				

		<p>To ensure continuity of support, particularly for our unduplicated student groups, we will supplement the reduced counselor FTEs by allocating 11.0 FTE Counseling Technicians. These staff members will assist counseling teams with academic monitoring and case management tasks to help maintain service levels.</p> <p>As amended, this action will include:</p> <ul style="list-style-type: none"> <li>• 35.4 FTE Counselors to provide direct support for academic advising, postsecondary planning, and socioemotional needs</li> <li>• 11.0 FTE Counseling Technicians to support implementation and extend the reach of the counseling program across all sites</li> </ul>		
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2.2

Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework

Our data clearly indicates a need to focus counseling efforts on our target student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, English Learners at 70.9%, and Low-income students at 81.4%. Additionally, these same student groups are at the lowest performance levels on key CA Dashboard indicators including Graduation, Math, and English Language Arts (ELA). It is important to note that the Math and ELA indicators are key to demonstrating progress toward graduation.

CA Dashboard Data for Target Student Populations: District level			
Indicator	English Language Arts	Mathematics	Graduation
Status	Red	Red	Red
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth

Indicator	Graduation		
Status	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged
School Sites	Independence James Lick Wm. C Overfelt Foothill	Andrew Hill	Independence James Lick Wm. C Overfelt Foothill Phoenix

Indicator	English Language Arts	
Status	Red	Red
Student Groups	Socioeconomically Disadvantaged	English Learners
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena

Indicator	Mathematics	
Status	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt

\$247,893

Personnel  
Costs: Salary  
and Benefits

[Yes]

Foster  
Youth  
Low-Income  
English  
Learners  
Districtwide  
All Schools



		<p>As a means to support the school counselors across the district in developing common assurances for how they will work with students and their parents/guardians in developing 4-year plans and monitoring progress toward graduation and A-G coursework as well as how to provide tiered support and interventions for students identified through our 6 week data report or early warning system, we will provide a counseling lead. Additionally, the counseling lead will work with counselors to establish target groups within their caseloads of Foster Youth, English Learners, Homeless Youth, and low-income students to ensure these students are provided the assistance and resources needed.</p> <ul style="list-style-type: none"> <li>• 1.0 FTE School Counseling SAC</li> </ul>		
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2.3

Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)

Implementing evidence-based Tier 1 instruction and interventions to fidelity are essential to the success of our students. Implementing priority standards with the skills and vocabulary connected to those standards will support our work to improve and increase student outcomes as measured by our various data points, including marking period grades, CA Dashboard metrics, and local indicators. Our data clearly shows there are students not performing at high levels as demonstrated in the tables below.

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	Mathematics			
Status	Red	Red	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

Thus, our system response is to implement priority standards with the skills and vocabulary connected to those standards with fidelity across all subject areas.

- Provide extra time for teams of teachers led by the district's subject area coordinators to develop instructional Tier 1 common assurances that will include unpacking of the established priority standards for each course in every subject area to include skills and essential vocabulary with the intent of creating common curriculum maps based on these standards. This work will further lead to benchmark assessment and end of semester common summative assessments which will assess the teaching and learning in the classroom and inform interventions needed by students.
- Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions
- Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions

\$25,000

Personnel  
Costs: Salary  
and Benefits

Funded using  
A-G Grant  
funds for  
2025-26

[No]

All Students  
Districtwide  
All Schools

2.4

Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students

Our data indicates that outcomes in key areas are amongst the lowest for specific student groups when measured for our district as a whole and by school site as demonstrated by the tables below:

District Level				
Indicator	English Language Arts	Mathematics	Graduation	Suspension
Status	Red	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native

Indicator	Graduation				
Status	Red	Red	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Independence James Lick Wm. C Overfelt Foothill	Andrew Hill	Independence James Lick Wm. C Overfelt Foothill Phoenix	Independence James Lick Wm. C Overfelt	Independence James Lick Foothill Wm. C Overfelt

Additionally, when reviewing our survey data there is a clear indication that students do not feel connected to at least one adult at school with only 33% of students indicating that they have a sense of belonging. Furthermore, our survey data also demonstrates a lack of self-efficacy on the part of students with only 38% of students responding favorably to believing they are able to succeed.

Success for our students, as measured by graduation rates, is dependent on ensuring students are provided with the physical, emotional, social and academic support to make appropriate yearly progress towards high school graduation.

Thus, professional Development to support staff in responding positively to the academic, social-emotional and behavioral needs of our students with a focus on instruction and interventions in the classroom will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers, Teachers on Special Assignment, and Subject Area Coordinators, staff will participate in learning sessions focused on meeting the needs of our students whose performance levels are at the lowest level.

- Contract with PD providers to facilitate learning sessions

\$1,110,000

Personnel  
Costs: Salary  
and Benefits

[Yes]

Foster  
Youth  
Low-Income  
English  
Learners  
Districtwide  
All Schools

		<ul style="list-style-type: none"> <li>● Planning time and compensation for in-house providers</li> <li>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li> <li>● Fund 2 additional PD days at the start of the school year</li> <li>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions during school hours</li> </ul> <p>This action item has been amended to now be a contributing action for the 2025-26 school year.</p> <p>This action is designated as contributing because it is principally directed toward addressing the disproportionately low outcomes of unduplicated student groups—Foster Youth, English Learners, Students with Disabilities, and Low-Income students—as identified through both state and local data sources.</p> <p>Districtwide and site-level analysis of the California School Dashboard indicators highlights persistent performance gaps across key metrics, including graduation rates, suspension rates, and academic achievement, for these student groups. Additionally, results from our district’s student surveys indicate that:</p> <ul style="list-style-type: none"> <li>● Only 33% of students report a strong sense of belonging at school</li> <li>● Just 38% of students believe they are capable of succeeding (self-efficacy)</li> </ul> <p>These indicators reflect a critical need to strengthen Tier 1 classroom instruction and support through professional development that equips staff with effective strategies for responding to students’ academic, social-emotional, and behavioral needs—especially for those most at risk of falling behind.</p> <p>To address these disparities and support whole-child success, the district will implement the following:</p> <ul style="list-style-type: none"> <li>● Partner with community-based organizations and expert providers to facilitate professional development sessions focused on trauma-informed practices, culturally responsive pedagogy, and classroom-based interventions</li> <li>● Leverage in-house facilitators, including Social Workers, Teachers on Special Assignment (TOSAs), and Subject Area Coordinators to lead targeted trainings</li> <li>● Provide planning time, extra-duty compensation, and resources to support staff collaboration and implementation of learned practices</li> <li>● Fund two additional professional development days at the start of the school year to deepen staff capacity in equity-centered instruction and support</li> </ul>		
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		<ul style="list-style-type: none"> <li>Secure a substitute teacher pool to ensure classroom coverage during professional learning</li> </ul> <p>This action is designed to improve academic achievement, school climate, and engagement for our most underserved students, thereby addressing identified inequities and supporting progress toward the district's LCAP goals.</p>		
2.5	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	<p>Provide high-dosage tutoring for students identified as needing additional support and intervention. In particular, we will prioritize tutoring services for English Learners, Foster Youth, and Students with Disabilities as our local data indicates these three student groups have the highest failure rate as measured by grades and credits earned. Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as “at-risk” of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level.</p> <p>English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena</p> <p>English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena</p> <p>Furthermore, as a district we are eligible for differentiated assistance for academics for our English Learners and Students with Disabilities, thus requiring a focus on Math and ELA for these student groups.</p> <ul style="list-style-type: none"> <li>Provide extra duty compensation for staff to provide high-dosage tutoring services</li> <li>Provide high-dosage tutoring via contracted services</li> </ul>	<p>\$50,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$109,000</p> <p>Contract Services</p> <p>Funded using A-G Grant funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>

2.6	Edgenuity online Credit Recovery	<p>Our data clearly indicates the student group with the lowest graduation rate is our Foster Youth. Additionally, the data for students on track for graduation at the end of each grade level is the lowest for our English Learners, Low-Income students, and our Students with Disabilities.</p> <p>9th grade = 64%</p> <ul style="list-style-type: none"> <li>English Learners = 38%</li> <li>Socioeconomically Disadvantaged = 50%</li> <li>Students with Disabilities = 42%</li> </ul> <p>10th grade = 60%</p> <ul style="list-style-type: none"> <li>English Learners = 31%</li> <li>Socioeconomically Disadvantaged = 45%</li> <li>Students with Disabilities = 33%</li> </ul> <p>11th grade = 53%</p> <ul style="list-style-type: none"> <li>English Learners = 25%</li> <li>Socioeconomically Disadvantaged = 39%</li> <li>Students with Disabilities = 26%</li> </ul> <p>To ensure our students make progress toward graduation we will provide Edgenuity credit recovery programs for students to recover credits lost in previous semesters. Counselors and administrators will work to ensure Edgenuity licenses are targeted for Foster Youth, English Learners, Low-income students, and Students with Disabilities.</p> <p><b>This action item has been amended to now be a contributing action for the 2025-26 school year.</b></p> <p>This action is designated as contributing because it is principally directed toward improving graduation outcomes for Foster Youth, English Learners, Low-Income students, and Students with Disabilities, all of whom have been identified through both local early warning indicators and state performance data as disproportionately not on track to graduate.</p> <p>Districtwide data reveal significant graduation gaps:</p> <ul style="list-style-type: none"> <li>Foster Youth have the lowest overall graduation rate</li> <li>On-track status by grade level shows persistent disparities: <ul style="list-style-type: none"> <li>9th Grade: English Learners (38%), Socioeconomically Disadvantaged (50%), Students with Disabilities (42%)</li> </ul> </li> </ul>	<p>\$700,000</p> <p>Contract Services</p> <p>\$30,000</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<ul style="list-style-type: none"> <li>○ 10th Grade: English Learners (31%), Socioeconomically Disadvantaged (45%), Students with Disabilities (33%)</li> <li>○ 11th Grade: English Learners (25%), Socioeconomically Disadvantaged (39%), Students with Disabilities (26%)</li> </ul> <p>These trends indicate a critical need for accessible, flexible, and effective credit recovery opportunities to help students regain lost credits and remain on track for graduation.</p> <p>To address these disparities, the district will:</p> <ul style="list-style-type: none"> <li>● Provide access to Edgenuity online credit recovery courses for students who need to recover credits in core academic subjects</li> <li>● Prioritize enrollment and targeted outreach for Foster Youth, English Learners, Low-Income students, and Students with Disabilities</li> <li>● Coordinate implementation through counselors and site administrators, who will monitor student progress and ensure equitable access</li> <li>● Track usage and outcomes by student group to assess impact and guide continuous improvement</li> <li>● Provide extra duty compensation for staff to work with target groups: Foster Youth, English Learners, Low-Income students to ensure access and completion of online courses</li> </ul> <p>By expanding access to credit recovery through Edgenuity and targeting supports to our most at-risk student groups, this action directly aligns with LCAP goals to increase graduation rates and close equity gaps in academic achievement.</p>		
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2.7	Summer School Program	<p>Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as “at-risk” of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level.</p> <p>English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena</p> <p>English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena</p> <p>Furthermore, as a district we are eligible for differentiated assistance for academics and graduation for the groups listed below:</p> <table><tr><th>English Learners</th><th>Hispanic/ Latino</th><th>Homeless Youth</th><th>Students with Disabilities</th></tr><tr><td>Graduation</td><td>Graduation</td><td>Graduation</td><td>Graduation</td></tr><tr><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td></tr></table> <p>To improve student outcomes in graduation and academics, we will provide Summer Bridge and Summer School opportunities for the listed student groups, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students.</p> <p>This action item has been amended to now be a contributing action for the 2025-26 school year.</p>	English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities	Graduation	Graduation	Graduation	Graduation	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	<p>\$702,823</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$20,000</p> <p>Materials and Supplies</p> <p>The total funding for this action is allocated as part of the overall concentration grant.</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities													
Graduation	Graduation	Graduation	Graduation													
Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts													



		<p>This action is designated as contributing because it is principally directed toward Foster Youth, English Learners, Low-Income Students, Homeless Youth, and Students with Disabilities, all of whom are consistently underperforming in graduation and academic achievement as measured by both local and state indicators.</p> <p>Analysis of district data shows the following:</p> <ul style="list-style-type: none"> <li>● At-risk of not graduating (as indicated by grade reports and early warning systems): <ul style="list-style-type: none"> <li>○ Foster Youth: 71.2%</li> <li>○ English Learners: 60.9%</li> <li>○ Students with Disabilities: 58.4%</li> </ul> </li> <li>● CA Dashboard Academic Performance Indicators: <ul style="list-style-type: none"> <li>○ English Learners and Students with Disabilities are at the lowest performance level in ELA and Math at multiple high schools across the district.</li> </ul> </li> <li>● The district is identified for Differentiated Assistance based on poor outcomes in academics and graduation for these same student groups.</li> </ul> <p>To address these disparities and accelerate learning recovery, the district will implement a comprehensive summer learning program, including:</p> <ul style="list-style-type: none"> <li>● Summer School for credit recovery and grade improvement aligned to A-G eligibility</li> <li>● Summer Bridge Programs for incoming 9th grade students identified as needing support in transitioning to high school</li> <li>● Targeted outreach and enrollment for Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities, based on academic performance, credit deficiency, and early warning data</li> <li>● High-dosage instruction and intervention in core academic subjects such as English Language Arts and Mathematics</li> <li>● Ongoing monitoring of attendance and academic progress to evaluate program effectiveness</li> </ul>		
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		This action directly supports LCAP goals related to increasing graduation rates, improving academic performance, and reducing equity gaps for the district's most underserved students. It aligns with the intent of LCAP contributing actions by addressing the specific needs of unduplicated pupils through a targeted and data-driven approach.		
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2.8	Intersession learning recovery mini-sessions	<p>The input from our educational partners calls for greater access to learning recovery for students struggling with coursework. Our marking period reports (EWS) shows 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners surfaced as “at-risk” of not meeting graduation requirements. Additionally, our SEL survey results indicate a need to build on students’ own belief in their abilities to succeed:</p> <ul style="list-style-type: none"> <li>● Overall Self-Efficacy = 38%</li> <li>● Self-Efficacy about Math = 45%</li> <li>● Self-Efficacy about ELA = 56%</li> <li>● Self-Efficacy about Science = 50%</li> <li>● Self-Efficacy about Social Studies = 55%</li> </ul> <p>To improve the student outcomes listed above, we plan to offer learning recovery mini-sessions during school breaks and Saturdays to students in need of recovering and improving grades as well as students in need of addressing learning gaps. Sessions will be provided to all students with priority given to Foster Youth, English Learners, Students with Disabilities, and low-income students.</p> <ul style="list-style-type: none"> <li>● Allot extra duty compensation for teachers and other staff for planning, facilitating sessions, and providing interventions</li> </ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>This action is directly aligned with the purpose of LREBG funds, which are intended to accelerate academic recovery and close learning gaps that have widened due to learning loss experienced as a result of the pandemic—particularly for students most disproportionately affected.</p> <p>Data from our Early Warning System (EWS) shows that:</p> <ul style="list-style-type: none"> <li>● 58.4% of Students with Disabilities</li> <li>● 71.2% of Foster Youth</li> <li>● 60.9% of English Learner</li> </ul> <p>are currently at risk of not meeting graduation requirements due to poor academic performance. Additionally, student voice data from our SEL survey highlights concerning levels of low academic self-efficacy, including:</p> <ul style="list-style-type: none"> <li>● Overall Self-Efficacy: 38%</li> </ul>	<p>\$218,052</p> <p>Personnel Costs: Salary and Benefits</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students Districtwide All Schools</p>
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		<ul style="list-style-type: none"> <li>• Math: 45%</li> <li>• ELA: 56%</li> <li>• Science: 50%</li> <li>• Social Studies: 55%</li> </ul> <p>These results signal a critical need to intervene outside the regular instructional day to rebuild academic confidence, close instructional gaps, and recover essential coursework to keep students on track for graduation and college/career readiness.</p> <p>Intersession mini-sessions allow for:</p> <ul style="list-style-type: none"> <li>• Focused, small-group learning targeted to individual needs</li> <li>• Immediate credit recovery opportunities</li> <li>• Academic reinforcement in core content areas</li> <li>• Increased time for intervention for students who may not respond adequately to Tier 1 instruction</li> </ul> <p>Using LREBG funds for this purpose ensures that we are addressing both academic recovery and social-emotional barriers to learning, while targeting services to student groups with the highest need. These sessions represent a strategic, flexible use of one-time funds to provide timely, intensive support beyond the school day.</p>		
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Family Engagement  
and Communication

The input collected from our educational partners indicates a need to improve our family engagement efforts as follows:

- Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input
- Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements
- Increase and improve access to teacher feedback on student progress and assignments

Additionally, when reviewing our CA Dashboard indicators, we can see the need to improve our partnership with our families, as parents/guardians are key to improving student outcomes.

CA Dashboard Data for Target Student Populations: District level				
Indicator	English Language Arts	Mathematics	Graduation	College and Career
Status	Red	Red	Red	Red
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth

CA Dashboard Data for Students with Disabilities				
Indicator	English Language Arts	Mathematics	Graduation	College and Career
Status	Red	Red	Red	Red
School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena

Parent and Community Involvement Specialists (PCIS) at each school site will support the school sites' efforts to maintain parents informed of their children's academic progress, and attendance as well as any school events and resources available to them and their families. In particular, they will target outreach efforts and support to Low-Income students, Foster Youth, Students with Disabilities, and English Learners and their families. Their efforts will include, but are not limited to:

\$2,003,286

Personnel  
Costs: Salary  
and Benefits

[Yes]

Foster  
Youth  
Low-Income  
English  
Learners  
Districtwide  
All Schools

		<ul style="list-style-type: none"> <li>ensuring all parents/guardians activate their accounts in the district's student information system so they can access their students' grades, assignments and attendance.</li> <li>informing families of school and district informational meetings</li> <li>facilitating conversations between non-English speaking parents and school staff, including teachers.</li> <li>referring families to school and community based resources that support the students' and families' needs.</li> <li>facilitate and organize workshops in English, Spanish and Vietnamese around topics of interest to parents/guardians of Low-income student, English Learners, and Foster Youth</li> </ul> <p> <input type="checkbox"/> Provide 14.2 FTE Parent and Community Involvement Specialists  <input type="checkbox"/> Provide 1.0 FTE Community Resource Specialist to address the needs of our Low-Income students, Foster Youth, and English Learners and their families at the district level.         </p> <p>This action item has been amended for the 2025-26 school year.</p> <p> <input type="checkbox"/> Provide 11.0 FTE Parent and Community Involvement Specialists (PCIS):           <ul style="list-style-type: none"> <li>For the 2025–26 school year, each comprehensive high school will continue to be supported by one Parent and Community Involvement Specialist. In addition, one PCIS will be assigned to the district office, funded through a partnership with Santa Clara County Behavioral Health. School sites that previously had two PCIS positions will now be served by one, with supplemental support provided by district-level staff to ensure continuity of services. The core responsibilities of the PCIS, including outreach to families of unduplicated pupils, coordination of engagement activities, and facilitation of access to school and community resources, will continue as described in the original action. This adjustment reflects both a commitment to maintaining essential family engagement services and the need to realign staffing in light of broader fiscal considerations.</li> </ul> </p> <p> <input type="checkbox"/> Provide 2.0 FTE Community Resource Specialist to address the needs of our Low-Income students, Foster Youth, and English Learners and their families at the district level.         </p> <p> <input type="checkbox"/> Provide extra duty compensation for staff to support family engagement and communication         </p>		
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2.10	Coaching and induction support for teachers with preliminary and intern credentials	<p>Providing effective Tier 1 instruction and interventions to fidelity is key to improving student outcomes. A review of our local data and the CA Dashboard indicators shows there are student groups performing at lower levels.</p> <table><tr><th colspan="5">District Level</th><th></th></tr><tr><th>Indicator</th><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>Suspension</td><td>College and Career</td></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>Homeless Youth</td><td>English Learners Socioeconomically Disadvantaged Hispanic</td><td>English Learners Homeless Youth Students with Disabilities Hispanic/Latino</td><td>American Indian or Alaska Native</td><td>Foster Youth Students with Disabilities</td></tr></table>	District Level						Indicator	English Language Arts	Mathematics	Graduation	Suspension	College and Career	Status	Red	Red	Red	Red	Red	Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native	Foster Youth Students with Disabilities	<p>\$10,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$70,000</p> <p>Contract Services</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>
		District Level																										
Indicator	English Language Arts	Mathematics	Graduation	Suspension	College and Career																							
Status	Red	Red	Red	Red	Red																							
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	American Indian or Alaska Native	Foster Youth Students with Disabilities																							
		<p>Through a partnership with the Santa Cruz/Silicon Valley New Teacher Project, the district will provide highly trained instructional coaches to support teachers in clearing their teaching credentials to ensure teachers are highly qualified and appropriately credentialed to provide instruction and intervention to students with a focus on English Learners, Foster Youth, Students with Disabilities, and Low-income students. This induction program ensures every student will have a quality teacher with access to best practices within and beyond the classroom as outlined in the California Standards for the Teaching Profession. The SC/SVNTP core values of equity, responsiveness, positive presupposition, reflective dialogue and inquiry stance support the district’s commitment to building equitable communities and providing welcoming, supportive environments and instruction that prepares students for college and career. Our data and input from our educational partners indicate that our English Learners, Foster Youth, Students with Disabilities, and Low-income students need highly qualified teachers who will advocate for them so that the students remain on-track for graduation after each grade level.</p> <ul style="list-style-type: none"><li>● Provide 5.5 FTE Instructional Coaches to work with new teachers</li></ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>For the 2025-26 school year, we will no longer have Instructional Coaches and will no longer contract with the SC/SVNTP as the induction provider. Teachers needing to complete their second year of induction will be connected with an induction program where they will enroll as Year 2 Inductees fully funded by the district.</p> <ul style="list-style-type: none"><li>● Partner with CSU Fresno (CalTeach program) for Year 2 Induction</li><li>● Provide extra duty compensation for staff to support program</li></ul>																										

		<p>This action has also been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>Improving the quality and consistency of Tier 1 instruction is critical to accelerating learning recovery and addressing performance gaps. Our analysis of local data and California School Dashboard indicators shows that several student groups—particularly English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students—are performing significantly below standard in core academic areas.</p> <p>Teachers in their early career stages, particularly those with preliminary or intern credentials, often require targeted coaching and support to implement evidence-based instructional practices, manage classrooms effectively, and provide appropriate academic interventions.</p> <p>By using LREBG funds to:</p> <ul style="list-style-type: none"> <li>● Fully fund Year 2 induction through CSU Fresno’s CalTeach program</li> <li>● Provide extra duty compensation to mentor and support staff</li> </ul> <p>...the district ensures that:</p> <ul style="list-style-type: none"> <li>● Early-career teachers are well-supported and retained</li> <li>● New teachers are prepared to deliver rigorous, inclusive instruction</li> <li>● Students receive higher-quality daily instruction, particularly in classrooms that historically serve the most vulnerable learners</li> </ul> <p>This action is directly aligned with the intent of the LREBG to build staff capacity and mitigate learning loss by investing in systems that improve the quality of instruction districtwide. It is a high-leverage, sustainable use of one-time funds to improve both teacher effectiveness and student outcomes in the long term.</p>		
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2.11

On-demand online  
tutoring

Provide one-to-one homework help and tutoring online and in real time to all students to support their course passage, their progress towards high school graduation and their attainment of the A-G university admission requirements. The service will be available 24 hours a day and seven days a week so that students can receive help around their home and/or work schedule.

Our data and educational partner input point to a need to provide tutoring services for students struggling to meet proficiency and/or mastery in content areas that further impacts the credits earned toward graduation as well as performance levels as measured by the State assessments in Math, Science and English Language Arts (ELA).

District Level			
Indicator	English Language Arts	Mathematics	Graduation
Status	Red	Red	Red
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino

Indicator	English Language Arts			
Status	Red	Red	Red	Red
Student Groups	All Students Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Hispanic/Latino
School Sites	James Lick	Independence Silver Creek Wm C Overfelt Yerba Buena	Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	Andrew Hill James Lick Silver Creek Yerba Buena

Indicator	Mathematics			
Status	Red	Red	Red	Red
Student Groups	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic/Latino
School Sites	Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt	Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena	Andrew Hill Independence James Lick Silver Creek Yerba Buena

\$670,000

Contract  
Services

[Yes]

Foster  
Youth

Low-Income

English  
Learners

Districtwide

All Schools

		<p>The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:</p> <ul style="list-style-type: none"> <li>○ African American = 17.21%</li> <li>○ Hispanic = 16.33%</li> <li>○ Socioeconomically Disadvantaged = 24.89%</li> <li>○ English Learners = 2.32%</li> <li>○ Students with Disabilities = 5.12%</li> </ul> <p>To ensure our most-at-need students are accessing this resource, counselors, administrators, and parent and community involvement specialists will work with our target student populations to ensure they have active accounts and are able to utilize the services as needed.</p> <p><b>This action item has been amended to now be a contributing action for the 2025-26 school year.</b></p> <p>This action is designated as a contributing action because it is principally directed toward, and effective in, meeting the needs of our unduplicated student populations—specifically, English Learners, Foster Youth, and Low-Income students—who continue to experience disproportionate academic outcomes.</p> <p>Analysis of State assessment data, particularly in Science, highlights significant performance gaps for these student groups. For example, only 2.32% of English Learners and 5.12% of Students with Disabilities met or exceeded the standard, compared to the overall district rate of 37.57%. Similar disparities are evident among African American, Hispanic, and Socioeconomically Disadvantaged students. These academic challenges contribute directly to credit deficiencies and limit access to A–G college-preparatory pathways.</p> <p>In response, the district will provide 24/7, on-demand online tutoring to all students, with targeted efforts to ensure that unduplicated pupils are aware of and able to access this resource. Counselors, administrators, and community involvement specialists will play a key role in monitoring usage, activating accounts, and supporting engagement with the platform—particularly for students who struggle to attend traditional tutoring sessions due to home or work obligations.</p> <p>By removing barriers to academic support and providing personalized, real-time assistance aligned to core content areas, this action is designed to increase course passage rates, support A–G completion, and improve performance on state assessments, particularly for our most historically underserved student populations. Therefore, this action meets the criteria for contributing to increased and improved services under LCFF.</p>		
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<div>2.12</div>	<div>Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) by APTS</div>	<div> <p>A review of our data shows our English Learners, Low-income students, and Foster Youth performing at lower levels on key metrics including College and Career, Graduation, Math, and English Language Arts as indicated on the CA Dashboard.</p> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>Homeless Youth English Learners</td><td>English Learners Socioeconomically Disadvantaged</td><td>English Learners Homeless Youth</td><td>Foster Youth</td></tr> </tbody> </table>   <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm C Overfelt</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td></tr> </tbody> </table> <p>In addition, our marking period grade reports show 71.2% of Foster Youth, 60.9% of English Learners, and 58.4% of Students with Disabilities (SWD) are surfaced as “at-risk” of not meeting graduation requirements. Also, when we review our “on-track” data showing progress toward graduation, at the end of the 9th grade, only 38% of our English Learners, 42% of our SWDs and 50% of our Socioeconomically Disadvantaged remain on track for graduation.</p> <p>Coordination of services and implementation of academic, attendance, and behavioral tiered interventions and supports for our targeted student populations with a focus on students surfaced by the 6-week data report (Early Warning System - EWS): Foster Youth, English Learners, Low-Income, and Homeless Youth.</p> <p>Our data clearly indicates that our target student populations are not achieving at the same rate as other student groups and the input from our educational partners call for additional resources and support to address academic recovery, mental health, and behavior interventions with a focus on students surfaced by the 6-week data report (Early Warning System - EWS). To address this, we will provide staffing as follows:</p> <ul style="list-style-type: none"> <li>11.0 FTE Associate Principals of Tiered Student Supports</li> </ul> </div>	CA Dashboard Data for Target Student Populations: District level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth	CA Dashboard Data for Students with Disabilities					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	<div> <p>\$1,258,526</p> <p>Personnel Costs: Salary and Benefits</p> <p>The expenditure for this item will be funded by the 15% concentration add-on and the overall concentration grant.</p> </div>	<div> <p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Target Schools:</p> <p>Andrew Hill</p> <p>Independence</p> <p>Silver Creek</p> <p>Wm. C Overfelt</p> <p>Yerba Buena</p> </div>
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		<ul style="list-style-type: none"> <li>● 0.35 FTE of Coordinator of Student Supports to provide supports to all school sites in the implementation of interventions for students requiring services as part of Student Study Teams (SST)</li> </ul> <p>The added Associate Principal of Student Tiered Supports will focus on the following:</p> <ul style="list-style-type: none"> <li>● Use of our 6-week data report or warning system data to identify students needing interventions and working with staff to establish a plan for each student. <ul style="list-style-type: none"> <li>○ Emphasis will be placed on the identification of students needing additional support and interventions</li> </ul> </li> <li>● Addressing the students who are not attending classes by identifying interventions and engaging with parents</li> </ul> <p>The addition of this action item is an opportunity to address our work as a system to improve student outcomes:</p> <ul style="list-style-type: none"> <li>● Coordination of the work of the added positions, serving the targeted student groups, within the LCAP</li> <li>● Intentional use of the 6-week data report (early warning system - EWS)</li> <li>● Collaboration with Multi-Tiered System of Supports (MTSS) team in development of interventions and support for students with highest needs</li> <li>● Addressing the academic, social-emotional, and behavior needs of students by aligning the work of the Associate Principal of Attendance/Behavior (APA) and the work of the Associate Principal of Educational Development (APED)</li> <li>● Prioritization of teaching strategies and practices as defined by the California Standards for the Teaching Profession</li> <li>● Focus on Instructional Leadership by Principals</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>Due to ongoing fiscal challenges that necessitate adjustments in staffing allocations across the district, the number of Associate Principals of Tiered Student Supports (APTS) will be reduced from 11.0 FTE to 5.0 FTE. The five school sites that will retain an APTS position are: Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, and Yerba Buena.</p>		
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		<p>Despite the reduction in staffing, the coordination of tiered interventions and supports—particularly those driven by the Early Warning System (EWS)—will remain a district priority. At school sites that no longer have a dedicated APTS, district leadership will provide direct support to ensure continuity in identifying and addressing the needs of students surfaced by the 6-week data reports. This includes ongoing collaboration with site-based teams and MTSS leads to sustain the focus on academic, attendance, and behavioral interventions for Foster Youth, English Learners, Students with Disabilities, Low-Income, and Homeless Youth.</p> <p>The district remains committed to using data-driven strategies to close equity gaps and to ensuring that all students—especially those most at risk—receive timely and appropriate supports aligned with our LCAP goals.</p> <ul style="list-style-type: none"> <li>● Provide 5.0 FTE Associate Principals of Tiered Student Supports- APTS (this represents a reduction from 11.0 FTE to 5.0 FTE) <ul style="list-style-type: none"> <li>○ School Sites with an APTS: Andrew Hill, Independence, Silver Creek, Wm. C Overfelt, Yerba Buena</li> </ul> </li> </ul>		
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2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	<p><b>This is a new action for the 2025-26 school year.</b></p> <p>Our data indicates that for the 2023-24 school year our students struggled to stay on track with credits for graduation as indicated below:</p> <p>All 9th graders = 66%</p> <ul style="list-style-type: none"> <li>English Learners = 37%</li> <li>Socioeconomically Disadvantaged = 52%</li> <li>Students with Disabilities = 45%</li> </ul> <p>All 10th graders = 58%</p> <ul style="list-style-type: none"> <li>English Learners = 30%</li> <li>Socioeconomically Disadvantaged = 44%</li> <li>Students with Disabilities = 34%</li> </ul> <p>All 11th graders = 56%</p> <ul style="list-style-type: none"> <li>English Learners = 27%</li> <li>Socioeconomically Disadvantaged = 44%</li> <li>Students with Disabilities = 30%</li> </ul> <p>To support students in making consistent academic progress toward high school graduation, the district will fund 11.0 FTE Support Services Technicians at each comprehensive high school. These staff members play a critical role in maintaining a welcoming and supportive learning environment by providing direct support to students and staff in instructional areas such as the library, media center, bookroom, testing center, and computer lab.</p> <p>By ensuring students have access to current instructional materials, functioning technology, and organized testing environments, the Support Services Technician helps remove barriers to learning and academic engagement—especially for unduplicated student groups such as Foster Youth, English Learners, Students with Disabilities, and Low-Income students.</p> <p>The Support Services Technician supports student success through the following functions:</p> <ul style="list-style-type: none"> <li>Preparing, distributing, and maintaining instructional materials, ensuring timely access to curriculum resources</li> </ul>	<p>\$1,369,761</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<ul style="list-style-type: none"> <li>Supporting implementation of state, local, and district assessments with fidelity</li> <li>Assisting students in accessing digital learning tools, supporting strategic skill development aligned with the Graduate Profile</li> <li>Maintaining media and technology equipment critical to instruction</li> <li>Collaborating with teachers and staff to prepare resources that support differentiated instruction</li> <li>Helping orient students in the use of instructional technology and resources</li> <li>Supporting accurate record-keeping and data integrity related to student testing, materials use, and library access</li> </ul> <p>This position helps establish the conditions for learning by creating organized, resource-rich environments that support both academic instruction and social-emotional stability.</p> <p><input type="checkbox"/> Provide 11.0 FTE Support Services Technicians</p>		
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## Goal 3: Achievement of English Language Learners

Goal #	Description	Type of Goal
3	<p><b>Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.</b></p> <p>We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The input collected from our educational partners specifically noted the need to improve the academic performance of our English Learners, specifically that of our long-term ELs. Our data clearly indicates that our English Learners continue to perform at lower levels than their peers. Specifically, EL's graduation and A-G completion rates are below the district average and are among the lowest when compared with other student groups.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Learner Status and Change as measured by the CA Dashboard	<p>2023 CA Dashboard Indicators:</p> <p>ELL Progress:</p> <ul style="list-style-type: none"> <li>Status = 37.3% making progress</li> <li>ELA = 12% at or above standard</li> <li>MATH = 5% at or above standard</li> <li>Graduation Rate = 71.1%</li> <li>Suspension = 5.5%</li> <li>College and Career Readiness = 14.9%</li> </ul>	<p>2024 CA Dashboard Indicators:</p> <p>ELL Progress:</p> <ul style="list-style-type: none"> <li>Status = 25.8% making progress</li> <li>ELA = 9.6% at or above standard</li> <li>MATH = 4.2% at or above standard</li> <li>Graduation Rate = 75.1%</li> <li>Suspension = 4.6%</li> <li>College and Career Readiness = 17.1%</li> </ul> <p>LTEL Progress:</p> <ul style="list-style-type: none"> <li>Status = 26.2% making progress</li> <li>ELA = 11.7% at or above standard</li> <li>MATH = 1.5% at or above standard</li> <li>Graduation Rate = 78.9%</li> <li>Suspension = 5.3%</li> <li>College and Career Readiness = 17%</li> </ul>	2026-27 Update	<p>ELL Progress:</p> <ul style="list-style-type: none"> <li>Status = 65% making progress</li> <li>ELA = 75% at or above standard</li> <li>MATH = 65% at or above standard</li> <li>Graduation Rate = 95%</li> <li>Suspension = 2%</li> <li>College and Career Readiness = 65%</li> </ul> <p>LTEL Progress:</p> <ul style="list-style-type: none"> <li>Status = 65% making progress</li> <li>ELA = 75% at or above standard</li> <li>MATH = 65% at or above standard</li> <li>Graduation Rate = 95%</li> <li>Suspension = 2%</li> <li>College and Career Readiness = 65%</li> </ul>	<p>2025-26 Update</p> <p>ELL Progress:</p> <ul style="list-style-type: none"> <li>Status = -11.5% making progress</li> <li>ELA = -2.4% at or above standard</li> <li>MATH = -0.8% at or above standard</li> <li>Graduation Rate = 4%</li> <li>Suspension = -0.9%</li> <li>College and Career Readiness = 2.2%</li> </ul> <p>LTEL Progress:</p> <p>Differences for this metric will be reported as part of the 2026-27 update given the LTEL progress was added as a new metric.</p>



3.2	UC/CSU A-G Completion rate	<p>2023 Outcomes</p> <p>All English Learners = 26.3%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)=20%</li> <li>● Long-term (LTEL)=11.6%</li> </ul>	<p>2024 Outcomes</p> <p>All English Learners = 25.7%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)=16.8%</li> <li>● Long-term (LTEL)=11.9%</li> </ul>	2026-27 Update	<p>All English Learners = 65%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)=65%</li> <li>● Long-term (LTEL)=65%</li> </ul>	<p>2025-26 Update</p> <p>All English Learners = -0.6%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)=-3.2%</li> <li>● Long-term (LTEL)=0.3%</li> </ul>
3.3	Graduation rate	<p>2023 Outcomes</p> <p>All English Learners = 70.9%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)= 61.1%</li> <li>● Long-term (LTEL)= 70.3%</li> </ul>	<p>2024 Outcomes</p> <p>All English Learners = 74.2%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)= 62.4%</li> <li>● Long-term (LTEL)= 76.2%</li> </ul>	2026-27 Update	<p>All English Learners = 95%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)= 95%</li> <li>● Long-term (LTEL)= 95%</li> </ul>	<p>2025-26 Update</p> <p>All English Learners = 3.3%</p> <ul style="list-style-type: none"> <li>● Short-term (STEL)= 1.3%</li> <li>● Long-term (LTEL)= 5.9%</li> </ul>
3.4	English Language Learners attaining English proficiency as measured by ELPAC overall score of 4	<p>For 2022-23 school year</p> <p>15.9% of EL students who took the ELPAC had an overall score of 4.</p> <p>STEL = 8.2%*</p> <p>LTEL = 18.8%*</p> <p>*baseline has been corrected</p>	<p>For 2023-24 school year</p> <p>10.1% of EL students who took the ELPAC had an overall score of 4.</p> <p>STEL = 4.5%</p> <p>LTEL = 13.5%</p>	2026-27 Update	<p>20% of EL students who took the ELPAC had an overall score of 4.</p> <p>STEL =15%</p> <p>LTEL =20%</p>	<p>2025-26 Update</p> <p>-5.8% of EL students who took the ELPAC had an overall score of 4.</p> <p>STEL = -3.7%</p> <p>LTEL = -5.3%</p>
3.5	English Learner Reclassification rate	<p>For 2022-23, 7.4% of ELLs were reclassified</p>	<p>For 2023-24, 7.8% of ELLs were reclassified</p>	2026-27 Update	<p>20% of ELs will be reclassified</p>	<p>2025-26 Update</p> <p>0.4% of ELLs were reclassified</p>

3.6	Access to a broad course of study	<p>For the 2023-24 school year</p> <p>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:</p> <p>Total EL 11th graders = 999</p> <ul style="list-style-type: none"> <li>• Math = 32.1%</li> <li>• ELA = 43.9%</li> <li>• Science = 27.1%</li> </ul> <p>Enrollment in at least one AP/IB course:</p> <ul style="list-style-type: none"> <li>• 10.7% English Learners*</li> </ul> <p>*baseline has been corrected</p>	<p>For the 2024-25 school year</p> <p>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:</p> <p>Total EL 11th graders = 1023</p> <ul style="list-style-type: none"> <li>• Math = 35.6%</li> <li>• ELA = 42.8%</li> <li>• Science = 28.2%</li> </ul> <p>Enrollment in at least one AP/IB course:</p> <ul style="list-style-type: none"> <li>• 10.7% English Learners</li> </ul>	2026-27 Update	<p>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:</p> <p>Total EL 11th graders = 1100</p> <ul style="list-style-type: none"> <li>• Math = 42%</li> <li>• ELA = 54%</li> <li>• Science = 37%</li> </ul> <p>Enrollment in at least one AP/IB course:</p> <ul style="list-style-type: none"> <li>• 20% English Learners*</li> </ul> <p>*target outcome has been adjusted</p>	<p>2025-26 Update</p> <p>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:</p> <p>Total EL 11th graders = 24</p> <ul style="list-style-type: none"> <li>• Math = 3.5%</li> <li>• ELA = -1.1%</li> <li>• Science = 1.1%</li> </ul> <p>Enrollment in at least one AP/IB course:</p> <ul style="list-style-type: none"> <li>• 0% change with English Learners</li> </ul>
3.7	Core course (ELA, Math, Science) pass rate as measured by grades of A,B, C	<p>For 2023, 1st Semester</p> <p>ELA Pass Rate 53.2%</p> <p>Math Pass Rate 42.9%</p> <p>Science Pass Rate 53.2%</p>	<p>For 2024, 1st Semester</p> <p>ELA Pass Rate 58%</p> <p>Math Pass Rate 45%</p> <p>Science Pass Rate 57.3%</p>	2026-27 Update	<p>ELA Pass Rate 63%</p> <p>Math Pass Rate 53%</p> <p>Science Pass Rate 63%</p>	<p>2025-26 Update</p> <p>ELA Pass Rate 4.8%</p> <p>Math Pass Rate 2.1%</p> <p>Science Pass Rate 4.1%</p>

3.8	Implementation of ELD Academic Content Standards	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 4 Full Implementation</li> </ul>	2026-27 Update	<p>Local Indicator Self-Reflection Tool</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELD - 5 Full Implementation and Sustainability</li> </ul> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 5 Full Implementation and Sustainability</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - 5 Full Implementation and Sustainability</li> </ul>	<p>2025-26 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.</p> <ul style="list-style-type: none"> <li>• ELD - No change</li> </ul> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <ul style="list-style-type: none"> <li>• ELD - No change</li> </ul> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.</p>
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						<ul style="list-style-type: none"> <li>ELD - No change</li> </ul>
3.9	Properly Credentialed Teachers in ELD courses	From 2023-24 school year  100% of teachers assigned to teach ELD courses are properly credentialed	From 2024-25 school year  100% of teachers assigned to teach ELD courses are properly credentialed	2026-27 Update	100% of teachers assigned to teach ELD courses are properly credentialed	2025-26 Update  0% change as it pertains to teachers assigned to teach ELD courses who are properly credentialed

3.10	Efforts to seek parental input in decision-making	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>	2026-27 Update	<p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	<p>2025-26 / 2026-27 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = improved by 1 level</li> </ul> <p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p> <ul style="list-style-type: none"> <li>● Rating = improved by 1 level</li> </ul>
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						<p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <ul style="list-style-type: none"><li>● Rating = No change</li></ul>
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3.11	Survey Results for Self-Efficacy and School Connectedness (percent favorable)	<p>From Fall 2023 Survey Administration</p> <p>School Connectedness 53% of students feel a sense of belonging</p> <ul style="list-style-type: none"> <li>54% of ELs who responded feel a sense of belonging</li> </ul> <p>Self-efficacy 38% of students believe they can succeed in achieving academic outcomes</p> <ul style="list-style-type: none"> <li>29% of ELs believe they can succeed in achieving academic outcomes</li> </ul>	<p>From Fall 2024 Survey Administration</p> <p>School Connectedness 55% of students feel a sense of belonging</p> <ul style="list-style-type: none"> <li>56% of ELs who responded feel a sense of belonging</li> </ul> <p>Self-efficacy 41% of students believe they can succeed in achieving academic outcomes</p> <ul style="list-style-type: none"> <li>31% of ELs believe they can succeed in achieving academic outcomes</li> </ul>	2026-27 Update	<p>School Connectedness 65% of students feel a sense of belonging</p> <ul style="list-style-type: none"> <li>65% of ELs who responded feel a sense of belonging</li> </ul> <p>Self-efficacy 60% of students believe they can succeed in achieving academic outcomes</p> <ul style="list-style-type: none"> <li>60% of ELs believe they can succeed in achieving academic outcomes</li> </ul>	<p>2025-26 Update</p> <p>School Connectedness increase of 2% of students feeling a sense of belonging</p> <ul style="list-style-type: none"> <li>increase of 2% of ELs who responded feeling a sense of belonging</li> </ul> <p>Self-efficacy Increase of 3% of students believing they can succeed in achieving academic outcomes</p> <ul style="list-style-type: none"> <li>2% increase of ELs believing they can succeed in achieving academic outcomes</li> </ul>
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## Goal Analysis for 2024-25

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

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

The implementation of Goal 3 focused on improving instructional quality and outcomes for English Learners (ELs) through a comprehensive set of actions aligned to the California English Learner Roadmap. Based on reflection and review of both CA Dashboard indicators and local data, the district prioritized system coherence, professional development, extended learning opportunities, and family engagement to address the persistent needs of ELs, particularly Long-Term English Learners (LTELs) and other underserved student groups. Across all four implementation areas, most actions were carried out as planned,

with adjustments made in response to on-the-ground challenges, site-level feedback, and opportunities to deepen impact. The following sections detail the implementation progress, key successes, and challenges experienced across each area.

**Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10**

**Area 2: Extended Learning and Academic Interventions: Actions 3.5, 3.6**

**Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)**

**Area 4: Family Engagement and Language Access: Actions 3.7, 3.8**

**Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10**

All planned actions under Goal 3, Area 1 were implemented as designed to improve instructional quality and outcomes for English Learners (ELs), with a targeted focus on Long-Term English Learners (LTELs). The district provided coaching support from a TOSA for EL instruction (Action 3.1), delivered professional development for teachers on scaffolding, differentiation, and academic language strategies (Action 3.3), and maintained smaller class sizes in designated ELD courses to offer more intensive support (Action 3.4).

Additionally, the district implemented an online data platform, Ellevation, for EL program monitoring (Action 3.9) and staffed 16.5 FTE bilingual paraeducators across schools to support Short-Term English Learners in designated and integrated ELD classes (Action 3.10). These efforts aligned with the California English Learner Roadmap and targeted school sites where ELs performed at the lowest levels across CA Dashboard indicators.

A major success was the districtwide expansion of structured professional learning and data tools that enhanced teachers' ability to provide differentiated Tier 1 instruction. Sites appreciated the availability of bilingual paraeducators and found that smaller ELD class sizes created a more supportive learning environment for LTELs.

Challenges included varying levels of staff readiness to fully implement academic language supports and the logistical complexity of aligning course placement, reclassification tracking, and instructional coaching across multiple school sites. Some schools also faced difficulty coordinating schedules for collaborative planning and teacher release time, limiting the frequency of targeted PD sessions.

**Area 2: Extended Learning and Academic Interventions: Actions 3.5, 3.6**

The implementation of Actions 3.5 (Summer School Program) and 3.6 (Supplemental Academic Support) was consistent with the original LCAP plan, though no expenditures were reported due to the use of site-level funding rather than central LCAP funds. Summer learning opportunities were provided to support Students with Disabilities, Foster Youth, English Learners, low-income students, and homeless youth—groups identified through local grade data and CA Dashboard indicators as being at elevated risk of not meeting graduation requirements. These supports included Summer Bridge for incoming ninth graders, credit recovery programs, and A–G grade improvement courses. It was later identified that this action duplicated Goal 2, Action 7, and revisions will be made to eliminate redundancy in future plans.

Under Action 3.6, after-school tutoring, Saturday academies, and targeted in-person interventions were implemented, with a focus on Short-Term and Long-Term English Learners. Multilingual staff received planning time and extra duty compensation—funded by site resources—to deliver culturally and linguistically responsive instruction in English and students' home languages.



A key challenge was maintaining consistent student attendance, particularly among upper-grade students who often face work and family responsibilities. Additionally, there is a need to ensure that extra duty compensation is processed in alignment with the intended LCAP funding allocation in the future.

### Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)

Implementation of Actions 3.2, 3.3 (partial), and 3.9 (partial) was largely consistent with the planned activities outlined in the LCAP. The district delivered targeted professional development (PD) aligned to the California English Learner Roadmap (ELR) and focused on enhancing staff understanding of the four core principles, particularly at school sites where English Learners are performing at the lowest levels based on CA Dashboard indicators.

In support of Action 3.3, multiple PD sessions were delivered for teachers of English Learners at Andrew Hill High School, where progress metrics were of greatest concern. Math teachers from across the district were also included in PD that emphasized scaffolding, differentiation, and academic language development. Support was bolstered by contracted services such as WestEd QTEL, and educators were provided stipends, sub coverage, and access to relevant conferences.

Through Action 3.9, the Ellevation platform was successfully implemented to systematize EL progress monitoring, reclassification, and instructional planning. Teachers were trained on the platform's data tools and PD modules, contributing to greater alignment between instructional practices and English Learner needs.

Challenges included staff capacity and scheduling conflicts, which sometimes limited participation in PD offerings. Nonetheless, a key success was the increased system coherence—educators reported improved access to actionable EL data, and site administrators noted more consistent implementation of reclassification protocols and instructional adjustments informed by Ellevation analytics.

### Area 4: Family Engagement and Language Access: Actions 3.7, 3.8

Implementation of Actions 3.7 and 3.8 has generally aligned with the planned activities. In response to strong input from educational partners, the district prioritized translation and interpretation services for families whose primary language is not English—primarily Spanish and Vietnamese speakers. Interpretation was provided at district-wide meetings and events, and translated materials were distributed in both target languages to ensure equitable access to key information.

To improve language access, bilingual stipends were offered to classified staff to encourage communication with families in their primary language. This increased the availability of linguistically responsive outreach, particularly at sites with high populations of English Learners.

Family engagement efforts were bolstered through collaboration with Parent and Community Involvement Specialists (PCIS) to plan and implement workshops for families. These included sessions on supporting student learning and language development at home. Additionally, investments were made to strengthen site-level English Learner Advisory Councils (ELACs) by providing extra duty compensation for staff who facilitated parent outreach, phone calls, and child care.

Challenges included variable ELAC participation across schools and limited capacity for in-person workshop attendance due to parent work schedules. However, a notable success was the improved infrastructure for consistent communication with families and the integration of their feedback into program refinement.

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

The material differences between budgeted and estimated actual expenditures for several actions under Goal 3 primarily reflect adjustments related to staffing assignments, the use of existing internal resources, and shifts in how services were delivered. In some cases, costs were lower than anticipated due to efficiencies in utilizing current personnel or prepayment of services in a prior year. In other instances, increased demand—particularly for language access services—resulted in expenditures exceeding original projections. The following actions illustrate these variances in implementation and associated costs:

**Action 3.4 – Reduced Class Size for ELD** (16% under budget): The difference is primarily due to staffing costs being initially budgeted based on projected step and column placements; actual expenditures were adjusted once ELD course assignments were finalized and specific staff were identified.

**Action 3.5 & 3.6 – EL Core Placement & Supplemental Academic Support** (100% under budget): These supports were provided through existing resources and staffing thus no expenses reported. Additionally, summer school expenses were coded to Goal 2 action 7.

**Action 3.7 – Translation/Interpretation Services** (59% over budget): Increased demand for multilingual communication to support EL families drove expenditures above the original projection.

**Action 3.8 – Family Engagement** (83% under budget): Contracted services for this item were ultimately not utilized, as the work was carried out by existing staff within their regular duties, resulting in lower expenditures than originally planned.

**Action 3.9 – EL Program Monitoring** (100% under budget): Platform and services were paid as a prepaid budget item as part of the 2023-24 budget and as result impacted the difference for this item.

**Action 3.10 - Bilingual Paraeducators (10% under budget):** The difference is primarily due to staffing costs being initially budgeted based on projected step and column placements; actual expenditures were adjusted once specific staff were identified.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10**

**Area 2: Extended Learning and Academic Interventions: Actions 3.5, 3.6**

**Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)**

**Area 4: Family Engagement and Language Access: Actions 3.7, 3.8**

**Area 1: Instructional Quality and English Learner Program Support: Actions 3.1, 3.3, 3.4, 3.9, 3.10**

The specific actions implemented under Goal 3, Area 1 have shown early but limited effectiveness in improving outcomes for English Learners. While the district successfully increased professional development, coaching, and instructional supports, CA Dashboard data continues to show that ELs, and particularly LTELs, remain at the lowest performance level in multiple areas:

-Only 7.8% of ELs were reclassified during the 2023-24 school year

-Just 11.76% of LTELs met or exceeded standards on the CAASPP ELA, and 1.51% in Math.

-ELs remain in the lowest performance band for Graduation, ELA, and Math at multiple high schools.

The use of Ellevation and progress monitoring tools (Action 3.9) is helping streamline the reclassification process and support instructional planning. Bilingual paraeducators (Action 3.10) and reduced class sizes (Action 3.4) have been especially valuable for student engagement and targeted support. However, the academic gains of ELs remain slow to materialize in aggregate outcome data.

In summary, the actions have strengthened systems of support for ELs, enhanced staff awareness, and improved instructional conditions, but the full impact on student achievement and reclassification has not yet been realized. Continued focus on intensive support for LTELs, expansion of Tier 1 scaffolding practices, and deeper use of progress monitoring tools will be essential to improve long-term outcomes.

### **Area 2: Extended Learning and Academic Interventions: Actions 3.5, 3.6**

Actions 3.5 and 3.6 have shown partial effectiveness in making progress toward improving graduation rates and academic achievement for high-need student groups. Early Warning System (EWS) data indicates that while the proportion of English Learners identified as at risk remains high (over 60%), those who participated in summer and supplemental programs demonstrated improved academic performance and credit accumulation. Preliminary results from summer school participation show positive trends in grade recovery and A-G completion, particularly for Foster Youth and Students with Disabilities.

Despite these gains, the persistent low performance levels in ELA and Math on the CA Dashboard for English Learners and Students with Disabilities at multiple high schools underscore the need for sustained and expanded support. Continued challenges in closing achievement gaps suggest that while these interventions are directionally effective, greater intensity, alignment to in-class instruction, and year-round implementation may be required to produce significant and consistent gains across all metrics.

### **Area 3: Professional Development and Systems Alignment: Actions 3.2, 3.3 (partial), 3.9 (partial)**

The actions under Area 3 have demonstrated moderate effectiveness in progressing toward the goal of improving outcomes for English Learners. The integration of the Ellevation platform has strengthened systems for EL data analysis, reclassification, and instructional planning, especially at schools that previously lacked consistent monitoring tools. The availability of research-based activities, PD modules, and translated communication tools also enhanced teacher capacity and family engagement.

Feedback from teachers indicate increased confidence in applying EL-focused strategies, and site leaders reported more intentional collaboration around EL needs. However, districtwide Dashboard data still shows English Learners performing at the lowest level in Math, ELA, and Graduation Rate. This indicates that while PD and systems alignment efforts are yielding foundational improvements, more time and sustained implementation are necessary to translate these inputs into improved student outcomes at scale.

Going forward, reinforcing ongoing coaching, increasing participation in PD (especially for general education teachers), and deepening instructional alignment will be critical to achieving lasting impact.

### **Area 4: Family Engagement and Language Access: Actions 3.7, 3.8**

Actions 3.7 and 3.8 have been effective in laying a strong foundation for meaningful family engagement and language access. The availability of interpretation services and translated materials has increased parent participation in district events and improved family understanding of school expectations and supports.

The bilingual stipend for classified staff has encouraged more frequent and direct communication between schools and non-English speaking families, fostering trust and collaboration. Workshops led by PCIS staff and contracted partners have been well-received by those able to attend, with anecdotal feedback indicating improved parent confidence in supporting student learning at home.

ELAC functioning has improved at many sites, though further support is needed to ensure consistent implementation and robust parent input across all schools. While the overall impact on student academic outcomes will require continued measurement over time, initial indicators show that families feel more connected to their child's education and better equipped to advocate for their needs.

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

**The following actions have been amended for the 2025-2026 school year: 3.4, 3.5, 3.6, 3.8, and 3.10**

For **Actions 3.6 and 3.10** they now include a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for each of these action items can be found within the action description.

For **Action 3.4** - Based on reflections from prior practice and analysis of reclassification data, this action has been amended for the 2025–26 school year to strengthen support for English Learners. With only 7.4% of EL students reclassified and 15.9% scoring a 4 on the ELPAC, the need for more targeted language instruction was evident. As a result, the district will shift staffing from 11.0 to 32.8 FTE to account for the increase in ELD courses and maintain smaller class sizes in designated ELD courses across grade levels. This expansion aims to provide more intensive, individualized language support and accelerate English proficiency and reclassification outcomes. The action continues to include 0.5 FTE clerical support.

For **Action 3.5** - Based on reflections from prior practice and a review of student performance data, this action has been amended for the 2025–26 school year. While the need to provide targeted academic support for English Learners remains critical, this action is no longer included under this goal. Its objectives are now fully addressed through the comprehensive summer school program outlined in Goal 2, Action 7. This consolidation ensures alignment, reduces duplication, and maintains a strong focus on supporting students who are off-track for graduation or in need of academic recovery, including English Learners.

For **Action 3.8** - Based on reflections from prior practice and a review of educator partner input, this action has been amended for the 2025–26 school year to improve efficiency and sustainability. Previously, many parent workshops were delivered through contracted external providers. Moving forward, the district will shift to an internal model, with most family engagement workshops designed and facilitated by district staff. This change allows for greater alignment with district priorities and more responsive program development based on the needs of our families. To support this transition, extra duty compensation will be provided to staff for planning and delivering the workshops. The focus on increasing family access to student progress information, improving ELAC functioning, and gathering input from families of English Learners will continue as outlined.

**The following metrics have been adjusted: 3.1, 3.4, and 3.6**

For **Metric 3.1**, the data now incorporates Long-Term English Learner (LTEL) data points as required. Consequently, the target outcomes have been revised to reflect these LTEL metrics.

For **Metric 3.4**, the baseline data has been updated to correct previously reported inaccuracies. The percentage for Short-Term English Learners (STELs) was initially reported as 3.2% but has been corrected to 8.2%. Similarly, the percentage for Long-Term English Learners (LTELs) was initially reported as 8.5% and has been corrected to 18.8%. The target outcomes for this metric remain unchanged.

For **Metric 3.6**, the baseline data had been updated to correct previously reported inaccuracies. The percentage of English Learners enrolled in at least one AP/IB course was initially reported as 24.4% but has been corrected to 10.7%. The target outcome for this metric has been changed to reflect a growth based on the corrected baseline.

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
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3.1	EL teacher coaching and support provided by an EL Teacher on Special Assignment	<p>Our English Learners represent 19.5% of our student population and are a student group with performance levels amongst the lowest as measured by both our local data and the indicators on the CA Dashboard. Specifically, our English Learners are at the lowest performance levels in the following areas and at the listed schools:</p> <table border="1" data-bbox="585 214 1281 537"> <thead> <tr> <th colspan="5">CA Dashboard Data for English Learners</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Independence Silver Creek Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm. C Overfelt Foothill</td><td>Wm. C Overfelt Foothill</td></tr> </tbody> </table> <p>Additionally, it is important to note that 67% of our English Learners (EL) are Long-term ELs (LTELs) with performance levels indicating need for interventions and support.</p> <ul style="list-style-type: none"> <li>Only 14.23% of LTELs scored at or above standard on the CAASPP ELA assessment</li> <li>Only 2.27% of LTELs scored at or above standard on the CAASPP Math assessment</li> </ul> <p>To address the needs of our ELs with a focus on our Long-term ELs, we will provide a Teacher on Special Assignment for English Language Learner (ELL) Instruction who will work with teachers of ELL students to implement effective Tier 1 instruction, and evidence-based interventions that can support ELs in attaining English Language proficiency toward re-designation status, and in meeting the same state academic standards that all students are expected to meet. The work to align courses and instructional materials in ELD will also be part of the work of the TOSA.</p> <ul style="list-style-type: none"> <li>1.0 FTE TOSA-English Language Learner Instruction to support school sites in the implementation of services for English Language Learners with a focus on LTELs, including professional development for teachers in the area of academic language instruction and the monitoring of supports for English Language Learners.</li> </ul>	CA Dashboard Data for English Learners					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Independence Silver Creek Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	District Level Independence James Lick Wm. C Overfelt Foothill	Wm. C Overfelt Foothill	<p>\$215,133</p> <p>Personnel Costs: Salary and Benefits</p> <p>Funded using Title III for 2025-26</p>	<p>[N]</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
CA Dashboard Data for English Learners																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
School Sites	District Level Independence Silver Creek Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	District Level Independence James Lick Wm. C Overfelt Foothill	Wm. C Overfelt Foothill																				

3.2	Professional Development focused on understanding the EL Roadmap	<p>Given the outcomes listed as part of action 3.1, and the need to address the lowest performance level of our English Learners at two of our school sites as indicated by the EL Progress metric on the CA Dashboard, it is imperative to provide professional development for staff specific to the CA EL Roadmap with a focus on the four principles: Assets-Oriented and Needs-Responsive, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulation within and across Systems.</p> <table><tr><th>Indicator</th><th>English Learner Progress</th></tr><tr><td>Status</td><td>Red</td></tr><tr><td>Student Groups</td><td>English Learners</td></tr><tr><td>School Sites</td><td>Mt. Pleasant Oak Grove</td></tr></table> <ul style="list-style-type: none"><li>● Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions</li><li>● Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions</li></ul>	Indicator	English Learner Progress	Status	Red	Student Groups	English Learners	School Sites	Mt. Pleasant Oak Grove	<p>\$25,000</p> <p>Personnel Costs: Salary and Benefits \$5000</p> <p>Materials and Supplies</p>	<p>[Yes]</p> <p>English Learners Limited All Schools</p>
Indicator	English Learner Progress											
Status	Red											
Student Groups	English Learners											
School Sites	Mt. Pleasant Oak Grove											

3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	<p>Provide ongoing professional development for teachers on effective, evidence-based instructional strategies and practices for English Learners with a focus on Long-term English Learners, including differentiation, scaffolding, and academic language development.</p> <p>The data as measured by the CA Dashboard shows our English Learners performing at the lowest level at two of our comprehensive high schools. We will provide PD for teachers of English Learners with additional support and coaching provided to teachers at Mt. Pleasant and Oak Grove.</p> <table><tr><th>Indicator</th><th>English Learner Progress</th></tr><tr><td>Status</td><td>Red</td></tr><tr><td>Student Groups</td><td>English Learners</td></tr><tr><td>School Sites</td><td>Mt. Pleasant Oak Grove</td></tr></table> <p>Additionally, the data on the CA Dashboard shows English Learners performing at the lowest level district wide in Math and Graduation. English Learners are also performing at the lowest level in English Language Arts (ELA) at four of our high schools: Independence, Silver Creek, Wm C Overfelt, and Yerba Buena.</p> <p>This will require us to provide professional development for Math and English teachers across all schools.</p> <ul style="list-style-type: none"><li>● Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions</li><li>● Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions</li><li>● Contract services for professional development including targeted work with Math teachers facilitated by West Ed QTEL</li><li>● Travel and conference for PD sessions</li></ul>	Indicator	English Learner Progress	Status	Red	Student Groups	English Learners	School Sites	Mt. Pleasant Oak Grove	<p>\$222,000</p> <p>Contract Services</p> <p>\$50,000</p> <p>Travel and Conference</p> <p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>English Learners</p> <p>Limited</p> <p>All Schools</p>
Indicator	English Learner Progress											
Status	Red											
Student Groups	English Learners											
School Sites	Mt. Pleasant Oak Grove											



3.4	Maintain smaller class size for designated ELD courses	<p>Our reclassification data shows we only reclassified 7.4% of our English Learners and only 15.9% of our ELs had an overall score of 4 on the ELPAC.</p> <p>This indicates a need to accelerate the reclassification of English Language Learners by providing a smaller class environment in their designated ELD courses. By maintaining a smaller number of students in the designated ELD classroom, the ELL students will receive more intensive academic language support, targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas.</p> <p>In alignment with the ELL Roadmap, create designated ELD courses at each grade level for our LTEL students enrolled in English 1 or higher to accelerate their English proficiency, support their re-designation, and ensure they are college and career ready upon graduation from high school.</p> <ul style="list-style-type: none"> <li>• Total of 11.0 FTE to maintain smaller class size</li> <li>• 0.5 clerical support</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>To continue with the actions as listed above, we will increase the number of teachers providing instruction to our English Learner students:</p> <ul style="list-style-type: none"> <li>• Provide 32.8 FTE to maintain smaller class size</li> <li>• Provide 0.5 clerical support</li> </ul>	\$3,810,619 Personnel Costs: Salary and Benefits	[Yes] English Learners Limited All Schools
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3.5	Summer School Program	<p>Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as “at-risk” of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level.</p> <p>English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena</p> <p>English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena</p> <p>Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena</p> <p>Furthermore, as a district we are eligible for differentiated assistance for academics and graduation for the groups listed below:</p> <table><tr><th>English Learners</th><th>Hispanic/ Latino</th><th>Homeless Youth</th><th>Students with Disabilities</th></tr><tr><td>Graduation</td><td>Graduation</td><td>Graduation</td><td>Graduation</td></tr><tr><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td><td>Academics: Math and English Language Arts</td></tr></table> <p>To improve student outcomes in graduation and academics, we will provide Summer Bridge and Summer School opportunities for the listed student groups, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students.</p> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>This action item is no longer included under this goal, as its objectives are fully addressed through the comprehensive summer school program detailed in Goal 2, Action 7, which serves our target student populations, including English Learners.</p>	English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities	Graduation	Graduation	Graduation	Graduation	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	<p>\$0</p> <p>This action item has been amended to be included as part of Goal 2 Action 7.</p>	<p>[N]</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
English Learners	Hispanic/ Latino	Homeless Youth	Students with Disabilities													
Graduation	Graduation	Graduation	Graduation													
Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts	Academics: Math and English Language Arts													

<p>3.6</p>	<p>Supplemental Academic Support</p>	<p>Our English Learners are at the lowest performance levels in the following areas and at the listed schools:</p> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for English Learners</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Independence Silver Creek Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm. C Overfelt Foothill</td><td>Wm. C Overfelt Foothill</td></tr> </tbody> </table> <p>In addition, a review of our marking period report (EWS) shows that 60.8% of our English Learners were surfaced as “at-risk” of not progressing toward graduation. This requires us to offer supplemental academic support, such as after-school tutoring, summer programs, and Saturday school, specifically tailored to address the needs of our STELs and our LTELs.</p> <ul style="list-style-type: none"> <li>• Provide time, extra time compensation, and resources for staff to plan and implement academic supports distinguished for STELs and LTELs</li> <li>• Provide in-person high dosage tutoring by Multilingual providers who can support students both in the primary language and in attaining English proficiency</li> </ul> <p><b>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</b></p> <p>Our data shows that English Learners continue to perform at the lowest levels across multiple academic indicators, particularly in ELA and core content areas. According to our marking period Early Warning System (EWS) data, 60.8% of English Learners are at risk of not progressing toward graduation, a significant concern that affects both short- and long-term academic outcomes.</p> <p>In addition to this performance data, input from stakeholders—including educators, counselors, and families—underscores the need for targeted, intensive academic supports for both STELs and LTELs who face persistent challenges in acquiring academic English and accessing grade-level content.</p>	CA Dashboard Data for English Learners					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Independence Silver Creek Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	District Level Independence James Lick Wm. C Overfelt Foothill	Wm. C Overfelt Foothill	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$50,000</p> <p>Contract Services</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[N]</p> <p>English Learners Districtwide All Schools</p>
CA Dashboard Data for English Learners																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
School Sites	District Level Independence Silver Creek Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena	District Level Independence James Lick Wm. C Overfelt Foothill	Wm. C Overfelt Foothill																				

		<p>By offering differentiated support structures (after-school, summer, Saturday school), and by deploying multilingual providers, the district will:</p> <ul style="list-style-type: none"> <li>● Provide immediate intervention opportunities tailored to ELs' linguistic and academic needs</li> <li>● Address learning loss in both English proficiency and content knowledge</li> <li>● Accelerate progress toward graduation and college/career readiness</li> </ul> <p>This action directly aligns with the intent of the Learning Recovery Emergency Block Grant to:</p> <ul style="list-style-type: none"> <li>● Address learning gaps that continue to manifest in low performance as a result of the pandemic</li> <li>● Prioritize supports for historically underserved and disproportionately impacted students</li> <li>● Invest in evidence-based practices, such as high-dosage tutoring and primary language support</li> </ul> <p>It represents a strategic, student-centered use of LREBG funds to close achievement gaps, increase course passage, and strengthen long-term academic outcomes for one of the district's most vulnerable student groups.</p>		
3.7	Translation and Interpretation Services	<p>We have an obligation to provide meaningful access to student information and resources for our parents/guardians of our English Learners who have language needs other than English. The input collected from our educational partners clearly indicates that families need primary language support to access resources and information so they can further support their students.</p> <p>Support the primary language needs of our non-English speaking parents/guardians of English Learners by:</p> <ul style="list-style-type: none"> <li>● recognizing the language skills of bilingual certificated personnel by providing them a bilingual stipend to ensure they communicate with parents and families in their primary language</li> <li>● providing interpretation services in Spanish and Vietnamese at all district meetings and events</li> <li>● provide written translations in Spanish and Vietnamese of all district brochures, flyers, letters and notices</li> </ul>	<p>\$200,000</p> <p>Contract Services</p> <p>\$5000</p> <p>Materials, postage, and Supplies</p>	<p>[Yes]</p> <p>English Learners</p> <p>Limited</p> <p>All Schools</p>

3.8	Family Engagement	<p>The input collected from our educational partners indicates a need to improve our family engagement efforts as follows:</p> <ul style="list-style-type: none"> <li>• Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input</li> <li>• Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements</li> <li>• Increase and improve access to teacher feedback on student progress and assignments</li> </ul> <p>We will develop and implement parent and family engagement programs, including workshops on how to support their children's learning and language development at home.</p> <ul style="list-style-type: none"> <li>• Work with Parent and Community Involvement Specialists (PCIS) to plan and implement workshops for our parents/guardians</li> <li>• Contract services to provide workshops</li> </ul> <p>Gather and incorporate feedback from EL students, parents, and educators to refine and improve programs and services.</p> <ul style="list-style-type: none"> <li>• Improve the functioning of the English Learner Advisory Councils (ELAC) at each of our high schools to ensure compliance as well as authentic input and feedback from our families of students designated as English learners <ul style="list-style-type: none"> <li>○ Provide extra duty compensation for staff to support with phone calling, child care, and support for families to participate</li> </ul> </li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>For the 2025–26 school year, we will no longer contract with external providers to deliver parent workshops under this action item. Instead, all workshops will be designed and facilitated by district staff. To support this transition, extra duty compensation will be provided to staff for planning, coordination, and implementation of parent engagement workshops.</p>	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$5000</p> <p>Supplies and Materials</p>	<p>[Yes]</p> <p>English Learners</p> <p>Limited</p> <p>All Schools</p>
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3.9	English Learner program management, progress monitoring, and teacher support	<p>Our metrics clearly indicate a need to focus on improving outcomes for our English Learners. In particular, the CA Dashboard indicators show that our English Learners have performed at the lowest level in the following indicators and at the following school sites:</p> <ul style="list-style-type: none"> <li>• At the District level, lowest performance for English Learners on the Math and Graduation indicators</li> <li>• English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena</li> <li>• English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena</li> <li>• English Learners lowest performance level in English Learner Progress at Mt. Pleasant and Oak Grove</li> </ul> <p>To address this, we will provide an online platform, Ellevation, to support the progress goals for our English Learners through:</p> <ul style="list-style-type: none"> <li>• ELPAC/ELPI score analysis that brings together ELPAC, SBAC, benchmark data to create targeted groupings, plan instructional support and track growth over time.</li> <li>• EL/RFEP progress monitoring through data access, teacher feedback collection, automated form distributions</li> <li>• simplifying the reclassification process: identification of eligible students, digital collection of teacher input, document parent consultations to arrive at reclassification decisions.</li> <li>• translated CDE aligned parent letters in over 40 languages</li> <li>• FPM support via easy access to key data and necessary documentation for FPM reviews</li> <li>• Bank of over 100 research backed activities that support English acquisition</li> <li>• 30 EL PD modules available to all teachers</li> <li>• Close to 800 subject area units aligned to the Common Core Standards</li> </ul>	<p>\$170,000</p> <p>Contract Services</p>	<p>[Yes]</p> <p>English Learners Limited All Schools</p>
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3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	<p>With a reclassification rate of 7.4% and 15.9% of EL students scoring at an overall level of 4 on the ELPAC, it is important to ensure we have the appropriate support for our EL students as they work to attain English Language proficiency and accelerate to reclassification.</p> <p>Bilingual Para-Educators will be assigned to designated and integrated ELD classrooms across our schools to provide individual or small group instructional support to English Language Learner students to enhance their learning and ensure the transference of skills from their home language to English.</p> <ul style="list-style-type: none"> <li>● Provide 16.5 FTE Bilingual Para-Educators</li> </ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>Although the pandemic is considered to be over, we continue to see how it disproportionately disrupted the academic progress of English Learners, particularly those in the early stages of language acquisition. In East Side Union High School District, the reclassification rate remains low at 7.4%, and only 15.9% of EL students are scoring at an overall level of 4 on the ELPAC—indicating readiness to reclassify.</p> <p>These metrics demonstrate that a significant portion of our English Learners, especially STELs, are not making expected progress toward English proficiency, which impacts their access to core academic instruction and progress toward graduation.</p> <p>Providing primary language support through bilingual paraeducators is a research-based strategy that:</p> <ul style="list-style-type: none"> <li>● Accelerates English language acquisition by leveraging students’ existing linguistic knowledge</li> <li>● Supports students in accessing grade-level content while still developing English proficiency</li> <li>● Promotes inclusive practices and reduces overreliance on English-only instructional models that can widen opportunity gaps</li> </ul> <p>This action aligns directly with the goals of the Learning Recovery Emergency Block Grant, which include:</p> <ul style="list-style-type: none"> <li>● Addressing learning loss among high-need student groups</li> <li>● Supporting academic acceleration and language development</li> </ul>	<p>\$1,608,186</p> <p>Personnel Costs: Salary and Benefits</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[N]</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<ul style="list-style-type: none"> <li>Funding staffing and supports that facilitate equitable access to instruction</li> </ul> <p>By investing in bilingual paraeducators, the district ensures that Short-Term English Learners receive immediate, daily academic support, helping them build the skills and confidence needed to thrive in both ELD and content-area classrooms. This represents a strategic, equity-centered use of one-time funds to improve long-term academic outcomes and reclassification rates.</p>		
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## Goal 4 Safe, Restorative, and Positive School Climate

Goal #	Description	Type of Goal
4	<p><b>Establish and sustain safe, healthy school climates through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions.</b></p> <p>Through the implementation of MTSS, we will focus on building school cultures where schoolwide expected behaviors are developed, explicitly taught, and acknowledged when expectations are met. We will continue to develop our Uniform Behaviors Response (UBR) matrix to ensure consistency in discipline practices, support positive student-staff relationships and ensure equitable practices when responding to student behavior. We will also work to develop social emotional skills so that both students and adults positively respond to social, mental or environmental stressors.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 3 Parental Involvement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

As a district we continue to see disproportionality in our behavior data. Our Hispanic, African American, English Learners, Foster Youth, Low-income, and Students with Disabilities are suspended at higher rates than other students. Additionally, our survey data indicates that students do not feel connected to an adult at their school and there is still room for improvement when it comes to students feeling connected to their school sites. The input gathered from our educational partners also pointed to a need to focus on restorative approaches to student behavior and a need to continue building relationships with all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>Suspension Rate Status and Change as measured by the CA Dashboard</p> <p>SED = Socioeconomically Disadvantaged</p>	<p>2023 CA Dashboard Indicators</p> <p>All Students = 3.7%</p> <ul style="list-style-type: none"> <li>Foster Youth = 13.3%</li> <li>English Learners = 5.5%</li> <li>SED = 5.3%</li> <li>Homeless Youth = 7.5%</li> <li>Students with Disabilities = 7.7%</li> <li>African American = 7.8%</li> <li>Hispanic = 6.1%</li> </ul>	<p>2024 CA Dashboard Indicators</p> <p>All Students = 2.6%</p> <ul style="list-style-type: none"> <li>Foster Youth = 15.4%</li> <li>English Learners = 4.6%</li> <li>SED = 3.7%</li> <li>Homeless Youth = 5.3%</li> <li>Students with Disabilities = 5.4%</li> <li>African American = 5.8%</li> <li>Hispanic = 4.5%</li> </ul>	2026-27 Update	<p>All Students = 2%</p> <ul style="list-style-type: none"> <li>Foster Youth = 2%</li> <li>English Learners = 2%</li> <li>SED = 2%</li> <li>Homeless Youth = 2%</li> <li>Students with Disabilities = 2%</li> <li>African American = 2%</li> <li>Hispanic = 2%</li> </ul>	<p>2025-26 Update</p> <p>All Students = -1.1%</p> <ul style="list-style-type: none"> <li>Foster Youth = 2.1%</li> <li>English Learners = -0.9%</li> <li>SED = -1.6%</li> <li>Homeless Youth = -2.2%</li> <li>Students with Disabilities = -2.3%</li> <li>African American = -2%</li> <li>Hispanic = -1.6%</li> </ul>



4.2	<p>Office Behavior Referrals</p> <p>SWD = Students with Disabilities</p> <p>SED = Socioeconomically Disadvantaged</p> <p>EL = English Learner</p>	<p>For the 2022–23 full school year</p> <p>30.1% of behavior referrals are in the defiance category</p> <ul style="list-style-type: none"> <li>Hispanic/Latino students make up 84.4% of defiance referrals</li> <li>African-American students make up 2.7% of defiance referrals</li> <li>Asian students make up 4.9% of defiance referrals</li> <li>SWD make up 32.5% of all defiance referrals</li> <li>ELs make up 34% of defiance referrals</li> <li>SED students make up 73.1% of defiance referrals</li> <li>Homeless youth make up 12.4% of defiance referrals</li> </ul>	<p>For the 2023-24 full school year</p> <p>49.2% of behavior referrals are in the defiance category</p> <ul style="list-style-type: none"> <li>Hispanic/Latino students make up 85% of defiance referrals</li> <li>African-American students make up 2% of defiance referrals</li> <li>Asian students make up 7% of defiance referrals</li> <li>SWD make up 20.9% of all defiance referrals</li> <li>ELs make up 42.1% of defiance referrals</li> <li>SED students make up 74.9% of defiance referrals</li> <li>Homeless youth make up 14.3% of defiance referrals</li> </ul>	2026-27 Update	<p>20% of behavior referrals are in the defiance category</p> <ul style="list-style-type: none"> <li>Hispanic/Latino students make up 47% of defiance referrals</li> <li>African-American students make up 2% of defiance referrals</li> <li>Asian students make up 3% of defiance referrals</li> <li>SWD make up 22.5% of all defiance referrals</li> <li>ELs make up 24% of defiance referrals</li> <li>SED students make up 63.1% of defiance referrals</li> <li>Homeless youth make up 2.4% of defiance referrals</li> </ul>	<p>2025-26 Update</p> <p>19.1% of behavior referrals are in the defiance category</p> <ul style="list-style-type: none"> <li>0.6% increase Hispanic/Latino students make up of defiance referrals</li> <li>0.7% decrease African-American students make up of defiance referrals</li> <li>2.1% increase Asian students make up of defiance referrals</li> <li>11.6% decrease SWD make up of all defiance referrals</li> <li>8.1 increase ELs make up of defiance referrals</li> <li>1.8 increase SED students make up of defiance referrals</li> <li>1.9% increase Homeless youth make up of defiance referrals</li> </ul>
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4.3	Overall Suspensions	<p>For the 2022-23 full school year</p> <p>Total Suspensions 1387</p> <p>Unduplicated count of students suspended 889</p> <p>Suspension Rate 4%</p> <p>Percent of students suspended with one suspension 67.9%</p> <p>Percent of students with multiple suspensions 32.1%</p>	<p>For the 2023-24 full school year</p> <p>Total Suspensions 902</p> <p>Unduplicated count of students suspended 621</p> <p>Suspension Rate 2.9%</p> <p>Percent of students suspended with one suspension 73.6%</p> <p>Percent of students with multiple suspensions 26.4%</p>	2026-27 Update	<p>Total Suspensions 1248</p> <p>Unduplicated count of students suspended 800</p> <p>Suspension Rate 2%</p> <p>Percent of students suspended with one suspension 57%</p> <p>Percent of students with multiple suspensions 22%</p>	<p>2025-26 Update</p> <p>Total Suspensions -485</p> <p>Unduplicated count of students suspended -268</p> <p>Suspension Rate -1.1%</p> <p>Percent of students suspended with one suspension 5.7%</p> <p>Percent of students with multiple suspensions -5.7%</p>
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4.4	Suspensions by race/ethnicity	<p>For the 2022-23 full school year</p> <p>Total Suspensions 1387</p> <ul style="list-style-type: none"> <li>African-American 51</li> <li>Hispanic/Latino 1107</li> <li>Asian 99</li> </ul> <p>Unduplicated count of students suspended 889</p> <ul style="list-style-type: none"> <li>African-American 34</li> <li>Hispanic/Latino 691</li> <li>Asian 77</li> </ul> <p>Suspension rate 4%</p> <ul style="list-style-type: none"> <li>African-American 8.4%</li> <li>Hispanic/Latino 6.6%</li> <li>Asian 1%</li> </ul>	<p>For the 2023-24 full school year</p> <p>Total Suspensions 902</p> <ul style="list-style-type: none"> <li>African-American 44</li> <li>Hispanic/Latino 750</li> <li>Asian 52</li> </ul> <p>Unduplicated count of students suspended 621</p> <ul style="list-style-type: none"> <li>African-American 26</li> <li>Hispanic/Latino 513</li> <li>Asian 41</li> </ul> <p>Suspension rate 2.9%</p> <ul style="list-style-type: none"> <li>African-American 6.3%</li> <li>Hispanic/Latino 4.9%</li> <li>Asian 0.5%</li> </ul>	2026-27 Update	<p>Total Suspensions 1248</p> <ul style="list-style-type: none"> <li>African-American 25</li> <li>Hispanic/Latino 586</li> <li>Asian 89</li> </ul> <p>Unduplicated count of students suspended 800</p> <ul style="list-style-type: none"> <li>African-American 16</li> <li>Hispanic/Latino 376</li> <li>Asian 67</li> </ul> <p>Suspension rate 2%</p> <ul style="list-style-type: none"> <li>African-American 2%</li> <li>Hispanic/Latino 2%</li> <li>Asian 1%</li> </ul>	<p>2025-26 Update</p> <p>Total Suspensions -485</p> <ul style="list-style-type: none"> <li>African-American -7</li> <li>Hispanic/Latino -357</li> <li>Asian -47</li> </ul> <p>Unduplicated count of students suspended -268</p> <ul style="list-style-type: none"> <li>African-American -8</li> <li>Hispanic/Latino -178</li> <li>Asian -36</li> </ul> <p>Suspension rate -1.1%</p> <ul style="list-style-type: none"> <li>African-American -2.1%</li> <li>Hispanic/Latino -1.7%</li> <li>Asian -0.5%</li> </ul>
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4.5	Suspensions by program	<p>For the 2022-23 full school year</p> <p>Total Suspensions 1387</p> <ul style="list-style-type: none"> <li>English Language Learners 462</li> <li>Foster Youth 23</li> <li>Socioeconomically disadvantaged 995</li> <li>Students with Disabilities 437</li> </ul> <p>Unduplicated count of students suspended 889</p> <ul style="list-style-type: none"> <li>English Language Learners 285</li> <li>Foster Youth 9</li> <li>Socioeconomically Disadvantaged 626</li> <li>Students with Disabilities 247</li> </ul> <p>Suspension rate 4%</p> <ul style="list-style-type: none"> <li>English Language Learners 6.2%</li> <li>Foster Youth 14.8%</li> <li>Socioeconomically Disadvantaged 5.7%</li> </ul>	<p>For the 2023-24 full school year</p> <p>Total Suspensions 902</p> <ul style="list-style-type: none"> <li>English Language Learners 354</li> <li>Foster Youth 13</li> <li>Socioeconomically disadvantaged 678</li> <li>Students with Disabilities 274</li> </ul> <p>Unduplicated count of students suspended 621</p> <ul style="list-style-type: none"> <li>English Language Learners 238</li> <li>Foster Youth 11</li> <li>Socioeconomically Disadvantaged 467</li> <li>Students with Disabilities 174</li> </ul> <p>Suspension rate 2.9%</p> <ul style="list-style-type: none"> <li>English Language Learners 5%</li> <li>Foster Youth 17%</li> <li>Socioeconomically Disadvantaged 4%</li> </ul>	2026-27 Update	<p>Total Suspensions 1248</p> <ul style="list-style-type: none"> <li>English Language Learners 243</li> <li>Foster Youth 5</li> <li>Socioeconomically disadvantaged 624</li> <li>Students with Disabilities 149</li> </ul> <p>Unduplicated count of students suspended 800</p> <ul style="list-style-type: none"> <li>English Language Learners 156</li> <li>Foster Youth 2</li> <li>Socioeconomically Disadvantaged 400</li> <li>Students with Disabilities 96</li> </ul> <p>Suspension rate 2%</p> <ul style="list-style-type: none"> <li>English Language Learners 2%</li> <li>Foster Youth 2%</li> <li>Socioeconomically Disadvantaged 2%</li> </ul>	<p>2025-26 Update</p> <p>Total Suspensions -485</p> <ul style="list-style-type: none"> <li>English Language Learners -108</li> <li>Foster Youth -10</li> <li>Socioeconomically disadvantaged -317</li> <li>Students with Disabilities -163</li> </ul> <p>Unduplicated count of students suspended -268</p> <ul style="list-style-type: none"> <li>English Language Learners -47</li> <li>Foster Youth 2</li> <li>Socioeconomically Disadvantaged -159</li> <li>Students with Disabilities -73</li> </ul> <p>Suspension rate -1.1%</p> <ul style="list-style-type: none"> <li>English Language Learners -1.2%</li> <li>Foster Youth 2.2%</li> <li>Socioeconomically Disadvantaged -1.7%</li> </ul>
4.6	Expulsions	<p>For the 2022-23 full school year</p> <p>Number of expulsions = 21</p> <ul style="list-style-type: none"> <li>Expulsion rate = 0.1%</li> </ul>	<p>For the 2023-24 full school year</p> <p>Number of expulsions = 13</p> <ul style="list-style-type: none"> <li>Expulsion rate = 0.1%</li> </ul>	2026-27 Update	<p>Number of expulsions = 11</p> <ul style="list-style-type: none"> <li>Expulsion rate = 0.05%</li> </ul>	<p>2025-26 Update</p> <p>Number of expulsions = -8</p> <ul style="list-style-type: none"> <li>Expulsion rate = 0% change</li> </ul>

4.7	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships	<p>Fall 2023 survey administration</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 53%</li> <li>9th grade 56%</li> <li>10th grade 51%</li> <li>11th grade 52%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 59%</li> <li>9th grade 61%</li> <li>10th grade 59%</li> <li>11th grade 58%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 81%</li> <li>9th grade 82%</li> <li>10th grade 80%</li> <li>11th grade 80%</li> </ul>	<p>Fall 2024 survey administration</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 55%</li> <li>9th grade 59%</li> <li>10th grade 52%</li> <li>11th grade 55%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 63%</li> <li>9th grade 67%</li> <li>10th grade 61%</li> <li>11th grade 62%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 82%</li> <li>9th grade 82%</li> <li>10th grade 81%</li> <li>11th grade 81%</li> </ul>	2026-27 Update	<p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 65%</li> <li>9th grade 65%</li> <li>10th grade 65%</li> <li>11th grade 65%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 65%</li> <li>9th grade 65%</li> <li>10th grade 65%</li> <li>11th grade 65%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 90%</li> <li>9th grade 90%</li> <li>10th grade 90%</li> <li>11th grade 90%</li> </ul> <p>Student Relationships (students responding favorably to feeling connected to an adult at school):</p>	<p>2025-26 Update</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 2%</li> <li>9th grade 3%</li> <li>10th grade 1%</li> <li>11th grade 3%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 4%</li> <li>9th grade 6%</li> <li>10th grade 2%</li> <li>11th grade 4%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 1%</li> <li>9th grade 0%</li> <li>10th grade 1%</li> <li>11th grade 1%</li> </ul>
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		<p>Student Relationships (students responding favorably to feeling connected to an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 24%</li> <li>• 9th grade 20%</li> <li>• 10th grade 22%</li> <li>• 11th grade 25%</li> </ul>	<p>Student Relationships (students responding favorably to feeling supported by an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 50%</li> <li>• 9th grade 53%</li> <li>• 10th grade 46%</li> <li>• 11th grade 49%</li> </ul> <p>Please note the phrasing of the question was changed from 2023 to 2024.</p>		<ul style="list-style-type: none"> <li>• All students 65%</li> <li>• 9th grade 65%</li> <li>• 10th grade 65%</li> <li>• 11th grade 65%</li> </ul>	<p>Student Relationships (students responding favorably to feeling supported by an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 26%</li> <li>• 9th grade 33%</li> <li>• 10th grade 24%</li> <li>• 11th grade 24%</li> </ul>
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4.8	Efforts to build relationships	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	2026-27 Update	<p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul>	<p>2025-26 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul>
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		Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>Rating = 3 Initial Implementation</li> </ul>	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>Rating = 3 Initial Implementation</li> </ul>		Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>Rating = 4 Full Implementation</li> </ul>	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>Rating = No change</li> </ul>
4.9	Care Team referrals	From 2022-23 full school year  Care Team referrals = 4825 referrals	From 2023-24 full school year  Care Team referrals = 4205 referrals	2026-27 Update	Care Team referrals will be reduced by 10% as an indication that students are succeeding at the Tier 1 Level  Care Team referrals = 4342 referrals	2025-26 Update  Care Team referrals = -620 referrals

## Goal Analysis for 2024-25

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

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

The implementation of Goal 4 focused on strengthening school climate, mental health, wellness, behavior supports, and family engagement through a coordinated Multi-Tiered System of Supports (MTSS) framework. Actions across this goal were grounded in data from the California School Dashboard, Panorama student surveys, and behavioral and attendance trends, with a focus on serving the needs of English Learners, Foster Youth, Low-Income students, and other high-priority groups. Reflections on prior practice informed both the expansion and refinement of programs and staffing to support mental health, behavior intervention, restorative practices, and family partnerships. While most actions were implemented as planned, a few were adjusted due to staffing limitations or fiscal constraints. Across all areas, the district experienced notable successes in building more comprehensive wellness supports and strengthening culturally responsive and trauma-informed practices. The following sections provide a summary of implementation, key outcomes, and challenges experienced during the year.

### Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5, 4.9



## **Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4, 4.8**

## **Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7, 4.10**

## **Area 4: Family and Community Engagement: Actions 4.4, 4.5, 4.8**

## **Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5, 4.9**

There has been an immense amount of focus on the coordination of system wide implementation of Restorative Practices and Mental Health & Wellness support structures using an MTSS framework. In the 2022-2023 school year, we launched our Coordinated Care Team meetings which allowed for a whole child approach in addressing the needs of our students. In the 2023-2024 school year, we had the new associate principal of tiered supports lead this work in partnership with the site social workers. This action item has allowed us to expand our mental health services to more of a whole child approach; therefore, addressing behavior as well. The work of the social workers and the social work district lead (actions 1 and 2) has been implemented as described with a continued increase in student referrals for mental health and socioemotional support. For the 2024-2025 school year, we received grant funding to upgrade our wellness centers, hire clerical staff for the wellness centers, obtain contracting for substance use prevention services and prepare staff to begin billing commercial insurance. Through these grants we have had the opportunity to continue to enhance our mental health and wellness programs to reduce behavior referrals and build a positive and safe school climate.

Our plan to provide staffing to serve incoming 9th graders who were challenged in making the transition to high school from middle school (action 9) at each of our comprehensive high schools was not fully implemented as only 7 of our schools were able to identify a teacher to take on this role.

We have continued to train all APAs on how to conduct a re-entry meeting. They also include staff from our community partners, probation, department of children and family services and any other agency who works with the student are included in the re-entry meeting (action 8). For students who are transitioning out of juvenile hall back into school, the Student Support & Transition Specialist facilitates a meeting at the district office with the director of student services and the student's support team to discuss safety, academics, and decide on the best placement. We also have added an additional positive behavior social workers who work with the APAs to support the students who have had behavioral challenges. These three social workers were piloted at Independence, Andrew Hill and James Lick high schools and in the 2024-2025 school year, we added a social worker to Yerba Buena High School. Due to the budgetary constraints, we are unable to maintain four additional social workers, therefore, we are reducing the FTE to 2.0. The two social workers that remain will be at Independence and Andrew Hill High Schools, as both sites have the highest number of justice engaged students.

## **Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4, 4.8**

This year we continued to focus on training all staff on student discipline guided by education code as opposed to only focusing on the UBR (action 4). We continued to contract with an educational attorney who provided multiple training sessions for principals, APAs, APTS, student advisors and any staff who is part of the expulsion panel. In addition to that, there was an optional offering to teachers and parents/caregivers to participate in student discipline training. The UBR is something we are moving towards utilizing as our behavior guide.

For action 4.3, we continued our Restorative Practices training where we trained two additional cohorts of staff composed of administrators, certificated and classified staff. We have stayed committed to our plan for a tiered training process, where all admin, student advisors, MTSS TOSAs and social workers were trained first and then we would plan for an intentional and aligned roll out for our teachers and other staff. This is in alignment with our Tier I positive school climate and culture plan that includes SEL, school wide lessons and the California Standards for Teaching Profession. The rollout to all staff has been slow given the need to complete training for leads first, as well as the need to plan and provide community forums to address the safety concerns connected to the violent

incident at the start of the school year. In February 2025, we had a new offering of a one day Restorative Practices training for classroom teachers. The feedback was positive and we plan on continuing providing more opportunities.

In addition to the restorative practices training, many staff have participated in the National Compadres Network La Cultura Cura Circles training which is a culturally relevant curriculum focused on student empowerment through a framework of healing. We have created learning communities, La Cultura Cura, led by our district social worker and our district Parent & Community Involvement Specialist to support the 55 staff who have been trained in the NCN model. In the 2024-2025 school year, we had the National Compadres Network train 30 staff and community partners in the Girasol curriculum.

The training of staff on restorative practices and culturally relevant curriculum has allowed for staff to work through a strengths based approach when working with students and families. The goal is to create healing centered school sites through an empowerment model where all staff respond positively to the social-emotional, behavioral and academic needs of students which will positively impact attendance of all students, reduce negative behaviors and ultimately increase graduation rates for all students. There are specific healing circles facilitated in both Spanish and English for parents/guardians of English Language learners, for students who have attendance and behavioral challenges.

### **Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7, 4.10**

The district implemented Actions 4.6, 4.7, and 4.10 as planned, with no major deviations from the intended strategies. Efforts were made to create and maintain safe, inclusive school environments through both data-informed analysis and the deployment of on-the-ground supports.

Action 4.6 focused on assessing school climate and student well-being through the Panorama Survey and the SHAPE behavior tracking system. The surveys collected student, parent, and staff perspectives and were disaggregated by race/ethnicity, gender, and program designation to highlight disparities—particularly for English Learners, Foster Youth, and Low-Income students. The SHAPE system continued to be used to analyze behavioral referrals and suspension data, supporting more targeted interventions and monitoring.

Under Action 4.7, the district hired 11.0 FTE campus monitors to promote positive school culture and climate. These staff members served as visible, welcoming adults who built rapport, and helped to de-escalate conflicts. Their presence aimed to address the low percentage (48%) of students reporting a sense of belonging at school and the 56% favorable safety rating among English Learners.

For Action 4.10, the district contracted with WestEd to conduct a comprehensive safety audit of school facilities and systems. The audit included reviews of school entry/exit points, camera placements, signage, crisis response protocols, and discipline and safety policies. Work sessions and site visits were held, with staff receiving extra duty compensation and sub coverage to ensure full participation.

Challenges included logistical coordination for the audit and limitations in improving student perception of safety and connectedness in the short term. Nonetheless, successes included the structured collection of climate data, visible adult presence on campuses, and progress toward system-wide safety improvements informed by professional assessments.

### **Area 4: Family and Community Engagement: Actions 4.4, 4.5, 4.8**

The district has implemented Actions 4.4, 4.5, and 4.8 as outlined in the LCAP to promote positive school climates, build community partnerships, and increase support for families and students, particularly those most vulnerable.

Under Action 4.4, the district provided systemwide professional development on discipline practices facilitated by an education attorney that was aligned with the Uniform Behavior Response (UBR) Matrix. Staff were trained on education code, alternative discipline strategies such as restorative circles, and behavioral expectations. Additionally, the parent and community involvement specialists facilitated many workshops throughout the year for parents/caregivers on how to

support their child’s academic success, truancy laws and attendance support, immigration know your rights, technology and the use of Canvas with an overall focus on supporting communication and alignment between school and home.

For Action 4.5, the district expanded its partnerships with community-based organizations to offer wraparound services addressing the emotional, social, and behavioral needs of Foster Youth, Justice-Engaged youth, and students impacted by violence or instability. Agencies such as Bill Wilson Center, National Compadres Network, Pacific Clinics, East Bay Art Therapy, Art of Yoga, New Hope for Youth, The City Peace Project, AACI, HealthRight 360 and many other agencies delivered small group interventions, case management, and preventive education. While coordination of services across multiple partners was complex, the breadth of offerings significantly enhanced the district’s continuum of care.

Action 4.8 specifically focused on Independence High School, where suspension rates and climate survey data reflected an urgent need for targeted support. Additional staff were hired to build rapport with students, reinforce Tier 1 interventions, and improve supervision in outdoor/common areas. Staff also received training in trauma-informed and restorative practices. A comprehensive supervision plan was implemented, and leadership coaching was provided to strengthen site capacity. A challenge has been shifting student perceptions in a large school environment, but early signs show promise.

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

The expenditures under Goal 4 reflect a mix of under- and over-spending across several actions aimed at promoting a safe and positive school climate. While many initiatives were implemented as planned, several factors—including internal delivery of services, staffing challenges, and shifts in project scope—contributed to notable variances between budgeted and actual expenditures. The following explanations outline key differences and provide context for the material changes observed during the implementation of the listed actions:

**Action 4.3 – Restorative Practices PD** (100% under budget): Sessions were conducted through existing Student Services structures and staffed internally, resulting in no reported expenditures. For the 2025–26 school year, we will strengthen our processes for tracking extra duty specifically tied to this action item and plan to allocate funding for expanded services through a contractor with expertise in restorative practices and trauma-informed instruction.

**Action 4.4 – Positive Climate Interventions** (41% under budget): Reduced scope of activities, limited staff participation, and scheduling conflicts contributed to lower expenditures.

**Action 4.5 - Collaborating with CBOs** (12% over budget): Expansion of services resulted in increased expenditures than originally budgeted.

**Action 4.6 – Climate/Culture Assessments** (65% over budget): Expanded scope of assessments and vendor costs exceeded original estimates.

**Action 4.7 Support for Safe and Positive School Culture** (17% under budget): The variance is primarily due to delays in hiring for the planned positions, which resulted in lower-than-expected expenditures. Additionally, the difference between projected staffing costs and actual costs—once specific employees were hired and assigned—contributed to the overall difference.

**Action 4.9 – 9th Grade Transition** (43% under budget): Although each comprehensive school site was allocated 1.0 FTE to implement a 9th grade transition program, not all sites were able to staff the position, resulting in lower-than-anticipated expenditures.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Mental Health, Wellness, and Tiered Supports: Actions 4.1, 4.2, 4.5, 4.9**

**Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions 4.3, 4.4, 4.8**

**Area 3: Safe and Supportive School Environments: Actions 4.6, 4.7, 4.10**

**Area 4: Family and Community Engagement: Actions 4.4, 4.5, 4.8**

**Area 1: Mental Health, Wellness, and Tiered Supports: Actions: 4.1, 4.2, 4.5, 4.9**

The implementation of these actions has been effective in advancing the district's goal of improving student wellness and reducing disproportionality in discipline and academic outcomes. The increase in care team referrals (baseline of 4,825 in 2022–23) suggests greater identification of student needs and confidence in available support systems.

Suspension data continues to show disproportionate rates among English Learners, Foster Youth, and Students with Disabilities, indicating a persistent need for behavior and discipline reforms. However, the uniform coordination of services and increased intervention through the fidelity of use of the Care Team, wellness centers and CBO partners has begun to address root causes such as trauma and instability.

Feedback from school sites indicates the 9th Grade Transition Program has helped students build stronger connections with school staff, reducing behavior issues and improving academic engagement. Furthermore, community agency partnerships have increased student access to culturally relevant, trauma-informed care that extends beyond the school campus.

Overall, there has been a consistent reduction in suspension rates districtwide, along with improvements in mental health metrics. While continued monitoring is necessary, early evidence suggests that these actions have established an effective foundation for systemic improvement in student wellness and support. This is particularly evident in the updated suspension data, which shows that the district has already met its target—reducing the number of suspensions from 1,387 to 902.

**Area 2: Positive Behavior, Discipline reform, and Restorative practices: Actions: 4.3, 4.4, 4.8**

The actions under this area have been moderately effective in reducing disproportionalities in discipline and improving school climate. Staff who participated in restorative practice PD reported improved confidence in responding to student behavior in constructive ways. Sites with strong implementation of restorative circles and tiered interventions observed reductions in repeat behavior referrals and increased student engagement.

The implementation of the UBR Matrix in addition to the School Discipline trainings provided by an educational attorney has contributed to greater consistency in behavioral responses and decreased reliance on exclusionary discipline. The inclusion of culturally responsive strategies and family engagement further supported climate improvement efforts.

At Independence High School, the additional staffing and structured support strategies improved student supervision and outreach. While suspension rates for English Learners and Low-Income students remain above the district average, early indicators suggest improvement in student perception of safety and connection, particularly among students engaged in new Tier 1 interventions. Action 4.8, the hiring of the additional social worker at Independence High School shows a positive impact on the overall school climate with a reduction in suspension rate.

Overall, the actions have positively influenced school culture, though sustained efforts and continued staff development are essential for deeper and more equitable impact.

**Area 3: Safe and Supportive School Environments: Actions: 4.6, 4.7, 4.10**

These actions have been moderately effective in progressing toward the goal of creating safe and supportive school environments. The Panorama Survey provided actionable insights that guided site-level and districtwide improvements. Through disaggregation, staff were better able to identify which student groups—especially English Learners and Students with Disabilities—needed more targeted support around safety and school connectedness.

The hiring of campus monitors helped build positive adult-student relationships and contributed to a safer physical environment. While the percentage of students reporting strong connections to adults remains low, anecdotal feedback suggests that the presence of consistent, caring adults is beginning to improve student trust and school climate.

The WestEd safety audit offered concrete recommendations for infrastructure, supervision, and policy enhancements, laying the groundwork for more uniform safety standards across schools. Although many of the audit’s findings are still in the implementation phase, early adjustments—such as enhanced supervision in high-traffic areas—have already been put into practice.

Overall, while perceptual data show room for growth, these actions have established strong foundational systems for monitoring, improving, and sustaining school safety and climate.

**Area 4: Family and Community Engagement: Actions: 4.4, 4.5, 4.8**

The actions under this area have been moderately to highly effective in building more inclusive, supportive school environments and strengthening family and community engagement.

The Parent and Community Involvement Specialists have continued to engage all of our families throughout the year on a variety of different avenues, which include facilitating culturally relevant parent groups, Cara Y Corazon. As a result of the continued increase in the number of students who are unhoused, there have been more efforts made by the Parent Community Involvement Specialists to ensure that families have the appropriate support and resources available.

Through a systemic response, ESUHSD has been a part of the City of San Jose’s Children and Youth Services Masterplan to ensure the continuity of services and coherent collaboration with community partners, city agencies and county programs.

The community partnerships established under Action 4.5 have filled critical service gaps and provided students with access to mental health care, mentorship, and wellness education. These services have been especially impactful for students facing external barriers such as homelessness or involvement in the juvenile justice system.

At Independence High School, targeted interventions have begun to shift student engagement and safety perceptions. While only 66% of all students reported feeling safe, improvements in campus supervision, student-staff relationships, and access to mental health support are creating a more supportive atmosphere. Site leaders report greater staff capacity to implement trauma-informed practices and more proactive approaches to student needs.

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

**The following actions have been amended for the 2025-2026 school year: Actions 4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, and 4.10**

For **Action 4.3** it now includes a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for this action item can be found within the action description.



For **Actions 4.4 and 4.5** they will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for each action item.

For **Action 4.1** - Based on reflections from prior implementation and analysis of student outcomes, this action has been amended for the 2025–26 school year to strengthen mental health and wellness services while optimizing available resources. One additional School Social Worker has been added, bringing the total to 27.0 FTE across all 13 high schools, including Foothill and Calero. This shift consolidates staffing previously allocated under a different action. Additionally, funding for the 3.5 FTE Clerk Typists supporting wellness center operations has been moved to the Wellness Grant, ensuring continued clerical support while aligning expenditures with appropriate funding sources. The overall structure of services—delivered through an MTSS framework—remains in place with continued coordination by a 1.0 FTE Subject Area Coordinator.

For **Action 4.7** - Based on reflections from prior practice and analysis of school climate data, this action has been amended for the 2025–26 school year to expand support for fostering safe, welcoming, and inclusive learning environments. While overall student perceptions of safety remain relatively positive, only 59% of students reported feeling safe at school, with lower favorable responses among English Learners (55%) and just 27% of students reporting a strong connection to an adult on campus. To address these concerns, the district will increase staffing from 11.0 to 23.0 FTE Campus Monitors and add the work of 12.0 FTE Advisors. Campus Monitors will continue to serve as a welcoming presence and provide day-to-day support and resources, while Advisors will focus on building relationships and directly supporting English Learners, Low-Income students, Students with Disabilities, and Foster Youth. These changes aim to strengthen school culture and climate through increased adult-student connections and proactive engagement strategies.

For **Action 4.8** - Based on reflections from prior implementation and due to fiscal constraints, this action has been amended for the 2025–26 school year. The standalone funding for targeted school climate and culture support at Independence High School will no longer be included in the LCAP, as the district works to streamline actions while maintaining essential services. To ensure continuity of support for English Learners, Foster Youth, and Low-Income students at Independence, the 1.0 FTE School Social Worker previously funded under this action has been reallocated to Goal 4, Action 1 and remains assigned to the site to lead school climate and wellness efforts. Additionally, existing site and district staff—including administrators, counselors, social workers, and classified team members—will continue implementing Tier 1 behavioral supports, restorative practices, and family engagement strategies. Professional development and wellness programming will also continue through districtwide initiatives, ensuring the site remains aligned with trauma-informed and relationship-centered practices. This shift preserves the core components of the action while adapting to current budget realities.

For **Action 4.9** - This action has been amended for the 2025–26 school year and will no longer be funded through the LCAP due to ongoing fiscal constraints and efforts to align staffing with enrollment and available budget. While the 11.0 FTE previously allocated for 9th Grade Transition Program teachers will be removed as a standalone action, core supports for incoming 9th grade students—particularly Foster Youth, Low-Income, and Homeless Youth—will continue through existing site-level staff and resources. School sites will embed transition supports into advisory or support periods, provide targeted monitoring through counselors and MTSS teams, and maintain access to academic interventions, online credit recovery, and social-emotional learning opportunities. Strategic use of Student Study Teams (SSTs) and Early Warning System (EWS) data will help ensure at-risk 9th grade students are identified early and provided appropriate supports. This adjustment preserves the intent of the original action while adapting to fiscal realities.

For **Action 4.10** - This action has been amended for the 2025–26 school year and will no longer be funded through the LCAP due to fiscal constraints and updated district priorities. While the original plan involved contracting with WestEd to conduct a formal safety audit, the district will now implement this work internally using existing staff and leadership teams. With key focus areas already identified—such as entry and exit protocols, surveillance systems, signage, crisis response, and safety policies—the district is positioned to carry out site-level safety reviews and planning through internal walk-throughs, emergency protocol updates, and integration of findings into School Safety Plans and MTSS frameworks. Climate survey data will continue to inform efforts, particularly for student groups with lower reported perceptions of safety, including English Learners and Students with Disabilities. This adjustment ensures continued attention to school safety while aligning with current fiscal realities.

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
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4.1

Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework

A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators.

CA Dashboard Data for Target Student Populations: District level				
Indicator	English Language Arts	Mathematics	Graduation	College and Career
Status	Red	Red	Red	Red
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth

CA Dashboard Data for Students with Disabilities				
Indicator	English Language Arts	Mathematics	Graduation	College and Career
Status	Red	Red	Red	Red
School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena

Additionally, when we focus on the suspension indicator, we see our English Learners, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students at the lowest level at 6 of our high schools:

Indicator	Suspension			
Status	Red	Red	Red	Red
Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Sites	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek

Furthermore, we have seen an increase in care team referrals with our baseline of 4825 referrals in 2022-23.

\$5,133,499

Personnel  
Costs: Salary  
and Benefits

[Yes]

Foster Youth  
Low-Income  
English  
Learners  
Districtwide  
All Schools



		<p>School social workers provide mental health &amp; wellness support to all students with a focus on students most-at-need including English Learners, low-income students, and foster youth. School social workers will provide mental health screenings, provide psychoeducation, social emotional and wellness groups, individualized therapy, counseling and case management for our low-income and foster youth relevant to the screening outcomes. School social workers will provide a full continuum of support using a tiered system of support.</p> <ul style="list-style-type: none"> <li>● Provide 26.0 FTE school social workers at our 13 high schools, including Foothill and Calero, to provide these services</li> <li>● 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health &amp; wellness across school sites using the MTSS framework.</li> </ul> <p>For improvement in the provision of services at our wellness centers, we will add 3.5 FTE support staff to serve as wellness center liaisons to:</p> <ul style="list-style-type: none"> <li>● ensure students, in particular, our most-at-need students including English Learners, Foster Youth, and Low-income students, are able to access services throughout the day</li> <li>● track student attendance and participation</li> <li>● monitor calming space while social workers are working with students <ul style="list-style-type: none"> <li>○ Provide funding for 3.5 clerk typists to ensure improvement of services at all of our wellness centers</li> </ul> </li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>For the 2025–26 school year, we will add one additional School Social Worker to this action item, shifting the staffing from Goal 4, Action 8 in 2024–25. A total of 27.0 FTE School Social Workers will be allocated across our 13 high schools, including Foothill and Calero, to provide direct social-emotional and mental health support to students. In addition, funding for the 3.5 FTE Clerk Typists previously supported through this goal will be shifted to the Wellness Grant to ensure continued clerical support for wellness services while optimizing use of available resources.</p> <ul style="list-style-type: none"> <li>● Provide 27.0 FTE school social workers at our 13 high schools, including Foothill and Calero, to provide these services</li> <li>● 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health &amp; wellness across school sites using the MTSS framework.</li> </ul>		
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4.2	Coordination of Student Services, Supports, and Interventions	<p>When reviewing the suspension rates, our students who are Foster Youth (14.3%) Low-income (5.7%), Students with Disabilities (8.9%), and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%.</p> <p>Additionally, our English Learners and Low-income students account for the largest number of suspensions:</p> <p>-Overall total suspensions = 1387</p> <ul style="list-style-type: none"> <li>English Learners = 462 suspensions</li> <li>Low-income = 995 suspensions</li> </ul> <p>This action item is specifically focused on meeting the programmatic needs, including coordination of transition services for our Foster Youth, English Learners, SWDs, and Low-income students as the data indicates that they are suspended at higher rates when compared with other student groups.</p> <p>Actions will include the effective coordination, delivery, evaluation and refinement of student services throughout the district to ensure that all programs are in alignment with our commitment to build equitable communities within the framework of MTSS. Social emotional and mental health services for our Foster Youth, English Learners, SWDs, Low-income, and Homeless students will be provided. The Coordinator will also coordinate, monitor and evaluate uniform responses to students behaviors as well as interventions and supports in the area of attendance.</p> <ul style="list-style-type: none"> <li>1.0 FTE Student Services Coordinator</li> </ul>	<p>\$244,546</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	<p>Based on the CA Dashboard Suspension indicator, the table below shows the sites where specific student groups have amongst the highest suspension rates thus landing them on the lowest performance level:</p>	<table><tr><th>Indicator</th><th colspan="7">Suspension</th></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>African-American</td><td>Hispanic/Latino</td></tr><tr><th>School Sites</th><td>Calero Phoenix</td><td>Piedmont Hills Santa Teresa Yerba Buena</td><td>Yerba Buena</td><td>Santa Teresa Phoenix</td><td>Oak Grove Piedmont Hills Santa Teresa Silver Creek</td><td>Santa Teresa Silver Creek</td><td>Santa Teresa Silver Creek Yerba Buena Calero Phoenix</td></tr></table>	Indicator	Suspension							Status	Red	Red	Red	Red	Red	Red	Red	Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African-American	Hispanic/Latino	School Sites	Calero Phoenix	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	Santa Teresa Silver Creek	Santa Teresa Silver Creek Yerba Buena Calero Phoenix	<p>\$25,000</p> <p>Contract Services</p> <p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students Districtwide All Schools</p>
		Indicator	Suspension																																		
Status	Red	Red	Red	Red	Red	Red	Red																														
Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African-American	Hispanic/Latino																														
School Sites	Calero Phoenix	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	Santa Teresa Silver Creek	Santa Teresa Silver Creek Yerba Buena Calero Phoenix																														
		<p>At the district level, our American Indian or Alaska Native students are at the lowest performance level on the CA Dashboard suspension indicator.</p> <p>When reviewing the suspension rates, our students who are Foster Youth (14.3%) and Students with Disabilities (8.9%) have amongst the highest suspension rates when compared to other student groups.</p> <p>Additionally, when reviewing our school climate survey data only 53% of our students reported feeling connected to school.</p> <p>Thus, professional Development to support staff in responding positively to the social-emotional and behavioral needs of our students will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers and Teachers on Special Assignment, staff will participate in learning sessions focused on meeting the needs of our Foster Youth, English Learners, Students with Disabilities, Low-income students, African-American and Hispanic students, and Homeless Youth.</p> <ul style="list-style-type: none"><li>Contract with PD providers to facilitate learning sessions</li><li>Planning time and compensation for in-house providers</li><li>Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li><li>Secure a sub pool for classroom coverage to allow teachers to attend PD sessions</li></ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p>																																			

		<p>We continue to see inequities in school climate and behavioral outcomes, particularly for historically underserved student groups. Suspension data from the California School Dashboard and local records highlight alarming disparities:</p> <ul style="list-style-type: none"> <li>● Foster Youth: 14.3% suspension rate</li> <li>● Students with Disabilities: 8.9%</li> <li>● American Indian or Alaska Native students: Lowest performance level statewide</li> <li>● Only 53% of students report feeling connected to school, according to our climate survey</li> </ul> <p>These figures reflect both systemic disproportionality in disciplinary practices and a pressing need to rebuild positive, inclusive learning environments where all students feel safe, valued, and supported.</p> <p>To address these challenges and promote learning recovery, this action will:</p> <ul style="list-style-type: none"> <li>● Build staff capacity to implement restorative and relational practices in lieu of exclusionary discipline</li> <li>● Strengthen Tier 1 and Tier 2 supports for behavior and emotional regulation</li> <li>● Create a foundation for positive behavior intervention and supports (PBIS)</li> <li>● Ensure all staff are equipped to support high-need student groups including Foster Youth, English Learners, Students with Disabilities, African-American and Hispanic students, and Homeless Youth</li> </ul> <p>This use of LREBG funds is aligned with the grant’s purpose to:</p> <ul style="list-style-type: none"> <li>● Mitigate the social-emotional impact of learning loss and barriers to educational access</li> <li>● Support inclusive and responsive learning environments</li> <li>● Equip staff to better serve students whose learning has been disrupted by trauma, instability, or lack of belonging</li> </ul> <p>By proactively investing in districtwide professional development and implementation support, the district is creating sustainable conditions for equity, improved school connectedness, and reductions in disciplinary disproportionality—key levers for academic recovery and student success.</p>		
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4.4	Positive school climate initiatives, support and interventions	<p>A review of our local data shows 30.1% of behavior referrals are in the defiance category with Hispanic/Latino students making up 84.4% of defiance referrals.</p> <p>Additionally, our English Learners, Low-income students, and Students with Disabilities account for the largest number of suspensions:</p> <p>-Total suspensions = 1387</p> <ul style="list-style-type: none"> <li>• English Learners = 462 suspensions</li> <li>• Low-income = 995 suspensions</li> <li>• Students with Disabilities = 437 suspensions</li> </ul> <p>Thus, there is a need for consistent use of and ongoing professional development on discipline/behavior education codes in alignment with the Uniform Behavior Responses Matrix (UBR) to ensure students have access to maximum instructional time.</p> <ul style="list-style-type: none"> <li>• District Wide Professional Development for all staff on the UBR and education code <ul style="list-style-type: none"> <li>○ Contract services for education code training</li> <li>○ Provide extra duty compensation, sub pay</li> </ul> </li> <li>• Explicitly teach expected behaviors for all students during the 1st week of the school year</li> <li>• Develop and implement alternative discipline strategies such as restorative circles, mediation, and community service</li> <li>• Schoolwide lessons conducted at all school sites on topics such as behavior expectations, healthy decision-making, goal setting, and other related topics</li> <li>• Family Engagement &amp; Support team to provide sessions on the discipline/behavior education codes in alignment with Uniformed Behavior Responses Matrix (UBR) to families</li> <li>• Restorative reentry program and process for students returning from expulsions or having been impacted by the juvenile justice system</li> <li>• Supervision support provided by staff</li> <li>• Services provided by partner agencies including Yoga and Art therapy</li> </ul> <p>This action item has been amended to now be a contributing action for the 2025-26 school year.</p>	<p>\$209,300</p> <p>Contract Services</p> <p>\$25,000</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<p>To support the physical, emotional, and academic well-being of our most underserved students and increase access to instructional time, the district will implement a comprehensive set of school climate initiatives and tiered behavior interventions that specifically address the disproportionate impact of disciplinary actions on English Learners, Low-Income students, and Students with Disabilities. A review of our suspension data shows that these student groups account for the majority of suspensions districtwide:</p> <ul style="list-style-type: none"> <li>● Total suspensions: 1,387</li> <li>● English Learners: 462</li> <li>● Low-Income students: 995</li> <li>● Students with Disabilities: 437</li> </ul> <p>Furthermore, behavior referral data reveals that 30.1% of all referrals fall into the defiance category, with Hispanic/Latino students comprising 84.4% of those referrals. These data points highlight the need for systemic, restorative, and culturally responsive approaches to behavior management to support our target populations.</p> <p>To address these disparities, the district will implement the following actions:</p> <ul style="list-style-type: none"> <li>● Provide districtwide professional development for all staff on Education Code and the Uniform Behavior Responses Matrix (UBR) to ensure consistent and equitable implementation of behavior policies.</li> <li>● Contract with expert providers to support training on discipline policies and alternative interventions.</li> <li>● Provide extra duty compensation and substitute coverage for staff to attend PD and planning sessions.</li> <li>● Develop and teach schoolwide behavior expectations during the first week of school to all students, with targeted support for unduplicated student groups.</li> <li>● Implement restorative practices such as circles, mediation, and community service as alternatives to suspension.</li> <li>● Deliver schoolwide lessons focused on social-emotional skills, healthy decision-making, and goal setting.</li> <li>● Engage families of target student groups through the Family Engagement &amp; Support Team, offering education sessions on the UBR and student discipline rights.</li> <li>● Establish a restorative reentry process for students returning from expulsion or juvenile justice involvement, with dedicated staff support.</li> <li>● Provide increased supervision by trained support staff to promote safe and inclusive campus environments.</li> </ul>		
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		<ul style="list-style-type: none"> <li>● Partner with community-based organizations to offer culturally affirming services such as yoga and art therapy for students needing social-emotional support.</li> </ul> <p>This action is designed to address the disproportionate discipline rates affecting English Learners, Low-Income students, and Students with Disabilities—key unduplicated student groups. By focusing on positive behavior supports and reducing exclusionary discipline practices, this action directly contributes to improved attendance, academic outcomes, and school connectedness for students who face the most barriers to graduation.</p>		
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4.5	Collaborating with Community Agencies to Build a Continuum of Care	<p>Input from our educational partners indicates a need to provide interventions and resources that extend beyond the classroom and our data shows that our students who are Foster Youth (14.3%) Low-income (5.7%) and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%.</p> <p>Also, when reviewing our school climate survey data only 53% of our students reported feeling connected to school.</p> <p>Thus, we will expand partnerships with community agencies who will work with us to provide a continuum of care that provides services that address the social emotional and emotional needs of students with a target case management of Foster Youth, Justice Engaged, Homeless Youth, and students impacted by environmental factors such as gangs, violence, and drugs. The continuum will include community building, small group interventions, and case management/educational liaison supports. In addition, we will include partnerships to provide preventive education focused on healthy relationships and decision-making.</p> <ul style="list-style-type: none"> <li>● National Center for Youth Law</li> <li>● National Compadres Network</li> <li>● Pivotal</li> <li>● Bill Wilson</li> <li>● New Hope for Youth</li> <li>● The City Peace Project</li> <li>● YWCA</li> <li>● Planned Parenthood</li> <li>● Daybreak</li> </ul> <p>This action item has been amended to now be a contributing action for the 2025-26 school year.</p> <p>To create supportive learning environments that promote positive student behavior, school connectedness, and overall well-being, East Side Union High School District will partner with trusted community-based organizations to build a continuum of care focused on the unique needs of unduplicated student groups, including Foster Youth, English Learners, Low-Income students, and Homeless Youth.</p> <p>District data highlights a need for expanded services and targeted interventions:</p> <ul style="list-style-type: none"> <li>● Suspension Rates: <ul style="list-style-type: none"> <li>○ Foster Youth: 14.3%</li> </ul> </li> </ul>	<p>\$1,500,000</p> <p>Contract Services</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All School</p>
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		<ul style="list-style-type: none"> <li>English Learners: 6.2%</li> <li>Low-Income: 5.7%</li> <li>Overall District Rate: 4.0%</li> </ul> <ul style="list-style-type: none"> <li>School Connectedness: <ul style="list-style-type: none"> <li>Only 53% of students reported feeling connected to school in climate surveys.</li> </ul> </li> </ul> <p>These findings are reinforced by feedback from educational partners emphasizing the need for holistic supports that extend beyond the classroom to address trauma, community violence, instability, and mental health.</p> <p>As part of this action, the district will:</p> <ul style="list-style-type: none"> <li>Continue with contracts with a network of community agencies to provide: <ul style="list-style-type: none"> <li>Case management and educational liaison services specifically targeting Foster Youth, Homeless Youth, Justice-Involved Youth, and students impacted by trauma and environmental factors.</li> <li>Small group interventions and counseling focused on healing-centered engagement and cultural affirmation.</li> <li>Preventive education workshops addressing healthy relationships, mental wellness, and decision-making.</li> <li>Community-building sessions to strengthen student belonging and trust in adult allies on campus.</li> </ul> </li> </ul> <p>This action specifically supports the district’s unduplicated student groups by addressing root causes of disengagement, chronic absenteeism, and behavioral challenges that contribute to lower academic outcomes and higher suspension rates. By collaborating with culturally competent and trauma-informed community agencies, the district ensures that Foster Youth, English Learners, Low-Income students, and Homeless Youth receive personalized supports that promote academic success and social-emotional well-being.</p>		
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4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	<p>Our ability to collect, organize, and analyze qualitative data to make informed decisions is key to improving student outcomes. Using results from the school climate and SEL surveys allows us to take into account the perceptions of our students, parents, and staff when planning and designing programs and services.</p> <p>Thus, we will gather student, parent, and staff responses assessing and evaluating the level of satisfaction with the climate and culture of schools as well as students’ self-reported social-emotional wellbeing through a series of questions posed using the Panorama survey. We will use disaggregated data by race/ethnicity, gender, and program designation to identify student groups needing additional outreach and support with a focus on English Learners, Foster Youth, and Low-income students.</p> <p>A review of the CA Dashboard Suspension indicator shows student groups identified at the lowest level:</p> <table><tr><th>Indicator</th><th colspan="7">Suspension</th></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>All Students</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td><td>African-American</td><td>Hispanic/ Latino</td></tr><tr><th>School Sites</th><td>Calero Phoenix</td><td>Piedmont Hills Santa Teresa Yerba Buena</td><td>Yerba Buena</td><td>Santa Teresa Phoenix</td><td>Oak Grove Piedmont Hills Santa Teresa Silver Creek</td><td>Santa Teresa Silver Creek</td><td>Santa Teresa Silver Creek Yerba Buena Calero Phoenix</td></tr></table> <p>To address the student groups identified at the lowest level for suspension, we will continue our use of our behavior tracking system, SHAPE, to analyze data at various levels and disaggregate the data by race/ethnicity and program designation. This will allow us to monitor our progress when it comes to who is being referred, the reason for the referrals, as well as monitor suspensions.</p>	Indicator	Suspension							Status	Red	Red	Red	Red	Red	Red	Red	Student Groups	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African-American	Hispanic/ Latino	School Sites	Calero Phoenix	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	Santa Teresa Silver Creek	Santa Teresa Silver Creek Yerba Buena Calero Phoenix	<p>\$110,000</p> <p>Contract Services</p> <p>The total funding for this action is allocated as part of the overall concentration grant.</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
Indicator	Suspension																																			
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<div>4.7</div>	<div>Support for safe and positive school culture and climate</div>	<p>A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators.</p> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr> </thead> <tbody> <tr> <td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>Homeless Youth English Learners</td><td>English Learners Socioeconomically Disadvantaged</td><td>English Learners Homeless Youth</td><td>Foster Youth</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">CA Dashboard Data for Students with Disabilities</th></tr> </thead> <tbody> <tr> <td>Indicator</td><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>School Sites</td><td>District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena</td><td>District Level Independence James Lick Wm C Overfelt</td><td>District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Indicator</th><th colspan="4">Suspension</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>English Learners</td><td>Homeless</td><td>Socioeconomically Disadvantaged</td><td>Students with Disabilities</td></tr> <tr> <td>School Sites</td><td>Piedmont Hills Santa Teresa Yerba Buena</td><td>Yerba Buena</td><td>Santa Teresa Phoenix</td><td>Oak Grove Piedmont Hills Santa Teresa Silver Creek</td></tr> </tbody> </table> <p>Although students indicate an overall high favorable response to safety, when we review the individual question asking “How safe do you feel when you are at school?,” the percentage of favorable responses drops to 59% with 34% of students reporting feeling “neither safe or unsafe.” For English Learners it is 55% favorable.</p> <p>Additionally, when asked “how connected do you feel to an adult at school?,” the percentage of favorable responses is 27%.</p>	CA Dashboard Data for Target Student Populations: District level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth	CA Dashboard Data for Students with Disabilities					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	School Sites	District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena	District Level Independence James Lick Wm C Overfelt	District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena	Indicator	Suspension				Status	Red	Red	Red	Red	Student Groups	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	School Sites	Piedmont Hills Santa Teresa Yerba Buena	Yerba Buena	Santa Teresa Phoenix	Oak Grove Piedmont Hills Santa Teresa Silver Creek	<div>\$4,804,142</div> <div>Personnel Costs: Salary and Benefits</div>	<div>[Yes]</div> <div>Foster Youth</div> <div>Low-Income</div> <div>English Learners</div> <div>Districtwide</div> <div>All Schools</div>
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		<p>Student achievement is connected to students feeling welcomed, safe, and cared for in their learning environments, thus we will provide support with creating and maintaining safe and positive school culture and climate by engaging with English Learners, Low-income, Students with Disabilities, and Foster Youth.</p> <ul style="list-style-type: none"> <li>• 11.0 FTE Campus Monitors to welcome students, provide supports and resources</li> </ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>To further support with creating learning environments that are welcoming, safe, and caring, we will include the work of Advisors and the second campus monitors, who work directly with students in building relationships and maintaining safe and positive school cultures and climates. In particular, Advisors will work directly with English Learners, Low-income, Students with Disabilities, and Foster Youth.</p> <ul style="list-style-type: none"> <li>• 23.0 FTE Campus Monitors to welcome students, provide supports and resources</li> <li>• 12.0 FTE Advisors to work directly with students in building relationships and maintaining safe and positive school cultures and climates</li> </ul>		
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4.8	Targeted School Climate and Culture Support for Independence High School	<p>Independence High School is one of the district’s largest high schools with 21.5% English Learners (ELs) and 50.6% Low-Income students. At Independence, 5% of ELs and 4.8% of low-income students are suspended at least one day compared to 3.2% for all students. Additionally, the school climate survey shows 43% of students responded favorably to the statement “I feel safe in my school” (another 45% responded neither agree nor disagree), with 47% of ELs responding favorably to the statement.</p> <p>In a setting where the physical environment of the school can be overwhelming for students, there is a need to target efforts to support our most-at-need students, and in particular our English Learners, Foster Youth, and Low-Income students to ensure they feel welcomed and are afforded the resources and opportunities to find academic, behavioral, and socioemotional success. Providing this learning environment is key to improving student achievement as measured by academics and graduation indicators. The CA Dashboard data shows English Learners and Socioeconomically Disadvantaged students performing at the lowest levels:</p> <table><tr><th>English Learners</th><th>Socioeconomically Disadvantaged</th></tr><tr><td>Graduation</td><td>Graduation</td></tr><tr><td>Academics: Math and English Language Arts</td><td>Academics: Math</td></tr></table> <p>To ensure our target student populations feel welcomed and supported to experience success we will provide services and resources as follows:</p> <ul style="list-style-type: none"><li>• additional staff to<ul style="list-style-type: none"><li>○ build positive relationships with the target student populations and support classroom teachers in establishing Tier 1 behavioral expectations and positive interventions for students</li><li>○ maintain a positive physical environment outside of class where students feel connected and supported</li><li>○ provide Tier 1 mental health, socio-emotional, and wellness education and interventions for students</li><li>○ support parents with communication, workshops, and connecting with teachers and counselors</li></ul></li><li>• Provide Professional Development to all staff on restorative and trauma-informed practices and embedding social-emotional learning across all courses</li><li>• Develop a comprehensive plan for supervision outside of class where coverage is maximized across the physical campus</li></ul>	English Learners	Socioeconomically Disadvantaged	Graduation	Graduation	Academics: Math and English Language Arts	Academics: Math	\$0	This item will no longer be funded as part of the LCAP funding.	[No] Foster Youth Low-Income English Learners Districtwide All Schools
English Learners	Socioeconomically Disadvantaged										
Graduation	Graduation										
Academics: Math and English Language Arts	Academics: Math										

		<ul style="list-style-type: none"> <li>• Leadership coaching for site administration to build capacity specific to procedures, policies, and communication</li> </ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>This action item will no longer be funded as part of the LCAP for the 2025–26 school year due to fiscal constraints and the district’s efforts to streamline funded actions while maintaining service continuity. However, the core components of this work will continue to be implemented using existing site and district resources.</p> <p>To ensure continued support for English Learners, Foster Youth, and Low-Income students at Independence High School:</p> <ul style="list-style-type: none"> <li>• The 1.0 FTE School Social Worker previously funded through this action has been reallocated to Goal 4, Action 1 and remains assigned specifically to Independence High School to continue leading school climate and wellness efforts.</li> <li>• Existing staff, including site administrators, counselors, social workers, and classified team members, will collaboratively carry out the identified strategies, including Tier 1 behavioral supports, restorative practices, and family engagement efforts.</li> <li>• The school site will continue to utilize professional development opportunities and wellness-focused programming coordinated through districtwide initiatives to ensure fidelity to trauma-informed, inclusive, and relationship-centered practices.</li> </ul> <p>This adjustment allows the district to preserve essential services for high-need students at Independence High School despite the removal of funding of this standalone action from the LCAP.</p>		
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4.9	9th grade Transition Program	<p>The 9th Grade Transition Program will provide both academic and socio-emotional support for students struggling to adapt to the high school setting as evidenced by low attendance rates, behavior referrals, and failing grades. The students in this program will be supported by a teacher who will model positive responses, monitor their progress, support them as they develop academic and social emotional skills, and provide academic opportunities through classroom based instruction, and online coursework. In particular, incoming 9th grade students identified as Foster Youth, Low-Income, and Homeless Youth who struggled to adapt and make the transition to high school will be targeted for the program.</p> <ul style="list-style-type: none"> <li>11.0 FTE for 9th Grade Transition Program teachers at each of our comprehensive high schools</li> </ul> <p><i>This action item has been amended for the 2025-26 school year.</i></p> <p>This action item has been amended for the 2025–26 school year and will no longer be funded through the LCAP due to ongoing fiscal constraints and the district’s effort to align staffing with enrollment and budget capacity. However, the core supports for incoming 9th grade students will continue through existing site-level staffing and resources.</p> <p>While the 11.0 FTE previously allocated for 9th Grade Transition teachers will be removed as a standalone action, school sites will continue to implement transition supports for at-risk 9th grade students, particularly those identified as Foster Youth, Low-Income, and Homeless Youth. These supports will be embedded into:</p> <ul style="list-style-type: none"> <li>Advisory or support periods led by current staff</li> <li>Targeted monitoring and case management by counselors, administrators, and Multi-Tiered System of Supports (MTSS) teams</li> <li>Continued access to academic intervention, online credit recovery, and social-emotional learning opportunities</li> <li>Strategic use of Student Study Teams (SSTs) and Early Warning System (EWS) data to identify and support struggling students</li> </ul> <p>This adjustment reflects the district’s commitment to maintaining essential services for high-need students during their transition to high school, while adapting program structures to current fiscal realities.</p>	<p>\$0</p> <p>This item will no longer be funded as part of the LCAP funding.</p>	<p>[No]</p> <p>Foster Youth Low-Income English Learners Districtwide All Schools</p>
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4.10	Comprehensive Safety Audit	<p>Our school climate survey indicates different levels of favorable responses to feeling safe at schools as indicated by the graphic below:</p> <div><p><b>Safety</b></p><div><div> <b>Family Members</b> Family Survey</div><div>90%</div><div><div></div></div></div><div><div> <b>Teachers &amp; Staff</b> Staff Survey</div><div>69%</div><div><div></div></div></div><div><div> <b>Students</b> Grades 6–12</div><div>82%</div><div><div></div></div></div></div> <p>Although students indicate an overall high favorable response to safety, when we review the individual question asking “How safe do you feel when you are at school?,” the percentage of favorable responses drops to 59% with 34% of students reporting feeling “neither safe or unsafe.” For English Learners it is 55% favorable and for Students with Disabilities it is 55% favorable.</p> <p>Thus, we will work in collaboration with West Ed in conducting a comprehensive safety audit that is inclusive of a review of entry and exit points, camera locations, signage, crisis management and emergency protocols, and policies related to discipline and school safety.</p> <ul style="list-style-type: none"><li>• Contract services with West Ed</li><li>• Provide extra duty compensation and sub coverage as needed for staff to attend work sessions</li></ul> <p>This action item has been amended for the 2025-26 school year.</p> <p>This action item has been amended for the 2025–26 school year and will no longer be funded through the LCAP. The original plan included contracting with WestEd to conduct a formal safety audit. However, due to current fiscal challenges and in alignment with updated district priorities, the district will implement the work using existing staff and internal resources.</p>	\$0  This item will no longer be funded as part of the LCAP funding.	[No]  All Students Districtwide All Schools
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		<p>Now that we have gathered key information and established clear focus areas—such as entry and exit protocols, surveillance systems, signage, crisis management practices, and school safety policies—we are positioned to leverage district and site leadership teams to carry out these safety review processes internally. This includes:</p> <ul style="list-style-type: none"> <li>● Conducting school site walk-throughs to assess physical safety infrastructure</li> <li>● Reviewing and revising emergency protocols with site administrators and safety teams</li> <li>● Using school climate survey data to identify student groups (such as English Learners and Students with Disabilities) with lower perceptions of safety, and tailoring actions accordingly</li> <li>● Providing planning time and guidance to site teams to incorporate safety and climate improvements into site-level MTSS and School Safety Plans</li> </ul> <p>This strategic shift ensures that the safety and well-being of students remain a priority while maintaining responsible fiscal stewardship. The district remains committed to ensuring that all students—particularly those in target groups—feel safe and supported at school.</p>		
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## Goal 5 Attendance and Chronic Absenteeism

Goal #	Description	Type of Goal
5	<p><b>Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.</b></p> <p>Through our MTSS framework, we will establish tiered supports and outreach to ensure students are attending school. We will implement Tier 1 universal strategies to maintain students engaged, address student needs at the Tier 2 level, and provide intensive support for students needing additional, targeted, individual interventions at the Tier 3 level. Additionally, we will work to develop a comprehensive approach to family engagement to ensure students and their families receive the support and resources needed.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 3 Parental Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Although our overall attendance rate is above 95%, there are student groups that experience higher rates of chronic absenteeism and thus require additional outreach and intervention. Educational partners' input indicated that families need support in understanding attendance reporting processes as well as information about learning options available to students who may need alternative settings for engagement and learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students who are chronically absent by race/ethnicity	2022-23 Outcomes All students 23.9% <ul style="list-style-type: none"> <li>African-American 35.6%</li> <li>Hispanic/Latino 37.2%</li> <li>Asian 7.9%</li> </ul>	2023-24 Outcomes All students 22% <ul style="list-style-type: none"> <li>African-American 40.4%</li> <li>Hispanic/Latino 34%</li> <li>Asian 7.1%</li> </ul>	2026-27 Update	All students 14% <ul style="list-style-type: none"> <li>African-American 14%</li> <li>Hispanic/Latino 14%</li> <li>Asian 5%</li> </ul>	2025-26 Update All students -1.9% <ul style="list-style-type: none"> <li>African-American 4.8%</li> <li>Hispanic/Latino -3.2%</li> <li>Asian -0.8%</li> </ul>
5.2	Percentage of students who are chronically absent by program	2022-23 Outcomes All students 23.9% <ul style="list-style-type: none"> <li>English Language Learners 35.6%</li> <li>Foster Youth 59.6%</li> <li>Socioeconomically disadvantaged 35.1%</li> <li>Students with Disabilities 44%</li> </ul>	2023-24 Outcomes All students 22% <ul style="list-style-type: none"> <li>English Language Learners 33.8%</li> <li>Foster Youth 55.6%</li> <li>Socioeconomically disadvantaged 30.9%</li> <li>Students with Disabilities 42.8%</li> </ul>	2026-27 Update	All students 14% <ul style="list-style-type: none"> <li>English Language Learners 14%</li> <li>Foster Youth 14%</li> <li>Socioeconomically disadvantaged 14%</li> <li>Students with Disabilities 14%</li> </ul>	2025-26 Update All students -1.9% <ul style="list-style-type: none"> <li>English Language Learners -1.8%</li> <li>Foster Youth -4%</li> <li>Socioeconomically disadvantaged -4.2%</li> <li>Students with Disabilities -1.2%</li> </ul>
5.3	District P2 attendance rate	2023-24 P2 attendance rate 92.48%	2024-25 P2 attendance rate 92.61%	2026-27 Update	P2 attendance rate = 95%	2025-26 Update P2 attendance rate 0.13%

5.4	Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships	<p>Fall 2023 survey administration</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 53%</li> <li>9th grade 56%</li> <li>10th grade 51%</li> <li>11th grade 52%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 59%</li> <li>9th grade 61%</li> <li>10th grade 59%</li> <li>11th grade 58%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 81%</li> <li>9th grade 82%</li> <li>10th grade 80%</li> <li>11th grade 80%</li> </ul>	<p>Fall 2024 survey administration</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 55%</li> <li>9th grade 59%</li> <li>10th grade 52%</li> <li>11th grade 55%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 63%</li> <li>9th grade 67%</li> <li>10th grade 61%</li> <li>11th grade 62%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 82%</li> <li>9th grade 82%</li> <li>10th grade 81%</li> <li>11th grade 81%</li> </ul>	2026-27 Update	<p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 65%</li> <li>9th grade 65%</li> <li>10th grade 65%</li> <li>11th grade 65%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 65%</li> <li>9th grade 65%</li> <li>10th grade 65%</li> <li>11th grade 65%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 90%</li> <li>9th grade 90%</li> <li>10th grade 90%</li> <li>11th grade 90%</li> </ul> <p>Student Relationships (students responding favorably to feeling connected to an adult at school):</p>	<p>2025-26 Update</p> <p>School Connectedness (students responding favorably to feeling connected and a sense of belonging):</p> <ul style="list-style-type: none"> <li>All students 2%</li> <li>9th grade 3%</li> <li>10th grade 1%</li> <li>11th grade 3%</li> </ul> <p>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):</p> <ul style="list-style-type: none"> <li>All students 4%</li> <li>9th grade 6%</li> <li>10th grade 2%</li> <li>11th grade 4%</li> </ul> <p>Safety (students responding favorably to feeling safe at school)</p> <ul style="list-style-type: none"> <li>All students 1%</li> <li>9th grade 0%</li> <li>10th grade 1%</li> <li>11th grade 1%</li> </ul>
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		<p>Student Relationships (students responding favorably to feeling connected to an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 24%</li> <li>• 9th grade 20%</li> <li>• 10th grade 22%</li> <li>• 11th grade 25%</li> </ul>	<p>Student Relationships (students responding favorably to feeling supported by an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 50%</li> <li>• 9th grade 53%</li> <li>• 10th grade 46%</li> <li>• 11th grade 49%</li> </ul> <p>Please note the phrasing of the question was changed from 2023 to 2024.</p>		<ul style="list-style-type: none"> <li>• All students 65%</li> <li>• 9th grade 65%</li> <li>• 10th grade 65%</li> <li>• 11th grade 65%</li> </ul>	<p>Student Relationships (students responding favorably to feeling supported by an adult at school):</p> <ul style="list-style-type: none"> <li>• All students 26%</li> <li>• 9th grade 33%</li> <li>• 10th grade 24%</li> <li>• 11th grade 24%</li> </ul>
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5.5	Efforts to build relationships	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	<p>For the 2024-25 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	2026-27 Update	<p>For the 2023-24 school year</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = 5 Full Implementation and Sustainability</li> </ul>	<p>2025-26 Update</p> <p>Local Indicator Self-Reflection Tool</p> <p>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul> <p>Rate the LEA's progress in creating welcoming environments for all families in the community</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul> <p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul>
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		Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>● Rating = 3 Initial Implementation</li> </ul>		Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>● Rating = 4 Full Implementation</li> </ul>	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families <ul style="list-style-type: none"> <li>● Rating = No change</li> </ul>
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## Goal Analysis for 2024-25

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.

Implementation of Goal 5 actions focused on reducing chronic absenteeism, increasing student engagement, and improving access to academic and wellness services for our most at-risk student populations—specifically Foster Youth, English Learners, Low-Income students, Students with Disabilities, and Homeless Youth. Actions across all three focus areas—**direct student support**, **data-driven early identification**, and **family and community engagement**—were implemented as planned, with some adjustments made in response to evolving student needs and staffing capacity.

This year's efforts reflected a coordinated, multi-tiered approach, combining individualized support at school sites with districtwide systems such as the Early Warning System (EWS), Attention2Attendance (A2A), and the expansion of restorative and wellness-centered practices. Community partnerships were leveraged to address barriers outside of school, while family engagement strategies were strengthened to support long-term attendance and academic outcomes. The following sections summarize the progress, challenges, and successes experienced across each implementation area.

**Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6**

The district has implemented Actions 5.1 through 5.6 with fidelity to support direct services for students who face barriers to school attendance and engagement, particularly Foster Youth, English Learners, Low-Income students, Students with Disabilities (SWDs), and Homeless Youth.

Action 5.1 deployed Child Welfare and Attendance (CWA) Counselors and Academic Counselors at alternative education sites, including continuation schools and independent study programs, where there is a high concentration of students at risk. These staff provided targeted support in the areas of attendance, academics, and wellness. While implementation proceeded as planned, revisions were made for the 2025–26 school year to further tailor supports.

In Action 5.2, a District Nurse and 12 Health Clerks provided wellness screenings, monitored health plans, and offered referrals for students in need. This action was successfully implemented and ensured vulnerable students received timely care, although schools with higher caseloads sometimes experienced delays in follow-up due to limited staffing. In addition, there is an increase in our Home Hospital Instruction program due to the increased need.

Action 5.5 focused on the creation of a Restorative School Attendance Review Board (SARB) in partnership with community agencies. This board addressed chronic absenteeism through small-group interventions and case management for students—especially Foster Youth—with high absenteeism rates. Staff were compensated for collaboration and coordination, though aligning schedules with community partners presented logistical challenges.

Action 5.6 addressed transportation barriers by providing VTA bus passes and working toward local transportation partnerships. These strategies helped reduce access-related obstacles to regular school attendance, especially for Homeless Youth and SWDs.

## **Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8**

The district implemented Actions 5.3 and 5.8 as planned, focusing on the use of data systems to identify students at risk of chronic absenteeism and build staff capacity to respond effectively.

Through Action 5.3, the Early Warning System (EWS) and the A2A (Attention2Attendance) tool were consistently utilized to track attendance patterns, flag at-risk students early, and inform outreach strategies. These tools played a central role in identifying students—particularly Foster Youth, English Learners, Low-Income students, and Students with Disabilities—with high rates of chronic absenteeism. Site teams used these data to coordinate intervention efforts and develop personalized support plans. No substantive deviations from the action were made, though some schools required additional training to fully leverage the tools.

Under Action 5.8, professional development was provided to a limited number of teachers and support staff on student engagement strategies and root causes of absenteeism. Training sessions included identifying early signs of disengagement, addressing socio-emotional barriers, and implementing trauma-informed outreach techniques.

A key challenge was ensuring uniform understanding and application of EWS data across all sites, as some staff required more technical support. Staff availability for more expanded professional development was also a challenge. However, a significant success was the increased cross-departmental collaboration around attendance and student support.

## **Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7**

The district implemented Actions 5.4 and 5.7 as planned to improve family and community engagement focused on removing barriers to student attendance and academic success, particularly for Foster Youth, English Learners, Low-Income students, and other underserved populations.

Action 5.4 supported the work of the Family Engagement and Support Team in engaging families as partners in addressing chronic absenteeism. Staff facilitated outreach to families of chronically absent students, organized parent education sessions, and connected families with local resources such as housing assistance,

food support, and health services. While the scope of outreach aligned with initial plans, some challenges included inconsistent participation by families with high mobility or housing instability.

In Action 5.7, the district deepened partnerships with community-based organizations (CBOs) to help families overcome structural barriers to student success. CBOs provided case management, educational workshops, and culturally responsive services. These included bilingual support, workshops on navigating school systems, and linkage to mental health and housing services. The district successfully maintained these partnerships, although aligning schedules and data-sharing across agencies occasionally slowed coordination efforts.

A key success was the development of more personalized outreach strategies and trust-building between schools and historically underserved families, particularly those experiencing homelessness or involved in the foster care system.

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

The actions under Goal 5 focused on removing barriers to attendance and increasing student engagement through targeted supports and outreach. While most actions were implemented as planned, several showed significant variances between budgeted and actual expenditures. These differences were primarily due to increased student participation and service needs, as well as reliance on existing staffing structures for implementation. The following explanations outline the key factors contributing to these variances and provide insight into adjustments planned for 2025–26 to improve tracking and resource alignment.

**Action 5.4 - Attendance Incentives** (13% over budget): The variance is primarily due to higher-than-anticipated student participation in attendance campaigns and schoolwide events aimed at promoting healthy behaviors and reducing barriers to regular attendance. This increased engagement led to greater demand for materials, incentives, and staffing support than originally projected.

**Actions 5.5, 5.7, 5.8 – Restorative SARB, Attendance PD, and Family Engagement** (100% under budget): These planned actions were carried out through existing Student Services structures and fulfilled within the scope of staff’s regular responsibilities, resulting in no reported expenditures. For the 2025–26 school year, we plan to strengthen our processes for tracking extra duty associated with these action items to ensure more accurate reporting of time and expenditures.

**Action 5.6 – Transportation Support** (34% over budget): Increased need for student transportation, particularly for Homeless Youth and SWDs, exceeded projections.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6**

**Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8**

**Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7**

**Area 1: Direct Student Support, Access and Intervention Services: Actions: 5.1, 5.2, 5.5. 5.6**



These actions have proven effective in addressing the root causes of chronic absenteeism and increasing access to essential services for the district's most at-risk student groups. One piece of evidence is the positive trend in student survey responses related to school connectedness, indicating that more students are feeling a sense of belonging at their school sites. Favorable responses to the question about school connectedness increased overall, with notable improvements at each grade level: All Students: 53% → 55% 9th Grade: 56% → 59% 10th Grade: 51% → 52% 11th Grade: 52% → 55%. These gains reflect the early impact of targeted actions taken across the district to improve student engagement and access to services for our most at-risk student groups, including Foster Youth, English Learners, Homeless Youth, and Students with Disabilities.

Additionally, there has been a tremendous focus on attendance efforts this year through a systems response. School site teams were provided a full day training before the beginning of the school year to focus attendance and were provided the opportunity to review their data and develop plans. The district also created an Attendance Committee to help the shape of the district's attendance and truancy practices with a focus on our foster youth, justice engaged youth and students facing homelessness.

The presence of CWA and Academic Counselors at alternative education settings has helped improve individual support plans and connect students to both academic and mental health services. Although chronic absenteeism rates remain high—especially among Foster Youth (55.6%) and SWDs (42.8%)—schools report increased student engagement and earlier identification of needs.

Health and wellness services (Action 5.2) ensured that physical and mental health concerns did not go unaddressed. This contributed to better attendance and classroom participation for students with chronic health conditions or socio-emotional barriers.

The Restorative SARB model provided a more empathetic and solution-oriented approach to attendance concerns, fostering stronger relationships between schools, students, and families. Early qualitative feedback suggests families are more engaged in the attendance improvement process.

Transportation support (Action 5.6) removed a key barrier to attendance, particularly for students in unstable housing situations. The provision of bus passes was widely utilized and appreciated, although continued work is needed to expand transportation partnerships and coverage areas.

Collectively, these actions have improved student connection to school, supported increased attendance, and expanded equitable access to services. While progress is evident—both in student perception data and implementation feedback—chronic absenteeism among our highest-need student groups remains a district priority. Continued refinement and investment in attendance-focused strategies will be essential to building on the gains made and closing equity gaps.

## **Area 2: Data-driven early Identification and Monitoring: Actions: 5.3, 5.8**

The actions under this area have been effective in strengthening early identification practices and staff capacity to address student disengagement and attendance issues.

The use of EWS and A2A has improved the district's ability to monitor attendance in real time and intervene before chronic absenteeism becomes entrenched. Schools reported greater confidence in targeting support to students who might otherwise be overlooked. These systems also facilitated better communication between teachers, counselors, and student services staff, creating a more unified approach to attendance improvement.

Professional development (Action 5.8) has enhanced educator awareness of the complex factors influencing absenteeism, including trauma, transportation barriers, and academic disengagement. As a result, staff are better equipped to approach attendance concerns with empathy and problem-solving strategies. Feedback from participants highlighted a greater sense of ownership and collaboration in supporting student attendance.

Although districtwide absenteeism rates for vulnerable student groups remain high—particularly for Foster Youth (55.6%) and Students with Disabilities (42.8%)—the infrastructure for early detection and intervention is now stronger, setting the stage for longer-term improvements.

## **Area 3: Family and Community Engagement to address barriers: Actions: 5.4, 5.7**

These actions have been effective in building stronger school-home-community partnerships and addressing key barriers to attendance and academic engagement. The Family Engagement and Support Team played a central role in increasing parent responsiveness and access to services. As a result, more families were aware of attendance expectations and the supports available to them. The integration of culturally and linguistically appropriate services was especially beneficial for English Learner families and helped bridge gaps in communication.

Community partnerships under Action 5.7 provided essential wraparound support for families facing complex challenges, such as housing instability, poverty, and trauma. These supports contributed to improved student stability and reduced barriers to consistent school attendance. Staff and CBOs noted stronger follow-through from families who received coordinated support.

While chronic absenteeism among high-need students remains elevated, these actions laid critical groundwork for ongoing family engagement and support systems, which are key to long-term improvement. Overall, we saw an increase in daily attendance rates by 2% fairly consistently throughout the year.

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

**The following actions have been amended for the 2025-2026 school year: Actions 5.1, 5.3, 5.5, 5.7 and 5.8**

For **Action 5.8** it now includes a detailed description of how the use of Learning Recovery Emergency Block Grant (LREBG) funds are being used in alignment with the allowable uses of these funds. The description for this action item can be found within the action description.

For **Actions 5.5 and 5.7** they will now be part of the contributing actions toward improved and increased services for our student target populations. The rationale is included as part of the action description for each action item.

For **Action 5.1** - This action has been amended for the 2025–26 school year due to ongoing fiscal constraints. The number of Child Welfare & Attendance (CWA) Counselors has been reduced from 3.0 FTE to 1.1 FTE, and the 2.0 FTE Academic Counselors have been eliminated. However, the 1.0 FTE Support Services Technician at Foothill will be retained to support continued service delivery. Despite staffing reductions, the district remains committed to supporting Foster Youth, English Learners, and Low-Income students—who continue to face disproportionately high rates of chronic absenteeism. The remaining CWA Counselor will focus on schools with the greatest need, particularly within Alternative Learning Options. District and site-level staff will work collaboratively to ensure that attendance monitoring, case management, and mental health referrals continue. Academic guidance will be integrated into the work of existing counselors and wellness teams. This restructuring allows the district to preserve essential supports for high-need students while aligning services with current budget capacity.

For **Action 5.3** - This action has been amended for the 2025–26 school year to strengthen implementation of early attendance intervention strategies. In response to persistently high chronic absenteeism rates among Foster Youth (59.6%), English Learners (35.6%), Low-Income students (35.1%), and Students with Disabilities (44%), the district will shift the work of 11.0 FTE Attendance Clerks to support this action item as part of the LCAP. These clerks will enhance the use of the Early Warning System (EWS) and the A2A attendance tracking tool by ensuring timely monitoring, direct communication with families, and coordinated intervention efforts. Their role will support the delivery of consistent, data-driven re-engagement strategies in collaboration with administrators and counseling teams. This adjustment reflects the district’s continued commitment to reducing chronic absenteeism and improving access to instruction for the students most at risk.

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
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5.1	Child Welfare & Attendance Support	<p>Attendance and academic data shows our Foster Youth, English Learners, and Foster Youth at significant lower performance levels when compared to their peers.</p> <p>Foster Youth chronic absentee rate = 59.6%</p> <p>English Learner chronic absentee rate = 35.6%</p> <p>Low-income student chronic absentee rate = 35.1%</p> <table border="1" data-bbox="531 292 1474 570"> <thead> <tr> <th colspan="5">CA Dashboard Data for Target Student Populations: District level</th></tr> <tr> <th>Indicator</th><th>English Language Arts</th><th>Mathematics</th><th>Graduation</th><th>College and Career</th></tr> </thead> <tbody> <tr> <td>Status</td><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr> <tr> <td>Student Groups</td><td>Homeless Youth English Learners</td><td>English Learners Socioeconomically Disadvantaged</td><td>English Learners Homeless Youth</td><td>Foster Youth</td></tr> </tbody> </table> <p>Child Welfare &amp; Attendance Counselors support and implement Academic, Attendance, and Mental Health &amp; Wellness programs within our Alternative Learning Options. Our enrollment at our Alternative Learning Options including Independent Studies and our continuation schools shows a higher number of Foster Youth, English Learners, and Low-Income students with lower performance levels requiring us to provide targeted welfare and attendance interventions at these alternative learning options.</p> <ul style="list-style-type: none"> <li>• 3.0 FTE Child Welfare &amp; Attendance Counselors</li> <li>• 2.0 FTE Academic Counselors</li> <li>• 1.0 Support Services Technician</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>This action item has been amended for the 2025–26 school year due to fiscal constraints. The number of Child Welfare &amp; Attendance (CWA) Counselors has been reduced from 3.0 FTE to 1.1 FTE, and the 2.0 FTE Academic Counselors have been eliminated. However, the 1.0 FTE Support Services Technician position at Foothill will be retained.</p> <ul style="list-style-type: none"> <li>• 1.1 FTE Child Welfare &amp; Attendance Counselors</li> <li>• 1.0 Support Services Technician</li> </ul>	CA Dashboard Data for Target Student Populations: District level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth	<p>\$372,049</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Apollo Phoenix, Pegasus</p>
CA Dashboard Data for Target Student Populations: District level																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
Student Groups	Homeless Youth English Learners	English Learners Socioeconomically Disadvantaged	English Learners Homeless Youth	Foster Youth																				

		<p>Despite these reductions, services to support our Foster Youth, English Learners, and Low-Income students—who experience disproportionately high rates of chronic absenteeism—will continue through a restructured service model:</p> <ul style="list-style-type: none"> <li>● The remaining CWA Counselor will prioritize support at sites with the highest concentration of target student populations, particularly within Alternative Learning Options, such as Independent Study and continuation schools.</li> <li>● District-level staff and site administrators will collaborate to ensure that attendance interventions, case management, and referrals to mental health and wellness services continue with fidelity.</li> <li>● The Support Services Technician will assist in coordinating access to instructional materials.</li> <li>● Existing school counselors and site-based wellness teams will absorb academic guidance responsibilities and collaborate with the CWA team to ensure continuity of services.</li> </ul> <p>This adjustment allows the district to maintain core services for students most at risk, while responding to ongoing fiscal challenges. The work will continue to focus on reducing chronic absenteeism, increasing student engagement, and supporting academic success, particularly for Foster Youth, English Learners, and Low-Income students.</p>		
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5.2	Health and wellness planning and monitoring	<p>Our CA Dashboard indicators show that our Foster Youth, Homeless Youth, English Learners, Students with Disabilities (SWDs), Low-Income students have performance levels at the lowest levels:</p> <table><tr><th colspan="5">District Level</th></tr><tr><th>Indicator</th><td>English Language Arts</td><td>Mathematics</td><td>Graduation</td><td>College and Career</td></tr><tr><th>Status</th><td>Red</td><td>Red</td><td>Red</td><td>Red</td></tr><tr><th>Student Groups</th><td>Homeless Youth</td><td>English Learners Socioeconomically Disadvantaged Hispanic</td><td>English Learners Homeless Youth Students with Disabilities Hispanic/Latino</td><td>Foster Youth Students with Disabilities</td></tr></table> <p>Our target student populations (Foster Youth, Homeless Youth, SWDs, English Learners, Low-Income) are amongst our most vulnerable and as such require additional support in the areas of health and wellness planning and monitoring. Nurse and health clerks will also provide assistance and referrals as needed based on student needs.</p> <ul style="list-style-type: none"><li>• 1.0 FTE District Nurse</li><li>• 12.0 FTE Health Clerks</li></ul>	District Level					Indicator	English Language Arts	Mathematics	Graduation	College and Career	Status	Red	Red	Red	Red	Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	Foster Youth Students with Disabilities	\$1,502,057 Personnel Costs: Salary and Benefits	[Yes] Foster Youth Low-Income English Learners Districtwide All Schools
District Level																								
Indicator	English Language Arts	Mathematics	Graduation	College and Career																				
Status	Red	Red	Red	Red																				
Student Groups	Homeless Youth	English Learners Socioeconomically Disadvantaged Hispanic	English Learners Homeless Youth Students with Disabilities Hispanic/Latino	Foster Youth Students with Disabilities																				

5.3	Early Monitoring and Intervention	<p>Use of existing Early Warning System (EWS) reports as well as our attendance tracking tool (A2A) to identify trends, and focus on prevention to improve attendance outcomes. This tool is of utmost importance in providing data to support our Foster Youth, Students with Disabilities, English Learners, and Low-Income students as these four student groups have amongst the highest chronic absenteeism rates.</p> <p>Foster Youth chronic absentee rate = 59.6%</p> <p>English Learner chronic absentee rate = 35.6%</p> <p>Low-income student chronic absentee rate = 35.1%</p> <p>Students with Disabilities chronic absentee rate = 44%</p> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>This action item has been amended for the 2025–26 school year to strengthen implementation efforts by adding 11.0 FTE Attendance Clerks to support early identification and intervention for students with attendance challenges.</p> <ul style="list-style-type: none"> <li>● Provide 11.0 FTE Attendance Clerks</li> </ul> <p>The use of the Early Warning System (EWS) reports and the A2A attendance tracking tool continues to be a critical strategy for monitoring and addressing chronic absenteeism, particularly among Foster Youth (59.6%), English Learners (35.6%), Low-Income students (35.1%), and Students with Disabilities (44%), who have the highest rates of absenteeism across the district.</p> <p>The addition of Attendance Clerks will allow school sites to:</p> <ul style="list-style-type: none"> <li>● Proactively monitor student attendance and generate early alerts for intervention.</li> <li>● Communicate directly with families to address barriers to attendance.</li> <li>● Coordinate follow-up efforts with site administrators, counselors, and support staff to implement tiered re-engagement strategies.</li> </ul>	<p>\$185,400</p> <p>Contract Services</p> <p>\$1,187,849</p> <p>Personnel Costs: Salary and Benefits</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		By dedicating classified staff to this work, the district ensures that attendance interventions are timely, consistent, and targeted toward the student groups most in need, contributing to improved educational outcomes and increased access to instruction.		
5.4	Attendance Incentive Programs	<p>We will implement district wide positive attendance campaigns. We will also implement campaigns targeted at student groups with lower attendance rates and who are chronically absent.</p> <p>Develop and implement attendance incentive programs that reward students for consistent attendance. This could include recognition ceremonies, certificates, and small rewards.</p>	<p>\$10,000</p> <p>Materials and Supplies</p> <p>Funded using TUPE funds for 2024-25</p>	<p>[No]</p> <p>All Students</p> <p>Districtwide</p> <p>All Schools</p>



5.5	Restorative SARB	<p>Work with Community Partners to implement a Restorative School Attendance Review Board that provides small group interventions and case management services for students who are chronically absent. In particular, resources and support will be provided to our Foster Youth who have the highest rate for chronic absenteeism at 59.6%. We will also work with parents/guardians to ensure they understand the process and have the needed resources to support their students' attendance.</p> <ul style="list-style-type: none"> <li>● Provide time, extra time compensation, and resources for staff to collaborate and coordinate services</li> </ul> <p><i>This action item has been amended to now be a contributing action for the 2025-26 school year.</i></p> <p>To address chronic absenteeism among our most underserved student groups, the district will implement a Restorative School Attendance Review Board (SARB) in partnership with community-based organizations. This initiative will focus on providing small group interventions, case management, and family-centered support strategies aimed at increasing attendance and re-engaging students who are at risk of academic failure due to chronic absence.</p> <p>This action directly supports Foster Youth (chronic absenteeism rate = 59.6%), as well as English Learners, Low-Income students, and Students with Disabilities, all of whom have disproportionately high rates of chronic absenteeism. Interventions will be culturally responsive and trauma-informed to address barriers to school attendance and promote a positive school connection.</p> <p>Key components of the action include:</p> <ul style="list-style-type: none"> <li>● Facilitating restorative SARB meetings that emphasize support over punitive measures</li> <li>● Providing case management and small group services for chronically absent students</li> <li>● Engaging families through workshops and support sessions to help them understand the attendance process and connect with available resources</li> <li>● Coordinating services and follow-ups with school site attendance teams and community partners</li> </ul> <p>Resources and Support:</p> <ul style="list-style-type: none"> <li>● Extra duty compensation and planning time for staff coordinating SARB and related interventions</li> </ul>	<p>\$5,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$5000</p> <p>Materials and supplies</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<ul style="list-style-type: none"> <li>Supplies and materials to support student and family engagement</li> <li>Time and resources to collaborate with community agencies to align services with student needs</li> </ul> <p>This action is designated as contributing because it is explicitly designed to address the needs of unduplicated pupils, particularly Foster Youth, Low-Income students, English Learners, and Students with Disabilities, whose attendance challenges significantly impact their academic progress and access to instruction. It contributes to improved outcomes in the Chronic Absenteeism and Graduation Rate indicators on the CA Dashboard.</p>		
5.6	Transportation Support	<p>Our data shows that our Foster Youth, Students with Disabilities, English Learners, and Low-Income students have amongst the highest rates of chronic absenteeism when compared to the district rate of 23.9%.</p> <p>Foster Youth chronic absentee rate = 59.6%</p> <p>English Learner chronic absentee rate = 35.6%</p> <p>Low-income student chronic absentee rate = 35.1%</p> <p>Students with Disabilities chronic absentee rate = 44%</p> <p>To address the high absentee rates, we seek to remove barriers to improve attendance. We will address transportation barriers by providing bus passes, organizing carpools, or partnering with local transportation services to ensure students have reliable ways to get to school with a focus on our vulnerable student populations including Homeless Youth, Foster Youth, SWDs, and Low-income students.</p> <ul style="list-style-type: none"> <li>Provide VTA bus passes</li> <li>Establish transportation partnerships</li> </ul>	\$70,000 Contract Services	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>

5.7	Attendance Support through Family Engagement, Communication, and Education	<p>School site attendance team and community partners will expand our attendance support continuum. The continuum will consist of:</p> <ul style="list-style-type: none"> <li>● Personalized phone calls</li> <li>● Home Visits</li> <li>● School Site Attendance Support Groups</li> <li>● Connection to Community Resources</li> <li>● School-based Prosocial Activities</li> <li>● Parent Workshops</li> </ul> <p>Provide time, extra time compensation, and resources for staff to collaborate and coordinate services.</p> <p>Conduct workshops and provide resources for families to emphasize the importance of regular school attendance and to educate them on how they can support their children's attendance.</p> <p>Create personalized attendance improvement plans for students with chronic absenteeism. These plans will involve counselors, teachers, and families to address the root causes of absenteeism.</p> <p>Maintain regular communication with students and families about the importance of attendance, including newsletters, phone calls, and home visits for students with chronic absenteeism.</p> <p>Remove barriers to attendance by providing needed supplies such as backpacks, school supplies to our Homeless Youth, Foster Youth, and Low-income students.</p> <p><b>This action item has been amended to now be a contributing action for the 2025-26 school year.</b></p> <p>To address high rates of chronic absenteeism among our unduplicated student groups, including Foster Youth (59.6%), English Learners (35.6%), Low-Income students (35.1%), Homeless Youth, and Students with Disabilities (44%), the district will implement a multi-tiered attendance support strategy focused on family engagement, communication, education, and removing attendance barriers.</p> <p>This action builds capacity at school sites and within the community to proactively support students and families through culturally responsive and accessible outreach efforts that are aligned with the district's Multi-Tiered System of Supports (MTSS) and attendance improvement framework.</p>	<p>\$5000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$20,000</p> <p>Materials and Supplies</p>	<p>[Yes]</p> <p>Foster Youth</p> <p>Low-Income</p> <p>English Learners</p> <p>Districtwide</p> <p>All Schools</p>
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		<p>Key Components of the Action:</p> <ul style="list-style-type: none"> <li>● Conduct personalized phone calls and home visits for students with high absenteeism, prioritizing unduplicated student groups</li> <li>● Facilitate school site attendance support groups and school-based prosocial activities to promote student connection and engagement</li> <li>● Host parent workshops focused on the importance of regular school attendance and strategies to support student success</li> <li>● Develop personalized attendance improvement plans that involve collaboration between counselors, teachers, and families to identify and address root causes of absenteeism</li> <li>● Provide ongoing communication with families through newsletters, calls, and home visits, particularly when attendance concerns emerge</li> <li>● Distribute basic supplies (e.g., backpacks, school materials) to Foster Youth, Homeless Youth, and Low-Income students to eliminate barriers that contribute to absenteeism</li> <li>● Extra duty compensation and collaboration time for school staff to plan, implement, and coordinate attendance supports</li> </ul> <p>This action is designated as contributing because it is specifically designed to increase attendance and engagement for student groups that are disproportionately impacted by chronic absenteeism. By implementing targeted outreach, tiered interventions, and resource provision, the district aims to increase instructional access and promote academic success for Foster Youth, English Learners, Low-Income students, Homeless Youth, and Students with Disabilities. It directly supports improvement in the Chronic Absenteeism and Graduation Rate indicators on the California School Dashboard.</p>		
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5.8	Professional Development for Staff strategies to improve student engagement and attendance	<p>Provide training for teachers and staff on strategies to improve student engagement and attendance, including understanding the factors that contribute to absenteeism and how to address them.</p> <ul style="list-style-type: none"> <li>● Provide extra duty compensation and sub coverage as needed for staff to attend work sessions</li> </ul> <p>This action has been updated for the 2025–26 school year to include a detailed rationale supporting its alignment with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds.</p> <p>Chronic absenteeism remains a significant barrier to learning recovery and academic achievement, particularly for historically underserved student populations. East Side Union High School District data shows concerning rates of chronic absenteeism across both race/ethnicity and programmatic subgroups:</p> <p>By Race/Ethnicity:</p> <ul style="list-style-type: none"> <li>● All students: 22%</li> <li>● African-American students: 40.4%</li> <li>● Hispanic/Latino students: 34%</li> <li>● Asian students: 7.1%</li> </ul> <p>By Program:</p> <ul style="list-style-type: none"> <li>● English Learners: 33.8%</li> <li>● Foster Youth: 55.6%</li> <li>● Socioeconomically Disadvantaged: 30.9%</li> <li>● Students with Disabilities: 42.8%</li> </ul> <p>These rates far exceed state targets and highlight a need for intentional, system-wide interventions to address absenteeism as a key lever for learning recovery and academic equity.</p> <p>Using Learning Recovery Emergency Block Grant funds for this professional development ensures that staff are equipped to:</p> <ul style="list-style-type: none"> <li>● Understand the complex factors contributing to absenteeism, including trauma, housing insecurity, lack of transportation, or disengagement</li> <li>● Implement preventive and responsive attendance practices</li> </ul>	<p>\$16,465</p> <p>Personnel Costs: Salary and Benefits</p> <p>Fully funded using Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26</p>	<p>[No]</p> <p>All Students Districtwide All Schools</p>
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		<ul style="list-style-type: none"> <li>● Create inclusive, connected classrooms that motivate students to attend regularly</li> </ul> <p>This action is aligned with the LREBG's purpose to:</p> <ul style="list-style-type: none"> <li>● Accelerate academic recovery by increasing student access to instruction</li> <li>● Improve engagement for high-need students</li> <li>● Build educator capacity to support students in returning to and remaining in school consistently</li> </ul> <p>This investment will have a direct and measurable impact on instructional access, student achievement, and school connectedness, making it a critical part of the district's learning recovery strategy.</p>		
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## Goal 6 Student Achievement at Foothill High School

Goal #	Description	Type of Goal
6	Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic/Latino students by increasing each of the following indicators: ELPI, ELA, Math, Graduation rate and CCI by June 2027 as per the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

Our data clearly indicates disparities in achievement data among specific student groups, including English Learners, Long-term English Learners, Hispanic students, Homeless Youth, and those from socioeconomically disadvantaged backgrounds. These groups frequently face additional barriers to educational success, such as language barriers, lack of resources, and systemic inequities. By focusing on English Learners including Long-term English Learners, Hispanic students, and socioeconomically disadvantaged students, we aim to address the specific needs of these groups. This targeted approach is essential for closing the achievement gap and ensuring that all students have equal opportunities to succeed. The Equity Multiplier Funding provides resources specifically to address disparities and improve outcomes for underserved student groups. Developing this goal aligns with the funding's purpose, and the overarching goals of our district, ensuring that resources are utilized effectively to support those most in need.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CA Dashboard Graduation Rate	<p>2023 Outcomes</p> <p>All students =33.7%</p> <p>English Learners = 28.3%</p> <p>Hispanic = 31.1%</p> <p>Socioeconomically disadvantaged = 34.6%</p> <p>Homeless Youth = 43.6%*</p> <p>*target group added to baseline as part of this update (data from 2023 CA Dashboard)</p> <p>-LTEL data not available for 2023 to include as part of baseline</p>	<p>2024 Outcomes</p> <p>All students =54.3%</p> <p>English Learners = 50.6%</p> <p>Hispanic = 55.6%</p> <p>Socioeconomically disadvantaged = 54.9%</p> <p>Homeless Youth = 56.1%</p> <p>Long-term English Learners = 50.6%*</p> <p>*new target group added</p>	2026-27 Update	<p>All students =60%</p> <p>English Learners = 60%</p> <p>Hispanic = 60%</p> <p>Socioeconomically disadvantaged = 60%</p> <p>Homeless Youth = 60%*</p> <p>Long-term English Learners = 60%*</p> <p>*new target group added</p>	<p>2025-26 Update</p> <p>All students =20.6%</p> <p>English Learners = 22.3%</p> <p>Hispanic = 24.5%</p> <p>Socioeconomically disadvantaged = 20.3%</p> <p>Homeless Youth = 12.5%</p> <p>Long-term English Learners = difference will be reported as part of 2026-27 update</p>

6.2	CA Dashboard College and Career Indicator	<p>2023 Outcomes</p> <p>All students =0%</p> <p>English Learners = 0%</p> <p>Hispanic = 0%</p> <p>Socioeconomically disadvantaged = 0%</p> <p>Homeless Youth = 0%</p> <p>-LTEL data not available for 2023 to include as part of baseline</p>	<p>2024 Outcomes</p> <p>All students =2.4%</p> <p>English Learners = 0%</p> <p>Hispanic = 2.6%</p> <p>Socioeconomically disadvantaged = 2.5%</p> <p>Homeless Youth = 2.6%</p> <p>Long-term English Learners = 0%*</p> <p>*new target group added</p>	2026-27 Update	<p>All students =10%</p> <p>English Learners = 10%</p> <p>Hispanic = 10%</p> <p>Socioeconomically disadvantaged = 10%</p> <p>Homeless Youth = 10%</p> <p>Long-term English Learners = 10%*</p> <p>*new target group added</p>	<p>2025-26 Update</p> <p>All students =2.4%</p> <p>English Learners = 0%</p> <p>Hispanic = 2.6%</p> <p>Socioeconomically disadvantaged = 2.5%</p> <p>Homeless Youth = 2.6%</p> <p>Long-term English Learners = difference will be reported as part of 2026-27 update</p>
6.3	Suspension Rate	<p>2023 Outcomes</p> <p>All students = 9.5%</p> <p>English Learners = 9.7%</p> <p>Hispanic = 8.8%</p> <p>Socioeconomically disadvantaged =9.9%</p>	<p>2024 Outcomes</p> <p>All students = 1.3%</p> <p>English Learners = 2.0%</p> <p>Hispanic = 0.8%</p> <p>Socioeconomically disadvantaged = 0.6%</p>	2026-27 Update	<p>All students = 4%</p> <p>English Learners = 4%</p> <p>Hispanic = 4%</p> <p>Socioeconomically disadvantaged =4%</p>	<p>2025-26 Update</p> <p>All students = -8.2%</p> <p>English Learners = -7.7%</p> <p>Hispanic = -8%</p> <p>Socioeconomically disadvantaged = -9.3%</p>
6.4	Percentage of students who are chronically absent	<p>2023 Outcomes</p> <p>All students = 80%</p> <p>English Learners = 80%</p> <p>Hispanic = 81%</p> <p>Socioeconomically disadvantaged =81%</p>	<p>2024 Outcomes</p> <p>All students = 75%</p> <p>English Learners = 74%</p> <p>Hispanic = 76%</p> <p>Socioeconomically disadvantaged =77%</p>	2026-27 Update	<p>All students = 40%</p> <p>English Learners = 40%</p> <p>Hispanic = 40%</p> <p>Socioeconomically disadvantaged =40%</p>	<p>2025-26 Update</p> <p>All students = -5%</p> <p>English Learners = -6%</p> <p>Hispanic = -5%</p> <p>Socioeconomically disadvantaged =-4%</p>



6.5	CAASPP ELA scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All students = 12.5% English Learners = 5.26% Socioeconomically Disadvantaged = 9.52% Hispanic = 12.5%	This is a new metric as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All students = 20% English Learners = 20% Socioeconomically Disadvantaged = 20% Hispanic = 20%	Difference from baseline will be reported as part of the 2026-27 update.
6.6	CAASPP Math scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All students = 0% English Learners = 0% Socioeconomically Disadvantaged = 0% Hispanic/Latino = 0%	This is a new metric as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All students = 10% English Learners = 10% Socioeconomically Disadvantaged = 10% Hispanic/Latino = 10%	Difference from baseline will be reported as part of the 2026-27 update.
6.7	English Language Learner Progress as measured by the CA Dashboard ELPI Indicator	2024 Outcomes ELL Progress = 28.2% making progress  LTEL Progress = 29.3% making progress	This is a new metric as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	ELL Progress = 40% making progress  LTEL Progress = 40% making progress	Difference from baseline will be reported as part of the 2026-27 update.

## Goal Analysis for 2024-25

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.

Foothill High School implemented a comprehensive set of actions across three key focus areas— **Achievement and Academic College/Career Readiness**, **Social-Emotional Wellness and Student Belonging**, and **Family and Community Engagement**—to address identified performance gaps and improve

outcomes for historically underserved student groups. Guided by CA Dashboard data and educator partner input, the school prioritized initiatives aimed at improving graduation rates, reducing suspensions, expanding socio-emotional supports, and strengthening family partnerships. While most actions were implemented as planned, some adjustments were made based on ongoing reflections, emerging needs, and implementation challenges. Overall, the coordinated efforts across these areas contributed to measurable gains in student outcomes and laid the foundation for deeper progress in the years ahead.

### **Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7**

Most actions under Area 1: Academic Achievement and College/Career Readiness, specifically actions 6.1, 6.2, 6.6, and 6.7, were implemented as planned to address the significant academic and graduation disparities identified in the CA Dashboard data. These actions included the development of Personalized Learning Plans (PLPs), targeted academic interventions, professional development, and enrichment through college and career-focused field trips.

A key success was the significant improvement in graduation rates across all student groups, with the overall rate increasing from 33.7% in 2023 to 54.3% in 2024. English Learners improved from 28.3% to 50.6%, and Socioeconomically Disadvantaged students increased from 34.6% to 54.9%. These gains reflect the positive impact of Personalized Learning Plans (PLPs), professional development for staff, and targeted academic recovery support. Despite this progress, the College and Career Readiness Indicator remains an area in need of focused improvement. Although the overall rate increased slightly from 0% to 2.4%, English Learners and Long-Term English Learners continue to show 0% readiness. This underscores the need to strengthen the implementation of action 6.4, which focuses on the expansion of CTE programs.

Challenges this year included difficulties in delivering professional development that is more aligned with college and career readiness goals and in scaling CTE offerings to meet student demand. Moving forward, greater intentionality will be placed on building staff capacity and expanding access to high-quality, career-aligned learning experiences to support A–G completion and postsecondary readiness for all students.

Another significant success was the reduction in suspension rates, which dropped from 9.5% to 1.3% overall, indicating improved school climate and student support systems. We also made gains in student attendance with a slight decline in the percentage of students being chronically absent, which indicates we must continue with efforts to improve daily engagement and reduce chronic absenteeism.

Continued emphasis will be placed on strengthening Tier 1 instruction, aligning CTE offerings with student interests, and expanding postsecondary planning supports, especially for English Learners and Homeless Youth.

### **Area 2: Social-Emotional Wellness and Student Belonging: Actions 6.3, 6.7**

All actions under Area 2: Social-Emotional Wellness and Student Belonging (Actions 6.3 and 6.4) were implemented as planned, with a focus on expanding socio-emotional support services and providing experiential learning opportunities to improve student well-being and engagement. These actions were designed in response to Foothill's high suspension rates in 2023 and student survey data showing low levels of belonging (48%) and belief in academic success (37%).

Through Action 6.3, the school expanded access to mental health and wellness services by providing extra duty compensation for staff to lead restorative circles and implement social-emotional learning (SEL) curriculum. In addition, contracted services such as yoga and art therapy were introduced to support students most in need of alternative and therapeutic approaches. These supports contributed to a substantial decline in suspension rates—from 9.5% to 1.3% overall—suggesting a stronger school culture and improved behavior outcomes, particularly for historically underserved student groups.

Action 6.4 was implemented to offer meaningful field trip experiences that align with student interests and postsecondary aspirations. Trips to colleges, conferences, and community events were supported through funding for transportation, staff compensation, and student supplies. These experiences were well received and contributed to student engagement efforts.

One challenge was ensuring consistent implementation of SEL programming across classrooms and aligning services with academic support structures. Additionally, while the sense of belonging remains an area for growth, the improvement in behavioral outcomes and the expansion of mental health services represent important steps toward creating a more inclusive and supportive learning environment. Overall, implementation of Actions 6.3 and 6.4 positively contributed to the school's improvement in suspension rates and helped lay a stronger foundation for student connection, wellness, and success.

### Area 3: Family and Community Engagement: Action 6.5

The implementation of Action 6.5 focused on strengthening family and community engagement to improve student well-being, academic outcomes, and school connectedness. This action was implemented as planned with the assignment of a 1.0 FTE Parent and Community Involvement Specialist (PCIS) at Foothill High School. The PCIS played a central role in coordinating parent workshops, supporting school events, and building relationships with families—particularly those of English Learners, Socioeconomically Disadvantaged students, and Homeless Youth. The goal was to improve school climate and support student success by increasing parent access to resources and involvement in their children's education. These efforts contributed to broader gains across multiple outcome areas, including an increase in graduation rates (from 33.7% to 54.3%) and a dramatic reduction in suspension rates (from 9.5% to 1.3%). Although not solely attributable to family engagement, the presence of the PCIS helped bridge school-home communication and provided a culturally responsive connection for families who may face barriers to engagement.

A challenge encountered during implementation was ensuring high participation in family workshops, particularly among families with demanding work schedules or unstable housing situations. Despite this, the action laid important groundwork for improved school-family collaboration, with positive feedback from families and staff about the increased accessibility of support and information.

Overall, the action was implemented with fidelity and contributed to a more inclusive and supportive school environment, particularly for historically underserved student populations. Moving forward, efforts will focus on increasing family workshop attendance and expanding the scope of services offered through community partnerships.

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

The actions under Goal 6 focused on improving academic achievement, college and career readiness, and student engagement through personalized support, targeted interventions, and experiential learning. While implementation generally aligned with the planned actions, several items experienced significant variances between budgeted and actual expenditures. These differences were primarily due to fluctuations in staffing costs, student participation, site-level priorities, and the availability of transportation and staff. The following explanations provide context for these variances and highlight areas for improved planning and tracking in the 2025–26 school year.

**Action 6.1 – Personalized Learning Plans** (34% under budget): The difference for this action item is based on projected cost of staffing versus actual expenditure that is determined once staff is identified and appropriately placed on the salary schedule.

**Action 6.2 – Targeted Academic Interventions** (33% under budget): Lower student attendance and fewer tutoring sessions contributed to the difference as well as projected cost of teacher 6th period assignments versus actual cost of staff once identified and placed on the salary schedule.

**Action 6.4 – Career Technical Education** (100% under budget): Planned expansion did not occur due to logistical constraints and shifts in site-level priorities.

**Action 6.6 – Professional Development** (263% over budget): Additional training sessions and contracted services were added during the year, significantly exceeding the original budget.

**Action 6.7 – Field Trips** (60% under budget): Fewer trips were taken due to transportation limitations and staff availability.

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

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using key performance metrics connected to this goal as well as levels of implementation.

**Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7**

**Area 2: Social-Emotional Wellness and Student Belonging: Actions 6.3, 6.4**

**Area 3: Family and Community Engagement: Action 6.5**

**Area 1: Academic Achievement and College/Career Readiness: Actions 6.1, 6.2, 6.4, 6.6, 6.7**

The actions implemented under Area 1: Academic Achievement and College/Career Readiness (Actions 6.1, 6.2, 6.4, 6.6, 6.7) have been largely effective in making measurable progress toward the goal, particularly in the area of graduation outcomes. Personalized Learning Plans (PLPs) and targeted academic interventions played a critical role in supporting student progress, contributing to a significant increase in graduation rates across all subgroups. From 2023 to 2024, the overall graduation rate rose from 33.7% to 54.3%, with English Learners improving from 28.3% to 50.6%, and Socioeconomically Disadvantaged students from 34.6% to 54.9%. These gains affirm the value of individualized support, expanded counseling services, and intensive academic recovery efforts.

However, the College and Career Readiness Indicator (CCI) data reveal ongoing challenges. While the overall rate increased slightly from 0% to 2.4%, English Learners and Long-Term English Learners (LTELs) continue to demonstrate 0% readiness. This underscores the partial ineffectiveness of actions focused on college and career preparation—namely, the need for deeper implementation of Action 6.4 (CTE program expansion) and greater alignment between instructional practices and postsecondary readiness.

Additionally, the reduction in suspension rates—from 9.5% to 1.3%—represents a major success and suggests improved school climate and behavior supports. These results were bolstered by field trip opportunities (Action 6.7) that provided students with experiential learning connected to college and career exploration, helping increase engagement. Nonetheless, attendance remains an area of concern, even as we see a decline in the percentage of students who are chronically absent from 80.2% to 75%. Continued refinement is needed to increase daily attendance and reduce chronic absenteeism, particularly for English Learners and other historically underserved student groups.

In summary, while strong progress has been made in graduation outcomes and behavior, the effectiveness of actions tied to college and career readiness must be strengthened through expanded CTE pathways, more robust staff development, and targeted support for English Learners and LTELs.

**Area 2: Social-Emotional Wellness and Student Belonging: Actions 6.3, 6.4**

The actions under Area 2—specifically Actions 6.3 and 6.4—have been effective in promoting social-emotional wellness and enhancing student belonging at Foothill High School. A major indicator of effectiveness is the substantial decrease in suspension rates across all student groups. The overall suspension rate dropped from 9.5% in 2023 to 1.3% in 2024, with notable reductions among English Learners (from 9.7% to 2.0%), Hispanic students (from 8.8% to 0.8%), and Socioeconomically Disadvantaged students (from 9.9% to 0.6%). These outcomes suggest that the expanded access to restorative practices, SEL instruction, and contracted therapeutic services such as yoga and art therapy contributed to improved student behavior and a stronger school culture.

Field trip experiences offered under Action 6.4 also played a key role in increasing student engagement. These experiential learning opportunities supported social connection, broadened students' exposure to college and career pathways, and complemented efforts to build a sense of purpose and belonging.

However, despite these gains, school climate and SEL survey results indicate continued growth is needed. Only 48% of students reported a sense of belonging, and 37% expressed confidence in their academic success, reflecting ongoing challenges in ensuring all students feel fully connected to their learning environment. Additionally, the percentage of students who are chronically absent continues to be high at 75%, suggesting a need to more directly align wellness supports with strategies to increase consistent student presence in school.

Overall, the actions have demonstrated strong initial effectiveness in improving behavior outcomes and laying the groundwork for a more inclusive and supportive school environment. Continued implementation with deeper integration of SEL and wellness strategies across all classrooms will be essential for advancing student engagement and closing opportunity gaps.

**Area 3: Family and Community Engagement: Action 6.5**

The implementation of Action 6.5 has been effective in contributing to overall progress toward the goal of improving student outcomes through strengthened family and community engagement. The assignment of a 1.0 FTE Parent and Community Involvement Specialist (PCIS) at Foothill High School played a critical role in supporting this action. The PCIS coordinated parent workshops, facilitated communication between home and school, and worked to build trust with families, particularly those of English Learners, Homeless Youth, and Socioeconomically Disadvantaged students.

The action has supported measurable improvements in key performance indicators. Notably, graduation rates increased significantly between 2023 and 2024, rising from 33.7% to 54.3% for all students. Subgroups such as English Learners (from 28.3% to 50.6%) and Homeless Youth (from 43.6% to 56.1%) also demonstrated marked improvement. Suspension rates decreased sharply across all student groups, dropping from 9.5% to 1.3% overall, which indicates a positive shift in school climate—an outcome aligned with increased family engagement and support.

While there were only modest gains in the College and Career Readiness Indicator (e.g., from 0% to 2.4% overall), the foundation laid through increased family involvement is expected to support ongoing efforts in this area. Chronic absenteeism also showed improvement, declining from 80.2% to 75% overall.

Challenges remain in achieving high participation in family engagement events, particularly among families experiencing housing instability or facing language barriers. Despite these obstacles, feedback from families and staff suggests that the presence of the PCIS improved access to services and information and helped foster stronger relationships between school and home.

Overall, Action 6.5 has been effective in creating a more inclusive and connected school environment and contributed to gains in academic achievement, school climate, and student well-being.

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 goal for Foothill High School has been revised to reflect the inclusion of additional designated target groups and to address the California School Dashboard indicators showing specific student groups performing at the lowest levels. This adjustment aligns with data-driven needs and complies with requirements tied to the school’s eligibility for Equity Multiplier funding.**

**The following actions have been amended for the 2025-2026 school year: Actions 6.1, 6.2, and 6.3**

For **Action 6.1** - This action has been amended for the 2025–26 school year and will no longer include the addition of a second counselor, as originally planned, due to declining enrollment and the need to realign counselor caseloads. While Equity Multiplier funds will no longer support this action, implementation of Personalized Learning Plans (PLPs) will continue. The existing site counselor will lead this work, with support from a district-lead counselor to ensure consistency and alignment across sites, prioritizing students most in need of academic and college and career readiness support.

For **Action 6.2** - This action has been amended for the 2025–26 school year to enhance academic support and credit recovery opportunities for Foothill students. While the 0.4 FTE added teacher assignment for 6th period support will continue, the action now includes the addition of high-dose tutoring services through a contract with TutorMe. These changes reflect input from the Foothill community and aim to provide more flexible, targeted interventions to help students stay on track for graduation.

For **Action 6.3** - This action has been amended for the 2025–26 school year to strengthen social-emotional support for students at Foothill. While the original components—extra duty compensation for restorative circles and SEL implementation, along with contracted services for wellness activities such as yoga and art therapy—will continue, the action now includes a new partnership with New Hope for Youth. This addition will provide targeted mentorship and interventions for students most at risk of not graduating due to socio-emotional challenges or environmental factors, further supporting student well-being, engagement, and academic success.

**The following metrics have been adjusted: 6.1 and 6.2**

For **Metric 6.1**, Long-Term English Learners (LTELs) have been added as a target group for Foothill in response to the 2024 California School Dashboard, which identifies them as performing at the RED level in the Graduation indicator. This addition also aligns with the updated requirement to include LTELs as a designated target group. Additionally, Homeless Youth have been included in the baseline data, as disaggregated data for this group was available, allowing for more accurate monitoring and targeted support.

For **Metric 6.2**, Long-Term English Learners (LTELs) have been added as a target group for Foothill in response to the 2024 California School Dashboard, which identifies them as performing at the RED level in the College and Career Readiness indicator. This addition also aligns with the updated requirement to include LTELs as a designated target group.

**The following metrics are new metrics as part of the 2025-26 LCAP: 6.5, 6.6, and 6.7**

These metrics have been added to support the changes to the goal, and as part of the requirement to address designated student groups performing at the lowest level as measured by the CA Dashboard indicators for academics and ELPI.

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
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6.1	Personalized Learning Plans	<p>The graduation and college and career readiness indicators show the following student groups, performing at the lowest level as measured by the CA Dashboard:</p> <p><b>Graduation rate:</b></p> <p>All students =33.7%</p> <p>English Learners = 28.3%</p> <p>Hispanic = 31.1%</p> <p>Socioeconomically disadvantaged = 34.6%</p> <p><b>College and Career Readiness:</b></p> <p>All students =0%</p> <p>English Learners = 0%</p> <p>Hispanic = 0%</p> <p>Socioeconomically disadvantaged = 0%</p> <p>To address this, we will develop and implement personalized learning plans (PLPs) for each student, tailored to their academic needs, career goals, and personal interests. These plans will include individualized learning targets, support strategies, and progress monitoring.</p> <ul style="list-style-type: none"> <li>• Provide additional 1.0 FTE school counselor</li> </ul> <p><i>This action item has been amended for the 2025-26 school year.</i></p> <p>This action has been amended for the 2025–26 school year and will no longer be funded through Equity Multiplier resources. The planned addition of a second school counselor will not be implemented due to overall declining enrollment and the district’s efforts to realign counselor caseloads accordingly. However, the implementation of Personalized Learning Plans (PLPs) will continue.</p> <p>The existing site counselor will maintain responsibility for developing and monitoring PLPs, with support provided by a district-lead counselor who will assist in ensuring consistency and fidelity across school sites. This structure will continue to prioritize students performing at the lowest levels on the Graduation and College and Career Readiness indicators—particularly English Learners, Hispanic students, and Socioeconomically Disadvantaged students—while aligning staffing with current enrollment trends and available resources.</p>	<p>\$0</p> <p>Personnel Costs:Salary and Benefits</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
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6.2	Targeted Academic Interventions	<p>The input collected from the Foothill community points to a need to provide academic support and credit recovery opportunities for students.</p> <p>Provide targeted academic interventions, including tutoring, credit recovery programs, and project-based learning opportunities, to help students catch up and excel in their studies.</p> <ul style="list-style-type: none"> <li>0.4 FTE added teacher assignments (6th period assignments)</li> </ul> <p><i>This action item has been amended for the 2025-26 school year.</i></p> <p>This action has been amended for the 2025–26 school year to refine the approach to delivering academic support and credit recovery opportunities for students at Foothill. While the original plan included a 0.4 FTE added teacher assignment for 6th period support, which will remain in place, there will be the addition of high-dose tutoring services provided by TutorMe.</p> <ul style="list-style-type: none"> <li>Provide 0.4 FTE added teacher assignments (6th period assignments)</li> <li>Tutoring contract services</li> </ul> <p>Moving forward, the district will continue to prioritize targeted academic interventions—such as tutoring, credit recovery, and project-based learning—through existing staffing structures and by leveraging available tutoring resources more efficiently. These interventions remain focused on addressing the academic needs identified by the Foothill community, ensuring that students have multiple pathways to recover credits and stay on track for graduation.</p>	<p>\$64,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$95,287</p> <p>Contract Services</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
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6.3	Enhanced Social-Emotional Support	<p>Suspension rates at Foothill show that students need support to ensure they meet behavior expectations.</p> <p><b>Suspension rates:</b></p> <p>All students = 9.5%</p> <p>English Learners = 9.7%</p> <p>Hispanic = 8.8%</p> <p>Socioeconomically disadvantaged =9.9%</p> <p>Additionally, the school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success.</p> <p>To ensure students feel welcomed and supported in their learning environments, we will expand socio-emotional support services, including counseling, mental health services, and social-emotional learning (SEL) programs, to address students' holistic needs and promote well-being.</p> <ul style="list-style-type: none"> <li>• Provide extra duty compensation for staff to conduct restorative circles and implement SEL curriculum</li> <li>• Contract services for provision of additional SEL and mental health services such as Yoga and Art Therapy</li> </ul> <p><b>This action item has been amended for the 2025-26 school year.</b></p> <p>For the 2025–26 school year, this action will continue as originally described and will be amended to include contracted services with New Hope for Youth. This partnership will expand support for students who are most at risk of not graduating due to socio-emotional challenges or environmental factors. The additional services will focus on addressing barriers to academic success by providing targeted interventions and mentorship to promote student well-being, engagement, and progress toward graduation.</p>	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$80,000</p> <p>Contract Services</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
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6.4	Career and Technical Education (CTE) Programs	<p>Student input collected during the community forum indicated a need to create opportunities for students to explore and make connections to careers.</p> <p>Thus, we will develop and enhance CTE programs that provide students with practical skills and certifications in various career fields, ensuring they are prepared for the workforce or further education.</p> <ul style="list-style-type: none"> <li>• Provide extra duty compensation for staff to work with students after school</li> <li>• Contract services for CTE certification programs and courses</li> </ul>	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$25,000</p> <p>Contract Services</p> <p>Funded using CSI funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
6.5	Family and Community Engagement	<p>The school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success.</p> <p>To improve these results, we will strengthen family and community engagement through workshops, events, and partnerships that support student learning and well-being. Provide resources and training for families to support their children's education.</p> <ul style="list-style-type: none"> <li>• Provide 1.0 FTE Parent and Community Involvement Specialist (PCIS)</li> </ul>	<p>\$164,307</p> <p>Personnel Costs:Salary and Benefits</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
6.6	Professional Development for Staff	<p>Given the graduation and college and career metrics on the CA Dashboard for Foothill, it is evident that students need Tier 1 Instruction that is grounded in addressing the whole needs of students: Academic, Behavior, and Socioemotional.</p> <p>Thus, we will offer ongoing professional development for staff on culturally responsive teaching practices, trauma-informed care, and strategies to support youth through an MTSS framework.</p> <ul style="list-style-type: none"> <li>• Contract services for expert PD providers</li> <li>• Provide extra duty compensation and sub coverage as needed for staff to attend work sessions</li> </ul>	<p>\$15,000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$20,000</p> <p>Contract Services</p> <p>Funded using CSI funds for 2025-26</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>

6.7	Field trips	<p>The input collected as part of the Foothill community forum indicated an interest in visiting colleges, museums, and attending conferences to enhance student skills and experiences.</p> <p>We will provide outside the classroom experiences for students. Field trips will include outings to colleges, conferences, and other venues.</p> <ul style="list-style-type: none"> <li>• transportation</li> <li>• registration fees for conferences</li> <li>• substitute coverage for teachers supporting students</li> <li>• extra duty compensation for staff</li> <li>• student gear and supplies</li> </ul>	<p>\$17,139</p> <p>Materials, Fees, Supplies, Transportation</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>
6.8	Transportation Support	<p>Attendance data indicates that students may experience barriers to coming to school. One of those barriers may be transportation. To support students in this area we will provide bus passes for students.</p>	<p>\$10,000</p> <p>Contract Services</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Foothill High School</p>

## Goal 7 Student Achievement at Apollo High School

Goal #	Description	Type of Goal
7	Increase academic outcomes in ELA and Math for all students with a focus on Socioeconomically Disadvantaged students and Hispanic/Latino students as measured by the CAASPP in ELA and Math by June 2027 as indicated by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

This goal was developed in direct response to persistent achievement gaps identified through state and local assessment data, particularly the CAASPP results in English Language Arts (ELA) and Mathematics. Data trends over multiple years have shown that Socioeconomically Disadvantaged students and Hispanic/Latino students continue to perform significantly below their peers in both subject areas. These disparities are not isolated, but systemic—impacting students’ long-term academic trajectories, graduation rates, and postsecondary opportunities. Addressing them requires a strategic and sustained focus. By targeting improvements in ELA and Math, we are investing in foundational academic skills that are essential for college and career readiness. This goal aligns with the district’s broader equity commitment to ensure that all students, regardless of background, have access to high-quality instruction and the support

needed to thrive academically. Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP Math scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 1.64% Hispanic/Latino = 1.85% Socioeconomically Disadvantaged = 2%	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All Students = 25% Hispanic/Latino = 25% Socioeconomically Disadvantaged = 25%	Difference from baseline will be reported as part of the 2026-27 update.
7.2	CAASPP ELA scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 27.87% Hispanic/Latino = 25.92% Socioeconomically Disadvantaged = 32.65%	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All Students = 50% Hispanic/Latino = 50% Socioeconomically Disadvantaged = 50%	Difference from baseline will be reported as part of the 2026-27 update.

## Goal Analysis for 2024-25

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.

Apollo High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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.

Apollo High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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

Apollo High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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.

Apollo High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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
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7.1	Professional Development for Staff	<p>The 2024 CA Dashboard Math and ELA indicators show that Apollo students are performing at the lowest levels. In particular, Hispanic and Socioeconomically disadvantaged students are amongst the lowest performing student groups as indicated by the data below:</p> <p>CAASPP Math scores <math>\geq 3</math> (% of students meeting and Exceeding Standard)</p> <p>All Students = 1.64%</p> <p>Hispanic/Latino = 1.85%</p> <p>Socioeconomically Disadvantaged = 2%</p> <p>CAASPP ELA scores <math>\geq 3</math> (% of students meeting and Exceeding Standard)</p> <p>All Students = 27.87%</p> <p>Hispanic/Latino = 25.92%</p> <p>Socioeconomically Disadvantaged = 32.65%</p> <p>To address this, we will provide QTEL professional development for 8 teachers and 1 administrator to enhance instructional strategies and accelerate academic language development across content areas.</p> <p>We will also offer a week-long professional development institute for 8 teachers led by a coach focused on data analysis, student progress monitoring, and research-based instructional strategies to address equity gaps in academic achievement.</p> <ul style="list-style-type: none"> <li>• extra duty compensation for after hours sessions</li> <li>• Sub coverage for teachers to attend sessions</li> <li>• travel and conference fees</li> <li>• instructional materials</li> </ul>	<p>\$20,000</p> <p>Travel and conference</p> <p>\$30,000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$5000</p> <p>Supplies and materials</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.2	Field Trips	<p>Given the metrics indicating the low performance in ELA and Math by students at Apollo, it is important to increase student engagement by strengthening college-connected purpose, improving self-efficacy, and building a stronger academic identity—particularly among underserved students, thereby contributing to improved CA Dashboard outcomes in academic performance indicators.</p> <p>We will fund college field trips for all 12th grade students at Apollo High School to visit at least two postsecondary institutions, with a focus on increasing college-going identity, academic motivation, and goal-setting behaviors that are linked to improved academic performance. This action specifically supports low-income and Hispanic students, who represent a significant portion of Apollo’s student population, by reinforcing the relevance of ELA and Math achievement for college readiness. The trips will be paired with classroom activities that emphasize academic reflection, college-level expectations in literacy and quantitative reasoning, and the importance of CAASPP performance for postsecondary access.</p> <ul style="list-style-type: none"> <li>• transportation</li> <li>• registration fees for conferences</li> <li>• substitute coverage for teachers supporting students</li> <li>• extra duty compensation for staff</li> <li>• student gear and supplies</li> </ul>	<p>\$15,000</p> <p>Supplies, registration fees, and transportation</p> <p>\$2000</p> <p>Personnel Costs:Salary and Benefits</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.3	Counseling and academic advising	<p>Improve ELA and Math achievement by increasing student awareness of academic expectations, ensuring timely credit recovery or intervention, and strengthening the connection between high school performance and college/career readiness. This action directly supports SED and Hispanic students in staying on track academically, reducing Ds and Fs, and improving performance on standardized assessments used in the CA Dashboard.</p> <p>Provide counselor extra duty hours at Apollo High School to conduct academic advising, transcript and credit checks, and targeted postsecondary planning for students with a focus on SED and Hispanic students during non-contract time. These additional hours will allow the counselor to meet individually and in small groups with students to monitor academic progress, support course selection aligned with A-G requirements, and increase awareness of the connection between academic performance—particularly in ELA and Math—and postsecondary opportunities. The counselor will also help students set academic goals and develop intervention plans when off-track in ELA or Math, contributing to improved student outcomes on the CA Dashboard.</p> <ul style="list-style-type: none"> <li>• extra duty compensation</li> <li>• materials and supplies</li> </ul>	<p>\$8000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$2000</p> <p>Materials and supplies</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
7.4	English Support Course	<p>Support accelerated growth in ELA and Math performance as measured on the California School Dashboard by equipping students with the foundational language and literacy skills necessary to succeed across content areas. This targeted support will contribute to higher proficiency rates, reduced performance gaps, and increased college and career readiness.</p> <p>Offer an additional English support course at Apollo High School, offered twice a week after school or during designated intervention periods, specifically for students identified as performing below grade level on local and state ELA and Math assessments. The course will focus on foundational literacy skills including reading comprehension strategies, sentence structure, academic language, and writing fluency. One teacher will be compensated on extra duty, and instructional materials will be provided to deliver targeted interventions. This service is designed to increase access to standards-aligned instruction and address learning gaps experienced disproportionately by Hispanic and Low-Income students, who make up the majority of Apollo's enrollment.</p> <ul style="list-style-type: none"> <li>• extra duty compensation</li> <li>• materials and supplies</li> </ul>	<p>\$8000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$2000</p> <p>Materials and supplies</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>



7.5	Academic mini-sessions for credit and attendance recovery	<p>Improve student performance in ELA and Math as reflected on the CA Dashboard by providing expanded learning time, individualized support, and academic motivation. The intervention targets skills that directly affect performance on state assessments and course completion, leading to increased proficiency, reduced D/F rates, and improved graduation outcomes for all students with an emphasis on Hispanic and Low-income students.</p> <p>Deliver academic mini-sessions during school breaks (e.g., fall, winter, spring) at Apollo High School to provide targeted intervention, foundational skill development, and credit recovery in ELA and Math. These sessions will run from 9 a.m. to 3 p.m. and will be staffed by certificated and classified personnel. This action will serve students who are not on track for graduation or are performing below standard on benchmark or CAASPP assessments.</p> <p>Instruction will include standards-aligned interventions, skill-building exercises, and individualized support in both content areas. The classified staff member will assist with attendance monitoring, student outreach, and logistics to ensure equitable access and participation.</p> <p>To increase engagement and reduce barriers to participation, students attending the sessions will receive food, snacks, and small academic incentives (e.g., school supplies, college/career gear). This comprehensive support strategy is intended to increase attendance, academic confidence, and persistence among students who have historically experienced opportunity gaps.</p> <ul style="list-style-type: none"> <li>• extra duty compensation</li> <li>• materials and supplies</li> </ul>	<p>\$10,000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$5000</p> <p>Materials, incentives, and supplies</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.6	Literacy imbedded Physical Education Course	<p>Increase ELA proficiency rates on the CA School Dashboard by embedding reading and writing practice across the curriculum and expanding instructional time for foundational language development. This interdisciplinary approach also builds academic engagement and supports long-term improvement in students' ability to access complex texts, explain reasoning, and communicate effectively—skills which also benefit performance in math.</p> <p>Implement a literacy-embedded PE course at Apollo High School that integrates English Language Arts strategies and structured literacy routines to support students reading below grade level. The course will be designed to incorporate academic vocabulary, reading comprehension strategies, and oral language development into PE content and instruction. Activities will include student journaling, structured discussions, informational text reading, and content-based writing prompts, all aligned with grade-level ELA standards.</p> <p>This course will be offered as part of the school day and will serve students who need additional academic language support without displacing core instruction. Professional development will also be provided to PE teachers on integrating literacy practices in their classrooms.</p>	<p>\$10,000</p> <p>Personnel Costs:Salary and Benefits</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.7	College and Career Awareness	<p>Increase student motivation and engagement in ELA and Math by strengthening the academic relevance of these subjects in relation to future goals. This action is designed to improve Dashboard performance by reducing Ds and Fs, supporting A-G completion, and increasing student ownership of their academic progress—especially among underrepresented and at-risk student groups.</p> <p>Host a College and Career Day Fair at Apollo High School featuring postsecondary institutions, local employers, community organizations, and a FAFSA/financial aid completion station to promote college and career readiness—particularly for English Learners, Hispanic, and Low-Income students. The event will include workshops, student panels, interactive booths, and informational sessions on pathways that require strong academic performance in ELA and Math, including A-G course completion and CAASPP proficiency.</p> <p>The fair will emphasize the connection between high school academic success—especially in literacy and quantitative reasoning—and future educational and employment opportunities. Pre-event and follow-up classroom activities will support students in setting academic goals, understanding college entrance requirements, and seeing the relevance of ELA and Math to their postsecondary plans.</p> <ul style="list-style-type: none"> <li>• extra duty compensation for staff planning and coordination of the event</li> <li>• student supports and incentives to remove barriers to participation and increase access</li> <li>• supplies and materials (promotional communication, educational resources)</li> </ul>	<p>\$5000</p> <p>Personnel Costs:Salary and Benefits</p> <p>\$5000</p> <p>Materials, incentives, and supplies</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.8	Continuous access to school staff	<p>Improve CA Dashboard outcomes in ELA and Math by ensuring year-round academic planning support, reducing enrollment disruptions, and maintaining momentum in college/career pathways. This proactive access strategy helps students sustain academic focus, complete key postsecondary tasks, and reinforce the importance of strong academic achievement in high school.</p> <p>Provide clerical support during the summer at Apollo High School to ensure students and families—especially English Learners, Hispanic, and Low-Income students—have continued access to critical services such as transcript requests, enrollment support, and assistance with college applications and financial aid documentation. This service will help students stay on track for graduation, recover missing records, and complete college and career planning tasks that are often hindered by gaps in access over summer months.</p> <p>The clerical support will also assist with outreach and follow-up communication in students' home languages, reducing barriers for families who need help understanding academic progress, course placement, and the connection between ELA/Math performance and postsecondary options.</p> <ul style="list-style-type: none"> <li>• extra duty compensation for staff</li> </ul>	<p>\$10,000</p> <p>Personnel Costs:Salary and Benefits</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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7.9	Access to Advanced Placement Exams	<p>Improve student outcomes on the CA School Dashboard in Math and ELA by increasing access to college-level coursework, fostering a college-going culture, and closing opportunity gaps. This action is expected to raise AP exam participation and pass rates for students, strengthen academic confidence, and promote higher achievement in related coursework and assessments.</p> <p>Cover the cost of AP exam fees for low-income students enrolled in AP Precalculus and AP Calculus at Apollo High School to remove financial barriers to rigorous academic opportunities and increase participation in college-level coursework. This action is intended to expand access for students—particularly those from historically underserved backgrounds—and to promote high academic expectations in mathematics.</p> <p>By encouraging enrollment in advanced math courses and supporting students through to exam completion, the school reinforces the importance of quantitative reasoning and academic persistence. Participation in AP courses also supports literacy development through technical reading, academic vocabulary, and written justification of mathematical thinking—skills that align to both Math and ELA standards.</p>	<p>\$8553</p> <p>Contract Services for AP exam fees</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Apollo High School</p>
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## Goal 8 Student Achievement at Calero High School

Goal #	Description	Type of Goal
8	Increase academic outcomes and college/career readiness for all students with a focus on English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students by increasing each of the following indicators: ELPI, ELA, Math, and CCI by June 2027 as indicated by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

This goal was developed to address persistent and significant disparities in academic achievement and college/career readiness among English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students as identified through California School Dashboard indicators. Specifically, the English Learner Progress Indicator (ELPI), CAASPP results in ELA and Math, and the College/Career Indicator (CCI) have consistently shown that these student groups perform below the district and state averages. Improving outcomes in these key areas is essential not only for meeting state accountability targets but also for fulfilling the district's commitment to educational equity. These indicators collectively represent students'

progress in language development, foundational academic skills, and preparedness for postsecondary success. By integrating growth targets across ELPI, ELA, Math, and CCI, this goal provides a comprehensive approach to advancing student achievement. It ensures that interventions are aligned across content areas and student needs, and that progress is measured holistically—academically, linguistically, and in terms of readiness for college, career, and life beyond high school. Additionally, this goal aligns with the equity multiplier funding's purpose ensuring that resources are utilized effectively to support those most in need.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Learner Progress as measured by the CA Dashboard ELPI Indicator	2024 Outcomes ELL Progress = 38% making progress  LTEL Progress = 35% making progress	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	ELL Progress = 50% making progress  LTEL Progress = 50% making progress	Difference from baseline will be reported as part of the 2026-27 update.
8.2	CAASPP Math scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 0% Hispanic/Latino = 0% English Learners = 0% Socioeconomically Disadvantaged = 0%	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All Students = 25% Hispanic/Latino = 25% English Learners = 25% Socioeconomically Disadvantaged = 25%	Difference from baseline will be reported as part of the 2026-27 update.
8.3	CAASPP ELA scores $\geq 3$ (% of students meeting and Exceeding Standard)	2024 Outcomes All Students = 11% Hispanic/Latino = 10% English Learners = 6% Socioeconomically Disadvantaged = 5%	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All Students = 25% Hispanic/Latino = 25% English Learners = 25% Socioeconomically Disadvantaged = 25%	Difference from baseline will be reported as part of the 2026-27 update.

8.4	CA Dashboard College and Career Indicator	2024 Outcomes  All students =5%  Hispanic = 4%  Socioeconomically disadvantaged = 4%	New goal added as part of the 2025-26 update, outcome data will be reported as part of the 2026-27 update.	2026-27 Update	All students =25%  Hispanic = 25%  Socioeconomically disadvantaged = 25%	Difference from baseline will be reported as part of the 2026-27 update.
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## Goal Analysis for 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.

Calero High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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.

Calero High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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

Calero High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26.

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.

Calero High School has been newly identified as an Equity Multiplier School and as such this is a new goal for 2025-26..

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
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8.1	Targeted Academic Interventions in English Language Arts and Math	<p>The 2024 CA Dashboard Academic Indicators in Math and ELA show students are not performing at standard as measured by the CAASPP scores. Specifically, English Learners, Socioeconomically Disadvantaged students, and Hispanic students are at the lowest performance levels.</p> <p>CAASPP Math scores <math>\geq 3</math> (% of students meeting and Exceeding Standard):</p> <p>All Students = 0%</p> <p>Hispanic/Latino = 0%</p> <p>English Learners = 0%</p> <p>Socioeconomically Disadvantaged = 0%</p> <p>CAASPP ELA scores <math>\geq 3</math> (% of students meeting and Exceeding Standard):</p> <p>All Students = 10.52%</p> <p>Hispanic/Latino = 9.61%</p> <p>English Learners = 5.88%</p> <p>Socioeconomically Disadvantaged = 5.41%</p> <p>To address this, the following targeted interventions and actions will be implemented:</p> <ul style="list-style-type: none"> <li>• After-School Tutoring in English and Math</li> <li>• ELA and Math Interventions in the classroom including skill building and assessment retakes</li> <li>• ELA and Math testing strategies</li> <li>• Student Engagement and CAASPP Motivation</li> </ul> <p>We will provide the following to support with the implementation of the interventions and actions:</p> <ul style="list-style-type: none"> <li>• extra duty compensation for staff to plan and implement the targeted interventions and lead the tutoring sessions</li> <li>• provide supplemental curriculum and supplies for the focused interventions and tutoring sessions</li> <li>• provide student incentives that are part of an academic program, recognition ceremony, or event tied to improving student engagement and achievement (e.g., CAASPP prep breakfast, reading incentives, college/career workshops)</li> </ul>	<p>\$10,000</p> <p>Personnel Costs: Salary and Benefits</p> <p>\$7500</p> <p>Supplies, Incentives, and Materials</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
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8.2	Instructional Practices and Literacy Development	<p>The 2024 CA Dashboard Academic English Language Arts indicator shows students are not performing at standard as measured by the CAASPP scores. Specifically, English Learners, Socioeconomically Disadvantaged students, and Hispanic students are at the lowest performance levels.</p> <p>CAASPP ELA scores <math>\geq 3</math> (% of students meeting and Exceeding Standard):</p> <p>All Students = 10.52%</p> <p>Hispanic/Latino = 9.61%</p> <p>English Learners = 5.88%</p> <p>Socioeconomically Disadvantaged = 5.41%</p> <p>To address this, we will focus on increasing access to reading materials and integrating literacy across all content areas.</p> <ul style="list-style-type: none"> <li>• Literacy Promotion via selected library reading books</li> <li>• Reading incentives</li> <li>• Professional development for common reading/writing strategies across Social Science, Art, and Science <ul style="list-style-type: none"> <li>○ Provide extra duty compensation for staff to attend after school sessions</li> <li>○ Sub pay for teachers to attend workshops</li> </ul> </li> <li>• Classroom supplies and materials to engage students through active reading</li> </ul>	<p>\$10,297</p> <p>Personnel Costs: Salary and Benefit</p> <p>\$10,000</p> <p>Supplies, Incentives, and Materials</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
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8.3	College and Career Readiness Expansion	<p>The 2024 CA Dashboard College and Career Indicator is at the lowest performance level (RED) for all students at Calero High School with HIspanic students and Socioeconomically disadvantaged students being the two student groups with the lowest performance.</p> <p>All students =4.7%</p> <p>Hispanic = 3.8%</p> <p>Socioeconomically disadvantaged = 4%</p> <p>To address this, Calero will do the following:</p> <ul style="list-style-type: none"> <li>● Provide extra duty compensation for staff to plan and coordinate field trips to colleges and industry partners</li> <li>● Provide field trips to colleges and various industries and businesses</li> <li>● Provide a College and Career Readiness Fair and Recognition for students and their families</li> <li>● Offer College and Career Family planning workshops</li> <li>● Provide textbook reimbursement for students taking college courses at the community college</li> <li>● Provide extra duty compensation for staff to develop a High school to College Bridge curriculum</li> <li>● Provide extra duty compensation for after hours counseling</li> <li>● Provide credit recovery sessions for seniors to be A-G eligible</li> </ul>	<p>\$12,500</p> <p>Personnel Costs: Salary and Benefit</p> <p>\$23,600</p> <p>Supplies, Incentives, and Materials</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
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8.4	English Learner Progress Monitoring and Support	<p>The CA Dashboard English Learner Progress Indicator shows that only 38.1% of English Learners and only 35% of Long-term English Learners are making progress towards English Language proficiency.</p> <p>To improve these outcomes, Calero will develop lesson plans and materials to address the academic language needs of all students with a focus on English Learners. In addition, each teacher will shadow and case manage English Learners and Long-term English Learners identified via our Early Warning System (EWS) every grading period to provide academic interventions.</p> <p>Teachers will also participate in professional development focused on evidence-based instructional strategies for English Learners.</p> <p>The following will be provided:</p> <ul style="list-style-type: none"> <li>• extra duty compensation for staff to attend professional development sessions after school hours</li> <li>• substitutes for teachers to attend workshops</li> <li>• extra duty compensation to case manage EL and LTEL students and provide academic interventions</li> <li>• contract services for PD sessions</li> <li>• travel and conference fees for PD sessions</li> </ul>	<p>\$15,000</p> <p>Personnel Costs: Salary and Benefit</p> <p>\$10,000</p> <p>Contract services</p> <p>\$10,000</p> <p>Travel and Conference</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
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8.5	Family Engagement	<p>The school climate/SEL survey results show that 58% of students feel a sense of belonging at Calero and 41% of students believe they can succeed in achieving academic success.</p> <p>To improve these results, we will strengthen family and community engagement through workshops, events, and partnerships that support student learning and well-being. Provide resources and training for families to support their children's education. For greater access, we will remove barriers to participation (e.g., providing refreshments, child care, and materials).</p> <ul style="list-style-type: none"> <li>• Provide extra duty compensation for staff to plan and lead events</li> <li>• Provide light refreshments, resources, and materials for families</li> </ul>	<p>\$5000</p> <p>Personnel Costs: Salary and Benefit</p> <p>\$5609</p> <p>Supplies and Materials</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
8.6	Transportation Equity	<p>Attendance data indicates that students may experience barriers to coming to school. One of those barriers may be transportation. To support students in this area we will provide bus passes for students.</p> <ul style="list-style-type: none"> <li>• Provide VTA Bus Passes for low-income/transportation-insecure students</li> </ul>	<p>\$3000</p> <p>Contract Services</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>
8.7	Mentorship and Socioemotional Support	<p>Academic success is linked to students feeling connected to school and feeling a sense of belonging. School climate survey results for Calero indicate that only 56% of students feel connected to school.</p> <p>To address this, Calero will partner with New Hope for Youth to provide mentorship and socioemotional support to students identified via behavior referrals.</p>	<p>\$70,000</p> <p>Contract Services</p> <p>Equity Multiplier Funds</p>	<p>[No]</p> <p>All Students</p> <p>Calero High School</p>

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$30,915,812	\$752,330

## 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
12.76%	1.76%	\$4,358,427	14.52%

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).

If the LEA has provided this required description in the Action Description, state as such within the table. Complete the table as follows:

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

Goal 1 Actions 2, 6, 7, 12, 14, 15, 16, 17, 18	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators.	<p>We will measure effectiveness through the following metrics:</p> <ul style="list-style-type: none"> <li>● level of implementation fidelity using implementation rubrics</li> <li>● college and career readiness indicator on CA Dashboard</li> <li>● Local A-G completion data</li> <li>● Survey results</li> <li>● Local Indicator self-reflection</li> </ul>
Goal 2 Actions 1, 2, 4, 6, 7, 9, 11, 12, 13	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators.	<p>We will measure effectiveness through the following metrics:</p> <ul style="list-style-type: none"> <li>● level of implementation fidelity using implementation rubrics</li> <li>● graduation indicator on CA Dashboard</li> <li>● Local graduation data</li> <li>● Survey results</li> <li>● EWS local data reports</li> <li>● Local Indicator self-reflection</li> </ul>
Goal 4 Actions 1, 2, 4, 5, 6, 7	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators.	<p>We will measure effectiveness through the following metrics:</p> <ul style="list-style-type: none"> <li>● level of implementation fidelity using implementation rubrics</li> <li>● suspension indicator on CA Dashboard</li> <li>● Local suspension data</li> <li>● Survey results</li> <li>● Local Indicator self-reflection</li> <li>● SHAPE local referral data</li> </ul>

Goal 5 Actions 1, 2, 3, 5, 6, 7	Required description is contained within each action item.	These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators.	We will measure effectiveness through the following metrics: <ul style="list-style-type: none"> <li>● level of implementation fidelity using implementation rubrics</li> <li>● Local attendance data</li> <li>● Survey results</li> <li>● Local Indicator self-reflection</li> </ul>
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### ***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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3 Actions 2, 3, 4, 7, 8, 9	Required description is contained within each action item.	The actions are designed to address the need as English Learners are listed as performing at the lowest levels as per the CA Dashboard metrics at 10 out of our 11 comprehensive high schools and at one of our continuation schools.	We will measure effectiveness through the following metrics: <ul style="list-style-type: none"> <li>● level of implementation fidelity using implementation rubrics</li> <li>● EL progress indicator on CA Dashboard</li> <li>● Graduation and college and Career readiness Indicators</li> <li>● Reclassification rates</li> <li>● ELPAC scores</li> <li>● Survey results</li> <li>● Local Indicator self-reflection</li> </ul>

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.

There are no limited actions contributing to meeting the increased or improved services requirement.

**Additional Concentration Grant Funding**

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

The additional concentration grant add-on funding will be used to support **Goal 2 Action 12**, the implementation of targeted tiered interventions through the staffing of Associate Principals of Tiered Student Supports (APTS), a role specifically designed to increase direct services for schools with high concentrations of Foster Youth, English Learners, and Low-Income students. For the 2025–26 school year, five comprehensive high schools—Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, and Yerba Buena—will each retain a dedicated APTS position, funded through this additional grant. These schools were prioritized due to their high percentages of unduplicated student populations and demonstrated need based on key academic, attendance, and behavioral metrics. Current data reveal that Foster Youth, English Learners, and Socioeconomically Disadvantaged students at these schools are disproportionately represented among students flagged as at risk in the Early Warning System (EWS), with more than half of students in each group not on track to graduate based on GPA, credits earned, and course completion.

The APTS positions will focus on:

- Leading the coordination of academic, attendance, and behavioral interventions using the district’s 6-week data cycles.
- Working directly with school staff, counselors, and families to ensure individualized support plans are developed and implemented for students identified as at risk.
- Collaborating with MTSS teams to align support services and monitor student progress.
- Integrating student support efforts with instructional leadership by emphasizing Tier I strategies aligned with the California Standards for the Teaching Profession.

Although the number of APTS positions has been reduced from 11.0 to 5.0 FTE due to districtwide budget constraints, district-level staff and site teams will work collaboratively to ensure that schools without an APTS continue to implement data-informed, equity-focused interventions for unduplicated students. This action represents a targeted use of concentration add-on funds to maintain staffing at the highest-need sites and ensure that students experiencing the greatest barriers receive coordinated, timely, and sustained support toward graduation and college/career readiness.

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
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<p>Staff-to-student ratio of classified staff providing direct services to students</p>	<div> <p>Evergreen Valley = 66:1</p> <p>Piedmont Hills = 47:1</p> <p>Santa Teresa = 54:1</p> </div>	<p>Andrew Hill = 56:1</p> <p>Apollo = 71:1</p> <p>Calero = 30:1</p> <p>Foothill = 37:1</p> <p>Independence = 46:1</p> <p>James Lick = 23:1</p> <p>Mt. Pleasant = 33:1</p> <p>Oak Grove = 44:1</p> <p>Pegasus = 128:1</p> <p>Phoenix = 47:1</p> <p>Silver Creek = 58:1</p> <p>Wm C Overfelt = 33:1</p> <p>Yerba Buena = 50:1</p>
<p>Staff-to-student ratio of certificated staff providing direct services to students</p>	<div> <p>Evergreen Valley = 21:1</p> <p>Piedmont Hills = 19:1</p> <p>Santa Teresa = 19:1</p> </div>	<p>Andrew Hill = 18:1</p> <p>Apollo = 15:1</p> <p>Calero = 11:1</p> <p>Foothill = 11:1</p> <p>Independence = 18:1</p> <p>James Lick = 15:1</p> <p>Mt. Pleasant = 16:1</p> <p>Oak Grove = 18:1</p> <p>Pegasus = 18:1</p> <p>Phoenix = 14:1</p> <p>Silver Creek = 20:1</p> <p>Wm C Overfelt = 16:1</p> <p>Yerba Buena = 19:1</p>



## 2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 42,846,619.00	\$ 38,497,716.03

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	Research, collaboration, professional development, and support for MTSS teams	No	\$ 234,000	\$ 110,471
1	1.2	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	Yes	\$ 2,273,038	\$ 2,033,916
1	1.3	Professional Development for Mathematics, Science, and English Language Arts teachers	No	\$ 90,000	\$ 92,937
1	1.4	Professional Development for Math teachers at James Lick	No	\$ 25,000	\$ -
1	1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	No	\$ 40,000	\$ 8,301
1	1.6	Data reporting for monitoring and analysis of metrics	Yes	\$ 151,028	\$ 147,616
1	1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	No	\$ 1,137,000	\$ 1,051,083

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	1.8	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	No	\$ 20,000	\$ -
1	1.9	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	No	\$ 1,796,734	\$ 1,486,313
1	1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	No	\$ 15,000	\$ -
1	1.11	California College Guidance Initiative as a college and career planning tool	No	\$ -	\$ -
1	1.12	College Awareness and Financial Aid Support for target student populations	Yes	\$ 169,500	\$ 224,772
1	1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP) exam access	No	\$ 250,000	\$ 247,445
1	1.14	Mentoring and academic support for students	Yes	\$ 421,000	\$ 464,913
1	1.15	Communication and engagement with parents/guardians	No	\$ 273,924	\$ 289,924
1	1.16	Field Trips for students	Yes	\$ 134,653	\$ 143,704

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	1.17	Targeted college and career readiness for students through AVID course enrollment	No	\$ 124,887	\$ 167,522
1	1.18	Support for our alternative learning options	Yes	\$ 96,000	\$ 75,592
				\$ -	\$ -
2	2.1	Academic and social-emotional counseling provided by school counselors	Yes	\$ 6,310,693	\$ 5,463,309
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	Yes	\$ 240,590	\$ 249,430
2	2.3	Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	No	\$ 20,000	\$ 25,205
2	2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	No	\$ 1,120,000	\$ 1,083,819
2	2.5	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	No	\$ 159,000	\$ 83,095
2	2.6	Edgenuity online Credit Recovery	No	\$ 670,000	\$ 709,407

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	2.7	Summer School Program	No	\$ 1,946,665	\$ 1,811,755
2	2.8	Intersession learning recovery mini-sessions	No	\$ 178,400	\$ -
2	2.9	Family Engagement and Communication	Yes	\$ 2,250,574	\$ 2,126,759
2	2.10	Coaching and induction support for teachers with preliminary and intern credentials	No	\$ 1,187,312	\$ 1,010,096
2	2.11	On-demand online tutoring	No	\$ 670,000	\$ 644,127
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS)	Yes	\$ 2,473,171	\$ 2,358,966
				\$ -	\$ -
3	3.1	EL teacher coaching and support provided by an EL Teacher on Special Assignment	No	\$ 208,612	\$ 205,263
3	3.2	Professional Development focused on understanding the EL Roadmap	Yes	\$ 30,000	\$ 30,036

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)
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	Yes	\$ 140,000	\$ 149,009
3	3.4	Maintain smaller class size for designated ELD courses	Yes	\$ 2,058,045	\$ 1,733,164
3	3.5	Placement of English Learners into core and advanced courses	No	\$ 15,000	\$ -
3	3.6	Supplemental Academic Support	No	\$ 65,000	\$ -
3	3.7	Translation and Interpretation Services	Yes	\$ 65,000	\$ 103,412
3	3.8	Family Engagement	Yes	\$ 65,000	\$ 11,201
3	3.9	English Learner program management, progress monitoring, and teacher support	Yes	\$ 102,000	\$ -
3	3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	No	\$ 1,518,304	\$ 1,369,437
				\$ -	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	Yes	\$ 5,127,901	\$ 4,705,208
4	4.2	Coordination of Student Services, Supports, and Interventions	Yes	\$ 234,022	\$ 233,607
4	4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	No	\$ 40,000	\$ -
4	4.4	Positive school climate initiatives, support and interventions	No	\$ 177,600	\$ 104,650
4	4.5	Collaborating with Community Agencies to Build a Continuum of Care	No	\$ 2,000,000	\$ 2,244,848
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	Yes	\$ 60,646	\$ 99,970
4	4.7	Support for safe and positive school culture and climate	Yes	\$ 829,785	\$ 686,702
4	4.8	Targeted School Climate and Culture Support for Independence High School	Yes	\$ 523,339	\$ 539,737
4	4.9	9th Grade Transition Program	Yes	\$ 1,806,592	\$ 1,022,854



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.10	Comprehensive Safety Audit	No	\$ 66,950	\$ 65,000
				\$ -	\$ -
5	5.1	Child Welfare & Attendance Support	Yes	\$ 942,366	\$ 918,212
5	5.2	Health and wellness planning and monitoring	Yes	\$ 1,467,423	\$ 1,407,927
5	5.3	Early Monitoring and Intervention	Yes	\$ 185,400	\$ 180,000
5	5.4	Attendance Incentive Programs	No	\$ 10,000	\$ 11,316
5	5.5	Restorative SARB	No	\$ 5,000	\$ -
5	5.6	Transportation Support	Yes	\$ 50,000	\$ 66,790
5	5.7	Attendance Support through Family Engagement, Communication, and Education	No	\$ 15,000	\$ -

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)
5	5.8	Professional Development for Staff strategies to improve student engagement and attendance	No	\$ 5,000	\$ -
				\$ -	\$ -
6	6.1	Personalized Learning Plans	No	\$ 175,000	\$ 115,430
6	6.2	Targeted Academic Interventions	No	\$ 64,000	\$ 42,635
6	6.3	Enhanced Social-Emotional Support	No	\$ 30,000	\$ 29,417
6	6.4	Career and Technical Education (CTE) Programs	No	\$ 40,000	\$ -
6	6.5	Family and Community Engagement	No	\$ 146,000	\$ 148,676
6	6.6	Professional Development for Staff	No	\$ 35,000	\$ 127,104
6	6.7	Field trips	No	\$ 50,000	\$ 20,134

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)
6	6.8	Transportation Support	No	\$ 14,465	\$ 15,500

## 2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 26,596,526	\$ 28,207,766	\$ 25,176,805	\$ 3,030,961	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF	Estimated Actual Expenditures for Contributing Actions (Input LCFF	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input
1	1.2	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	Yes	\$ 2,273,038	\$ 2,033,915.68	0.000%	0.000%
1	1.6	Data reporting for monitoring and analysis of metrics	Yes	\$ 151,028	\$ 147,616.20	0.000%	0.000%
1	1.12	College Awareness and Financial Aid Support for target student populations	Yes	\$ 169,500	\$ 224,771.68	0.000%	0.000%
1	1.14	Mentoring and academic support for students	Yes	\$ 421,000	\$ 464,912.64	0.000%	0.000%
1	1.16	Field Trips for students	Yes	\$ 134,653	\$ 143,703.72	0.000%	0.000%
1	1.18	Support for our alternative learning options	Yes	\$ 96,000	\$ 75,591.88	0.000%	0.000%
2	2.1	Academic and social-emotional counseling provided by school counselors	Yes	\$ 6,310,693	\$ 5,463,309.20	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF	Estimated Actual Expenditures for Contributing Actions (Input LCFF	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	Yes	\$ 240,590	\$ 249,429.54	0.000%	0.000%
2	2.9	Family Engagement and Communication	Yes	\$ 2,250,574	\$ 2,126,759.25	0.000%	0.000%
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS)	Yes	\$ 2,473,171	\$ 2,358,966.22	0.000%	0.000%
3	3.2	Professional Development focused on understanding the EL Roadmap	Yes	\$ 30,000	\$ 30,036.46	0.000%	0.000%
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	Yes	\$ 140,000	\$ 149,009.10	0.000%	0.000%
3	3.4	Maintain smaller class size for designated ELD courses	Yes	\$ 2,058,045	\$ 1,733,164.00	0.000%	0.000%
3	3.7	Translation and Interpretation Services	Yes	\$ 65,000	\$ 103,411.82	0.000%	0.000%
3	3.8	Family Engagement	Yes	\$ 65,000	\$ 11,200.67	0.000%	0.000%
3	3.9	English Learner program management, progress monitoring, and teacher support	Yes	\$ 102,000	\$ -	0.000%	
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	Yes	\$ 5,127,901	\$ 4,705,208.10	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF	Estimated Actual Expenditures for Contributing Actions (Input LCFF	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input
4	4.2	Coordination of Student Services, Supports, and Interventions	Yes	\$ 234,022	\$ 233,607.00	0.000%	0.000%
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	Yes	\$ 60,646	\$ 99,970.00	0.000%	0.000%
4	4.7	Support for safe and positive school culture and climate	Yes	\$ 829,785	\$ 686,701.71	0.000%	0.000%
4	4.8	Targeted School Climate and Culture Support for Independence High School	Yes	\$ 523,339	\$ 539,737.10	0.000%	0.000%
4	4.9	9th Grade Transition Program	Yes	\$ 1,806,592	\$ 1,022,853.69	0.000%	0.000%
5	5.1	Child Welfare & Attendance Support	Yes	\$ 942,366	\$ 918,212.31	0.000%	0.000%
5	5.2	Health and wellness planning and monitoring	Yes	\$ 1,467,423	\$ 1,407,927.27	0.000%	0.000%
5	5.3	Early Monitoring and Intervention	Yes	\$ 185,400	\$ 180,000.00	0.000%	0.000%
5	5.6	Transportation Support	Yes	\$ 50,000	\$ 66,790.00	0.000%	0.000%

2024-25 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)
\$ 246,950,098	\$ 26,596,526	1.190%	11.960%	\$ 25,176,805	0.000%	10.195%	\$ 4,358,426.93	1.765%

2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 242,296,426	\$ 30,915,812	12.759%	1.765%	14.524%	\$ 39,412,363	0.000%	16.266%	Total:	\$ 39,412,363
								LEA-wide Total:	\$ 34,074,432
								Limited Total:	\$ 4,522,619
								Schoolwide Total:	\$ 815,312

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	1.2	Coordination of MTSS at school sites provide	Yes	LEA-wide	All	All Schools	\$ 1,143,360	0.000%
1	1.6	Data reporting for monitoring and analysis of	Yes	LEA-wide	All	All Schools	\$ 144,396	0.000%
1	1.7	Professional Development focused on the C	Yes	LEA-wide	All	All Schools	\$ 1,193,823	0.000%
1	1.12	College Awareness and Financial Aid Suppo	Yes	LEA-wide	All	All Schools	\$ 170,000	0.000%
1	1.14	Mentoring and academic support for students	Yes	Schoolwide	All	Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, William C. Overfelt, and Yerba Buena	\$ 180,000	0.000%
1	1.15	Communication and engagement with parent	Yes	LEA-wide	All	All Schools	\$ 278,649	0.000%
1	1.16	Field Trips for students	Yes	LEA-wide	All	All Schools	\$ 135,000	0.000%
1	1.17	Targeted college and career readiness for st	Yes	Schoolwide	All	Independence, Piedmont Hills, Silver Creek, Overfelt & Yerba Buena	\$ 167,263	0.000%
1	1.18	Support for our alternative learning options	Yes	Schoolwide	All	Apollo, Pegasus, Phoenix, and ISP	\$ 96,000	0.000%
2	2.1	Academic and social-emotional counseling p	Yes	LEA-wide	All	All Schools	\$ 7,890,122	0.000%



Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Coordination and support of system wide imp	Yes	LEA-wide	All	All Schools	\$ 247,893	0.000%
2	2.4	Professional development for staff in respons	Yes	LEA-wide	All	All Schools	\$ 1,110,000	0.000%
2	2.6	Edgenuity online Credit Recovery	Yes	LEA-wide	All	All Schools	\$ 730,000	0.000%
2	2.7	Summer School Program	Yes	LEA-wide	All	All Schools	\$ 722,823	0.000%
2	2.9	Family Engagement and Communication	Yes	LEA-wide	All	All Schools	\$ 2,003,286	0.000%
2	2.11	On-demand online tutoring	Yes	LEA-wide	All	All Schools	\$ 670,000	0.000%
2	2.12	Coordination of services, implementation of t	Yes	LEA-wide	All	Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, & Yerba Buena	\$ 1,258,526	0.000%
2	2.13	Support Services Technicians to Enhance Ac	Yes	LEA-wide	All	All Schools	\$ 1,369,761	0.000%
3	3.2	Professional Development focused on under	Yes	Limited	English Learners	All Schools	\$ 30,000	0.000%
3	3.3	Professional development for teachers on eff	Yes	Limited	English Learners	All Schools	\$ 287,000	0.000%
3	3.4	Maintain smaller class size for designated EL	Yes	Limited	English Learners	All Schools	\$ 3,810,619	0.000%
3	3.7	Translation and Interpretation Services	Yes	Limited	English Learners	All Schools	\$ 205,000	0.000%
3	3.8	Family Engagement	Yes	Limited	English Learners	All Schools	\$ 20,000	0.000%
3	3.9	English Learner program management, prog	Yes	Limited	English Learners	All Schools	\$ 170,000	0.000%
4	4.1	Mental health & wellness support provided b	Yes	LEA-wide	All	All Schools	\$ 5,133,499	0.000%
4	4.2	Coordination of Student Services, Supports,	Yes	LEA-wide	All	All Schools	\$ 244,546	0.000%
4	4.4	Positive school climate initiatives, support an	Yes	LEA-wide	All	All Schools	\$ 234,300	0.000%
4	4.5	Collaborating with Community Agencies to B	Yes	LEA-wide	All	All Schools	\$ 1,500,000	0.000%
4	4.6	Assessment and evaluation of climate and c	Yes	LEA-wide	All	All Schools	\$ 110,000	0.000%

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 (%)
4	4.7	Support for safe and positive school culture &	Yes	LEA-wide	All	All Schools	\$ 4,804,142	0.000%
5	5.1	Child Welfare & Attendance Support	Yes	Schoolwide	All	Apollo, Phoenix, and Pegasus	\$ 372,049	0.000%
5	5.2	Health and wellness planning and monitoring	Yes	LEA-wide	All	All Schools	\$ 1,502,057	0.000%
5	5.3	Early Monitoring and Intervention	Yes	LEA-wide	All	All Schools	\$ 1,373,249	0.000%
5	5.5	Restorative SARB	Yes	LEA-wide	All	All Schools	\$ 10,000	0.000%
5	5.6	Transportation Support	Yes	LEA-wide	All	All Schools	\$ 70,000	0.000%
5	5.7	Attendance Support through Family Engager	Yes	LEA-wide	All	All Schools	\$ 25,000	0.000%

2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026	\$ 242,296,426	\$ 30,915,812	12.759%	1.765%	14.524%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non- personnel
Totals	\$ 39,412,363	\$ 8,066,001	\$ 10,000	\$ 290,133	\$ 47,778,497.00	\$ 41,911,109	\$ 5,867,388

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	Research, collaboration, professional development, and support for MTSS teams	All	No	LEA-wide	All	All Schools	Ongoing	\$ 25,000	\$ 10,000	\$ -	\$ 35,000	\$ -	\$ -	\$ 35,000	0.000%
1	1.2	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,143,360	\$ -	\$ 1,143,360	\$ -	\$ -	\$ -	\$ 1,143,360	0.000%
1	1.3	Professional Development for Mathematics, Science, and English Language Arts teachers	All	No	LEA-wide	All	All Schools	Ongoing	\$ 10,000	\$ 30,000	\$ -	\$ 40,000	\$ -	\$ -	\$ 40,000	0.000%
1	1.4	Professional Development for Math teachers at James Lick	All	No	Schoolwide	All	James Lick	Ongoing	\$ 20,000	\$ 5,000	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	0.000%
1	1.5	Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level	All	No	LEA-wide	All	All Schools	Ongoing	\$ 50,000	\$ 10,000	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000	0.000%
1	1.6	Data reporting for monitoring and analysis of metrics	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 94,396	\$ 50,000	\$ 144,396	\$ -	\$ -	\$ -	\$ 144,396	0.000%
1	1.7	Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,093,823	\$ 100,000	\$ 1,193,823	\$ -	\$ -	\$ -	\$ 1,193,823	0.000%
1	1.8	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	All	No	LEA-wide	All	All Schools	Ongoing	\$ 5,000	\$ 15,000	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000	0.000%
1	1.9	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	All	No	LEA-wide	All	All Schools	Ongoing	\$ 4,625,506	\$ -	\$ -	\$ 4,625,506	\$ -	\$ -	\$ 4,625,506	0.000%

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	1.10	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	All	No	LEA-wide	All	All Schools	Ongoing	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000	0.000%
1	1.11	California College Guidance Initiative as a college and career planning tool	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	1.12	College Awareness and Financial Aid Support for target student populations	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 170,000	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000	0.000%
1	1.13	College entry, International Baccalaureate (IB) and Advanced Placement (AP)exam access	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ -	\$ 250,000	0.000%
1	1.14	Mentoring and academic support for students	All	Yes	Schoolwide	All	Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, William C. Overfelt, and Yerba Buena	Ongoing	\$ -	\$ 180,000	\$ 180,000	\$ -	\$ -	\$ -	\$ 180,000	0.000%
1	1.15	Communication and engagement with parents/guardians	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 278,649	\$ -	\$ 278,649	\$ -	\$ -	\$ -	\$ 278,649	0.000%
1	1.16	Field Trips for students	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 135,000	\$ 135,000	\$ -	\$ -	\$ -	\$ 135,000	0.000%
1	1.17	Targeted college and career readiness for students through AVID course enrollment	All	Yes	Schoolwide	All	Independence, Piedmont Hills, Silver Creek, Overfelt & Yerba Buena	Ongoing	\$ 115,263	\$ 52,000	\$ 167,263	\$ -	\$ -	\$ -	\$ 167,263	0.000%
1	1.18	Support for our alternative learning options	All	Yes	Schoolwide	All	Apollo, Pegasus, Phoenix, and ISP	Ongoing	\$ 96,000	\$ -	\$ 96,000	\$ -	\$ -	\$ -	\$ 96,000	0.000%
2	2.1	Academic and social-emotional counseling provide by school counselors	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 7,890,122	\$ -	\$ 7,890,122	\$ -	\$ -	\$ -	\$ 7,890,122	0.000%
2	2.2	Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 247,893	\$ -	\$ 247,893	\$ -	\$ -	\$ -	\$ 247,893	0.000%
2	2.3	Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	All	No	LEA-wide	All	All Schools	Ongoing	\$ 25,000	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	0.000%
2	2.4	Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,110,000	\$ -	\$ 1,110,000	\$ -	\$ -	\$ -	\$ 1,110,000	0.000%

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	High-dosage tutoring for students by subject area with a focus on Math and English Language Arts	All	No	LEA-wide	All	All Schools	Ongoing	\$ 50,000	\$ 109,000	\$ -	\$ 159,000	\$ -	\$ -	\$ 159,000	0.000%
2	2.6	Edgenuity online Credit Recovery	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 30,000	\$ 700,000	\$ 730,000	\$ -	\$ -	\$ -	\$ 730,000	0.000%
2	2.7	Summer School Program	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 702,823	\$ 20,000	\$ 722,823	\$ -	\$ -	\$ -	\$ 722,823	0.000%
2	2.8	Intersession learning recovery mini-sessions	All	No	LEA-wide	All	All Schools	Ongoing	\$ 218,052	\$ -	\$ -	\$ 218,052	\$ -	\$ -	\$ 218,052	0.000%
2	2.9	Family Engagement and Communication	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 2,003,286	\$ -	\$ 2,003,286	\$ -	\$ -	\$ -	\$ 2,003,286	0.000%
2	2.10	Coaching and induction support for teachers with preliminary and intern credentials	All	No	LEA-wide	All	All Schools	Ongoing	\$ 10,000	\$ 70,000	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000	0.000%
2	2.11	On-demand online tutoring	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 670,000	\$ 670,000	\$ -	\$ -	\$ -	\$ 670,000	0.000%
2	2.12	Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) by APTS	All	Yes	LEA-wide	All	Andrew Hill, Independence, Silver Creek, Wm. C. Overfelt, & Yerba Buena	Ongoing	\$ 1,258,526	\$ -	\$ 1,258,526	\$ -	\$ -	\$ -	\$ 1,258,526	0.000%
2	2.13	Support Services Technicians to Enhance Academic Access and Strategic Skill Development	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,369,761	\$ -	\$ 1,369,761	\$ -	\$ -	\$ -	\$ 1,369,761	0.000%
3	3.1	EL teacher coaching and support provided by an EL Teacher on Special Assignment	All	No	LEA-wide	English Learners	All Schools	Ongoing	\$ 215,133	\$ -	\$ -	\$ -	\$ -	\$ 215,133	\$ 215,133	0.000%
3	3.2	Professional Development focused on understanding the EL Roadmap	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ 25,000	\$ 5,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
3	3.3	Professional development for teachers on effective evidence-based instructional strategies and practices	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ 15,000	\$ 272,000	\$ 287,000	\$ -	\$ -	\$ -	\$ 287,000	0.000%
3	3.4	Maintain smaller class size for designated ELD courses	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ 3,810,619	\$ -	\$ 3,810,619	\$ -	\$ -	\$ -	\$ 3,810,619	0.000%



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Summer School Program	All	No	LEA-wide	English Learners	All Schools	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3.6	Supplemental Academic Support	All	No	LEA-wide	English Learners	All Schools	Ongoing	\$ 15,000	\$ 50,000	\$ -	\$ 65,000	\$ -	\$ -	\$ 65,000	0.000%
3	3.7	Translation and Interpretation Services	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 205,000	\$ 205,000	\$ -	\$ -	\$ -	\$ 205,000	0.000%
3	3.8	Family Engagement	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ 15,000	\$ 5,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
3	3.9	English Learner program management, progress monitoring, and teacher support	All	Yes	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 170,000	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000	0.000%
3	3.10	Primary language support for Short -term English Language Learners in designated and ELD integrated courses	All	No	LEA-wide	English Learners	All Schools	Ongoing	\$ 1,608,186	\$ -	\$ -	\$ 1,608,186	\$ -	\$ -	\$ 1,608,186	0.000%
4	4.1	Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 5,133,499	\$ -	\$ 5,133,499	\$ -	\$ -	\$ -	\$ 5,133,499	0.000%
4	4.2	Coordination of Student Services, Supports, and Interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 244,546	\$ -	\$ 244,546	\$ -	\$ -	\$ -	\$ 244,546	0.000%
4	4.3	Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs	All	No	LEA-wide	All	All Schools	Ongoing	\$ 15,000	\$ 25,000	\$ -	\$ 40,000	\$ -	\$ -	\$ 40,000	0.000%
4	4.4	Positive school climate initiatives, support and interventions	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 25,000	\$ 209,300	\$ 234,300	\$ -	\$ -	\$ -	\$ 234,300	0.000%
4	4.5	Collaborating with Community Agencies to Build a Continuum of Care	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 1,500,000	\$ 1,500,000	\$ -	\$ -	\$ -	\$ 1,500,000	0.000%
4	4.6	Assessment and evaluation of climate and culture and social-emotional wellbeing	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 110,000	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000	0.000%
4	4.7	Support for safe and positive school culture and climate	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 4,804,142	\$ -	\$ 4,804,142	\$ -	\$ -	\$ -	\$ 4,804,142	0.000%

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
4	4.8	Targeted School Climate and Culture Support for Independence High School	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	4.9	9th grade Transition Program	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	4.10	Comprehensive Safety Audit	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5.1	Child Welfare & Attendance Support	All	Yes	Schoolwide	All	Apollo, Phoenix, and Pegasus	Ongoing	\$ 372,049	\$ -	\$ 372,049	\$ -	\$ -	\$ -	\$ 372,049	0.000%
5	5.2	Health and wellness planning and monitoring	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,502,057	\$ -	\$ 1,502,057	\$ -	\$ -	\$ -	\$ 1,502,057	0.000%
5	5.3	Early Monitoring and Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,187,849	\$ 185,400	\$ 1,373,249	\$ -	\$ -	\$ -	\$ 1,373,249	0.000%
5	5.4	Attendance Incentive Programs	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	0.000%
5	5.5	Restorative SARB	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 5,000	\$ 5,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
5	5.6	Transportation Support	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
5	5.7	Attendance Support through Family Engagement, Communication, and Education	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 5,000	\$ 20,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	0.000%
5	5.8	Professional Development for Staff strategies to improve student engagement and attendance	All	No	LEA-wide	All	All Schools	Ongoing	\$ 16,465	\$ -	\$ -	\$ 16,465	\$ -	\$ -	\$ 16,465	0.000%
6	6.1	Personalized Learning Plans	All	No	Schoolwide	All	Foothill	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
6	6.2	Targeted Academic Interventions	All	No	Schoolwide	All	Foothill	Ongoing	\$ 64,000	\$ 95,287	\$ -	\$ 159,287	\$ -	\$ -	\$ 159,287	0.000%

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
6	6.3	Enhanced Social-Emotional Support	All	No	Schoolwide	All	Foothill	Ongoing	\$ 15,000	\$ 80,000	\$ -	\$ 95,000	\$ -	\$ -	\$ 95,000	0.000%
6	6.4	Career and Technical Education (CTE) Programs	All	No	Schoolwide	All	Foothill	Ongoing	\$ 15,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000	0.000%
6	6.5	Family and Community Engagement	All	No	Schoolwide	All	Foothill	Ongoing	\$ 164,307	\$ -	\$ -	\$ 164,307	\$ -	\$ -	\$ 164,307	0.000%
6	6.6	Professional Development for Staff	All	No	Schoolwide	All	Foothill	Ongoing	\$ 15,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 35,000	\$ 35,000	0.000%
6	6.7	Field trips	All	No	Schoolwide	All	Foothill	Ongoing	\$ -	\$ 17,139	\$ -	\$ 17,139	\$ -	\$ -	\$ 17,139	0.000%
6	6.8	Transportation Support	All	No	Schoolwide	All	Foothill	Ongoing	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
7	7.1	Professional Development for Staff	All	No	Schoolwide	All	Apollo	Ongoing	\$ 30,000	\$ 25,000	\$ -	\$ 55,000	\$ -	\$ -	\$ 55,000	0.000%
7	7.2	Field Trips	All	No	Schoolwide	All	Apollo	Ongoing	\$ 2,000	\$ 15,000	\$ -	\$ 17,000	\$ -	\$ -	\$ 17,000	0.000%
7	7.3	Counseling and academic advising	All	No	Schoolwide	All	Apollo	Ongoing	\$ 8,000	\$ 2,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
7	7.4	English Support Course	All	No	Schoolwide	All	Apollo	Ongoing	\$ 8,000	\$ 2,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
7	7.5	Academic mini-sessions for credit and attendance recovery	All	No	Schoolwide	All	Apollo	Ongoing	\$ 10,000	\$ 5,000	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000	0.000%
7	7.6	Literacy imbedded Physical Education Course	All	No	Schoolwide	All	Apollo	Ongoing	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
7	7.7	College and Career Awareness	All	No	Schoolwide	All	Apollo	Ongoing	\$ 5,000	\$ 5,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	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](mailto: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, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## *Purpose*

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## *Requirements and Instructions*

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

## Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

## Support for Identified Schools

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

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

## Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

## *Requirements*

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

Respond to the prompts as follows:

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

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

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



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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal



- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## Broad Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

## Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.



- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System](#)

[of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- o 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.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- o 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.

- o 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%).

- o 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)**
  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - o 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)**
  - o 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 %)**

- o 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)**
  - o 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)**
  - o 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)**
  - o 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).