



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Capistrano Unified School District

CDS Code: 30-66464-0000000

School Year: 2026-27

LEA contact information:

Dr. Christopher Brown

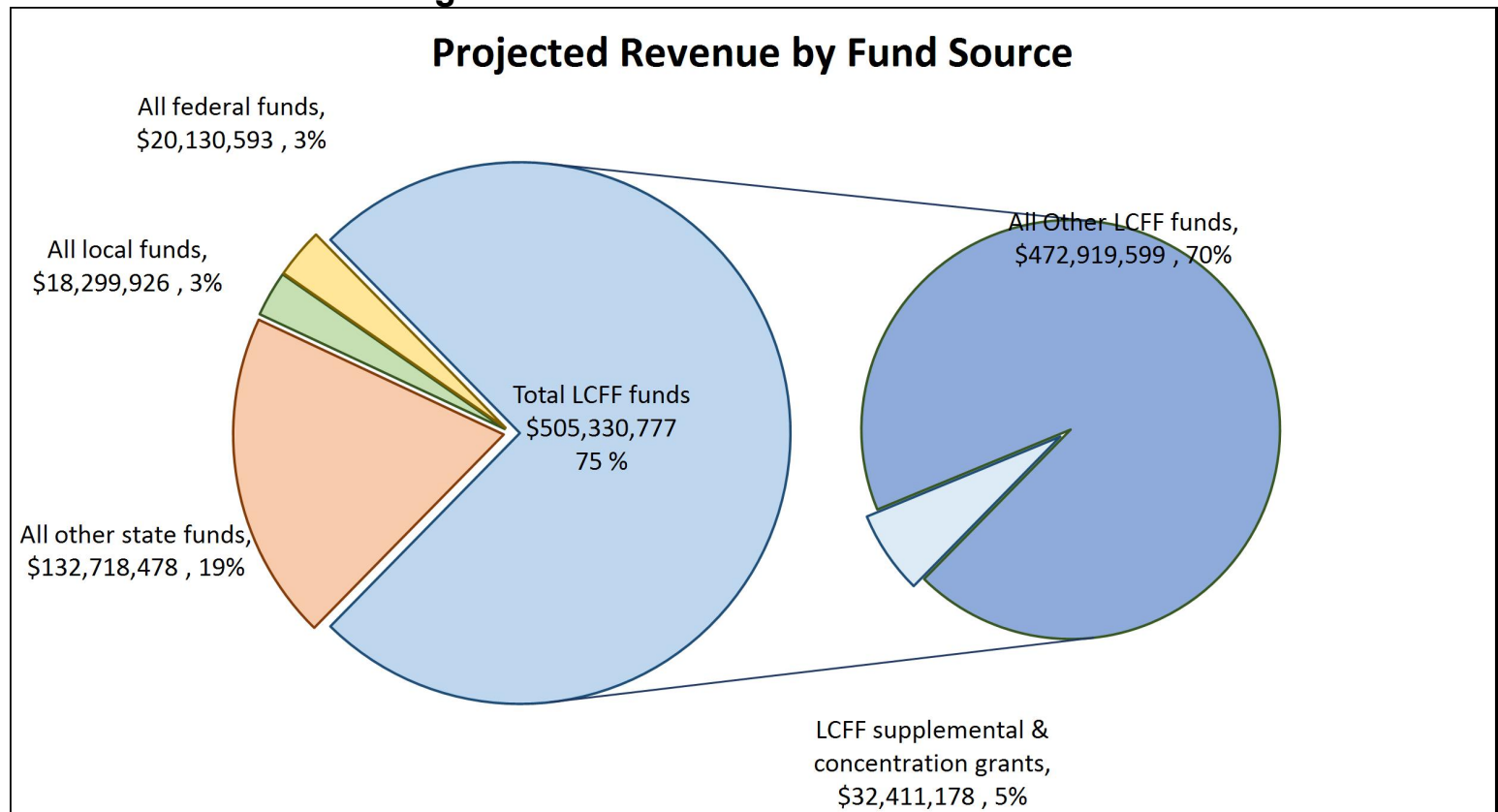
Superintendent

superintendent@capousd.org

(949) 234-9203

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

Budget Overview for the 2026-27 School Year

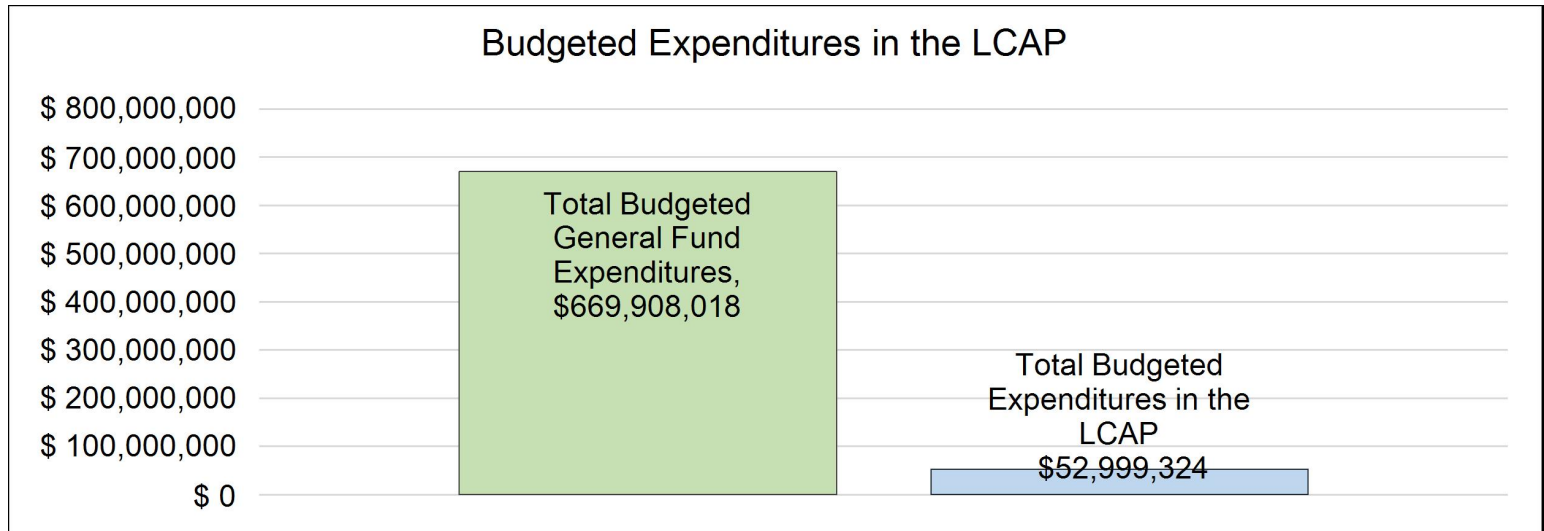


This chart shows the total general purpose revenue Capistrano Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Capistrano Unified School District is \$676,479,774, of which \$505,330,777 is Local Control Funding Formula (LCFF), \$132,718,478 is other state funds, \$18,299,926 is local funds, and \$20,130,593 is federal funds. Of the \$505,330,777 in LCFF Funds, \$32,411,178 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 Capistrano Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Capistrano Unified School District plans to spend \$669,908,018.00 for the 2026-27 school year. Of that amount, \$52,999,324.00 is tied to actions/services in the LCAP and \$616,908,694.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP include certificated and classified staffing costs, including administrative positions, along with associated employee benefits such as pension contributions and health and welfare benefits. Additional expenditures include utilities, transportation services, special education costs, facilities maintenance and upgrades, and school site discretionary funds. The General Fund also supports restricted categorical programs and grants, including Title I, Title II, Title III, and Title IV programs, as well as other operational expenditures necessary to maintain districtwide educational services and business operations.

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

In 2026-27, Capistrano Unified School District is projecting it will receive \$32,411,178 based on the enrollment of Foster Youth, English learner, and low-income students. Capistrano Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Capistrano Unified School District plans to spend \$32,411,178.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$32,212,123

■ Actual Expenditures for High Needs Students in LCAP

\$32,543,545

\$ 0 \$ 5,000,000 \$ 10,000,000 \$ 15,000,000 \$ 20,000,000 \$ 25,000,000 \$ 30,000,000 \$ 35,000,000

This chart compares what Capistrano Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Capistrano Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Capistrano Unified School District's LCAP budgeted \$32,212,123.00 for planned actions to increase or improve services for high needs students. Capistrano Unified School District actually spent \$32,543,545.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capistrano Unified School District	Dr. Christopher Brown Superintendent	superintendent@capousd.org (949) 234-9203

Plan Summary [2026-27]

General Information

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

The vision of Capistrano Unified School District is An Unwavering Commitment to Student Success and the mission is To prepare our students to meet the challenges of a rapidly changing world. All staff are committed to the belief that children will learn, that children will learn more today than yesterday, and that they will learn more tomorrow than today. The District's commitment to the more than 39,000 preschool and transitional kindergarten through grade 12 and adult transition students entrusted to its care remains steadfast. Our commitment to instructional excellence drives the mission of our nearly 4,000 employees.

Founded in 1965, Capistrano Unified encompasses 200 square miles in seven cities and a portion of the unincorporated area of Orange County. With 59 campuses, it is the largest employer in south Orange County. The District includes all or part of the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Sendero/Rancho Mission Viejo, and Wagon Wheel. The District has 33 elementary schools, 3 K-8 schools, 10 middle schools, 6 comprehensive high schools, and 7 alternative programs. Additionally, Capistrano Unified authorized six charter schools that operate within the district boundaries. The student demographics (non-charter) are as follows: 51.1% White, 27.1% Hispanic, 7.1% Asian, 1.6% Filipino, 7.5% Two or More Races, 0.1% Pacific Islander, <1% African American, and <1% American Indian or Alaska Native. 8.5% of students are English learners, 35.2% are socioeconomically disadvantaged, 7.5% are homeless, <1% are foster youth, and 14.9% are students with disabilities.

Some of the programs the District offers include a K-8 home and virtual school, online high school, career technical education, school counseling, Gifted and Talented Education (GATE), Spanish and Mandarin immersion, full-day kindergarten, transitional kindergarten

through grade 12 music, and teacher and administrator induction. Like many other districts in the State, Capistrano Unified is suffering from a moderate decline in enrollment which is expected to continue indefinitely. A challenge for the District will be to continue reducing expenditures in alignment with the reduced revenue. The District is governed by a seven-member Board of Trustees, which meets monthly at the Capistrano Unified School District (CUSD) Education Center, 33122 Valle Road, San Juan Capistrano.

The California Department of Education identified Capistrano Union High School to receive LCFF Equity Multiplier funds due to having prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. The district added LCAP Goal 5 as the LCFF Equity Multiplier goal.

Reflections: Annual Performance

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

LCFF PRIORITY 1: BASIC SERVICES

Capistrano Unified met the standard for Priority 1. The district reported that 91.2% of teachers were appropriately assigned with clear credentials, which is above the statewide average of 82.5%. No students lacked access to standards-aligned instructional materials for use at school and at home. The district reported 1,126 instances where facilities did not meet the “good repair” standard, reflecting ongoing maintenance and facilities needs that continue to require district attention. These outcomes reflect continued district investments in staffing, curriculum access, and facilities maintenance.

LCFF PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

Capistrano Unified met the standard for implementation of academic content standards. Professional development and policy/program support were rated at Full Implementation across most content areas, including English Language Arts, English Language Development, Mathematics, Next Generation Science Standards (NGSS), and History-Social Science. Instructional materials for English Language Arts, English Language Development, and Mathematics were rated at Full Implementation and Sustainability. NGSS instructional materials remained at the Initial Implementation stage, indicating an ongoing need for curriculum refinement and teacher support in science instruction. The district also reported strong implementation in Career Technical Education, Physical Education, Visual and Performing Arts, Health Education, and World Language standards.

LCFF PRIORITY 3: PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT

Capistrano Unified met the standard for Priority 3. District strengths include active engagement through advisory structures such as DELAC, CAC, CUCPTSA, and other educational partner groups, along with expanded bilingual communication and family outreach efforts. The district highlighted the use of bilingual events, translated materials, virtual workshops, peer mentoring opportunities, and advisory feedback structures such as ThoughtExchange to increase participation and engagement. Families identified strengths in school-community connection, school connectedness efforts, mental health supports, and academic partnership opportunities. Areas for improvement include increasing consistency in communication across school sites, expanding multilingual outreach and interpretation services, strengthening structured opportunities for family participation in decision-making, improving transparency regarding how feedback is used, and expanding access to family engagement opportunities for student groups with lower participation rates. The district also identified the need for additional staff training in effective family engagement across diverse school communities.

LCFF PRIORITY 4: STUDENT ACHIEVEMENT

Across LCFF Priority 4: Student Achievement metrics, the District demonstrated overall improvement in English Language Arts, Mathematics, Science, college and career readiness indicators, and several subgroup achievement measures. Student performance improved across multiple indicators for English Learners, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities, while the District also expanded access to rigorous coursework, intervention supports, English Language Development, and college and career readiness opportunities. The District continues to prioritize targeted instructional supports, English Learner progress, intervention systems, and evidence-based professional learning to address persistent achievement gaps among specific student groups and school sites.

* California Dashboard Indicator - English Language Arts (Gr. 3–8, 11): Blue

In English Language Arts, the district achieved a Blue performance level, with students scoring 52.9 points above standard, an increase of 4.3 points from the prior year. English Learners scored 29.0 points below standard but improved by 14.6 points. Long-Term English Learners remained a significant area of concern, scoring 88.7 points below standard and receiving a Red rating. Students with Disabilities scored 38.9 points below standard but improved by 10.7 points. Homeless students and Foster Youth also remained below standard despite improvement trends.

* California Dashboard Indicator - Mathematics (Gr. 3–8, 11): Green

In Mathematics, the district earned a Green rating with students performing 26.4 points above standard, an increase of 5.4 points. Significant achievement gaps remain among student groups. Long-Term English Learners scored 143.9 points below standard and were rated Red. Foster Youth scored 84.0 points below standard, while Homeless students and Students with Disabilities also remained substantially below standard. English Learners improved by 8.2 points but continued to perform below standard overall.

* California Dashboard Indicator - English Learner Progress Indicator: Yellow

The English Learner Progress Indicator was rated Yellow, with 46.8% of English Learners making progress toward English proficiency or maintaining the highest level. This represented a maintained status with a 0.7% increase from the prior year. Long-Term English Learners received a Green rating, with 55.1% making progress, an increase of 9.2%.

* California Dashboard Indicator - College and Career Indicator: Green

The College and Career Indicator was rated Green, with 68.8% of students classified as Prepared, maintaining a positive trend. However, substantial subgroup disparities persist. Only 24.3% of English Learners and 23.6% of Long-Term English Learners met the Prepared benchmark. Students with Disabilities were rated Orange at 17.0% Prepared. In contrast, Asian students earned a Blue rating at 87.8% Prepared, and White students were rated Blue at 74.4% Prepared. Socioeconomically Disadvantaged students improved to 56.2% Prepared and earned a Green rating.

* Early Assessment Program (EAP)

Based on the 2025 Smarter Balanced Assessment (SBA) results for Capistrano Unified School District, the Early Assessment Program (EAP) outcomes for 11th-grade students can be inferred, as EAP designations are derived from SBA performance levels. The EAP determines college readiness in English Language Arts (ELA) and mathematics by classifying students into three categories: "Ready" (Standard Exceeded), "Conditionally Ready" (Standard Met), and "Not Yet Ready" (Standard Nearly Met or Not Met).

In ELA, 47.54% of CUSD 11th-grade students exceeded the standard, indicating they are fully ready for college-level coursework. An additional 29.28% met the standard, classifying them as conditionally ready, meaning they may need to take additional preparatory coursework in 12th grade. The remaining 23.18% of students either nearly met or did not meet the standard and are considered not yet ready for college-level ELA work.

In mathematics, 27.44% of students exceeded the standard and are considered ready for college-level math. Another 24.65% met the standard and are conditionally ready. However, 47.91% of students either nearly met or did not meet the standard, indicating they are not yet ready for college-level mathematics coursework.

These results highlight a strong performance in ELA, with over three-quarters of students demonstrating at least conditional college readiness. In contrast, mathematics presents an area of concern, with half of the students not yet ready for postsecondary-level expectations. These findings will inform ongoing efforts to align instruction and interventions to better support student preparedness for college and career pathways.

LCFF PRIORITY 5: STUDENT ENGAGEMENT

Across LCFF Priority 5: Student Engagement metrics, the District demonstrated overall improvement in chronic absenteeism, attendance, graduation rates, and reductions in dropout rates for several student groups and school sites. Chronic absenteeism declined across many student groups, including English Learners, Socioeconomically Disadvantaged students, Homeless students, and Students with Disabilities, while graduation rates remained high overall and attendance engagement efforts contributed to improved student participation and school connectedness. The District continues to prioritize targeted attendance interventions, graduation supports, MTSS engagement strategies, and school-based outreach to address persistent engagement challenges among specific student groups and schools.

* California Dashboard Indicator - Chronic Absenteeism Rate (TK–8): Yellow

Chronic absenteeism received a Yellow rating at 11.7%, improving by 0.7 percentage points from the prior year. Foster Youth remained a significant concern with an Orange rating at 28.3% chronically absent, although this reflected improvement. Homeless students were also rated Orange at 21.8%, while Long-Term English Learners and Students with Disabilities remained in the Yellow range. Overall district chronic absenteeism has improved substantially since the post-pandemic peak of 21.5% in 2022.

* California Dashboard Indicator - Graduation Rate (Class of 2025): Blue

The district achieved a Blue graduation rate at 95.4%, maintaining high graduation outcomes overall. English Learners improved to 90.6% and received a Green rating. Long-Term English Learners earned a Green rating at 94.9%, while Homeless students earned a Blue rating at 95.4%. Students with Disabilities remained an area of concern at 82.8%, receiving a Yellow rating. Graduation data for Foster Youth was suppressed due to small subgroup size.

LCFF PRIORITY 6: SCHOOL CLIMATE

Across LCFF Priority 6: School Climate metrics, the District demonstrated overall improvement in suspension rates, reductions in expulsion rates, and increased student, family, and staff perceptions of school connectedness and safety. Multiple student groups, including English Learners, Foster Youth, Homeless students, Hispanic students, and Socioeconomically Disadvantaged students, showed improved suspension outcomes, while Panorama measures reflected stronger perceptions of belonging and school climate. The District continues to

focus on targeted behavioral, wellness, attendance, and restorative practice supports to sustain improvements and address persistent disparities among specific student groups and school sites.

* California Dashboard Indicator - Suspension Rate: Green

Suspension rates were rated Green overall at 1.8%, representing a 0.5% decline from the prior year. Foster Youth improved substantially but remained an area of concern statewide, while locally they earned a Green rating at 3.8%. Long-Term English Learners were rated Yellow at 9.4%, and Students with Disabilities were rated Orange at 5.0%. Filipino and Pacific Islander students earned Blue ratings with among the lowest suspension rates in the district. Overall, the district demonstrated continued progress in reducing suspensions while subgroup disproportionality remains an ongoing area for monitoring and intervention.

* CUSD Cares Panorama Survey

Elementary Students:

The Spring 2026 Panorama survey for Capistrano Unified elementary students gathered 7,656 responses, revealing generally positive perceptions in key areas. Students reported high favorability in "Knowledge and Fairness of Discipline, Rules and Norms" (80%) and "Sense of Belonging" (76%), while perceptions of "Safety" were lower at 69%, with concerns noted around peer aggression and feeling safe. Overall, the "Climate of Support for Academic Learning" scored 73%, showing that most students feel encouraged and supported by teachers academically

Secondary Students:

The Spring 2026 Capistrano Unified Secondary Student Survey gathered feedback from 17,981 students and revealed key insights: 71% reported a supportive academic climate, and 63% felt positively about grading practices, especially in assessment retakes. Safety scored 75%, with concerns about harassment and physical incidents, while the sense of belonging was rated at 63%, reflecting mixed feelings about student-teacher relationships and school connection. Discipline clarity received relatively strong marks at 72%, showing students generally understood behavioral expectations.

Parents:

The Spring 2026 Family Survey for Capistrano Unified School District reflects high overall satisfaction, with particularly strong results in Sense of Belonging (91%), Climate of Support for Academic Learning (91%), and Safety (92%). The survey captured 3,770 responses, primarily from parents, and indicates that families feel respected, valued, and well-informed by school staff.

Staff:

The Spring 2026 Capistrano Unified staff survey reflects strong perceptions of academic support (95% favorable), grading practices (94%), and a sense of belonging (82%), with particularly high marks for staff collegiality and supportiveness. The survey had 1,902 responses, predominantly from teachers, and over half of the respondents had more than 10 years of experience in their current roles.

LCFF PRIORITY 7: COURSE ACCESS

Across LCFF Priority 7: Course Access metrics, the District maintained broad access to a diverse course of study, including Advanced Placement, Career Technical Education, AVID, arts, music, dance, drama/theater, International Baccalaureate, and world language programs. Enrollment increased in several program areas, including AP, CTE, art, dance, drama/theater, and music, demonstrating continued student access to rigorous academic and enrichment opportunities. The District also continued monitoring areas with enrollment

declines, such as AVID, IB Diploma Programme participation, and foreign language enrollment, to ensure access to a comprehensive educational program across all student groups.

LCFF PRIORITY 8: PUPIL OUTCOMES

Across LCFF Priority 8: Pupil Outcomes metrics, the District demonstrated overall improvement in multiple indicators tied to college and career readiness, including increases in A-G completion, CTE pathway completion, combined CTE and A-G completion, Advanced Placement participation and performance, and the Golden State Seal Merit Diploma. Student access to rigorous coursework and postsecondary readiness opportunities expanded for many student groups, including English Learners, Homeless students, and Socioeconomically Disadvantaged students. At the same time, the District identified ongoing areas of need in measures such as the State Seal of Biliteracy and some subgroup college and career readiness outcomes, resulting in continued emphasis on targeted instructional supports, English Learner progress, and broad, consistent access to advanced academic opportunities.

----- HIGHLIGHT HOW CAPISTRANO UNIFIED IS ADDRESSING IDENTIFIED NEEDS OF STUDENT GROUPS AND/OR SCHOOLS

Capistrano Unified School District's LCAP outlines targeted actions to address the identified needs of student groups and schools based on performance gaps from the California School Dashboard. The district prioritizes support for unduplicated pupils, including English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students. Data reveals significant academic disparities in ELA and Math for these groups compared to all students. In response, the LCAP funds interventions such as in-school, Saturday, and summer academic supports, class size reduction, and personalized learning through digital platforms. To improve graduation and A-G completion rates, actions include expanded credit recovery opportunities and career technical education access. Mental health and well-being supports are provided through school counselors, wellness rooms, and staff training. The district also addresses chronic absenteeism and suspension through engagement strategies like student activity programs and transportation for low-income students. English learners benefit from expanded elective opportunities, dual immersion instruction, and reclassification supports. Site-specific actions target schools and student groups with red Dashboard indicators to ensure accountability and progress. These actions are aligned with state priorities and monitored using academic performance, attendance, and student connectedness metrics.

----- LEARNING RECOVERY EMERGENCY BLOCK GRANT (See Goal 3, Action 3.6)

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. Capistrano Unified School District does not have any unexpended LREBG funds.

In 2025, the Governor's January Budget and May Revise proposals identified a priority to restore funding that had been reduced in prior fiscal years due to state-level budget deficits. In anticipation of these funds being included in the 2025–2026 Budget Act, the Capistrano Unified School District conducted a comprehensive needs assessment to identify priorities for the use of restored LREBG funds.

In accordance with Education Code Section 52064.4, LREBG funds must be incorporated into the Local Control and Accountability Plan (LCAP), or its annual update, covering the period from July 1, 2025, through June 30, 2028, as outlined in EC Section 52064.4(a)(1)–(6). All

planned activities are contingent upon final adoption of the Budget Act, which must include a specific allocation for Capistrano Unified School District.

Capistrano Unified School District (CUSD) has conducted a comprehensive needs assessment aligned with California Education Code Section 32526(d)(1) to guide the use of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 through 2027–28 school years. This assessment draws from the 2024 California School Dashboard and local benchmark data to identify students most in need of learning recovery supports, including those performing in the "Low" or "Very Low" range on academic indicators and those experiencing chronic absenteeism. Students with Disabilities, Socioeconomically Disadvantaged students, English Learners (ELs), and Long-Term English Learners (LTELs) remain among the most impacted student groups. While overall district performance remains strong—ELA and Math scores are 66.3 and 42.4 points above standard, respectively—data reveals consistent performance disparities among student groups. The chronic absenteeism rate for grades K–8 is 13.3%, with students in the identified subgroups disproportionately represented in the "High" or "Very High" status levels. In English Learner Progress, 0% of secondary schools and only 25% (4 of 16) of elementary schools are currently rated "Green."

As required under EC Section 32526(d)(2) and (3), CUSD reviewed academic and chronic absenteeism metrics at both the LEA and school levels, disaggregated by pupil group. The assessment included CAASPP scale scores in English Language Arts and Mathematics, performance on the English Learner Progress Indicator (ELPI), and chronic absenteeism data for students in the "High" or "Very High" status levels. Further analysis was conducted using local metrics pursuant to EC Section 32526(d)(5), including DIBELS and i-Ready benchmark assessments, formative assessments, and real-time attendance monitoring. In 2023–24, 20% of third-grade students were identified at Strategic/Intensive levels on DIBELS, and 32% of students were placed in Tier II or Tier III math intervention based on i-Ready data. Additionally, local indicators revealed a decline in the percentage of EL students making expected progress toward English proficiency.

Based on this data analysis, the district identified the following action:

CUSD will invest \$2,470,208 in class size reduction (Goal 3, Action 3.6) at targeted school sites to support learning recovery and close persistent achievement gaps. Smaller class sizes allow for more personalized instruction, improved teacher-student interaction, and greater flexibility to implement differentiated supports, especially for early learners and students with academic risk factors. This approach aligns with national research and the district's local metrics, indicating that students in smaller classes consistently outperform peers in more crowded settings on early literacy benchmarks such as DIBELS and foundational numeracy measures. Class size reduction is expected to have a compounding effect when paired with intervention services, English Language Development strategies, and MTSS structures. The district will monitor effectiveness through cohort-based analysis of growth in DIBELS, i-Ready, and CAASPP performance, with particular attention to ELs and Students with Disabilities in primary grades.

CUSD will revisit this needs assessment annually using both state and local metrics to monitor effectiveness, improve implementation, and ensure strategic use of LREBG funds aligned with identified student needs.

IDENTIFICATION OF 2023 DASHBOARD INDICATORS AT THE LOWEST PERFORMANCE LEVEL BASED ON CATEGORY:

(1) Based on performance on the California Dashboard, two student groups within Capistrano Unified received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- * Chronic Absenteeism: Pacific Islander
- * Suspension Rate: Foster Youth

(2) The following seven schools within Capistrano Unified received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- * Capistrano Union High: English Language Arts, Mathematics, College/Career, Suspension
- * Carl Hankey Middle: Chronic Absenteeism
- * Clarence Lobo Elementary: English Learner Progress
- * Don Juan Avila Elementary: English Learner Progress
- * Harold Ambuehl Elementary: English Learner Progress
- * John Malcolm Elementary: Chronic Absenteeism
- * Las Flores Elementary: Suspension

(3) The following forty-one schools have student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- * Aliso Niguel High: Suspension: African American
- * Arroyo Vista Elementary: Chronic Absenteeism: SED, SWD, WH
- * Arroyo Vista Middle: Chronic Absenteeism: SED
- * Bathgate Elementary: Chronic Absenteeism: EL
- * Bernice Ayer Middle: Chronic Absenteeism: EL, SED
- * Canyon Vista Elementary: Chronic Absenteeism: HIS
- * Capistrano Union High: English Language Arts: HIS, SED; Mathematics: HIS, SED; College/Career: HIS, HOM, SED; Suspension: EL, HIS, HOM, SED, WH
- * Capistrano Valley High: English Language Arts: EL, SWD; Suspension: EL, SWD
- * Carl Hankey Elementary: Chronic Absenteeism: EL, HIS, HOM, MR, SED, SWD
- * Carl Hankey Middle: Chronic Absenteeism: HIS, SWD, WH
- * Castille Elementary: Chronic Absenteeism: SED
- * Chaparral Elementary: Chronic Absenteeism: HIS, SWD
- * Clarence Lobo Elementary: English Language Arts: SWD; Mathematics: SWD; Chronic Absenteeism: EL, HIS; Suspension: WH
- * Concordia Elementary: Chronic Absenteeism: HIS, MR, SWD
- * Dana Hills High: English Language Arts: SWD; Mathematics: SWD; College/Career: EL; Suspension: EL
- * Del Obispo Elementary: English Language Arts: EL, HOM, SWD; Chronic Absenteeism: HOM, MR, SWD
- * Don Juan Avila Elementary: Chronic Absenteeism: SED
- * Don Juan Avila Middle: Chronic Absenteeism: EL, HIS
- * Esencia: Chronic Absenteeism: EL
- * George White Elementary: Chronic Absenteeism: EL, HIS, SED, SWD
- * Harold Ambuehl Elementary: English Language Arts: EL, SWD; Suspension: EL, HOM
- * John Malcolm Elementary: Chronic Absenteeism: HIS, SWD
- * Kinoshita Elementary: English Language Arts: SWD
- * Ladera Ranch Elementary: Chronic Absenteeism: AS, EL

- * Ladera Ranch Middle: Chronic Absenteeism: MR
- * Laguna Niguel Elementary: Chronic Absenteeism: HIS, MR, SWD
- * Las Flores Elementary: Chronic Absenteeism: HIS, SWD; Suspension: SWD, WH
- * Las Palmas Elementary: English Language Arts: HOM; Chronic Absenteeism: EL, HOM, SWD, HI
- * Marblehead Elementary: Chronic Absenteeism: EL
- * Marco Forster Middle: Mathematics: EL
- * Newhart Middle: Chronic Absenteeism: EL, HIS, HOM, SWD; Suspension: EL, HIS, HOM, SED, SWD
- * Niguel Hills Middle: Chronic Absenteeism: HIS; Suspension: HOM
- * Oak Grove Elementary: Chronic Absenteeism: SED
- * San Clemente High: English Language Arts: EL, SWD; Mathematics: EL, HOM, SWD; Suspension: EL, HOM, SWD
- * San Juan Elementary: English Language Arts: EL, HIS, HOM, SED, SWD; Chronic Absenteeism: EL; Suspension: SWD
- * San Juan Hills High: English Language Arts: EL, SWD; Mathematics: EL, SWD; Suspension: EL, HOM
- * Shorecliffs Middle: English Language Arts: SWD; Mathematics: SWD; Chronic Absenteeism: MR
- * Tesoro High: English Language Arts: SWD; Mathematics: SWD
- * Truman Benedict Elementary: Suspension: SWD
- * Wagon Wheel Elementary: Chronic Absenteeism: SED, WH
- * Wood Canyon Elementary: Chronic Absenteeism: EL

In order to address the gaps in performance for these student groups and schools, the District developed Goal 4 with specific actions to systemically respond to the need.

Reflections: Technical Assistance

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

Capistrano Unified School District (CUSD) continues to participate in California's System of Support through the Differentiated Assistance process and remains engaged in ongoing technical assistance with the Orange County Department of Education (OCDE) to improve outcomes for foster youth. Through this partnership, district teams have continued to engage in data analysis, systems review, and continuous improvement planning to strengthen academic, behavioral, and social-emotional supports for foster youth and other highly vulnerable student populations.

The 2025 California School Dashboard reflected significant improvement for foster youth across multiple state indicators. English Language Arts improved from Orange to Yellow with a 3.2 point increase, Mathematics improved from Red to Yellow with a 25.3 point increase, Chronic Absenteeism improved from Red to Orange with a 7 percent decline, and Suspension Rate improved from Red to Green with a 14.2 percent decline. Based on the 2025 Dashboard results, CUSD advances to Year 2 of 2 in Differentiated Assistance with continued technical support from OCDE.

As part of the district's continuous improvement efforts, CUSD engaged in a collaborative, data-driven planning process with OCDE utilizing structured data inquiry protocols to review academic, attendance, behavioral, and systems-level data impacting foster youth outcomes. This work identified several areas requiring continued attention, including enrollment and placement timelines, consistency in disciplinary practices and suspension coding, and the need for stronger coordination of services and increased support "touchpoints" for foster youth across

departments and school sites. In response, the district has continued to review disciplinary procedures, including discretionary suspension practices, and to evaluate reporting practices within Aeries and CALPADS to ensure consistent implementation and accurate data reporting.

To further strengthen support for foster youth, students experiencing homelessness, and other at-risk student populations, the district created a new Social Worker position beginning in 2025-2026. This position supports the district's Multi-Tiered System of Support (MTSS) framework by providing case management, mental health services, crisis intervention, family outreach, and coordination of community-based resources. The Social Worker also supports compliance with the McKinney-Vento Homeless Assistance Act and child welfare requirements while serving as a liaison among schools, families, county agencies, and community partners. Funding for this position is supported through LCFF Supplemental funds, with Medi-Cal billing utilized for eligible services to support long-term sustainability and cost recovery.

This work remains aligned to the district's broader efforts to promote student access, student wellness, trauma-informed practices, restorative approaches, and continuous improvement through ongoing monitoring of student outcomes and implementation effectiveness. CUSD remains committed to addressing opportunity gaps for foster youth and leveraging technical assistance from OCDE to implement sustainable, high-impact strategies that improve student success.

Specific actions resulting from the Differentiated Assistance process can be found in Goal 1, Action 1.10.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable: No schools are eligible for comprehensive support and improvement

Support for Identified Schools

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

Not Applicable: No schools are eligible for comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

Not Applicable: No schools are eligible for comprehensive support and improvement

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent: Capistrano Unified Council of PTSA Presidents	On February 9, 2026, CUSD educational partner engagement included providing CUCPTSA Presidents with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. The most important priority identified by CUCPTSA Presidents is the need for increased mental health support and counseling services, reflecting a strong emphasis on addressing students' social-emotional needs. Overall, council members express a desire for equitable resource allocation to enhance student well-being and academic success. Priorities Included: 1. Mental Health and Counseling 2. Class Size and Teacher Support 3. Equity and Accessibility 4. Physical Education and Extracurricular Activities 5. Academic Excellence and Support

Educational Partner(s)	Process for Engagement
	On May 15, 2026, the draft LCAP, which will be used for the Board of Trustees LCAP Public Hearing, was distributed to the CUCPTSA President for all council presidents. It included information about the public hearing on May 22, 2026.
LCAP Parent: Capistrano Unified Council of PTSA (CUCPTSA) Legislative Advocacy Team	On January 9, 2026, CUSD educational partner engagement included providing Legislative Advocacy members with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. The most important priority identified by CUCPTSA Legislative Advocacy members is the improvement of facilities, which is perceived as crucial for creating better learning environments. Overall, participants express a strong desire for enhancements in various areas to support student well-being and academic success. Priorities Included: 1. Facilities Improvement 2. Class Size Reduction 3. Student Support Services 4. Safety and Well-being 5. Curriculum and Extracurricular Activities On May 15, 2026, the draft LCAP, which will be used for the Board of Trustees LCAP Public Hearing, was distributed to the Legislative Advocacy Chair for all team members. It included information about the public hearing on May 22, 2026.
LCAP Parent: District English Language Advisory Committee (DELAC)	On March 5, 2026, CUSD educational partner engagement included providing DELAC members with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished

Educational Partner(s)	Process for Engagement
	students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. The most important priority identified by DELAC Members is providing strong support for English learners, which is perceived as crucial for advancing academic success and fulfilling the Vision of a CUSD Graduate. Overall, DELAC Members express a positive sentiment towards initiatives that enhance educational access and support for all students. Priorities Included: 1. English Language Support 2. Access and Equity 3. Teacher and Personnel Support 4. College and Career Readiness 5. Family and Community Engagement The draft LCAP, which will be used for the Board of Trustees LCAP Public Hearing, was sent to the DELAC President and Executive Committee Members on May 15, 2026. It included information about the public hearing on May 22, 2026.
LCAP Parent: Community Advisory Committee (CAC)	On February 19, 2026, CUSD educational partner engagement included providing Community Advisory Committee members with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development.

Educational Partner(s)	Process for Engagement
	The most important topic identified by members is the need for a stable and sufficient pool of para educators, which is crucial for meeting students' needs, especially in special education. Overall, members expressed a strong sentiment towards improving support systems for students and families, emphasizing mental health, inclusion, and accessibility. Priorities Included: 1. Support for Paraeducators 2. Mental Health and Family Support 3. Inclusion and Accessibility 4. Arts and Tutoring Opportunities 5. Adult Supervision and Engagement The draft LCAP, which will be used for the Board of Trustees LCAP Public Hearing, was sent to the CAC Chairperson for all CAC members on May 15, 2026. It included information about the public hearing on May 22, 2026.
LCAP Student Advisory	During the Spring of 2026, CUSD engaged a variety of student focus groups with a diverse cross-section of students across the district, including the following groups: * Aliso Niguel High School, April 2, 2026 * Capistrano Valley High School, March 25, 2026 * Capistrano Union High School, March 27, 2026 * Dana Hills High School, March 25, 2026 * San Clemente High School, March 27, 2026 * San Juan Hills High School, March 30, 2026 * Tesoro High School, March 26, 2026 * ASB Presidents Executive Council, April 21, 2026 CUSD educational partner engagement included providing foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for students in poverty, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD

Educational Partner(s)	Process for Engagement
	Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. Across all high school student advisory groups, students asked for a more engaging, inclusive, and practical educational experience that better prepares them for life after graduation. Their feedback consistently pointed to more hands-on learning, expanded electives, financial literacy, career and college readiness, and stronger support for mental health, counseling, and academic help. Students also wanted clearer communication, greater consistency in access to opportunities, and more meaningful student voice in school and district decisions. Priorities included: 1. Real-world, hands-on learning (internships, job shadowing, field-specific classes, community engagement, project-based learning). 2. College and career readiness supports (counseling, course planning, awareness of services, career fairs). 3. Foundational adult/life skills (especially financial literacy) and communication/public speaking. 4. Welcoming and engaging school environments (student voice, leadership, collaboration, attention to mental health and belonging). 5. Expanded student opportunities (pathways, electives, specialized classes, languages, arts, non-college/trade tracks). Unified Priority: Develop a Student-Centered Educational Ecosystem that Combines Engaging, Inclusive Learning with Real-World Preparation and Holistic Support
Teachers/Certificated Bargaining Unit - Capistrano Unified Employee Association	On March 24, 2026, CUSD educational partner engagement included providing CUEA Rep Council members with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group

Educational Partner(s)	Process for Engagement
	completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. The most important topic identified by Representative Council Members is the need for better support and funding for Special Education (SPED) and English Learners, reflecting a strong sentiment toward student needs and the allocation of resources to meet them. Priorities Included: 1. Special Education and English Learners 2. Class Size and Educator Support 3. Counseling and Support Services 4. Bilingual and Cultural Liaisons 5. Funding and Resource Allocation
Other School Personnel/Classified Bargaining Unit - Capistrano Chapter #224, CSEA	On April 14, 2026, CUSD educational partner engagement included providing Capistrano Chapter #224, CSEA members with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. CSEA Members identified the need for increased funding and support for special education and vulnerable student populations as the most important topic, reflecting a general sentiment of concern for appropriate resource allocation and student support. Priorities Included: 1. Funding and Resources for Special Education 2. Support for Vulnerable Populations 3. Transportation and Accessibility 4. Staff Training and Support 5. Community Engagement and Awareness

Educational Partner(s)	Process for Engagement
Elementary Principals and Co-Administrators, Capistrano Unified Management Association	On May 4, 2026, CUSD educational partner engagement included providing TK-12 Principals and District Administrators with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development. The most important topic identified by Elementary Principals is the need for counselors, particularly at the elementary level, to support students' social-emotional health and academic success. Overall, Elementary Principals express a strong sentiment towards prioritizing resources that address student behavior and academic support. Priorities Included: 1. Counseling and Social-Emotional Support 2. Academic Support and Intervention 3. Student Behavior and Classroom Climate 4. Access and Student Support 5. Professional Development and Curriculum
Secondary Principals and Co-Administrators, Capistrano Unified Management Association	On May 1, 2026, CUSD educational partner engagement included providing TK-12 Principals and District Administrators with foundational knowledge about the LCAP, LCFF funding, the unduplicated pupil count, and state requirements to increase and improve services for impoverished students, English learners, and foster youth. Partners then participated in structured activities, including attribute charting, to evaluate current student supports and recommend enhancements aligned with the Vision of a CUSD Graduate. To conclude, each group completed a ThoughtExchange survey to rank priorities and surface key themes that informed the 2026–2027 LCAP development.

Educational Partner(s)	Process for Engagement
	The most important priority identified by Secondary Principals is ensuring high-quality instruction and targeted support for students, which is perceived as crucial for advancing LCAP goals and fulfilling the Vision of a CUSD Graduate. Overall, Secondary Principals express a positive sentiment towards initiatives that enhance educational quality and accessibility. Priorities Included: 1. High-Quality Instruction and Support 2. Attendance and Engagement 3. Equity and Resource Allocation 4. Specialized Support for Vulnerable Populations 5. Professional Learning and Collaboration
SELPA Administrator Council	On May 1, 2026, the Assistant Superintendent of SELPA/Special Education Services and Executive Director of State and Federal Programs met to discuss LCAP priorities and ensure actions supported students with disabilities and incorporated the priorities that were shared in the Community Advisory Committee. The SELPA administrators' priorities included: (1) PBIS/Crisis Prevention Training for Special Education staff (2) Continued New Special Education Teacher support in Induction (3) Expanding sensory rooms and materials at elementary and middle schools (4) Professional Development in Universal Design for Learning
McKinney-Vento (Homeless) Family Needs Assessment	In April 2026, Site Homeless Liaisons shared districtwide feedback identifying the need for stronger communication, increased access to resources, and more consistent support systems for students and families experiencing homelessness. Site Homeless Liaisons emphasized the importance of improving communication and resource availability to better support students and families experiencing homelessness. The general sentiment reflects a need for consistent and sensitive approaches to address these challenges effectively. Priorities Included:

Educational Partner(s)	Process for Engagement
	1. Communication and Trust Building: Site Homeless Liaisons highlighted the need for consistent communication between the district and families, emphasizing the importance of building trust. Suggestions included maintaining open lines of communication through meetings, emails, and resources, as well as ensuring families feel safe to share their situations. The perception is that effective communication can lead to better identification and support for families in need. 2. Resource Availability and Accessibility: There is a strong focus on making resources readily available and accessible to families experiencing homelessness. Liaisons suggested having resources like gift cards and lice kits available at school sites for immediate access. The perception is that timely access to resources can significantly alleviate barriers for families. 3. Training and Sensitivity: Training staff on how to sensitively inquire about housing situations and providing trauma-crisis intervention training were mentioned as crucial steps. Liaisons believe that these trainings can enhance the ability of staff to identify and support families effectively, ensuring interventions are appropriate and empathetic. 4. Collaboration and Coordination: Liaisons discussed the importance of collaboration among school liaisons, especially for families with siblings at different school sites. The perception is that coordinated efforts can simplify processes for families and ensure unified support across different sites. 5. Mental Health and Counseling Services: There is a call for more therapy and drug counseling resources, particularly those available in Spanish, to support families. Liaisons perceive these services as essential for addressing the mental health needs of students and families, which can be a significant barrier to stability and success.
Equity Multiplier - Capistrano Union HS	The Principal of Capistrano Union High School, a school generating Equity Multiplier funds, engaged educational partners throughout the 2026–27 SPSA and LCAP development process, including the School

Educational Partner(s)	Process for Engagement
	Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT), parents, and staff. Educational partner consultation occurred through SSC meetings held on October 8, 2025; December 10, 2025; April 1, 2026; and May 13, 2026; ELAC meetings held on September 9, 2025; November 18, 2025; March 10, 2026; and May 5, 2026; ILT meetings throughout spring 2026; and parent engagement meetings and workshops, including orientation and FAFSA support events. Educational partners reviewed California School Dashboard indicators, attendance data, Panorama survey results, counseling and wellness data, and student group performance trends to identify key areas of need. Stakeholders identified chronic absenteeism, suspension rates, graduation rates, English Language Arts, mathematics achievement, English Learner progress, college and career readiness, and student sense of belonging as priority areas requiring additional support and intervention. The School Site Council, ELAC, and staff emphasized the importance of strengthening attendance interventions, expanding PBIS Tier II supports, increasing counseling and mental health services, improving family engagement, and creating a stronger sense of belonging for students. Educational partners identified the need for targeted interventions for English Learners and Long-Term English Learners, including integrated ELD supports, mentoring, additional intervention classes, bilingual counseling services, and professional development focused on effective instructional strategies for LTEL students. Educational partners also prioritized actions that support school connectedness and student wellness, including the continuation of wellness center supports, health and wellness coaching, individualized counseling, drug and alcohol counseling services, attendance incentives, culturally relevant activities, STEAM-based engagement opportunities, and expanded college and career readiness supports. Parents and staff emphasized the importance of multilingual communication, individualized outreach to families, and

Educational Partner(s)	Process for Engagement
	increased opportunities for parent participation through workshops, orientations, and advisory groups. Students and staff further identified the need for engaging, hands-on, and culturally responsive learning experiences that improve motivation, increase participation, and strengthen students' sense of belonging at school. Panorama survey data showing only 67% of students reporting a sense of belonging reinforced the need for intentional SEL supports, relationship-building, culturally responsive activities, and expanded student engagement opportunities. These educational partner consultations directly informed the development of the district's LCAP actions and services associated with Equity Multiplier funding and Goal 5 supports for student engagement, attendance, wellness, academic intervention, family engagement, and school connectedness.

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

Educational partner feedback from students, employees, parents, principals, classified staff, and McKinney-Vento liaisons directly influenced the development, refinement, prioritization, and funding of the 2026-2027 LCAP goals, actions, and expenditures. Across educational partner groups, recurring priorities included mental health and counseling support, real-world and career-connected learning, inclusive and equitable practices, English learner and special education supports, improved communication and engagement, academic intervention, student wellness, and stronger systems of support for at-risk student groups. These priorities were reflected throughout the District's five LCAP goals and associated budgeted actions.

Under Goal 1: Engagement, educational partner feedback strongly influenced actions focused on school climate, counseling, student wellness, multilingual communication, and family engagement. Students, employees, and parents consistently emphasized the importance of mental health supports, stronger counselor access, inclusive school environments, improved communication systems, and culturally responsive practices. In response, the District prioritized and budgeted actions including school counselors at each site, CUSD Cares wellness and emotional support systems, PBIS, alternatives to suspension, bilingual school community liaisons, translation services, multilingual communication tools, the Family Resource Center, and PIQE parent engagement programming. Students also requested stronger student voice systems, improved teacher-student communication, and more inclusive school culture, which influenced engagement-focused actions supporting extracurricular activities, intramurals, music programs, and culturally responsive engagement opportunities.

Feedback from certificated staff, classified staff, and principals regarding chronic absenteeism, foster youth supports, behavior intervention systems, and wellness resources directly informed investments connected to foster youth and homeless supports, alternatives to suspension, attendance engagement systems, and coordinated student services. Site homeless liaisons specifically emphasized communication, trauma-

informed support, resource accessibility, and Spanish-language counseling resources, which helped shape continued investments in multilingual communication, family outreach, and integrated wellness supports.

Under Goal 2: Student Achievement, student feedback significantly influenced actions related to real-world learning, college and career readiness, hands-on instruction, financial literacy, career pathways, language acquisition, and academic intervention systems. Across all student advisory groups, students repeatedly requested more practical learning experiences, career exploration, internships, trade pathways, public speaking opportunities, financial literacy, and interactive instructional models. In response, the District prioritized and funded actions including Career Technical Education (CTE), college and career counseling, AVID, language immersion programs, International Baccalaureate programs, educational technology support, MTSS academic interventions, and innovative and engaging instructional practices.

Students also consistently requested more collaborative, project-based, and experiential learning opportunities rather than lecture-heavy instruction and excessive testing. This feedback influenced investments in innovative curriculum and instruction, expanded CTE pathways, interactive learning opportunities, and college and career readiness programming aligned to the Vision of a CUSD Graduate. English learner supports were also elevated through educational partner feedback from employees, principals, and students requesting stronger language acquisition programs, bilingual supports, and improved English learner services. As a result, the District maintained and expanded actions supporting language acquisition, immersion programs, long-term English learner supports, bilingual communication, and professional development for staff serving multilingual learners.

Under Goal 3: Conditions for Learning, educational partner feedback regarding class size, teacher support, arts programming, transportation, and equitable learning environments directly influenced the prioritization of expenditures for class size reduction, transportation, ELOP programming, arts and music, and educator induction supports. Employees and principals identified large class sizes, behavioral challenges, and access to enrichment opportunities as barriers to student achievement and educator effectiveness. Students also advocated for more arts, extracurricular activities, facilities improvements, and engaging learning opportunities. In response, the District prioritized expenditures supporting arts and music programs, Expanded Learning Opportunities Program implementation, transportation access, and teacher induction and support systems to strengthen equitable conditions for learning across schools.

Goal 4: Focus on At-Promise Students was heavily influenced by feedback identifying the need for targeted intervention systems and differentiated supports for student groups experiencing the greatest academic and social-emotional barriers. Educational partners consistently emphasized the need for stronger supports for English learners, students with disabilities, foster youth, homeless students, socioeconomically disadvantaged students, and students experiencing chronic absenteeism. In response, the District strategically reallocated District office resources to provide coaching, technical assistance, intervention systems, attendance support, suspension reduction efforts, English learner support, and specialized services for students with disabilities and other underperforming student groups.

Goal 5: LCFF Equity Multiplier actions at Capistrano Union High School were also directly informed by educational partner feedback regarding mental health, student engagement, academic intervention, English learner support, and whole-child wellness. Students requested additional tutoring, counseling, public speaking opportunities, leadership development, and career-connected coursework, while employees and principals emphasized intervention systems, attendance supports, and student wellness. As a result, the District budgeted actions including wellness coaching, bilingual counseling, tutoring and credit recovery, PLC release time, attendance incentives, MTSS supports,

STEAM opportunities connected to student identity and culture, and professional development focused on learning needs and English learner supports.

Throughout the LCAP development process, the District prioritized actions that aligned most consistently across multiple educational partner groups and that addressed identified Dashboard needs, while balancing available fiscal resources and maintaining compliance with supplemental and concentration grant requirements. Educational partner feedback reinforced the District's focus on whole-child supports, inclusive learning environments, academic engagement, equitable access, and preparation for college, career, and life beyond graduation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Empower students and educational partners to be skilled communicators, engaged citizens, and inspired leaders to promote and support student engagement and school climate.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad goal to capture elements that contribute to student engagement. This goal broadly captures parent involvement, pupil engagement, and student climate elements. In the area of parent involvement, the State Board of Education adopted the Parent Engagement Self-Reflection tool to help us clearly define aspects of parental involvement and then strategically work to improve those efforts. We value our partnerships with CUSD families and know they are a critical element and support in our mission to educate all children in the Capistrano Unified School District. The self-reflection tool has re-framed our understanding of parental involvement and will strengthen our school-family partnerships. In the area of pupil engagement, several key metrics provide a clear picture of how student engagement is defined, namely California School Dashboard indicators for Chronic Absenteeism, Suspension Rate, and Graduation Rate. In addition to those Dashboard indicators, we have included the middle school and high school dropout rates and additional monitoring metrics - CALPADS Student Absenteeism Counts report to see attendance trends at a granular level. Our school climate data will involve the California Healthy Kids Survey, which will drive our MTSS work with well-being and provide holistic whole-child support for our students. Each of the actions for Goal 1 are intended to align with the various metrics and monitor our progress in making a difference for students. Additionally, this goal is written to incorporate the Vision of a CUSD Graduate into our work in Student and Family Engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard: Chronic Absenteeism Indicator (TK-8 only) LCFF Priority 5: Student Engagement	CA Dashboard 2023 * All Students - 18.2% chronically absent (Declined 3.3%) * English Learners - Orange - 26.1%	CA Dashboard 2024 * All Students (Yellow) - 12.4% chronically absent (Declined 5.8%)	CA Dashboard 2025 * All Students (Yellow) - 11.7% chronically absent (Declined 0.7%)	CA Dashboard 2026 * All Students - 16.7% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: * All Students - Declined 6.5% * English Learners - Declined 9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		chronically absent (Declined 1.7%) * Foster Youth - Orange - 28.8% chronically absent (Declined 1.6%) * Homeless - Yellow - 27.7% chronically absent (Declined 3.5%) * Socioeconomically Disadvantaged - Yellow - 25.7% chronically absent (Declined 5.5%) * Students with Disabilities - Yellow - 25.5% chronically absent (Declined 4.9%) * Pacific Islander - Red - 22.5% chronically absent (Increased 7.1%)	* English Learners (Yellow) - 19.6% chronically absent (Declined 6.5%) * Foster Youth (Red) - 35.3% chronically absent (Increased 6.5%) * Homeless (Yellow) - 22.6% chronically absent (Declined 5.1%) * Socioeconomically Disadvantaged (Yellow) - 19.5% chronically absent (Declined 6.2%) * Students with Disabilities (Yellow) - 20.2% chronically absent (Declined 5.4%) * Pacific Islander (Yellow) - 10.3% chronically absent (Declined 12.2%)	* English Learners (Yellow) - 17% chronically absent (Declined 2.6%) * Foster Youth (Orange) - 28.3% chronically absent (Declined 7%) * Homeless (Orange) - 21.8% chronically absent (Declined 0.8%) * Socioeconomically Disadvantaged (Yellow) - 18% chronically absent (Declined 1.5%) * Students with Disabilities (Yellow) - 19.3% chronically absent (Declined 0.9%) * Pacific Islander (Yellow) - 12.8% chronically absent (Increased 2.6%)	* English Learners - 24.6% chronically absent (Decrease by at least 1.5%) * Foster Youth - 27.3% chronically absent (Decrease by at least 1.5%) * Homeless - 26.2% chronically absent (Decrease by at least 1.5%) * Socioeconomically Disadvantaged - 24.2% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 24% chronically absent (Decrease by at least 1.5%) * Pacific Islander - 21% chronically absent (Decrease by at least 1.5%)	* Foster Youth - Declined 0.5% * Homeless - Declined 0.4% * Socioeconomically Disadvantaged - Declined 3.9% * Students with Disabilities - Declined 1.5% * Pacific Islander - Declined 9.7%
1.2	Student Attendance CALPADS Snapshot Report 14.2 LCFF Priority 5: Student Engagement	2022-2023 PERFECT * Students Absent 0%: -- #1,968 -- 4.57% EXCELLENT * Students Absent >0%	2023-2024 PERFECT (Increased) * Students Absent 0%: -- #2,383 -- 5.74%	2024-2025 PERFECT (Maintained) * Students Absent 0%: -- #2,337 -- 5.71%	2025-2026 PERFECT * Students Absent 0%: -- > or = 4.57% EXCELLENT	2022-2023 to 2024-2025: PERFECT (Increased) * Students Absent 0%: Increased 1.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- <5%: -- #18,419 -- 42.75% GOOD * Students Absent >=5% and <10%: -- #14,631 -- 33.96% CHRONICALLY ABSENT * Students Absent >=10% and <20%: -- #6,446 -- 14.96% SEVERELY CHRONICALLY ABSENT * Students Absent >=20%: -- #1,625 -- 3.77%	EXCELLENT (Increased) * Students Absent >0% - <5%: -- #20,971 -- 50.5% GOOD (Decreased) * Students Absent >=5% and <10%: -- #12,365 -- 29.78% CHRONICALLY ABSENT (Decreased) * Students Absent >=10% and <20%: -- #4,497 -- 10.83% SEVERELY CHRONICALLY ABSENT (Decreased) * Students Absent >=20%: -- #1,309 -- 3.15%	EXCELLENT (Maintained) * Students Absent >0% - <5%: -- #20,417 -- 49.87% GOOD (Increased) * Students Absent >=5% and <10%: -- #12,638 -- 30.87% CHRONICALLY ABSENT (Maintained) * Students Absent >=10% and <20%: -- #4,557 -- 11.13% SEVERELY CHRONICALLY ABSENT (Maintained) * Students Absent >=20%: -- #1,353 -- 3.31%	* Students Absent >0% - <5%: -- > or = 42.75% GOOD * Students Absent >=5% and <10%: -- > or = 33.96% CHRONICALLY ABSENT * Students Absent >=10% and <20%: -- < or = 7% SEVERELY CHRONICALLY ABSENT * Students Absent >=20%: -- < or = 2%	EXCELLENT (Increased) * Students Absent >0% - <5%: Increased 7.12% GOOD (Decreased) * Students Absent >=5% and <10%: Decreased 3.09% CHRONICALLY ABSENT (Decreased) * Students Absent >=10% and <20%: Decreased 3.83% SEVERELY CHRONICALLY ABSENT * Students Absent >=20%: Decreased 0.46%
1.3	CA School Dashboard: Graduation Rate Indicator LCFF Priority 5: Student Engagement	CA Dashboard 2023 Class of 2023 * All Students - Blue - 96.3% graduated (Maintained 0.4%)	CA Dashboard 2024 Class of 2024 * All Students (Blue) - 95.5%	CA Dashboard 2025 Class of 2025 * All Students (Blue) - 95.4%	CA Dashboard 2026 Class of 2026 * All Students - 96.3% graduated (Maintain)	Dashboard 2023 (Class of 2023) to Dashboard 2025 (Class of 2025): * All Students - Maintained -0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* English Learners - Green - 93.5% graduated (Increased 2.7%) * Homeless - Blue - 96.1% graduated (Increased 1.8%) * Socioeconomically Disadvantaged - Blue - 95.2% graduated (Increased 2.5%) * Students with Disabilities - Green - 83.4% graduated (Increased 1.9%) Added June 2025 * Foster Youth - Data not available due to N-Size (9 students)	graduated (Maintained -0.8%) * English Learners (Orange) - 87.9% graduated (Declined 5.5%) * Homeless (Yellow) 92.5% graduated (Declined 3.6%) * Socioeconomically Disadvantaged (Yellow) - 94.1% graduated (Declined 1%) * Students with Disabilities (Orange) - 87.9% graduated (Declined 5.5%) * Foster Youth - No Performance Color due to N-Size - 81.8% graduated	graduated (Maintained 0%) * English Learners (Green) - 90.6% graduated (Increased 2.7%) * Homeless (Blue) 95.4% graduated (Increased 2.9%) * Socioeconomically Disadvantaged (Blue) - 95.1% graduated (Increased 1%) * Students with Disabilities (Yellow) - 82.8% graduated (Maintained .4%) * Foster Youth - No Performance Color due to N-Size - 75% graduated	* English Learners - 94.5% graduated (Increase by 1%) * Homeless - 96.1% graduated (Increase by 0.5%) * Socioeconomically Disadvantaged - 96.2% graduated (Increase by 1%) * Students with Disabilities - 86.4% graduated (Increase by at least 3%) Added June 2025: * Foster Youth - Maintain or Increase graduation rate	* English Learners - Decreased 2.9 * Homeless - Declined 0.7% * Socioeconomically Disadvantaged - Declined 0.1% * Students with Disabilities - Declined 0.6% * Foster Youth - Declined 6.8%
1.4	High School Dropout Rate DataQuest: Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome LCFF Priority 5: Student Engagement	Class of 2023 Dropouts: 49 Dropout Rate: 1.2%	Class of 2024 Dropouts: 107 Dropout Rate: 2.9%	Class of 2025 Dropouts: 93 Dropout Rate: 2.5%	Class of 2026 Dropout Rate: < or =1.2%	Class of 2023 to Class of 2025 Drop Out Number increased by 44 Drop Out % increase 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Middle School Dropout Rate CALPADS Fall1 Report 8.1c - Student Profile – List. Filter: Grades 7 & 8, Exit Reasons E140, E300, E400. LCFF Priority 5: Student Engagement	2022-2023 1 Student	2023-2024 5 Students	2024-2025 17 Students	2025-2026 Maintain or Reduce	2022-2023 to 2024-2025 Increased by 16 students
1.6	CA School Dashboard: Suspension Rate Indicator (TK-12) LCFF Priority 6: Climate	CA Dashboard 2023 * All Students - Green - 2.5% suspended (Maintained 0.2%) * English Learners - Orange - 5.1% suspended (Increased 1.2%) * Foster Youth - Red - 12.9% suspended (Increased 7.7%) * Homeless - 6.1% suspended (Increased 1.7%) * Socioeconomically Disadvantaged - Yellow - 4% suspended (Maintained -0.2%) * Students with Disabilities - Orange - 6% suspended (Increased 0.9%)	CA Dashboard 2024 * All Students (Green) - 2.3% suspended (Maintained -0.1%) * English Learners (Orange) - 4.9% suspended (Maintained -0.2%) * Foster Youth (Red) - 18% suspended (Increased 5.1%) * Homeless (Yellow) - 5.5% suspended (Declined 0.6%) * Socioeconomically Disadvantaged (Yellow) - 4.1% suspended (Maintained 0.1%)	CA Dashboard 2025 * All Students (Green) - 1.8% suspended (Declined 0.5%) * English Learners (Green) - 4.2% suspended (Declined -0.7%) * Foster Youth (Green) - 3.8% suspended (Declined 14.2%) * Homeless (Green) - 4.4% suspended (Declined 1.1%) * Socioeconomically Disadvantaged (Green) - 3.1% suspended (Declined 1%)	Dashboard 2026 * All Students - 1.5% suspended (Decreased by at least 1%) * English Learners - 4.1% suspended (Decreased by at least 1%) * Foster Youth - 11.9% suspended (Decreased by at least 1%) * Homeless - 5.1% suspended (Decreased by at least 1%) * Socioeconomically Disadvantaged - 3% suspended (Decreased by at least 1%)	Dashboard 2023 to Dashboard 2025: * All Students - Declined 0.7% * English Learners - Declined by 0.9% * Foster Youth - Declined by 9.1% * Homeless - Declined by 0.6% * Socioeconomically Disadvantaged - Declined by 0.9% * Students with Disabilities - Declined by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Students with Disabilities - (Yellow) - 5.2% suspended (Declined 0.8%)	* Students with Disabilities - (Orange) - 5% suspended (Maintained -0.2%)	* Students with Disabilities - Orange - 5% suspended (Decreased by at least 1%)	
1.7	Expulsion Rate DataQuest: Suspension and Expulsion Data > Expulsion Rate LCFF Priority 6: Climate	2022-2023 Cumulative Enrollment: 42,967 Total Expulsions: 26 Unduplicated Count of Students: 26 Expulsion Rate: 0.06%	2023-2024 Cumulative Enrollment: 41,976 Total Expulsions: 24 Unduplicated Count of Students: 24 Expulsion Rate: 0.1%	2024-2025 Cumulative Enrollment: 41,368 Total Expulsions: 15 Unduplicated Count of Students: 15 Expulsion Rate: 0.0%	2025-2026 Expulsion Rate: < or = 0.06%	2022-2023 to 2024-2025 Cumulative Enrollment: Decreased by 1,599 Total Expulsions: Decreased by 11 Unduplicated Count of Students: Decreased by 11 Expulsion Rate: Declined by 0.0597%
1.8	Student Perception of Connectedness California Healthy Kids Survey Students, Parents, Staff LCFF Priority 6: Climate	2023-2024 CHKS STUDENTS * School Connectedness --Gr 5: 76% --Gr 7: 61% --Gr 9: 60% --Gr 11: 59% * Caring Adult Relationships --Gr 5: 72% --Gr 7: 62% --Gr 9: 55% --Gr 11: 62%	2024-2025 California Health Kids Survey is administered every other year, so no survey until 2025-2026.	2025-2026 California Health Kids Survey not administered in 2025-26.	2026-2027 CHKS STUDENTS * School Connectedness --Gr 5: > or = 76% --Gr 7: > or = 61% --Gr 9: > or = 60% --Gr 11: > or = 59% * Caring Adult Relationships --Gr 5: > or = 72% --Gr 7: > or = 62% --Gr 9: > or = 55%	2023-2024 to 2025-2026 CHKS: No new data from the baseline as the California Healthy Kids Survey was not administered in 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PARENTS * School has Adults who Really Care About Students --Elementary: 48% --Middle School: 32% --High School: 32% STAFF * Caring Adult Relationships --Elementary: 67% --Middle School: 52% --High School: 39%	**NEW METRIC BEGINNING IN 2024-2025** Panorama - 2024-25 CUSD Cares Survey - Sense of Belonging (School Connectedness) % favorable response: STUDENTS: --Elementary 75% --Secondary 59% FAMILY: *Sense of Belonging (School	Panorama - 2025-26 CUSD Cares Survey - Sense of Belonging (School Connectedness) % favorable response: STUDENTS: --Elementary 76% (+1) --Secondary 63% (+4) FAMILY: *Sense of Belonging (School Connectedness) *Data not disaggregated by level	--Gr 11: > or = 62% PARENTS * School has Adults who Really Care About Students --Elementary: > or = 48% --Middle School: > or = 32% --High School: > or = 32% STAFF * Caring Adult Relationships --Elementary: > or = 67% --Middle School: > or = 52% --High School: > or = 39% 2026-2027 Panorama CUSD Cares Survey * Sense of Belonging (School Connectedness) STUDENTS --Elementary: > or = 75% --Secondary: > or = 59%	Panorama - 2025-26 CUSD Cares Survey - Sense of Belonging (School Connectedness) % favorable response: STUDENTS: --Elementary: Increased +1% --Secondary: Increased +4% FAMILY: *Sense of Belonging (School Connectedness) *Data not disaggregated by level -- Increased +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Connectedness) *Data not disaggregated by level -- 80% STAFF: *Sense of Belonging (School Connectedness) *Data not disaggregated by level -- 80%	-- 91% (+11) STAFF: *Sense of Belonging (School Connectedness) *Data not disaggregated by level -- 82% (+2)	FAMILY: > or = 80% STAFF: > or = 80%	STAFF: *Sense of Belonging (School Connectedness) *Data not disaggregated by level -- Increased +2%
1.9	Student Perception of School Safety California Healthy Kids Survey Students, Parents, Staff LCFF Priority 6: Climate	2023-2024 CHKS STUDENTS * Feel safe at School --Gr 5: 85% --Gr 7: 62% --Gr 9: 55% --Gr 11: 62% PARENTS * School is a safe place for my child --Elementary: 93% --Middle School: 88% --High School: 85% STAFF * Is a Safe Place for Students --Elementary: 65% --Middle School: 47% --High School: 36%	2024-2025 California Health Kids Survey is administered every other year, so no survey until 2025-2026.	2025-2026 California Health Kids Survey not administered in 2025-26.	2026-2027 CHKS STUDENTS * Feel safe at School --Gr 5: > or = 85% --Gr 7: > or = 62% --Gr 9: > or = 55% --Gr 11: > or = 62% PARENTS * School is a safe place for my child --Elementary: > or = 93% --Middle School: > or = 88% --High School: > or = 85% STAFF * Is a Safe Place	2024-2025 CHKS: No new data from the baseline as the California Healthy Kids Survey was not administered in 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NEW METRIC BEGINNING IN 2024-2025 Panorama - 2024-25 CUSD Cares Survey - Safety (% favorable response) STUDENTS: How safe do you feel when you are at school or in online school sessions: --Elementary 67% --Secondary 68% FAMILY: My child is safe in online class sessions or on school grounds: -- 88% STAFF: This school is a safe place for students: -- 89%	Panorama - 2025-26 CUSD Cares Survey - Safety (% favorable response) STUDENTS: How safe do you feel when you are at school or in online school sessions: --Elementary 69% (+2) --Secondary 70% (+2) FAMILY: My child is safe in online class sessions or on school grounds: -- 92% (+4) STAFF: This school is a safe place for students: -- 77% (-12)	for Students --Elementary: > or = 65% --Middle School: > or = 47% --High School: > or = 36% Panorama CUSD Cares Survey 2026-2027 STUDENTS: How safe do you feel when you are at school or in online school sessions: --Elementary < or = 67% --Secondary < or = 68% FAMILY: My child is safe in online class sessions or on school grounds: -- < or = 88% STAFF: This school is a safe place for students: -- < or = 89%	Panorama - 2025-26 CUSD Cares Survey - Safety (% favorable response) STUDENTS: How safe do you feel when you are at school or in online school sessions: --Elementary: Increased +2% --Secondary: Increased +2% FAMILY: My child is safe in online class sessions or on school grounds: -- Increased +4% STAFF: This school is a safe place for students: -- Declined -12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Parent Input in Decision Making * LCAP Parent Advisory Committee * Community Advisory Committee * Capistrano Unified Council of PTSA (CUCPTSA) Legislative/Advocacy Team * Preschool Advisory Committee * District English Language Advisory Committee LCFF Priority 3: Parent Engagement	2023-2024 * LCAP Parent Advisory Committee --Held three LCAP Parent Advisory Committee meetings * Community Advisory Committee --Held seven CAC meetings * Capistrano Unified Council of PTSA (CUCPTSA) Legislative Action --Held nine CUCPTSA Legislative/Advocacy meetings * Preschool Advisory Committee --Held four PAC meetings * District English Language Advisory Committee --Held four DELAC meetings	2024-2025 LCAP Parent Advisory expanded/integrated the following groups for 2024-2025 * LCAP Parent Advisory - CAC Meeting February 19, 2025 (30 in person, 18 virtual attendees). CAC held seven meetings. * LCAP Parent Advisory - Capistrano Unified Council of PTSA Legislative/Advocacy March 7, 2025 (25 attendees). CUCPTSA Advocacy held nine meetings. * LCAP Parent Advisory - Capistrano Unified Council of PTSA Presidents March 10, 2025 (51 attendees).	2025-2026 * LCAP Parent Advisory - CAC Meeting February 19, 2026 (18 in person; 23 online). CAC held seven meetings. * LCAP Parent Advisory - Capistrano Unified Council of PTSA Legislative/Advocacy January 9, 2026 (25 attended). CUCPTSA Advocacy held nine meetings. * LCAP Parent Advisory - Capistrano Unified Council of PTSA Presidents, February 9, 2026 (56 attended). CUCPTSA held seven meetings. * Preschool Advisory Committee Meetings. Preschool	2026-2027 * LCAP Parent Advisory Committee --Maintain number of meetings --Record/Report number of participants * Community Advisory Committee --Maintain number of meetings --Record/Report number of participants * Capistrano Unified Council of PTSA (CUCPTSA) Legislative Action --Maintain number of meetings --Record/Report number of participants * Preschool Advisory Committee --Maintain number of meetings	2023-2024 to 2024-2025: The amount of meetings by groups remained the same. The expanded LCAP Parent groups allowed more participation in the LCAP development and feedback process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CUCPTSA held seven meetings. * Preschool Advisory Committee Meetings, April 21, 2025 (1 Attendee). Preschool Advisory held four PAC meetings. * LCAP Parent Advisory - District English Language Advisory Committee March 20, 2025 (81 attendees). Held four DELAC meetings.	Advisory held four PAC meetings. * LCAP Parent Advisory - District English Language Advisory Committee March 5, 2026 (49 attended). Held four DELAC meetings.	--Record/Report number of participants * District English Language Advisory Committee --Maintain number of meetings --Record/Report number of participants	
1.11	Parent Participation in Programs for Unduplicated Pupils * Title I Parent Meetings and Trainings * Site English Language Advisory Committees LCFF Priority 3: Parent Engagement	2023-2024 * Title I Parent Meetings and Trainings --Trainings included: Annual Title I; School Site Council Orientation; School Site Council Training of Members, Officers, and Parents; Attendance Matters; SPSA and LCPA * Site English Language Advisory Committees	2024-2025 * Title I Parent Meetings and Trainings - several training completed in Fall 2024 and Spring 2025. * Site English Language Advisory Committees - School Sites with ELAC requirements have	2025-2026 * Title I Parent Meetings and Trainings - several training completed in Fall 2025 and Spring 2026. * Site English Language Advisory Committees - School Sites with ELAC requirements have	2026-2027 * Title I Parent Meetings and Trainings - Maintain or increase training offerings. --Record/Report number of participants * Site English Language Advisory Committees	2023-2024 to 2024-2025: The amount of meetings stayed the same and offered parents of unduplicated students multiple engagement opportunities through Title I Parent Meetings, Site English Language Advisory

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		--All school sites with 21 or more English learners formed an English Language Advisory Committee and held at least three meetings during the year. * District English Language Advisory Committee --Held quarterly during the year * Parent Institute for Quality Education (PIQE) Participants --Multiple Session at various schools across the district	held at least the first ELAC meeting. * District English Language Advisory Committee - Four quarterly meetings (October, December, March, May) * Parent Institute for Quality Education (PIQE) - 8 schools participate in PIQE: San Juan Elementary, Las Palmas Elementary, Don Juan Avila Middle School, Moulton Elementary, Shorecliffs Middle School, Marco Forster Middle School, Dana Hills High School, and San Juan Hills High School.	held at least three ELAC meeting. * District English Language Advisory Committee - Four quarterly meetings (October, December, March, May) * Parent Institute for Quality Education (PIQE) - 5 schools participate in PIQE: Capistrano Valley High School, Capistrano Union High School, San Juan Elementary, Don Juan Avila Middle School, and Marco Forster Middle School	--Maintain or increase the number of trainings. --Record/Report number of participants * District English Language Advisory Committee --Hold four meetings during the year --Record/Report number of participants * Parent Institute for Quality Education held at least 8 school sites --Record/Report number of participants	Committees, District English Language Committee, and Parent Institute for Quality Education.

Goal Analysis [2025-26]

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

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

Goal 1 was carried out through Actions 1.1 through 1.15, which together focused on student engagement, school climate, counseling, family engagement, multilingual communication, and targeted student supports. The district's implementation included counselors, credit recovery, the teen parent program, cultural proficiency, student engagement supports, CUSD Cares well-being and emotional support, PBIS, restorative practices, ATS, foster youth and homeless support, bilingual school community liaisons, district communication support, the Family Resource Center and PIQE, contracted translation services, and multilingual engagement tools. These actions were intentionally aligned to the goal's focus on parental involvement, pupil engagement, and school climate.

Action 1.4 Cultural Proficiency: During the 2025-26 school year, the District partnered with McGowan Education Consulting to develop a training module for all employees to complete during the 2026-2027 school year. Titled "CUSD Cares: Creating Supportive Environments for All," this training will address prejudice, discrimination, racial slurs, bias-based behaviors, and the importance of strengthening District schools and workplaces to reflect our values of dignity and respect for all students, families, and employees.

Overall implementation appears to have been steady and comprehensive. The district maintained multiple family engagement structures and used them to strengthen participation in Goal 1 work, including LCAP advisory groups, DELAC, CAC, CUCPTSA, PAC, ELAC, Title I parent training, and PIQE. The expanded LCAP parent advisory structure enabled greater participation in the LCAP development and feedback process, indicating that the district not only continued implementation but also broadened educational partners' voice within the goal.

The year also showed clear signs of success in the outcomes connected to these actions. Chronic absenteeism declined for all students and several student groups. Attendance remained strong, with many students in the perfect-attendance category; suspension rates declined across student groups; and expulsion rates fell to 0.0 percent in 2024-25. In addition, Panorama CUSD Cares results showed improvements in school connectedness and safety for students, families, and staff, supporting the conclusion that the combined Goal 1 actions were contributing positively to student engagement and climate.

The main substantive difference in implementation was not in the core actions themselves, but in how some climate data were monitored. Because the California Healthy Kids Survey was not administered in 2025-26, the district relied on Panorama CUSD Cares survey data for connectedness and safety instead. That was a meaningful shift in the evidence base used to monitor progress, but it still allowed the district to track the same underlying climate priorities. A related challenge was that some student groups, especially foster youth and students with disabilities, continued to show uneven results in attendance, suspensions, and graduation-related measures, indicating that the district's supports were being implemented but that their impact was not yet uniform across all subgroups.

Overall, the previous year's implementation of Goal 1 was successful in maintaining a broad network of student and family supports, strengthening parent participation, and improving several engagement and climate indicators. The district's work under Actions 1.1 through 1.15 was carried out consistently, and the strongest evidence of effectiveness appears in improved attendance, reduced suspensions and expulsions, and stronger connectedness and safety outcomes.

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.

Several Goal 1 actions had differences between planned and estimated actual expenditures, while others remained relatively close to plan. The main variances were tied to staffing changes, operational adjustments, transportation needs, and implementation levels during the year.

Action 1.1, Counselors, exceeded the planned amount. This reflects increased personnel costs and the district's continued need to maintain counseling services that support attendance, school connectedness, and student well-being.

Action 1.3, Teen Parent Program @ Capistrano Union HS, came in above plan due to increased personnel costs. The program continued to operate as intended, but the variance was driven by staffing-related expenses rather than expanded student services.

Action 1.5, Student Engagement, was below the planned amount. Contributing factors included a reduction in the number of student tournaments and the departure of the Coordinator II, Athletics/Activities during the year, followed by the decision to close the position. Even with those changes, opportunities and activities for student engagement continued through site-based programs and existing student support structures.

Action 1.7, Positive Behavioral Interventions and Supports, exceeded the planned amount. This increase reflects higher personnel costs associated with expanded site-level behavioral supports, professional learning, and school climate implementation needs.

Action 1.9, Alternative to Suspension Program, was below the planned amount. The program's staffing was originally designed to include both a teacher and a counselor; however, during implementation, only counselor personnel expenditures were needed as the teacher costs were supported by a different funding source. As a result, the program operated with a narrower staffing model than originally anticipated while still providing appropriate student support services.

Action 1.10, Foster Youth/Homeless Support, exceeded the planned amount. The primary driver of the increase was transportation costs related to transporting foster youth from Orangewood Center, which increased operational expenses during the year.

Action 1.11, Bilingual School Community Liaisons, also exceeded the planned amount by a substantial margin due to increased personnel costs. The program continued to support language access, family outreach, translation, and engagement needs, but the variance was driven primarily by staffing-related expenses.

Action 1.13, Family Resource Center and Parent Institute for Quality Education, exceeded the planned amount. This reflects continued family engagement programming and participation support that required slightly more resources than originally planned.

The remaining Goal 1 actions were generally close enough to plan that they do not appear to require separate explanation here, including 1.2 Credit Recovery, 1.4 Cultural Proficiency, 1.6 CUSD Cares, 1.8 Restorative Practices, 1.12 District Communication Support, 1.14 Contracted Translation Services, and 1.15 Multilingual Engagement Tools.

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

The actions associated with Goal 1 were largely effective in advancing the goal of improving student engagement, school climate, and family involvement. Multiple student outcome metrics demonstrated positive movement over the three-year cycle, particularly in chronic absenteeism, suspension rates, expulsion rates, school connectedness, and family engagement. The combination of counseling supports, attendance interventions, PBIS, restorative practices, multilingual family engagement, and targeted supports for foster youth and students experiencing homelessness contributed to improved outcomes across several student groups.

Actions 1.1 Counselors, 1.5 Student Engagement, 1.6 CUSD Cares, 1.7 PBIS, 1.8 Restorative Practices, and 1.9 Alternative to Suspension Program were effective in improving school climate, attendance, and suspension-related metrics. Chronic absenteeism for all students declined from 18.2% in Dashboard 2023 to 11.7% in Dashboard 2025. Suspension rates also improved substantially, with the all-student suspension rate declining from 2.5% to 1.8% during the same period. Foster youth suspension rates demonstrated particularly strong improvement, declining from 12.9% in Dashboard 2023 to 3.8% in Dashboard 2025. Expulsion rates also declined from 0.06% to 0.0%. These improvements suggest that the district's combination of counseling, behavioral intervention supports, restorative approaches, and alternative disciplinary practices positively impacted student engagement and school climate outcomes.

Actions 1.10 Foster Youth/Homeless Support, 1.11 Bilingual School Community Liaisons, 1.12 District Communication Support, 1.13 Family Resource Center and PIQE, 1.14 Contracted Translation Services, and 1.15 Multilingual Engagement Tools were effective in increasing family engagement and strengthening communication with families, particularly for unduplicated student groups. The district maintained and expanded parent engagement opportunities through DELAC, ELAC, CAC, CUCPTSA, PIQE, and LCAP Parent Advisory activities. The yearly update highlights that the expanded LCAP parent advisory structure facilitated greater involvement in the development and feedback process of the LCAP. Additionally, Panorama CUSD Cares survey results showed improvements in family sense of belonging and perceptions of school safety, suggesting that multilingual communication systems and expanded outreach efforts strengthened school-family partnerships.

Action 1.2 Credit Recovery and Action 1.3 Teen Parent Program supported student engagement and graduation efforts by providing additional pathways and targeted supports for students needing alternative academic supports. Graduation rates remained high overall, with the all-student graduation rate maintaining Blue status at 95.4% in Dashboard 2025. Homeless students and socioeconomically disadvantaged students also maintained strong graduation outcomes. These results indicate that intervention and support systems continued to help many students remain on track toward graduation.

Although many Goal 1 actions demonstrated effectiveness, some metrics indicate areas where actions have not yet produced consistent improvement across all student groups. Graduation rates for English learners and students with disabilities declined slightly from the baseline year, and graduation outcomes for foster youth also declined. Additionally, middle school dropout counts increased over the three-year period, and the high school dropout rate increased from 1.2% to 2.5%. These outcomes demonstrate that, while the district's student engagement, monitoring, and intervention systems are supporting many students, some groups continue to require more targeted attendance, behavioral, and academic interventions to fully achieve the goal. In addition, the district's current data tracking and documentation practices are more comprehensive and require more complete verification than in prior years. As a result, some students may be classified as dropouts in the absence of formal withdrawal or transfer documentation, even when they may have enrolled in out-of-state private schools or relocated out of the country. Without a documented paper trail from the receiving institution, these students remain included in dropout reporting for accountability purposes.

School climate and connectedness actions also demonstrated overall effectiveness. Panorama CUSD Cares survey data showed increases in student, family, and staff perceptions of connectedness and student perceptions of safety. Elementary and secondary student connectedness improved, family connectedness increased significantly, and student safety perceptions increased at both levels. These outcomes suggest that CUSD Cares, PBIS, restorative practices, counseling supports, and family engagement efforts positively contributed to student well-being and school climate. However, staff perceptions of school safety declined compared with the prior survey administration, indicating an area that requires additional attention moving forward.

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 coming-year changes were mostly refinements rather than a wholesale redesign of Goal 1. Based on the prior year's implementation and outcome data, the district kept the overall goal focused on student engagement, school climate, and family involvement, but updated several target outcomes and monitoring measures to better reflect where the strongest needs and opportunities were identified. The clearest shift was in the climate measures: because the California Healthy Kids Survey was not administered in 2025-26, the district used Panorama CUSD Cares survey data to monitor school connectedness and safety, while still preserving the same underlying focus on connectedness, safety, and belonging.

The metrics were also adjusted to sharpen the district's attention on the areas that showed mixed or uneven results. Chronic absenteeism targets remained a major focus, with the 2026-27 target continuing to require improvement for all students and each major student group. Graduation targets were likewise set to continue pushing the district upward, especially for English learners, homeless students, socioeconomically disadvantaged students, students with disabilities, and foster youth. These target updates reflect a practical response to the prior year's results, where overall performance was strong in many areas but some subgroups, especially foster youth, English learners, students with disabilities, and students experiencing attendance or dropout challenges, needed continued targeted support.

Action 1.4 Cultural Proficiency: The District refined this action to include a partnership with McGowan Education Consulting to develop districtwide professional learning to address prejudice, discrimination, racial slurs, bias-based behaviors, and the importance of strengthening District schools and workplaces to reflect District values of dignity and respect for all students, families, and employees. This update to Action 1.4 strengthens the district's systemic approach to Cultural Proficiency, Access, and Well-Being by expanding consistent staff training opportunities and reinforcing implementation of site and department plans to improve student belonging, safety, and equitable outcomes.

The family engagement side of the goal was also refined to sustain and document the broader participation structures that had proven useful. The district continued to plan for regular meetings and participation across the LCAP Parent Advisory Committee, CAC, CUCPTSA, PAC, DELAC, and site ELACs, and the coming-year targets emphasize maintaining or increasing meetings and reporting participation. That change reflects a recognition that the district's expanded family engagement structure was not just a compliance exercise, but a meaningful way to strengthen educational partner voice in planning and review. The PIQE component was also carried forward as a key family support strategy, showing that the district intends to keep investing in direct parent learning and outreach opportunities.

In terms of actions, the coming-year plan appears to preserve the same core set of Goal 1 supports rather than replace them, which is consistent with the positive movement seen in attendance, suspension, expulsion, and connectedness outcomes. That means the district is

essentially continuing the actions that showed promise, including counselors, credit recovery, teen parent support, cultural proficiency, student engagement, CUSD Cares, PBIS, restorative practices, ATS, foster youth and homeless support, bilingual community liaisons, district communication, family resource supports, translation services, and multilingual engagement tools. The Parent Institute for Quality Education will pause for the 2026-27 school year so the district can more critically examine and refine its broader approach to parental involvement in education. The fact that these actions remain in the goal suggests the reflection on prior practice was not that the strategy was wrong, but that it should be sustained, monitored more tightly, and better targeted to the groups and metrics that still need improvement.

The strongest “change” for the coming year is therefore a set of sharper targets and a more deliberate monitoring structure, rather than a major change in direction. The district is continuing the same broad engagement framework, but with more attention to subgroup outcomes, survey-based climate measures, and consistent family participation. That is a sensible response to prior practice because the evidence shows many gains, but also some persistent gaps that require the same supports to be maintained and refined rather than discontinued.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselors	Need: Gaps in Graduation Rate for unduplicated students (English Learners, 93.5%; Socioeconomically Disadvantaged, 95.2%) when compared to All Students (96.3%), gaps in Student Perception of Connectedness (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%), and Parent Perceptions of Schools having Adults who Really Care about Students (Elementary: 48%; Middle School: 32%; High School: 32%): Action: School counselors to support students' academic, behavioral, and well-being needs. Monitoring Metric: 1.3, 1.4, 1.5, 1.8	\$14,199,379.00	Yes
1.2	Credit Recovery	Need: Gaps in Graduation Rate for unduplicated students (English Learners, 93.5%; Socioeconomically Disadvantaged, 95.2%) and Students with Disabilities (83.4%) when compared to All Students (96.3%). The additional gap in A-G completion for unduplicated students (English Learners, 16.1%, Socioeconomically Disadvantaged, 42.7%) when compared to All Students (60.3%).	\$409,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action: Additional assignment hours for teachers to prepare and implement credit recovery classes, including High School summer school program. Monitoring Metric: 1.3, 1.4		
1.3	Teen Parent Program @ Capistrano Union HS	Need: Capistrano Union HS provides a high school diploma program that meets the needs of students ages sixteen to eighteen who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. Additionally, students enrolled are behind in high school credits, and need my need a flexible educational environment because they are employed or fulfilling family obligations. 80.7% of the students are socioeconomically disadvantaged and some need childcare services to stay in school to graduate. Capistrano Union HS has a graduation rate of 96.6% for socioeconomically disadvantaged students. Action: Provide a Teen Parent Program at Capistrano Union HS, including a Preschool Teacher/Site Facilitator, Infant/Toddler Childcare provider, and program supplies. Monitoring Metric: 1.3	\$120,000.00	No
1.4	Cultural Proficiency	Need: Based on the 2023–2024 California Healthy Kids Survey Secondary Students Report, some student groups reported experiences of mistreatment related to race, ethnicity, national origin, religion, and physical or mental ability. These concerns were reported more frequently by students from racially and ethnically diverse backgrounds, including American Indian, Asian, African American, and Multiracial students. In addition, unduplicated student groups experienced higher suspension rates than all students overall. Action: To address these needs, the District will contract with McGowan Education Consulting to develop a training module for all employees to complete during the 2026-2027 school year. Titled “CUSD Cares: Creating Supportive Environments for All,” this training will address prejudice, discrimination, racial slurs, bias-based behaviors, and the importance of	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strengthening District schools and workplaces to reflect our values of dignity and respect for all students, families, and employees. Monitoring Metrics: 1.6, 1.7, 1.8		
1.5	Student Engagement	Need: Based on the 2023-2024 California Healthy Kids, there is a trend for student's perception of school connectedness to drop over time (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%). The trend also continues to students perceptions of caring adult relationships at school (Grade 5: 72%; Grade 7: 62%; Grade 9: 55%; Grade 11: 62%). Additionally, unduplicated students had higher suspension rates (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%); Socioeconomically Disadvantaged, 25.7%) compared to All Students (18.2%) Action: Provide secondary student activity participation tracking system (5 Star Student), Middle School Intramural Sports Coordinator stipends, Coordinator, Activities/Athletics for lunchtime activities, after-school tournaments, and other engaging activities to promote school connectedness, develop positive and caring adult relationships, and positive student-to-student interactions. Coordinator, Visual and Performing Arts for after-school, lunchtime activities (battle of the band, multicultural instrument fair, etc), summer music camps/festivals (especially for unduplicated students), a variety of area and/or honors concerts, and other engaging activities to promote school connectedness, develop positive and caring adult relationships, and positive student-to-student interactions. Monitoring Metric: 1.1, 1.6, 1.8	\$82,500.00	Yes
1.6	CUSD Cares - Well-being and Emotional Support	Need: Based on the California Dashboard in Chronic Absenteeism (TK-8), our unduplicated student groups have higher chronic absenteeism rates (English Learners, 26.1%; Foster Youth, 28.8%; Homeless, 27.7%; Socioeconomically Disadvantaged, 25.7%) compared to All Students	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(18.2%). Additionally, in 2022-2023, 6,446 (14.96%) TK-12 students missed between 10% and 20% of the school year making them chronically absent. There were 1,625 (3.77%) TK-12 students who missed more than 20% of the school year, making them severely chronically absent. The California Healthy Kids Survey, 2023-2024, demonstrated a pervasive decrease in student perceptions around school connectedness (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%). The survey also revealed that students indicating Chronic Sad or Hopeless Feelings in the Past 12 Months was high (Grade 7: 23%; Grade 9: 23%; Grade 11: 28%). More alarmingly, when asked if the student "Seriously Considered Attempting Suicide in the Past 12 Months" was also high (Yes, Grade 7: 10%, Grade 9: 8%, Grade 11: 11%). Action: CUSD CARES - Multi-tiered System of Support-Well-Being (Tiers 1-3) --Tier 1 - Universal (All Students): Schoolwide focus on student connectedness, community, and celebration through the integration of key "Well-being" practices (Well-Being Check-Ins, Staff Training, You Belong Here, Counselor support through Second Step and Cultural Proficiency Lessons). --Tier 2 - Targeted (Some Students): Targeted support for students at risk of developing more significant challenges, including wellness rooms, sensory rooms, and targeted group counseling. --Tier 3 - Intensive: Individual and intentional support for students not responding to the Tier 2 supports by providing comprehensive planning and services, including individual counseling, coordination of services and referrals to outside agencies, family partnerships, and wrap-around service supports. Monitoring Metric: 1.1, 1.2, 1.8		
1.7	Positive Behavioral Interventions and Supports (PBIS) Implementation	Need: Based on the California Dashboard Suspension Rate Indicator, unduplicated students had higher rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%); Socioeconomically	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disadvantaged, 25.7%) compared to All Students (18.2%). Additionally, the California Healthy Kids Survey revealed a decline in students' perception of safety at school (Grade 5: 85%; Grade 7: 62%; Grade 9: 55%; Grade 11: 62%). Action: Continue implementing Positive Behavioral Interventions and Supports (PBIS) and Crisis Prevention Institute (CPI) training, SWIS membership, additional assignment hours for training, and supporting materials. Monitoring Metric: 1.6, 1.8, 1.9		
1.8	Restorative Practices	Need: Based on the California Dashboard Suspension Rate Indicator, unduplicated students had higher rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%); Socioeconomically Disadvantaged, 25.7%) compared to All Students (18.2%). The California Healthy Kids Survey also revealed a decline in students' perception of safety at school (Grade 5: 85%; Grade 7: 62%; Grade 9: 55%; Grade 11: 62%). Action: Continue implementing Restorative Practices through ongoing professional development, SWIS membership, additional assigned hours for training and implementation support, supporting materials, and coordinated support from the Orange County Department of Education and district staffing capacity beginning in 2025-26. There are no additional costs associated with this action. Monitoring Metric: 1.6, 1.8, 1.9	\$0.00	No
1.9	Alternative to Suspension (ATS) Program	Need: Based on the California Dashboard Suspension Rate Indicator, unduplicated students had higher rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic	\$192,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%); Socioeconomically Disadvantaged, 25.7%) and Students with Disabilities (6%) compared to All Students (18.2%). Due to the disproportionate suspension rate for unduplicated pupils, having a strong alternative to suspension program provides a unique and critical service and support for our unduplicated pupils. It is utilized as another means of correction to suspension. Action: Alternative to Suspension Teacher (1 FTE) and Counselor (1 FTE) to support the Alternative to Suspension (ATS) program and Alternative Means of Correction interventions. Our Alternative to Suspension Team provides instruction, counseling, coordination, and monitoring to general education and special education students as assigned for disciplinary purposes. ATS Team also provides behavioral and mentoring guidance while creating a flexible program and environment favorable to learning and personal growth in accordance with each student's ability. Monitoring Metric: 1.6		
1.10	Foster Youth/Homeless Support	Need: Based on the California Dashboard Suspension Rate Indicator, Foster Youth and Homeless students had higher suspension rates (Foster Youth, 12.9%; Homeless, 6.1%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for Foster Youth and Homeless students (Foster Youth, 28.8%; Homeless, 27.7%) compared to All Students (18.2%). Additionally, in 2022-2023, 664 (20.98%) of our Homeless students missed between 10% and 20% of the school year, making them chronically absent, and 254 (8.03%) missed more than 20%, making them severely chronically absent Action: Foster Youth/Homeless Liaison (0.5 FTE Coordinator of Counseling) and Social Worker to ensure prompt student enrollment, transfer of all records and credits, and that students have a full and equal opportunity to succeed in all of our schools. The Liaison and Social Worker will also ensure that students receive appropriate school-based services, such as counseling and health services, supplemental instruction, internet services, after-school services, and/or transportation services if needed. The Liaison and Social Worker are critical to ensuring that our	\$595,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Homeless and/or Foster Youth receive coordinated support and services arising from their unique needs. ***Result of Differentiated Assistance Work from 2024-2025*** Monitoring Metric: 1.6, 1.7		
1.11	Bilingual School Community Liaisons	Need: The California Healthy Kids Survey, Parent Results, demonstrated a gap in parent perceptions. Our English Learner consistently rates parent involvement factors higher than Non-English Learner parents: School encourages me to be an active partner (Not English Learner, 34%; English learner, 42%); School actively seeks the input of parents (Not English Learner, 21%; English Learner 34%); Parents feel welcome to participate at this school (Not English Learner, 31%; English Learner 50%). This gap is attributed to the effectiveness of the Bilingual School Community Liaisons focused on outreach, support, and coordination of services for English Learner families. Action: Continue to have Bilingual School Community Liaisons to serve the needs of our English Learner parents. Monitoring Metric: 1.8, 1.10, 1.11	\$1,153,361.00	Yes
1.12	District Communication Support	Need: The California Healthy Kids Survey (Parent Results) demonstrates the importance of providing accessible, multilingual communication to support meaningful family engagement. English Learner parents reported higher perceptions of communication with schools (53%) than non-English Learner parents (41%), reflecting the positive impact of targeted bilingual communication and language access supports. Continued multilingual communication and translation services are needed to ensure English Learner families have equitable access to information, educational opportunities, and meaningful participation in their children's education. Action: Provide bilingual communication services through a Bilingual Executive Assistant (1.0 FTE), Bilingual Receptionist, and bilingual proficiency assessment (AVANT) to support multilingual family	\$263,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication, interpretation, translation of district and school communications, and language access services that increase family engagement and participation in students' educational experiences. Monitoring Metric: 1.8, 1.10, 1.11		
1.13	Family Resource Center and Parent Institute for Quality Education	Need: The California Healthy Kids Survey (Parent Results) and educational partner feedback demonstrate the ongoing need to build family capacity and promote meaningful parent engagement, particularly for English Learner families. English Learner parents reported higher perceptions of parent involvement than non-English Learner parents in areas including promotion of parent involvement (47% vs. 33%), schools encouraging parents to be active partners (42% vs. 34%), families feeling welcome to participate at school (50% vs. 31%), and schools providing advice and resources to support students' social-emotional needs (80% vs. 68%). Continued family engagement, parent leadership development, and accessible support services are needed to remove barriers to participation and strengthen partnerships between families and schools. Action: Provide Family Resource Center services through a Family Resource Center Liaison (0.315 FTE), contract with the Parent Institute for Quality Education (PIQE) to deliver parent education and leadership development programs, and provide childcare services that reduce participation barriers and increase family engagement in school and district activities. Monitoring Metric: 1.8, 1.10, 1.11	\$28,515.00	Yes
1.14	Contracted Translation Services	Need: The California Healthy Kids Survey (Parent Results) demonstrates the ongoing need to provide accessible, multilingual communication that promotes meaningful family engagement for English Learner families. English Learner parents reported higher perceptions of communication with schools (53%) than non-English Learner parents (41%), reflecting the importance of effective language access services. Capistrano Unified's English Learner families speak more than 50 languages, with Spanish, Farsi, Mandarin, Russian, and Arabic representing the five most common	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		languages. These data demonstrate the need to continue providing high-quality translation services that remove language barriers and ensure English Learner families have equitable access to school communications, educational opportunities, and meaningful participation in their children's education. Action: Provide contracted translation services to translate district and school communications, educational materials, and critical documents into the primary languages spoken by English Learner families, ensuring equitable access to information and meaningful participation in their children's education. Monitoring Metric: 1.8, 1.10, 1.11		
1.15	Multilingual Engagement Tools	Need: English Learner parents consistently reported higher perceptions of parent involvement than non-English Learner parents in the California Healthy Kids Survey (Parent Results), including communication with parents about school (53% vs. 41%), promotion of parent involvement (47% vs. 33%), schools encouraging parents to be active partners (42% vs. 34%), and schools providing advice and resources to support students' social-emotional needs (80% vs. 68%). Capistrano Unified's English Learner families speak more than 50 languages, with Spanish, Farsi, Mandarin, Russian, and Arabic representing the five most common languages. These data demonstrate the ongoing need to provide multilingual communication and engagement tools that remove language barriers, increase two-way communication, and ensure English Learner families have equitable access to information and meaningful participation in their children's education. Action: Provide multilingual communication and family engagement tools, including TalkingPoints, GoBo infographics, and ThoughtExchange, to support two-way communication, multilingual access to information, family engagement, and educational partner participation for English Learner families. Monitoring Metric: 1.8, 1.10, 1.11	\$170,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate a continuous learning mindset so all students become innovative problem solvers, demonstrate mastery of grade-level content, and graduate prepared to succeed in college, career, and beyond.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed as a broad goal to capture elements that contribute to student outcomes. This goal broadly captures elements of student learning, progress in developing English language proficiency, and various options for students to demonstrate college and career readiness. We have included several California Dashboard Indicators - English Language Arts, Mathematics, English Learner Progress Indicator, and College/Career or related metrics. These are critical metrics to enhance our multi-tiered system of support structure, coupled with formative assessment and strong professional learning communities, which will allow us to proactively respond to student learning needs on a rapid response basis. Our data indicates a need for additional support for our unduplicated student groups. The actions in Goal 2 show our systematic approach to providing additional support for our unduplicated student groups. This goal also captures our work to ensure students have multiple options when they graduate from CUSD. We want all students to attend two- and four-year colleges, trade schools, advanced technical certifications, or serve in one of the military branches. Each of the actions for Goal 2 is intended to align with the various metrics and monitor our progress in making a difference for students. Additionally, this goal is written to incorporate the Vision of a CUSD Graduate into our work to increase Student Achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard - Academic Indicator - English Language Arts	CA Dashboard 2023	CA Dashboard 2024	CA Dashboard 2025	CA Dashboard 2026	Dashboard 2023 to Dashboard 2025:
	LCFF Priority 4: Student Achievement	* All Students - Blue - 47 points above standard (Maintained 0.6 points)	* All Students (Blue) - 48.6 points above standard	* All Students (Blue) - 52.9 points above standard	* All Students - Blue - 56 points above standard	* All Students - Increased 9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* English Learners - Orange - 39.2 points below standard (Maintained -2.6 points) * Foster Youth - Yellow - 36.3 points below standard (Increased 16.8 points) * Homeless - Orange - 42.6 points below standard (Maintained 2.1 points) * Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged - Green - 20.7 points above standard (Increased 10.1 points) * Students with Disabilities - Yellow - 45.8 points below standard (Increased 8.1 points)	(Maintained 1.6 points) * English Learners (Orange) - 43.6 points below standard (Declined 4.4 points) * Foster Youth (Orange) - 58.4 points below standard (Declined 22.1 points) * Homeless (Orange) - 47.2 points below standard (Declined 4.6 points) * Long Term English Learner (Red) - 91.3 points below standard (Declined 9 points) * Socioeconomically Disadvantaged (Yellow) - 1.6 points above standard (Declined 3.1 points)	(Increased 4.3 points) * English Learners (Yellow) - 29 points below standard (Increased 14.6 points) * Foster Youth (Yellow) - 55.2 points below standard (Increased 3.2 points) * Homeless (Yellow) - 36.1 points below standard (Increased 11 points) * Long Terms English Learner (Red) - 88.7 points below standard (Maintained 2.2 points) * Socioeconomically Disadvantaged (Green) - 8.3 points above standard	(Increased by at least 9 points) * English Learners - Orange - 39.2 points below standard (Increased by at least 9 points) * Foster Youth - Yellow - 27.3 points below standard (Increased by at least 9 points) * Homeless - Orange - 33.6 points below standard (Increased by at least 9 points) * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged - Green - 29.7 points above standard (Increased by at least 9 points)	* English Learners - Increased 10.2 points * Foster Youth - Declined 18.9 points * Homeless - Increased 6.5 points * Long Term English Learner - Increased 2.6 points * Socioeconomically Disadvantaged - Decreased 12.4 points * Students with Disabilities - Declined 6.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Students with Disabilities (Orange) - 49.6 points below standard (Declined 3.8 points)	(Increased 6.8 points) * Students with Disabilities (Yellow) - 38.9 points below standard (Increased 10.7 points)	* Students with Disabilities - Yellow - 36.8 points below standard (Increased by at least 9 points)	
2.2	California Dashboard - Academic Indicator - Mathematics LCFF Priority 4: Student Achievement	CA Dashboard 2023 * All Students - Green - 17.2 points above standard (Increased 5 points) * English Learners - Orange - 66.4 points below standard (Maintained -0.7 points) * Foster Youth - Orange - 85.3 points below standard (Declined 10.6 points) * Homeless - Yellow - 76.4 points below standard (Increased 7.8 points) * Long Term English Learner = Released with the 2024 Dashboard	CA Dashboard 2024 * All Students (Green) - 21.1 points above standard (Increased 3.8 points) * English Learners (Yellow) - 61.1 points below standard (Increased 5.3 points) * Foster Youth (Red) - 109.3 points below standard (Declined 24 points) * Homeless (Orange) 76.5 points below standard	CA Dashboard 2025 * All Students (Green) - 26.4 points above standard (Increased 5.4 points) * English Learners (Yellow) - 52.9 points below standard (Increased 8.2 points) * Foster Youth (Yellow) - 84 points below standard (Increased 25.3 points) * Homeless (Yellow) 72.8 points below	CA Dashboard 2026 * All Students - Green - 26.2 points above standard (Increased by at least 9 points) * English Learners - Orange - 57.4 points below standard (Increased by at least 9 points) * Foster Youth - Orange - 76.3 points below standard (Increased by at least 9 points) * Homeless - Yellow - 67.4 points below	Dashboard 2023 to Dashboard 2025: * All Students - Increased 9 points * English Learners - Increased 13.5 points * Foster Youth - Increased 1.3 points * Homeless - Increased 3.6 points * Long Term English Learners - Declined 7.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged - Yellow - 30.1 points below standard (Increased 19.2 points) * Students with Disabilities - Yellow - 76.3 points below standard (Increased 9.6 points)	(Maintained -0.1 points) * Long Term English Learners (Orange) - 136.7 points below standard (Increased 10.3 points) * Socioeconomically Disadvantaged (Orange) - 30.9 points below standard (Maintained -0.9 points) * Students with Disabilities (Orange) - 75.6 points below standard (Maintained 0.7 points)	standard (Increased 3.7 points) * Long Term English Learners (Red) - 143.9 points below standard (Declined 7.2 points) * Socioeconomically Disadvantaged (Green) - 23.6 points below standard (Increased 7.3 points) * Students with Disabilities (Yellow) - 66.5 points below standard (Increased 9.1 points)	standard (Increased by at least 9 points) * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged - Yellow - 21.1 points below standard (Increased by at least 9 points) * Students with Disabilities - Yellow - 67.3 points below standard (Increased by at least 9 points)	* Socioeconomically Disadvantaged - Increased 6.5 points * Students with Disabilities - Maintained 9 points
2.3	California Dashboard - English Learner Progress Indicator LCFF Priority 4: Student Achievement	CA Dashboard 2023 * 59.6% making progress towards English proficiency (Increased 5%)	CA Dashboard 2024 * 46.1% making progress toward English proficiency (Orange - Declined 13.5%)	CA Dashboard 2025 * 46.8% making progress toward English proficiency (Yellow - Maintained 0.7%)	CA Dashboard 2026 * 65.6% making progress towards English proficiency (Increase by at least 6%)	Dashboard 2023 to Dashboard 2025: * 46.8% Making progress toward English proficiency (Declined 12.8%) * 44.3% = ELs Who Progressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* 54.4% = ELs Who Progressed at least one ELPI level * 5.2% = ELs who Maintained ELPI Level 4 * 25.2% = ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H * 15.3% = ELs Who Decreased at Least One ELPI Level	* 41% = ELs Who Progressed at least one ELPI level (Declined 13.4%) * 5.1% = ELs who Maintained ELPI Level 4 (Declined 0.1%) * 30.2% = ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H (Increased 5%) * 23.7% = ELs Who Decreased at Least One ELPI Level (Increased 8.4%)	* 44.3% = ELs Who Progressed at least one ELPI level (Increased 3.3%) * 2.3% = ELs who Maintained ELPI Level 4 (Declined 2.8%) * 33% = ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H (Increased 2.8%) * 20.3% = ELs Who Decreased at Least One ELPI Level (Decreased 3.4%)	* > or = 54.4% = ELs Who Progressed at least one ELPI level * > or = 5.2% = ELs who Maintained ELPI Level 4 * < 25.2% = ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H * < 15.3% = ELs Who Decreased at Least One ELPI Level	at least one ELPI level (Declined 10.1%) * 2.3% = ELs who Maintained ELPI Level 4 (Declined 2.9%) * 33% = ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H (Increased 7.8%) * 20.3% = ELs Who Decreased at Least One ELPI Level (Increased 5%)
2.4	Reclassification Rate CALPADS 2.6 - RFEP / CALPADS 8.1 filtered by EL and Adjusted Cumulative Enrollment. LCFF Priority 4: Student Achievement	2022-2023 English Learners Reclassification # 585 Rate: 13.36%	2023-2024 English Learner Reclassification # 672 Rate: 18.37%	2024-2025 English Learner Reclassification # 305 Rate: 8.14%	2025-2026 English Learner Reclassification Rate: > 13.36%	2022-2023 to 2024-2025: Number declined: 280 Percent declined: 5.22%
2.5	California Science Test and California Alternative Science Test	2022-2023 California Science Test (CAST)	2023-2024 California Science Test (CAST)	2024-2025 California Science Test (CAST)	2025-2026 California Science Test (CAST) - All Students: > or	2022-2023 to 2024-2025: California Science Test (CAST)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement	- All Students: 52.84% Met or Exceed Standard - English Learner: 2.40% Met or Exceed Standard - Homeless - 20.06% Met or Exceeded - Long Term English Learners: 0.86% Met or Exceeded Standard - Socioeconomically Disadvantaged: 35.76% Met or Exceed Standard California Alternate Assessment - Alternate Science (CAA)	- All Students: 53.96% Met or Exceeded Standard (Increased 1.12%) - English Learner: 2.56% Met or Exceeded Standard (Increased 0.16%) - Homeless: 19.16% Met or Exceeded Standard (Decreased 0.9%) - Long Term English Learner: 0.88% Met or Exceeded Standard (Increased 0.02%) - Socioeconomically Disadvantaged:	- All Students: 56.42% Met or Exceeded Standard (Increased 2.46%) - English Learner: 5.02% Met or Exceeded Standard (Increased 2.46%) - Homeless: 21.70% Met or Exceeded Standard (Increased 2.54%) - Long Term English Learner: 2.82% Met or Exceeded Standard (Increased 1.94%) - Socioeconomically Disadvantaged:	= 52.84% Met or Exceed Standard - English Learner: > or = 2.40% Met or Exceed Standard - Homeless: > or = 20.06% - Long Term English Learners: > or = 0.86% - Socioeconomically Disadvantaged: > or = 35.76% Met or Exceed Standard California Alternate Assessment - Alternate Science (CAA) - > or = 27.08% - Understanding (Level 3) - 35.42% - Foundational Understanding (Level 2) - < 37.50% Limited Understanding (Level 1)	- All Students: Increased 3.58% - English Learner: Increased 2.62% - Homeless: Increased 1.64% - Long Term English Learner: Increased 1.96% - Socioeconomically Disadvantaged: Increased 2.92% California Alternate Assessment - Alternate Science (CAA) - Understanding (Level 3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.08% - Understanding (Level 3) 35.42% - Foundational Understanding (Level 2) 37.50% Limited Understanding (Level 1)	36.39% Met or Exceeded Standard (Increased 0.63%) California Alternate Assessment - Alternate Science (CAA) 17.72% - Understanding (Level 3) (Decreased by 9.36%) 37.97% - Foundational Understanding (Level 2) (Increased by 2.55%) 44.30% - Limited Understanding (Level 1) (Increased 6.8%) ADDED: 2024-2025 CA Dashboard 2024 - Science * All Students - 1.9	38.59% Met or Exceeded Standard (Increased 2.20%) California Alternate Assessment - Alternate Science (CAA) 20.65% - Understanding (Level 3) (Increased by 2.93%) 39.83% - Foundational Understanding (Level 2) (Increased by 1.86%) 39.53% - Limited Understanding (Level 1) (Decreased by 4.77%) CA Dashboard 2025 - Science **Metric Changed from points +/-	ADDED: 2024-2025 CA Dashboard 2026 - Science * All Students - 7.1 points above standard (Increased by at least 9 points) * English Learner - 11.1 points below standard (Increased by at least 9 points) * Homeless - 11.9 points below standard (Increased by at least 9 points) * Long Term English Learner - 21.4 points below standard (Increased by at least 9 points) * Socioeconomically Disadvantaged - 2.7 points below standard * Students with Disabilities - 15 points below standard (Increased	(Decreased by 6.43%) - Foundational Understanding (Level 2) (Increased by 4.41%) - Limited Understanding (Level 1) (Increased 2.03%) CA Dashboard Metric changed from points above or below standard to Science Points (Range 0 to 100). So only comparison will be to Dashboard 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard * English Learner - 20.1 points below standard * Homeless - 20.9 points below standard * Long Term English Learner - 30.4 points below standard * Socioeconomically Disadvantaged - 11.7 points below standard * Students with Disabilities - 24 points below standard	standard to Science Points (Range 0 to 100) * All Students (Blue) - 65.1 science points (Maintained 1.2 Points) * English Learner (Green) - 47.1 science points (Increased 2.4 Points) * Homeless (Green) - 47.3 science points (Increased 2.5 Points) * Long Term English Learner (Orange) - 37 science points (maintained 1.2 Points) * Socioeconomically Disadvantaged (Green) - 56.2 science points (Maintained 1.7 Points) * Students with Disabilities (Green) - 45.2 science points (Increased 2.7 Points)	d by at least 9 points)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Early Assessment Program (EAP) - Percent of Students Prepared for College 11th Gr English Language Arts/SBAC --Standard Exceeded (Ready) --Standard Met (Conditionally Ready) 11th Gr Mathematics/SBAC --Standard Exceeded (Ready) --Standard Met (Conditionally Ready) LCFF Priority 4: Student Achievement	2022-2023 11th Gr English Language Arts/SBAC: 76.25% --Standard Exceeded (Ready) = 45.63% --Standard Met (Conditionally Ready) = 30.62% 11th Gr Mathematics/SBAC: 49.00% --Standard Exceeded (Ready) = 24.87% --Standard Met (Conditionally Ready) = 24.13%	2023-2024 11th Gr English Language Arts/SBAC: 55.73% (Decreased by 20.52%) --Standard Exceeded (Ready) = 26.23% (Decreased by 19.4%) --Standard Met (Conditionally Ready) = 29.50% (Decreased by 1.12%) 11th Gr Mathematics/SBA C: 27.90% (Decreased by 21.1%) --Standard Exceeded (Ready) = 12.29% (Declined by 12.58%) --Standard Met (Conditionally Ready) = 15.61% (Declined 8.52%)	2024-2025 11th Gr English Language Arts/SBAC: 76.82% (Increased by 21.09%) --Standard Exceeded (Ready) = 47.54% (Increased by 21.31%) --Standard Met (Conditionally Ready) = 29.28% (Decreased by 0.22%) 11th Gr Mathematics/SBA C: 52.09% (Increased by 24.19%) --Standard Exceeded (Ready) = 27.44% (Increased by 15.15%) --Standard Met (Conditionally Ready) = 24.65% (Increased by 9.04%)	2025-2026 11th Gr English Language Arts/SBAC: > or = 76.25% 11th Gr Mathematics/SBA C: > or = 49.00%	2022-2023 to 2024-2025: 11th Gr English Language Arts/SBAC - Increased by 0.57% --Standard Exceeded (Ready) - Increase by 1.91% --Standard Met (Conditionally Ready) - Decreased by 1.12% 11th Gr Mathematics/SBA C - Increased by 3.09% --Standard Exceeded (Ready) - Increased by 2.57% --Standard Met (Conditionally Ready) - Declined 8.52%
2.7	California Dashboard - College/Career Indicator	CA Dashboard 2023 Class of 2023	CA Dashboard 2024	CA Dashboard 2025	CA Dashboard 2026	Dashboard 2023 (Class of 2023) to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement	* All Students - High - 66.1% prepared * English Learners - Low - 18.9% prepared * Homeless - Medium - 39.2% prepared * Long Term English Learner - Released with the 2024 Dashboard * Socioeconomically Disadvantaged - Medium - 50.2% prepared * Students with Disabilities - Low - 17.4% prepared	Class of 2024 * All Students (Yellow) - 64% prepared (Declined 2.1%) * English Learners (Orange) - 16.3% prepared (Declined 2.5%) * Homeless (Orange) - 33.2% prepared (Declined 6%) * Long Term English Learner (Orange) - 13.2% prepared (Maintained 0.3%) * Socioeconomically Disadvantaged (Yellow) - 49.4% prepared (Maintained -0.9%) * Students with Disabilities (Orange) - 16.4% prepared (Maintained -1%)	Class of 2025 * All Students (Green) - 68.8% prepared (Maintained 0.9%) * English Learners (Yellow) - 24.3% prepared (Increased 4.8%) * Homeless (Green) - 42.5% prepared (Increased 6.3%) * Long Term English Learner (Yellow) - 23.6% prepared (Increased 7.1%) * Socioeconomically Disadvantaged (Green) - 56.2% prepared (Increased 3.1%) * Students with Disabilities (Orange) - 17% prepared (Declined 2.9%)	Class of 2026 * All Students - < 66.1% prepared * English Learners - < 18.9% prepared * Homeless - < 39.2% prepared * Long Term English Learner - Released with the 2024 Dashboard * Socioeconomically Disadvantaged - < 50.2% prepared * Students with Disabilities - < 17.4% prepared	Dashboard 2025 (Class of 2025): * All Students - Increased 2.7% * English Learners - Increased 5.4% * Homeless - Increased 3.3% * Long Term English Learner - Increased 10.4% * Socioeconomically Disadvantaged - Increased 6% * Students with Disabilities - Declined 0.4%
2.8	A-G Completion	2022-2023	2023-2024	2024-2025	2025-2026	2022-2023 to 2024-2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard: Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion LCFF Priority 4: Student Achievement	* All Students = 60.3% (2,435) * English Learners = 16.1% (37) * Homeless = 28.9% (127) * Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged = 13.7% (691)	* All Students = 55.6% (2,094) (Decreased by 4.7%) * English Learners = 11.7% (30) (Decreased by 17.2%) * Homeless = 23.5% (100) (Decreased by 5.4%) * Long Term English Learner = 9.3% (17) (New Baseline) * Socioeconomically Disadvantaged = 39.7% (663) (Increased 26%) * Students with Disabilities = 14.6% (70) (New baseline)	* All Students = 62.8% (2,326) (Increased by 7.2%) * English Learners = 17.1% (49) (Increased by 5.5%) * Homeless = 30% (137) (Increased by 6.5%) * Long Term English Learner = 16.2% (32) (Increased by 6.9%) * Socioeconomically Disadvantaged = 47.7% (829) (Increased 8%) * Students with Disabilities = 17.2% (88) (Increased by 2.6%)	* All Students = 60.3% (2,435) * English Learners = 16.1% (37) * Homeless = 28.9% (127) * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged = 13.7% (691)	* All Students - Increased 2.5% * English Learners - Increased 1% * Homeless - Increased 1.1% * Long Term English Learner - Increased 6.9% * Socioeconomically Disadvantaged - Increased 34% * Students with Disabilities - Increased 2.6%
2.9	CTE Completion CA School Dashboard: Additional Reports and Data > Met UC/CSU Requirements and CTE	2022-2023 * All Students = 11.3% (455)	2023-2024 * All Students = 14.9% (562) (Increased by 3.6%)	2024-2025 * All Students = 17.3% (639) (Increased by 2.4%)	2025-2026 * All Students = 11.3% (455)	2022-2023 to 2024-2025: * All Students - Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway Completion LCFF Priority 4: Student Achievement	* English Learners = 8.7% (20) * Homeless = 9.1% (40) * Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged 9.1% (41)	* English Learners = 8.2% (21) (Decreased by 0.5%) * Homeless = 8.7% (37) (Decreased by 0.4%) * Long Term English Learner = 8.8% (16) (New Baseline) * Socioeconomically Disadvantaged 13.2% (221) (Increased by 4.1%) * Students with Disabilities = 13.8% (66) (New Baseline)	* English Learners = 7.7% (22) (Decreased by 0.5%) * Homeless = 10.9% (50) (Increased by 2.2%) * Long Term English Learner = 9.6% (19) (Increased by 0.8%) * Socioeconomically Disadvantaged 16.4% (285) (Increased by 3.2%) * Students with Disabilities = 13.3% (68) (Decreased by 0.5%)	* English Learners = 8.7% (20) * Homeless = 9.1% (40) * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged 9.1% (41)	* English Learners - Declined 1% * Homeless - Increased 1.8% * Long Term English Learner - Increased 0.8% * Socioeconomically Disadvantaged - Increased 7.3% * Students with Disabilities - Declined 0.5%
2.10	Both CTE & A-G Completion CA School Dashboard: Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion	2022-2023 * All Students = 6.5% (262) * English Learners = 1.7% (4)	2023-2024 * All Students = 8.8% (331) (Increased by 2.3%)	2024-2025 * All Students = 11.7% (434) (Increased by 2.9%)	2025-2026 * All Students = 6.5% (262) * English Learners = 1.7% (4)	2022-2023 to 2023-2024: * All Students - Increased 5.2% * English Learners - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement	* Homeless = 3.4% (15) * Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged 4.4% (71)	* English Learners = 1.2% (3) (Decreased by 0.5%) * Homeless = 3.1% (13) (Decreased by 0.3%) * Long Term English Learner = 0% (0) (New Baseline) * Socioeconomically Disadvantaged 5.6% (93) (Increased 1.2%) * Students with Disabilities = 2.1% (10) (Increased by 2.3%)	* English Learners = 1.7% (5) (Increased by 0.5%) * Homeless = 5.3% (24) (Increased by 2.2%) * Long Term English Learner = 2.5% (5) (Increase by 2.5%) * Socioeconomically Disadvantaged 9.3% (162) (Increased 3.7%) * Students with Disabilities = 2.5% (13) (Increased by 0.4%)	* Homeless = 3.4% (15) * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged 4.4% (71)	* Homeless - Increased 1.9% * Long Term English Learner - Increased 2.5% * Socioeconomically Disadvantaged - Increased 4.9% * Students with Disabilities - Increased 0.4%
2.11	Met Prepared via Advanced Placement or International Baccalaureate Met via Advanced Placement - A score of 3 or higher on two AP Exams Met via International	CA Dashboard 2023 Advanced Placement * All Students = 48.8% (1,300) * English Learners = 16.3% (7)	CA Dashboard 2024 Advanced Placement * All Students = 55.7% (1,339)	CA Dashboard 2025 Advanced Placement * All Students = 77.8% (1,976)	CA Dashboard 2026 Advanced Placement * All Students = > 48.8% * English Learners	Dashboard 2023 to Dashboard 2025: Advanced Placement * All Students = Increased 29% * English Learners = Increased 44.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Baccalaureate - A score of 4 or higher on two IB Exams	* Homeless = 27.5% (47)	* English Learners = 26.2% (11)	* English Learners = 60.9% (42)	= >16.3%	* Homeless = 35.4%
	Met via Career Technical Education Pathway Completion - Career Technical Education (CTE) pathway completion with a C- or better in the capstone course plus additional criteria	* Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged = 36.3% (294)	* Homeless = 41.4% (58) * Long Term English Learner = 25.0% (6) * Socioeconomically Disadvantaged = 48.9% (403)	* Homeless = 62.9% (122) * Long Term English Learner = 63.0% (29) * Socioeconomically Disadvantaged = 72.5% (705)	* Homeless = >27.5% * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged = >36.3%	* Long Term English Learner = Increased 38% * Socioeconomically Disadvantaged = Increased 36.2%
	CA School Dashboard: Additional Reports and Data > College/Career Levels and Measures Report, Measure of Prepared by "Advanced Placement" on College/Career Indicator	CORRECTION/ADDITION (added 2024-2025): % of students who have passed an advanced placement examination with a score of 3 or higher: 78%	CORRECTION/ADDITION (added 2024-2025): % of students who have passed an advanced placement examination with a score of 3 or higher: 84%	% of students who have passed an advanced placement examination with a score of 3 or higher: 88.6%	CORRECTION/ADDITION (added 2024-2025): % of students who have passed an advanced placement examination with a score of 3 or higher: > or = to 78%	CORRECTION/ADDITION (added 2024-2025): % of students who have passed an advanced placement examination with a score of 3 or higher: Increased 10.6%
	LCFF Priority 8: Other Pupil Outcomes	International Baccalaureate * All Students = 2.7% (71) * English Learners = 0% (0) * Homeless = 0.6% (1) * Long Term English Learner = Released with the 2024 Dashboard	International Baccalaureate * All Students = 2.7% (66) * English Learners = 2.4% (1)	International Baccalaureate * All Students = 2.5% (63) * English Learners = 1.4% (1) * Homeless = 1.5% (3)	International Baccalaureate * All Students = >2.7% * English Learners = >0% * Homeless =	International Baccalaureate * All Students = - 0.2% * English Learners = -1.0% * Homeless = +0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged = 1.7% (14) Career Technical Education * All Students = 13.0% (347) * English Learners = 18.6%(8) * Homeless = 12.3% (21) * Long Term English Learner = Released with the 2024 Dashboard * Socioeconomically Disadvantaged = 54.8% (443)	* Homeless = 2.1% (3) * Long Term English Learner = 4.2% (1) * Socioeconomically Disadvantaged = 1.9% (16) Career Technical Education * All Students = 16.1% (387) * English Learners = 11.9%(5) * Homeless = 12.1% (17) * Long Term English Learner = 12.5% (3) * Socioeconomically Disadvantaged = 15.7% (129)	* Long Term English Learner = 2.2% (1) * Socioeconomically Disadvantaged = 1.6% (16) Career Technical Education * All Students = 18.2% (463) * English Learners = 11.6% (8) * Homeless = 14.4% (28) * Long Term English Learner = 13% (6) * Socioeconomically Disadvantaged = 18.3% (178)	>0.6% * Long Term English Learner = Will be established in Spring 2025 * Socioeconomically Disadvantaged = >1.7%	* Long Term English Learner = - 2.0% * Socioeconomically Disadvantaged = - 0.1% Career Technical Education * All Students = +5.2% * English Learners = -7% * Homeless = +2.1% * Long Term English Learner = - 0.5% * Socioeconomically Disadvantaged = - 36.5%
2.12	State Seal of Biliteracy CALPADS 15.1 - Cohort Outcomes, Seal of Biliteracy filter	2022-2023 Class of 2023 Cohort: 4,008 # SSB: 817 % SSB: 20.3%	2023-2024 Class of 2024 Cohort: 3,742 # SSB: 771 % SSB: 20.6%	2024-2025 Class of 2025 Cohort: 3,684 # SSB: 632 % SSB: 17.1%	2025-2026 Class of 2026 % SSB: > or = 20.3%	Class of 2023 to Class of 2025: Cohort: Decreased by 304 # SSB: Decreased by 185

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 8: Other Pupil Outcomes					% SSB: Decreased 3.2%
2.13	Golden State Seal Merit Diploma	2022-2023 Class of 2023	2023-2024 Class of 2024	2024-2025 Class of 2025	2025-2026 Class of 2026	Class of 2023 to Class of 2024:
	CALPADS 15.1 - Cohort Outcomes, Golden State Seal of Merit Diploma filter	Cohort: 4,008 # GSSMD: 1,670 % GSSMD: 41.6%	Cohort: 3,742 # GSSMD: 1,571 % GSSMD: 41.9%	Cohort: 3,684 # GSSMD: 1,659 % GSSMD: 45.0%	% GSSMD: > or = 41.6%	Cohort: Decreased by 304 # GSSMD: Decreased by 11 % GSSMD: Decreased 0.3%
	LCFF Priority 8: Other Pupil Outcomes					

Goal Analysis [2025-26]

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

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

Goal 2 was carried out through a coordinated instructional and student-readiness system focused on curriculum and instruction, intervention, language acquisition, ELPAC data support, ELD professional learning, language immersion, CTE, IB, AVID, AP/IB support, Futureology, early childhood support, LTEL professional development, and educational technology support. Taken together, those actions reflect a districtwide implementation model designed to improve academic achievement, English learners' progress, and college and career readiness, rather than a single isolated program. The year-to-year results show that this framework was generally implemented effectively, especially in the core academic and postsecondary readiness areas.

The strongest evidence of success is in student achievement. All students improved in English language arts, math, and science, and several student groups also improved in these areas. ELA rose from 47 points above standard in 2023 to 52.9 points above standard in 2025, math rose from 17.2 to 26.4 points above standard, and science increased from 52.84 percent meeting or exceeding standard to 56.42 percent. The Early Assessment Program also moved upward, with 11th-grade ELA and mathematics prepared-for-college outcomes rebounding strongly after the prior dip. Those gains suggest that the district's curriculum, interventions, and academic support were effective in advancing the overall student body.

The college- and career-readiness actions also appear to have been effective. The College/Career Indicator improved for all students from 66.1 percent prepared in the baseline year to 68.8 percent prepared in 2025, with gains for English learners, homeless students, and long-term English learners as well. A-G completion increased from 60.3 percent to 62.8 percent, CTE completion rose from 11.3 percent to 17.3 percent, and the combined CTE and A-G measure also improved. AP preparation showed especially strong growth, rising sharply for all students and for targeted groups such as English learners, homeless students, and socioeconomically disadvantaged students. That pattern

suggests the District's Futureology, AVID, CTE, AP/IB, and educational technology supports were aligned to the goal and were producing meaningful results.

The clearest area of challenge was English learner progress. The English Learner Progress Indicator declined from 59.6 percent making progress toward English proficiency in 2023 to 46.8 percent in 2025, and the reclassification rate fell from 13.36 percent to 8.14 percent. That means the language acquisition, ELPAC, and ELD support actions were not yet producing the same level of impact as the District's academic and college-readiness supports. In addition, some subgroup results remained uneven, especially for foster youth, homeless students, students with disabilities, and long-term English learners on several metrics. The State also made one important monitoring change in science, shifting from points above or below standard to the Science Points scale, which changed how progress is reported but not the underlying focus on science achievement.

Overall, Goal 2 was implemented in a steady and coherent way, with strong gains in academic performance, postsecondary readiness, and several college and career metrics. The main implementation challenge was that the English learner support strand did not improve at the same pace as the broader academic program, indicating a need for sharper refinement in language acquisition, ELD, and reclassification work. Even so, the overall pattern shows a successful year of implementation with clear progress in most of the goal's major outcome areas.

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 2025-26 Annual Update Table for Goal 2 shows that most actions were implemented within a reasonable range of the original plan, while a small number reflected meaningful differences tied primarily to personnel planning, vacancy timing, and the extent to which projected staffing needs were ultimately required. The actions below represent the notable variances from the adopted plan.

Action 2.3, Intervention, was below the planned amount because the additional staffing originally projected for intervention was not needed. The District was able to continue serving students through existing instructional and site-based support structures.

Action 2.4, Early Childhood Program, was below the planned amount because personnel costs were lower than originally projected. Other funding sources were used to offset the planned personnel costs while the program continued as intended.

Action 2.5, Language Acquisition, exceeded the planned amount because personnel costs were higher than originally projected at a broader level than anticipated. The District continued to provide English learner services, language acquisition support, and multilingual instructional assistance throughout the year.

Action 2.6, ELPAC Administration and Data Support, was below the planned amount because an extended vacancy and recruitment process for ELPAC administration personnel resulted in lower personnel costs than projected.

Action 2.7, ELD Professional Development and Support, was below the planned amount because additional Designated ELD sections were not needed, which reduced projected personnel costs. Professional development support itself was maintained.

Action 2.8, Language Immersion Programs, was below the planned amount because additional immersion sections were not fully needed. Sites were able to use their general staffing allocations to support the immersion programs.

Action 2.10, International Baccalaureate, was substantially below the planned amount because an additional staffing allocation that had been projected was not needed. The program continued as planned, but the savings were driven by the unneeded budgeted staff position.

Action 2.12, Advanced Placement and International Baccalaureate Test Fee Reimbursement, was below the planned amount because actual reimbursement costs were lower than projected.

The remaining Goal 2 actions were implemented substantially as planned: 2.1 Futureology: College and Career Counseling Program, 2.2 Curriculum and Instruction, 2.9 Career Technical Education, 2.11 Long Term English Learner Professional Development, 2.13 Advancement Via Individual Determination, and 2.14 Educational Technology - Teachers on Special Assignment.

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

Goal 2's action set appears to be broadly effective overall, especially where the District's work focused on core instruction, intervention, college and career readiness, and access to advanced coursework. Actions 2.1 through 2.4, 2.7, 2.8, 2.9, 2.13, and 2.14 collectively align with the upward movement in the academic indicators and postsecondary readiness measures. Across the goal period, all students improved in English language arts, mathematics, and science; the Early Assessment Program results rebounded, and measures such as A-G completion, CTE completion, combined CTE and A-G completion, and AP readiness all increased. That pattern suggests the District's curriculum, intervention, college and career counseling, language immersion, CTE, AVID, and educational technology supports were helping students move toward the goal.

Actions 2.2 Curriculum and Instruction, 2.3 Intervention, and 2.14 Educational Technology - Teachers on Special Assignment appear particularly effective because they align with the strongest overall academic gains. ELA rose from 47 points above standard to 52.9 points above standard, math rose from 17.2 points above standard to 26.4 points above standard, and science rose from 52.84 percent meeting or exceeding standard to 56.42 percent. The fact that the District also improved in the 11th-grade EAP college-ready measure after a prior dip reinforces that the instructional core and intervention system were producing positive results.

Actions 2.1 Futureology: College & Career Counseling Program, 2.9 Career Technical Education, 2.13 Advancement Via Individual Determination, 2.10 International Baccalaureate, and 2.12 AP and IB test fee reimbursement were effective in advancing college and career readiness. The College/Career Indicator improved for all students and several student groups. A-G completion increased, CTE completion increased, and the share of students prepared via AP or IB rose sharply. Even where some subgroup rates remained below the District average, the overall direction of travel was positive, indicating that these actions are helping more students access and complete rigorous postsecondary pathways.

Actions tied to language development show mixed results. Actions 2.5 Language Acquisition, 2.6 ELPAC Administration and Data Support, 2.7 ELD Professional Development and Support, 2.8 Language Immersion Programs, and 2.11 Long Term English Learner Professional Development were not yet fully effective in the same way the academic and college readiness actions were. English Learner Progress Indicator performance declined from 59.6 percent making progress toward English proficiency to 46.8 percent, and the reclassification rate

fell from 13.36 percent to 8.14 percent. Those outcomes indicate that, despite continued implementation of the language acquisition and EL support structure, the District had not yet produced comparable gains for English learners in progress toward proficiency and reclassification.

Overall, the strongest evidence of effectiveness appears in the district's academic achievement and college and career readiness work, where results moved in a positive direction across most metrics. The clearest area of limited effectiveness, or at least insufficient impact to date, is the English learner strand, particularly ELPI and reclassification. This indicates that Goal 2 is working well in supporting broad academic acceleration and postsecondary readiness, but that the language acquisition and LTEL support actions need sharper refinement to produce stronger gains for English learners.

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 coming-year changes to Goal 2 are best understood as refinements to targets and monitoring rather than a wholesale redesign of the goal. The goal itself remains focused on academic mastery, English language development, and college and career readiness, and the District continued to use the same broad set of indicators tied to ELA, mathematics, English Learner progress, science, and postsecondary readiness. That continuity reflects the District's view that the core strategy is sound, while the data point to a need for sharper targets and more focused follow-through in a few areas.

The most visible change in the metrics is the adjustment to science reporting. The plan moved from reporting science in relation to the standard to using the Science Points scale, which gives a clearer picture of performance across student groups and aligns better with the Dashboard format. The college and career readiness measures were also refined, including the added emphasis on the percentage of students passing an Advanced Placement exam with a score of 3 or higher. Those changes indicate a tighter and more usable monitoring structure for the coming year.

Target outcomes were also reset to reflect the District's reflections on prior practice. The coming year continues to push overall gains in ELA and mathematics, with higher targets for all students and each major student group. The science targets were likewise set to continue upward movement under the new scoring scale. At the same time, the District maintained strong expectations for college- and career-readiness measures, including A-G completion, CTE completion, and AP preparedness, which is consistent with the strong gains those indicators showed in the prior year.

The most important area of continued focus is English learner progress. Because the ELPI and reclassification results declined from prior years, the coming-year plan retains the same broad language acquisition structure while maintaining a strong target for EL progress and reclassification. That indicates the District did not view the issue as a call for a new direction, but rather as a need to strengthen implementation within the existing language support system. The continuing actions for language acquisition, ELPAC support, ELD professional development, immersion, and LTEL support reflect that decision.

The actions themselves were not substantially reworked. Instead, the District appears to have retained the same core supports that showed positive results, including curriculum and instruction, intervention, Futureology, CTE, AVID, IB, AP/IB support, language acquisition, immersion, ELPAC administration, and educational technology. This is consistent with the strong gains in ELA, math, science, A-G

completion, CTE completion, and AP readiness, which suggest the overall instructional and readiness framework is working and should be sustained.

In short, the coming-year changes for Goal 2 are measured and targeted. The District kept the goal and action structure largely intact, refined the monitoring system, raised or maintained outcome expectations in the strongest-performing areas, and preserved a more intensive focus on English learner progress where prior results showed the greatest need for improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Futureology: College & Career Counseling Program	Need: Based on the California Dashboard College/Career Indicator, English Learners (18.9%), Homeless students (39.2%), and Socioeconomically Disadvantaged students (50.2%) demonstrate lower levels of college and career readiness than All Students (66.1%). Additional performance gaps exist in A-G completion for English Learners (16.1%), Homeless students (28.9%), and Socioeconomically Disadvantaged students (43.7%) compared to All Students (60.3%), limiting students' access to postsecondary opportunities. These data demonstrate the need to expand equitable access to personalized college and career advising, postsecondary planning, career exploration, and transition supports that prepare unduplicated pupils for success after graduation. Action: Implement the Futureology College and Career Counseling Program by providing personalized college and career advising, postsecondary planning, career exploration, financial aid guidance, college readiness activities, college tours, test preparation, and transition supports through six College and Career Counselors and one Coordinator of College and Career Guidance. The program provides additional supports for first-generation college students, low-income students, homeless youth, and foster youth to increase equitable access to postsecondary opportunities, improve college and career readiness, and support successful transitions to college, career, military service, or other postsecondary pathways. Monitoring Metric: 2.7, 2.8, 2.9, 2.10	\$1,116,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Curriculum and Instruction	Need: Based on the California Dashboard English Language Arts Indicator, English Learners (39.2 points below standard), Foster Youth (36.3 points below standard), Homeless students (42.6 points below standard), and Students with Disabilities (45.8 points below standard) continue to perform below All Students (47 points above standard). Socioeconomically Disadvantaged students perform 20.7 points above standard but remain more than 26 points below the performance of All Students. Similarly, on the California Dashboard Mathematics Indicator, English Learners (66.4 points below standard), Foster Youth (85.3 points below standard), Homeless students (76.4 points below standard), Socioeconomically Disadvantaged students (30.1 points below standard), and Students with Disabilities (76.3 points below standard) continue to perform below All Students (17.2 points above standard). These data demonstrate the need to strengthen high-quality, standards-aligned instruction through coherent curriculum implementation, collaborative teacher planning, common formative assessment, evidence-based instructional practices, and ongoing professional learning that accelerates learning for unduplicated pupils while also benefiting students with disabilities. Action: Strengthen districtwide curriculum and instruction by providing teacher leadership, collaborative instructional planning, curriculum development, common formative assessment, instructional calibration, and ongoing professional learning to support the implementation of high-quality, standards-aligned instruction in English Language Arts, Mathematics, Science, History-Social Science, and Transitional Kindergarten. This includes Elementary Grade Level and Subject Area Leads, Transitional Kindergarten Leads, the Curriculum, Assessment, and Review Team (CART), Common Interim Assessment (CIA) and Document-Based Question (DBQ) calibration, California Assessment of Growth (CAG) development, Mastery Connect implementation, MMARS, and professional learning in evidence-based grading, Universal Design for Learning, structured literacy, and evidence-based instructional practices	\$1,441,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to accelerate learning for unduplicated pupils while also benefiting students with disabilities. Monitoring Metric: 2.1, 2.2, 2.5, 2.6		
2.3	Intervention	Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a large performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). These data demonstrate the need to provide timely, targeted academic interventions and coordinated Multi-Tiered System of Supports (MTSS) that accelerate learning, address individual student needs, and ensure unduplicated pupils receive additional support beyond core instruction. Action: Strengthen the District's Multi-Tiered System of Supports (MTSS) by providing targeted academic intervention programs, assessment systems, instructional materials, intervention courses, and coordination that support students requiring additional academic, behavioral, and social-emotional assistance beyond core instruction. This includes evidence-based literacy and mathematics assessments and intervention programs (mCLASS DIBELS, Lectura, Amplify, i-Ready, Reading Foundational Skills Intervention Kits, ESGI Kindergarten Assessment), Student Success Team (SST) coordination, counselor professional learning, clerical support for MTSS implementation, Saturday School, Edmentum APEX, Intervention Enriching Students licenses, and secondary intervention sections designed to accelerate learning and improve outcomes for unduplicated pupils. Monitoring Metric: 2.1, 2.2, 2.5, 2.6	\$709,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Early Childhood Program	Need: Based on the Early Development Index (EDI), 52.5% of children in Orange County are developmentally ready for kindergarten. However, kindergarten readiness in the City of San Juan Capistrano (49.6%) is below the county average. The EDI also identifies disparities in kindergarten readiness among student groups, with Hispanic or Latino children (42.1%) and African American children (47.1%) demonstrating lower levels of readiness than the county average. Because Capistrano Unified serves substantial populations of Socioeconomically Disadvantaged students (36.3%), English Learners (9.0%), Homeless students (6.8%), and Foster Youth, these data demonstrate the need to expand equitable access to high-quality early learning experiences that strengthen school readiness, early literacy, language development, and foundational social-emotional skills prior to kindergarten entry. Action: Provide a high-quality Early Childhood Education Program in partnership with the California State Preschool Program, First 5 Orange County, Learning Links, and the District's Universal Prekindergarten (UPK) program to increase kindergarten readiness and support successful transitions to kindergarten through developmentally appropriate instruction, early literacy, language, and numeracy development, social-emotional learning, family engagement, and coordinated transition supports for young learners. Monitoring Metric: Early Development Index and Desired Results Developmental Profile (DRDP)	\$25,000.00	Yes
2.5	Language Acquisition	Need: Based on the California Dashboard, English Learner Progress Indicator, 59.6% of English Learners are making progress towards English proficiency; this includes 54.4% of English Learners Who Progressed at least one ELPI level and 5.2% of English Learners who Maintain ELPI Level 4. Additionally, 25.2% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H (maintained the same ELPI level as the previous year, with no change), and 15.3% of English Learners Decreased at Least One ELPI Level. The reclassification rate in 2022-2023 was 13.36% (585 students).	\$737,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action: English learner program support through bilingual staff, including Staff Secretary and Intermediate Office Assistants, and administrators, including the Director and Executive Director; Program costs to support English learner supports (e.g., office supplies, printing costs, mileage). Monitoring Metric: 2.1, 2.2, 2.3, 2.4		
2.6	ELPAC Administration and Data Support	Need: During the 2022-2023 school year, Capistrano Unified administered 1,030 Initial ELPAC tests and 12 Initial Alternate ELPAC for newly enrolled English Learners. Additionally, Capistrano Unified administered 3,650 Summative ELPAC exams and 69 Summative Alternate ELPAC exams. All initial ELPAC examinations are coordinated by the Language Acquisition ELPAC administration team. All Summative ELPAC examinations are coordinated between the Language Acquisition ELPAC administration team and individual school sites. Language Acquisition handles all one-on-one parts (all TK-2 and 3-12 speaking domain). School sites arrange the group administration of the Summative ELPAC. These critical and mandated exams are part of California's Accountability system. Action: Provide an ELPAC Administration and Data support team, including the Principal on Assignment (0.5 FTE), Special Projects and Grants Technician (1 FTE), Testing Assistants, and ELPAC Testing subs for EL Advisors. Monitoring Metric: 2.3, 2.4	\$224,600.00	Yes
2.7	ELD Professional Development and Support	Need: Based on the California Dashboard, English Learner Progress Indicator, 59.6% of English Learners are making progress toward English proficiency; this includes 54.4% of English Learners Who Progressed at least one ELPI level and 5.2% of English Learners who Maintain ELPI Level 4. Additionally, 25.2% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H (maintained the same ELPI level as the previous year, with no change), and 15.3% of English Learners Decreased at Least One ELPI Level. The reclassification rate in 2022-2023 was 13.36% (585 students). On the California Dashboard, English Language Arts Indicator, our English Learners have a large performance gap (39.2 points below	\$102,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our English Learners (66.4 points below standard) compared to All Students (17.2 points above standard). Action: Provide ELD Professional Development and English Learner Site Advisors to support collaboration and program refinement. Monitoring Metric: 2.1, 2.2, 2.3, 2.4		
2.8	Language Immersion Programs	Need: Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%; Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). The Career Technical Education Completion rate demonstrates a similar gap in performance (English Learners, 8.7%; Homeless, 9.1%; Socioeconomically Disadvantaged, 9.1%) compared to All Students (60.3%). According to the College/Career Measures report, performance gaps exists for unduplicated students groups meeting prepared status via Advanced Placement (A score of 3 or higher on two Advanced Placement (AP) Exams). English Learner (16.3%), Homeless (27.5%), and Socioeconomically Disadvantaged (36.3%) compared to All Students (48.8%). A performance gaps exists for unduplicated students groups meeting prepared status via International Baccalaureate (A score of 4 or higher on two International Baccalaureate (IB) Exams). English Learners (0%), Homeless (0.6%), and Socioeconomically Disadvantaged (1.7%) compared to All Students (2.7%). Action: Provide a TK-12 Language Immersion program including Language Immersion teachers, professional development, language proficiency testing for state seal of biliteracy, language immersion professional learning communities, and teacher leaders. Monitoring Metric: 2.7, 2.8, 2.12	\$927,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Career Technical Education (CTE)	Need: Based on the California Dashboard College/Career Indicator, English Learners (18.9%), Homeless students (39.2%), and Socioeconomically Disadvantaged students (50.2%) demonstrate lower levels of college and career readiness than All Students (66.1%). Additional performance gaps exist in A-G completion for English Learners (16.1%), Homeless students (28.9%), and Socioeconomically Disadvantaged students (43.7%) compared to All Students (60.3%). Career Technical Education (CTE) pathway completion also remains lower for English Learners (8.7%), Homeless students (9.1%), and Socioeconomically Disadvantaged students (9.1%) than for All Students. Although participation in both A-G and CTE pathway completion remains comparatively low for unduplicated pupils, CTE participation represents a relative strength for English Learners (18.6%) and Socioeconomically Disadvantaged students (54.8%) compared to the overall student population (13.0%), demonstrating the value of Career Technical Education as a pathway to college and career readiness. These data demonstrate the need to expand equitable access to high-quality Career Technical Education pathways, work-based learning experiences, industry partnerships, and career preparation opportunities that prepare unduplicated pupils for college, career, and postsecondary success. Action: Strengthen Career Technical Education (CTE) by providing district leadership, coordination, and oversight for high-quality CTE pathways, work-based learning experiences, industry partnerships, and college and career centers through the Executive Director of College and Career Advantage (0.2 FTE). The program supports the development, implementation, and continuous improvement of rigorous CTE pathways that provide students with technical skill development, career exploration, industry-recognized experiences, and equitable access to college and career opportunities, with a focus on improving postsecondary readiness for unduplicated pupils. Monitoring Metric: 2.7, 2.8, 2.9, 2.10, 2.11	\$60,795.00	Yes
2.10	International Baccalaureate	Need: Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%;	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Students who Met prepared via International Baccalaureate revealed a striking gap (English Learners, 0%; Homeless, 0.6%; Socioeconomically Disadvantaged, 1.7%) compared to All Students (2.7%). Action: Provide an International Baccalaureate Primary Years Programme (PYP) at Carl Hankey Elementary; Middle Years Programme (MYP) at Carl Hankey Middle School; Diploma Programme (DP) at Capistrano Valley HS and San Clemente HS; support IB membership and training for the program. Monitoring Metric: 2.7, 2.8, 2.10, 2.11		
2.11	Long Term English Learner Professional Development	Need: Based on the California Dashboard English Learner Progress Indicator, 59.6% of English Learners are making progress toward English language proficiency, including 54.4% of English Learners who progressed at least one ELPI level and 5.2% of English Learners who maintained ELPI Level 4. However, 25.2% of English Learners maintained ELPI Levels 1, 2L, 2H, 3L, or 3H with no progress from the previous year, and 15.3% decreased at least one ELPI level. Additionally, the 2022-2023 Smarter Balanced Assessments revealed a significant achievement gap for Long-Term English Learners. In English Language Arts, only 6.29% of Long-Term English Learners met or exceeded standards compared to 13.60% of English Learners and 70.24% of All Students. In Mathematics, only 2.59% of Long-Term English Learners met or exceeded standards compared to 12.86% of English Learners and 59.56% of All Students. These data demonstrate the need to strengthen instructional practices that accelerate English language development, academic language acquisition, and grade-level achievement for Long-Term English Learners through sustained professional learning, collaborative instructional planning, and evidence-based instructional strategies.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action: Provide sustained professional learning and Professional Learning Community (PLC) collaboration focused on evidence-based instructional practices for Long-Term English Learners, including integrated and designated English Language Development, academic language development, disciplinary literacy, and instructional strategies that accelerate English proficiency and grade-level achievement. Monitoring Metric: 2.1, 2.2, 2.3		
2.12	Advanced Placement and International Baccalaureate Test Fee Reimbursement	Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a significant performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Students who Met prepared via International Baccalaureate revealed a striking gap (English Learners, 0%; Homeless, 0.6%; Socioeconomically Disadvantaged, 1.7%) compared to All Students (2.7%). Students who Met prepared via Advanced Placement revealed another gap (English Learners, 16.3%; Homeless, 27.5%; Socioeconomically Disadvantaged, 36.3%) compared to All Students (48.8%). Action: Reimbursement to school sites to offset AP and IB costs, including proctoring, preparation classes, and test administration preparation, so students from low-income households can pay reduced fees for AP and IB tests Monitoring Metric: 2.1, 2.2, 2.7, 2.11	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Advancement Via Individual Determination (AVID)	Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a significant performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%; Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Action: Provide a robust TK-12 AVID program that includes school site AVID membership costs, AVID materials, AVID tutors, and transportation costs for college visit field trips. Monitoring Metric: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	\$133,500.00	Yes
2.14	Educational Technology - Teachers on Special Assignment	Need: English learners, foster youth, and low-income students continue to demonstrate the need for accelerated academic growth and equitable access to rigorous instruction. California School Dashboard data indicates that English Learners continue to perform below standard in English Language Arts and Mathematics, English Learner Progress remains at the Yellow performance level, and foster youth continue to perform below standard in English Language Arts and Mathematics. These student groups benefit from personalized instruction, equitable access to high-quality digital learning opportunities, multilingual supports, meaningful family engagement, and timely interventions informed by student performance data.	\$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action: Provide one (1.0 FTE) Educational Technology Teacher on Special Assignment within the Educational Technology Department to provide professional learning, instructional coaching, and implementation support to educators serving unduplicated pupils. Support includes implementation of Digital Citizenship (Common Sense Media and Kyte Learning); Artificial Intelligence (AI) literacy; personalized learning through Canvas, District-approved adaptive learning platforms (i-Ready), digital assessment tools (Formative and Gradient), multilingual instructional resources and translation tools; family engagement platforms including TalkingPoints, Canvas, and SchoolMessenger; and data-informed instructional practices using Mastery Connect, Canvas, and other District assessment systems to identify student needs, monitor progress, and inform targeted instruction. Monitoring Metric: 2.1, 2.2, 2.5, 2.6		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure equitable access to a high-quality education for all students by providing them with fully credentialed teachers, instructional materials aligned with state standards, and well-maintained facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 was developed as a maintenance of progress goal to capture elements that contribute to conditions of learning for students. This goal broadly addresses the work to ensure safe and clean school facilities, the implementation of state academic standards, the availability of curriculum-aligned instructional materials, and fully credentialed teachers providing instruction authorized by their credentials. Although the Facilities Inspection Tool results consistently indicate all of our schools are in the good or exemplary levels, the scope of the tool does not fully capture the needs across the district of aging facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to Standards-Aligned Instructional Materials Williams Textbook Sufficiency CUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials	Fall 2023 2023 CUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials Grades K-12 for current fiscal year.	Fall 2024 2024 CUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials Grades K-12 for current fiscal year.	Fall 2025 2025 CUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials Grades K-12 for current fiscal year.	Fall 2026 2026 CUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials Grades K-12 for current fiscal year.	Fall 2023 to Fall 2025: No Change - 100% of students have textbooks and instructional materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grades K-12 for current fiscal year. LCFF Priority 1: Basic Services	100% of students have textbooks and instructional materials	100% of students have textbooks and instructional materials	100% of students have textbooks and instructional materials	100% of students have textbooks and instructional materials	
3.2	Facilities in "Good" Repair as Measured by Facilities Inspection Tool LCFF Priority 1: Basic Services	Fall 2023 All schools had an overall rating of Good or Exemplary during the Fall 2023 inspection.	Fall 2024 All schools had an overall rating of Good or Exemplary during the Fall 2024 inspection.	Fall 2025 All schools had an overall rating of Good or Exemplary during the Fall 2025 inspection.	Fall 2026 All schools had an overall rating of Good or Exemplary during the Fall 2026 inspection.	Fall 2023 to Fall 2025: No Change - All schools had an overall rating of Good or Exemplary during the Fall 2024 inspection.
3.3	Credential & Assignment Monitoring: Ineffective Teachers Teachers serving under the following: —Teaching Permit for Statutory Leave (TPSL) —Short-Term Staff Permit (STSP) LCFF Priority 1: Basic Services	2023-2024 Ineffective: 8 / 0.4% —TPSL: 2 —STSP: 6	2024-2025 Ineffective: 6 / 0.32% —TPSL: 5 —STSP: 1	2025-2026 Ineffective: 6 / 0.33% —TPSL: 6 —STSP: 0	2026-2027 Ineffective: < or = 0.4%	2023-2024 to 2024-2025: Ineffective: Decrease by 2 / 0.8% —TPSL: Increased by 3 —STSP: Decreased by 5
3.4	Credential & Assignment Monitoring: Out of Field Teachers Teachers serving under the following: —Local Assignment Option —Emergency CLAD/BCLAD: 12	2023-2024 Out of Field Teachers: 116 / 5.6% —Local Assignment Option: 101 —Emergency CLAD/BCLAD: 12	2023-2024 Out of Field Teachers: 14 / 0.74% —Local Assignment Option: 3	2025-2026 Out of Field Teachers: 81 / 4.5% —Local Assignment Option: 73	2026-2027 Out of Field Teachers: < or = 5.6%	2023-2024 to 2024-2025: Out of Field Teachers: Decrease by 112 / 4.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	—Emergency CLAD/BCLAD —General Education Limited Assignment Teaching Permit (GELAP) —Special Education Limited Assignment Permit (SELAP) LCFF Priority 1: Basic Services	—GELAP: 1 —SELAP: 2	—Emergency CLAD/BCLAD: 7 —GELAP: 2 —SELAP: 2	—Emergency CLAD/BCLAD: 5 —GELAP: 3 —SELAP: 0		—Local Assignment Option: Decreased by 98 —Emergency CLAD/BCLAD: Decreased by 5 —GELAP: Increased by 1 —SELAP: increased by 1
3.5	Credential & Assignment Monitoring: Inexperience Teachers Teachers with two or few years teaching LCFF Priority 1: Basic Services	2023-2024 Teachers with two or few years teaching: 237 / 11.0%	2024-2025 Teachers with two or few years teaching: 121 / 6.4% (Total Teachers 1,870)	2025-2026 Teachers with two or few years teaching: 98 / 5.5% (Total Teachers 1,773)	2026-2027 Teachers with two or few years teaching: < or = 11.0%	2023-2024 to 2024-2025: Teachers with two or few years teaching: Decreased by 116 / 4.6%
3.6	Access to and Enrollment in a Broad Course of Study CALPADS 3.7 - Course Section Enrollment Count & Details LCFF Priority 7: Access to a Broad Course of Study	2023-2024 Advanced Placement: 11,951 Art: 2,801 AVID: 1,165 Career Technical Ed: 7,399 Dance: 28 Drama/Theater: 907 Foreign Language: 9,222 IB MYP: 882 IB DP: 1,946 Music: 3,982	2024-2025 Advanced Placement: 11,494 Art: 2,741 AVID: 2,434 Career Technical Ed: 7,250 Dance: 61 Drama/Theater: 910 Foreign Language: 8,683 IB MYP: 921 IB DP: 2,070 Music: 4,048	2025-2026 Advanced Placement: 11,878 Art: 4,984 AVID: 1,350 Career Technical Ed: 8,098 Dance: 195 Drama/Theater: 1,547 Foreign Language: 8,412 IB MYP: 794 IB DP: 1,128 Music: 4,011	2026-2027 Advanced Placement: > or = 11,951 Art: > or = 2,801 AVID: > or = 1,165 Career Technical Ed: > or = 7,399 Dance: > or = 28 Drama/Theater: > or = 907 Foreign Language: > or = 9,222 IB MYP: > or = 882	2023-2024 to 2025-2026: Advanced Placement: -73 Art: +2,183 AVID: +185 Career Technical Ed: +699 Dance: +167 Drama/Theater: +640 Foreign Language: -810 IB MYP: -88 IB DP: -818

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					IB DP: > or = 1,946 Music: > or = 3,982	Music: +29
3.7	Priority 2 Self-Reflection Tool - Implementation of State Academic Standards LCFF Priority 2: Implementation of State Standards	2023-2024 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool	2024-2025 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool	2025-2026 Minimum score of 3 (Initial Implementation) or higher in all areas of the Reflection Tool	2026-2027 Maintain 3 or higher in all areas of the Reflection Tool	2023-2024 to 2025-2026 Maintained score of 3 or higher in all areas, No Change.

Goal Analysis [2025-26]

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

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

Goal 3 was carried out as a maintenance of progress effort focused on the District's core conditions of learning. The goal remained centered on ensuring that students had access to fully credentialed teachers, standards-aligned instructional materials, and well-maintained facilities, while also preserving broad course access and strong implementation of state academic standards. The reported metrics indicate that the District continued to maintain those core conditions during the prior year.

The clearest success was in the District's continued provision of basic instructional and facility conditions. The metrics show that 100 percent of students continued to have textbooks and instructional materials, all schools remained in the Good or Exemplary range on the Facilities Inspection Tool, and the Priority 2 self-reflection tool remained at a score of 3 or higher in all areas. Taken together, these results indicate that the District sustained strong implementation of basic services and state standards expectations.

Implementation was also effective in the staffing and course access areas. The credential and assignment metrics show improvement in several categories, including fewer ineffective teachers, fewer out-of-field teachers, and fewer teachers with two or fewer years of experience. The course access metric also shows that students continued to have access to a broad course of study, with notable growth in AP, CTE, art, dance, and drama/theater enrollment, alongside continued access to IB, music, and foreign language. These patterns suggest that the District successfully maintained a wide range of instructional opportunities while continuing to monitor staffing quality and assignment alignment.

The main challenge was that facility ratings do not fully capture the needs associated with aging school buildings. Although the Facilities Inspection Tool results were consistently in the Good or Exemplary range, the District recognizes that this measure does not fully capture the broader needs associated with aging facilities. Another challenge was that course access growth was uneven across program areas, with some offerings increasing and others declining from prior years, which suggests the District must continue balancing breadth of opportunity with staffing and enrollment realities.

Overall, the prior year's implementation of Goal 3 was stable and successful. The District maintained foundational conditions of learning, preserved broad instructional access, and improved staffing-related indicators, while continuing to monitor the practical limitations of aging facilities and shifting course enrollment patterns.

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.

Most Goal 3 actions were implemented substantially as planned, with a limited number of meaningful differences related to staffing, service utilization, and timing of fund use.

Action 3.2, New Teacher and Administrator Induction, was below the planned amount because personnel and program participation costs were lower than originally projected during the year while induction supports continued to be provided.

Action 3.3, Transportation, was below the planned amount because the District piloted an after-school bus route from San Juan Hills High School to support students in a concentrated high-need area, and overall transportation needs during the year were lower than originally projected.

Action 3.6, Learning Recovery Emergency Block Grant, was not implemented during the 2025-26 year because the District delayed use of the funds until 2026-27. The District intends to implement the funds in 2026-27 as originally described in the action.

The remaining Goal 3 actions, including 3.1 Class Size Reduction, 3.4 Expanded Learning Opportunity Program, and 3.5 Arts and Music in Schools, were implemented substantially as planned.

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

Overall, Goal 3 actions were effective in maintaining the District's core conditions of learning, and the monitoring metrics show that the District preserved strong performance in the areas this goal was designed to protect. Students continued to have access to standards-aligned instructional materials, school facilities remained in the Good or Exemplary range, the District sustained strong implementation of state academic standards, and staffing-related indicators improved. In that context, the actions under Goal 3 functioned primarily as stabilizing supports, with some actions contributing more directly than others to the District's progress.

Action 3.1, Class Size Reduction, appears effective in supporting the overall goal because it reinforces the conditions that allow students to access high-quality instruction. While the metric set does not isolate class size reduction by itself, the District's continued success in maintaining credentialed staffing, strong access to standards-aligned materials, and stable course access suggests that this action supported the broader instructional environment in a meaningful way.

Action 3.2, New Teacher and Administrator Induction, also appears effective. The staffing metrics show fewer ineffective teachers, fewer out-of-field teachers, and fewer teachers with two or fewer years of experience than in the prior year, which is consistent with a system that is supporting staff development and assignment stability. Even though these improvements cannot be attributed to this action alone, the induction program clearly aligns with the positive staffing trends reflected in the monitoring data.

Action 3.3, Transportation, was effective in the sense that it supported access and participation, which are essential to the District's conditions-of-learning goal. The broad course of study metric shows that students continued to have access to a wide range of opportunities, and transportation remains an enabling condition for participation in those offerings. Its effectiveness is therefore best understood as supporting access rather than driving a standalone outcome metric.

Action 3.4, Expanded Learning Opportunity Program, was effective because it helped preserve broad student access to enrichment and extended learning opportunities. The course access metric shows continued availability of a wide range of programs, and the District maintained overall stability in the core conditions of learning. This action supported that broader access structure and contributed to the District's ability to offer a broad course of study.

Action 3.5, Arts and Music in Schools, was effective and is one of the clearest examples of growth within the course access measures. Enrollment increased in art, dance, drama and theater, and music remained a robust part of the course of study. That pattern suggests that arts and music opportunities continued to be available and, in several areas, expanded during the year.

Action 3.6, Learning Recovery Emergency Block Grant, was not implemented during the year under review because the District delayed use of the funds until 2026-2027. As a result, the action did not contribute to current-year progress on the goal metrics; however, the District intends to implement the funds in 2026-2027 as originally described in the action.

Taken together, the Goal 3 actions were generally effective in maintaining the District's basic educational conditions and supporting broad course access. The strongest evidence of effectiveness appears in the stable materials and facilities results, improved staffing indicators, and sustained or expanded access to AP, CTE, arts, music, dance, and drama/theater. The main limitation is that several actions are support structures whose impact is indirect, so their effectiveness is best understood through the combined pattern of stable conditions and improved access rather than through one isolated metric.

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

The District made only modest changes to Goal 3 for the coming year. Because Goal 3 is a maintenance of progress goal, the overall direction remains the same: preserve access to credentialed teachers, standards-aligned instructional materials, strong facilities, and broad course access. The District did not redesign the goal in a major way; instead, it kept the existing structure in place and continued the same core expectations for conditions of learning.

The clearest continuation is in the metrics. The District kept the target of 100 percent access to textbooks and instructional materials, maintained the expectation that all schools remain in the Good or Exemplary range on the Facilities Inspection Tool, and continued the

Priority 2 self-reflection target of 3 or higher in all areas. These targets reflect a deliberate decision to sustain the District's strongest baseline conditions rather than change the goal's direction.

The staffing-related and course access metrics were also kept in place. The District continued to monitor ineffective teachers, out-of-field teachers, and inexperienced teachers, and it preserved broad course access expectations across AP, CTE, arts, music, IB, AVID, dance, drama/theater, and foreign language. This shows that the District's reflection on prior practice led to continued emphasis on maintaining strong staffing quality and protecting student access to a wide range of academic opportunities.

3.2 New Teacher and Administrator Induction: During the 2026-27 school year, the program will transition from LCFF supplemental funding to an employee-paid model, while the district continues to provide a California Teaching Commission on Teacher Credentialing-accredited teacher induction program and a clear administrative services credential program.

The main action-level change is the timing of the Learning Recovery Emergency Block Grant. The District delayed use of those funds until 2026-27, while intending to implement them as originally planned. That is the most significant adjustment for the coming year, and it is a timing shift rather than a change in program direction.

Overall, Goal 3 remains steady and focused. The District kept the goal, metrics, and targets largely intact, sustained the strongest conditions of learning already in place, and made only a limited timing adjustment to one action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Class Size Reduction	Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a large performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Action: Decrease class size per negotiated agreement and maintain instructional days at 180 days.	\$9,473,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 2.1, 2.2, 2.3		
3.2	New Teacher and Administrator Induction	Need: In 2023-2024, Capistrano Unified has 237 teachers with two or fewer years of teaching experience. This includes eight of the eighteen Title I schools (44%) with a higher percentage of inexperienced teachers working with low-income students and minority students. Twenty-six of our fifty-nine schools have a higher percentage of inexperienced teachers. Currently, 151 new teachers participate in Capistrano Unified's Teacher Induction program. Currently, 31 administrators are participating in the Administration Induction program (13 New Year 1 Candidates and 18 Continuing Year 2 Candidates). Providing high-quality New Teacher and Administrator Induction programs fulfills the critical support and mentoring needed for those new to their roles, working to upgrade their credentials, and navigating the first two years. Action: Provide a New Teacher and Administrator Induction program. Monitoring Metric: 3.4, 3.5, 3.6	\$327,685.00	No
3.3	Transportation	Need: In the City of San Juan Capistrano, there are not many (if at all) public transportation services that would connect families and students to several schools. The Housing Project of the South Orange County for All collaborative, funded by the Equity in OC (EiOC) initiative of the Orange County HealthCare Agency, determined a concentrated portion of San Juan Capistrano as a Community of Focus. The CoF is home to a Latino/x community who has lived in San Juan Capistrano, on average, 20 years. Most adults work in cleaning, landscaping, restaurants, and construction, with a median annual household income of \$36,000. Nearly half of households are in the Extremely Low Income AMI category and have children. These low wages combined with climbing rents have led to 44% of residents doubling or tripling up. However, even with doubling up, more than half of residents still spend over 50% of household income on their housing costs. Similarly, more than half of residents experience substandard housing conditions.	\$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action: Provide home-to-school transportation for students from low-income families who may otherwise be unable to get to and from school. Monitoring Metric: 1.1		
3.4	Expanded Learning Opportunity Program	The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade for unduplicated student groups (English Learners, Foster Youth, and Low-Income students). Action: Implement the Capistrano Unified School District - Expanded Learning Opportunity Program	\$11,498,349.00	No
3.5	Arts and Music in Schools	On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses. Action: Implement the Arts and Music in Schools program	\$5,812,404.00	No
3.6	Learning Recovery Emergency Block Grant	LEARNING RECOVERY EMERGENCY BLOCK GRANT ACTIVITY:	\$2,470,208.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Capistrano Unified School District does not have any unexpended LREBG funds. The Governor's January Budget and May Revise proposals identified a priority to restore funding that had been reduced in prior fiscal years due to state-level budget deficits. In anticipation of these funds being included in the 2025–2026 Budget Act, the Capistrano Unified School District conducted a comprehensive needs assessment to identify priorities for the use of restored LREBG funds. In accordance with Education Code Section 52064.4, LREBG funds must be incorporated into the Local Control and Accountability Plan (LCAP), or its annual update, covering the period from July 1, 2025, through June 30, 2028, as outlined in EC Section 52064.4(a)(1)–(6). All planned activities are contingent upon final adoption of the Budget Act, which must include a specific allocation for Capistrano Unified School District. Capistrano Unified School District (CUSD) has conducted a comprehensive needs assessment aligned with California Education Code Section 32526(d)(1) to guide the use of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 through 2027–28 school years. This assessment draws from the 2024 California School Dashboard and local benchmark data to identify students most in need of learning recovery supports, including those performing in the "Low" or "Very Low" range on academic indicators and those experiencing chronic absenteeism. Students with Disabilities, Socioeconomically Disadvantaged students, English Learners (ELs), and Long-Term English Learners (LTELs) remain among the most impacted student groups. While overall district performance remains strong—ELA and Math scores are 66.3 and 42.4 points above standard, respectively—Data reveals consistent performance disparities among student groups. The chronic absenteeism rate for grades K–8 is 13.3%, with students in the identified subgroups disproportionately represented in the “High” or “Very High” status levels. In English Learner Progress, 0% of secondary schools and only 25% (4 of 16) of elementary schools are currently rated “Green.”		

Action #	Title	Description	Total Funds	Contributing
		As required under EC Section 32526(d)(2) and (3), CUSD reviewed academic and chronic absenteeism metrics at both the LEA and school levels, disaggregated by pupil group. The assessment included CAASPP scale scores in English Language Arts and Mathematics, performance on the English Learner Progress Indicator (ELPI), and chronic absenteeism data for students in the “High” or “Very High” status levels. Further analysis was conducted using local metrics pursuant to EC Section 32526(d)(5), including DIBELS and i-Ready benchmark assessments, formative assessments, and real-time attendance monitoring. In 2023–24, 20% of third-grade students were identified at Strategic/Intensive levels on DIBELS, and 32% of students were placed in Tier II or Tier III math intervention based on i-Ready data. Additionally, local indicators revealed a decline in the percentage of EL students making expected progress toward English proficiency. Based on this data analysis, the district identified the following action: CUSD will invest \$2,470,208 in class size reduction (Goal 3, Action 3.6) at targeted school sites to support learning recovery and close persistent achievement gaps. Smaller class sizes allow for more personalized instruction, improved teacher-student interaction, and greater flexibility to implement differentiated supports, especially for early learners and students with academic risk factors. This approach aligns with national research and the district’s local metrics, indicating that students in smaller classes consistently outperform peers in more crowded settings on early literacy benchmarks such as DIBELS and foundational numeracy measures. Class size reduction is expected to have a compounding effect when paired with intervention services, English Language Development strategies, and MTSS structures. The district will monitor effectiveness through cohort-based analysis of growth in DIBELS, i-Ready, and CAASPP performance, with particular attention to ELs and Students with Disabilities in primary grades. CUSD will revisit this needs assessment annually using both state and local metrics to monitor effectiveness, improve implementation, and ensure strategic use of LREBG funds aligned with identified student needs.		

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 2.1, 2.2, 2.3		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In 2026-2027, provide strategic and systemic support for student groups underperforming at the district and school site levels to improve student outcomes as measured by the California Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Districts 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 are required to 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. Based on the California Dashboard, Capistrano Unified has two student groups performing at the red level (Foster Youth- Suspension; Pacific Islander - Chronic Absenteeism). Seven schools within the district have an indicator at the red level. Additionally, forty-one schools have a student group performing at the red level. This goal is to focus the resources of the district office systemically to address indicators and student groups in distress based on the California Dashboard. Additionally, this goal is consistent with our belief that improving outcomes for underperforming students benefits all students, including very high-performing students. In June 2026, this goal was updated to reflect the 2026-2027 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Aliso Niguel High Red/Low Indicator Student Group within School: * Suspension: AA	2023 CA DASHBOARD Suspension Rate * African American - 10.3% suspended at least one day (Increased 5%)	2024 CA DASHBOARD Suspension Rate * African American (Yellow) - 6.5% suspended (Declined 3.8%)	2025 CA DASHBOARD Suspension Rate * African American No Performance Color due to N-Size -	2026 CA DASHBOARD Suspension Rate * African American - 8.8% suspended at least one day	Dashboard 2023 to Dashboard 2025: Suspension Rate * African American - Declined 10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				0% Suspended (Declined 6.5%)	(Decrease by at least 1.5%)	
4.2	Arroyo Vista Elementary Red/Low Indicator: Student Group within School: * Chronic Absenteeism: SED, SWD, WH	2023 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 22.7% chronically absent (Maintained 0%) * Students with Disabilities - 21% chronically absent (Increased by 7.6%) * White - 13.2% chronically absent (Increased by 4.4%)	2024 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Orange) - 22.1% chronically absent (Declined 0.6%) * Students with Disabilities - 14.9% chronically absent (Declined 6%) * White - 10.4% chronically absent (Declined 2.7%)	2025 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Orange) - 11.9% chronically absent (Increased 3.1%) * Students with Disabilities (Orange) - 14.1% chronically absent (Increased 4%) * White (Yellow) - 6.7% chronically absent (Maintained 0.3%)	2026 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 21.2% chronically absent (Decline by at least 1.5%) * Students with Disabilities - 19.5% chronically absent (Decline by at least 1.5%) * White - 11.7% chronically absent (Decline by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Socioeconomically Disadvantaged - Declined 10.8% * Students with Disabilities - Declined 6.9% * White - Declined 6.5%
4.3	Arroyo Vista Middle Red/Low Indicator Student Group within School: * Chronic Absenteeism: SED	2023 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 20.2% chronically absent (Increased 4.3%)	2024 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 12.5% chronically absent (Declined by 7.7%)	2025 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Green) - 6.6% chronically absent (Declined by 3.1%)	2026 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 18.7% chronically absent (Decline by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Socioeconomically Disadvantaged - Declined by 13.6%
4.4	Bathgate Elementary Red/Low Indicator	2023 CA DASHBOARD Chronic Absenteeism	2024 CA DASHBOARD	2025 CA DASHBOARD	2026 CA DASHBOARD	Dashboard 2023 to Dashboard 2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Group within School: * Chronic Absenteeism: EL	* English Learners - 24.1% chronically absent (Increased 2.5%)	Chronic Absenteeism * English Learners - 16.4% chronically absent (Declined 7.6%)	Chronic Absenteeism * English Learners - (Orange) 16.9% chronically absent (Increased 0.5%)	Chronic Absenteeism * English Learners - 22.6% chronically absent (Decline by at least 1.5%)	Chronic Absenteeism * English Learners - Declined 7.2%
4.5	Bernice Ayer Middle Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL, SED	2023 CA DASHBOARD Chronic Absenteeism * English Learners - 30.1% chronically absent (Increased 3.8%) * Socioeconomically Disadvantaged - 27% chronically absent (Maintained 0.4%)	2024 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 27.6% chronically absent (Declined 2.5%) * Socioeconomically Disadvantaged (Yellow) - 23% chronically absent (Declined 4%)	2025 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 21.6% chronically absent (Declined 6%) * Socioeconomically Disadvantaged (Yellow) - 17.4% chronically absent (Declined 5.6%)	2026 CA DASHBOARD Chronic Absenteeism * English Learners - 28.6% chronically absent (Decline by at least 1.5%) * Socioeconomically Disadvantaged - 25.5% chronically absent (Decline by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learners - Declined 8.5% * Socioeconomically Disadvantaged - Declined 9.6%
4.6	Canyon Vista Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: HIS	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 22% chronically absent (Increased 0.7%)	2024 CA DASHBOARD Chronic Absenteeism * Hispanic (Yellow) - 10.3% chronically absent (Declined 8.1%)	2025 CA DASHBOARD Chronic Absenteeism * Hispanic (Orange) - 15.5% chronically absent (Declined 1.7%)	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 20.5% chronically absent (Decline by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Declined 6.5%
4.7	Capistrano Union High (CSI) School within the LEA: * English Language Arts * Mathematics * College/Career	2023 CA DASHBOARD English Language Arts * All Students - 99.4 points below standard (Declined 35.1 points)	2024 CA DASHBOARD English Language Arts * All Students - 54.4 points below	2025 CA DASHBOARD English Language Arts 2025 CA DASHBOARD	2026 CA DASHBOARD English Language Arts * All Students - 90.4 points below	Dashboard 2023 to Dashboard 2025: English Language Arts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Suspension Student Group within School: * English Language Arts: HIS, SED * Mathematics: HIS, SED * College/Career: HIS, HOM, SED * Suspension: EL, HIS, HOM, SED, WH CSI: Low Performance	* Hispanic - 112.5 points below standard (Declined 50.3 points) * Socioeconomically Disadvantaged - 105.1 points below standard (Declined 38.1 points) Mathematics * All Students - 196.2 points below standard (Declined 4.9 points) * Hispanic - 196.6 points below standard (Maintained -1.3 points) * Socioeconomically Disadvantaged - 197.6 points below standard (Declined 6.7 points) College/Career * All Students - 1.4% prepared * Hispanic - 2.5% prepared * Homeless - 0% prepared * Socioeconomically Disadvantaged - 0% prepared Suspension * All Students - 14% suspended (Increased 1.1%)	standard (Increased 45 points) * Hispanic - 57.9 points below standard (Increased 54.6 points) * Socioeconomically Disadvantaged - 56.8 points below standard (Increased 48.3 points) Mathematics * All Students - 158.9 points below standard (Increased 37.3 points) * Hispanic - 143.6 points below standard (Increased 53 points) * Socioeconomically Disadvantaged - 163.1 points below standard (Increased 34.5 points) College/Career	English Language Arts No Performance Color due to N-Size * All Students - 74.8 points below standard (Declined 2.04 points) * Hispanic - 75.6 points below standard (Declined 17.7 points) * Socioeconomically Disadvantaged - 72.6 points below standard (Declined 15.7 points) Mathematics No Performance Color due to N-Size * All Students - 195.6 points below standard (Declined 36.8 points) * Hispanic - 201.3 points below standard (Declined 57.8 points) * Socioeconomically Disadvantaged -	standard (Increase by at least 9 points) * Hispanic - 103.5 points below standard (Increase by at least 9 points) * Socioeconomically Disadvantaged - 96.1 points below standard (Increase by at least 9 points) Mathematics * All Students - Increased 0.6 points * Hispanic - Increased 4.7points * Socioeconomically Disadvantaged - Increased 1.4 points College/Career * All Students - Increased 3.5% * Hispanic - Maintained 0.3% * Homeless - Increased 3.7% * Socioeconomically Disadvantaged - Increased 4.1%	* All Students - Increased 24.6 points * Hispanic - Increased 36.9 points * Socioeconomically Disadvantaged - Increased 32.5 points Mathematics * All Students - Increased 0.6 points * Hispanic - Increased 4.7points * Socioeconomically Disadvantaged - Increased 1.4 points College/Career * All Students - Increased 3.5% * Hispanic - Maintained 0.3% * Homeless - Increased 3.7% * Socioeconomically Disadvantaged - Increased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* English Learners - 27.3% suspended (Increased 9.6%) * Hispanic - 15.8% suspended (Increased 2%) * Homeless - 22.1% suspended (Increased 8.9%) * Socioeconomically Disadvantaged - 15.3% suspended (Increased 0.3%) * White - 10.3% suspended (Maintained -0.2%)	* All Students (Orange) - 4.3% prepared (Increased 2.9%) * Hispanic (Red) - 4% prepared (Maintained 1.5%) * Homeless (Orange) - 5% prepared (Increased 5%) * Socioeconomically Disadvantaged (Orange) - 3.2% prepared (Increased 3.2%) Suspension * All Students (Orange) - 12.9% suspended (Declined 1.1%) * English Learners (Orange) - 13.6% suspended (Declined 13.6%) * Hispanic (Orange) - 13.1% suspended (Declined 2.7%) * Homeless - 20.3% suspended (Declined 1.7%) * Socioeconomically Disadvantaged	199 points below standard (Declined 35.9 points) College/Career * All Students (Red) - 4.9% prepared (Maintained -0.9%) * Hispanic (Red) - 2.8% prepared (Maintained -1.2%) * Homeless No Performance Color due to N-Size 3.7% prepared (Maintained -1.3%) * Socioeconomically Disadvantaged (Red) - 4.1% prepared (Maintained 0.9%) Suspension * All Students (Yellow) - 9.6% suspended (Declined 3.2%) * English Learners (Red) - 14% suspended (Increased 0.4%) * Hispanic (Orange) - 10.9%	* All Students - 7.4% prepared (Increase by at least 6%) * Hispanic - 8.5% prepared (Increase by at least 6%) * Homeless - 6% prepared (Increase by at least 6%) * Socioeconomically Disadvantaged - 6% prepared (Increase by at least 6%) Suspension * All Students - 12.5% suspended (Decrease by at least 1.5%) * English Learners - 25.8% suspended (Decrease by at least 1.5%) * Hispanic - 14.3% suspended (Decrease by at least 1.5%) * Homeless - 20.6% suspended (Decrease by at least 1.5%) * Socioeconomically	Suspension * All Students - Declined 4.4% * English Learners - Declined 13.3% * Hispanic - Declined 4.9% * Homeless - Declined 14.6% * Socioeconomically Disadvantaged - Declined 7% * White - Declined 5.5% ***CONTINUED TSI***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Orange) - 13.9% suspended (Declined 1.4%) * White (Yellow) - 9.3% suspended (Declined 1%) ***EXITED CSI*** ***ENTER TSI***	suspended (Declined 2.2%) * Homeless (Yellow)- 7.5% suspended (Declined 12.8%) * Socioeconomically Disadvantaged (Yellow) - 8.3% suspended (Declined 5.6%) * White (Green) - 4.8% suspended (Declined 4.5%) ***CONTINUED TSI***	Disadvantaged - 13.8% suspended (Decrease by at least 1.5%) * White - 8.8% suspended (Decrease by at least 1.5%)	
4.8	Capistrano Valley High Red/Low Indicator Student Group within School: * English Language Arts: EL, SWD * Suspension: EL, SWD	2023 CA DASHBOARD English Language Arts * English Learner - 93 points below standard (Declined 27.8 points) * Students with Disabilities - 117.7 points below standard (Declined 15.9 points) Suspension * English Learner - 12.8% suspended (Increased 1.5%) * Students with Disabilities - 13.1% suspended (Maintained 0%)	2023 CA DASHBOARD English Language Arts * English Learner (Red) - 99.2 points below standard (Declined 6.2 points) * Students with Disabilities (Orange) - 97.3 points below standard (Increase 20.4 points) Suspension	2025 CA DASHBOARD English Language Arts * English Learner (Red) - 101.7 points below standard (Maintained -2.5 points) * Students with Disabilities (Orange) - 75.1 points below standard (Increase 22.2 points) Suspension	2026 CA DASHBOARD English Language Arts * English Learner - 84 points below standard (Increase by at least 9 points) * Students with Disabilities - 108.7 points below standard (Increase by at least 9 points) Suspension	Dashboard 2023 to Dashboard 2025: English Language Arts * English Learner - Increased 8.7points * Students with Disabilities - Increase 42.6 points Suspension * English Learners - Declined 5.5% * Students with Disabilities - Declined 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* English Learners (Red) - 13.3% suspended (Increased 0.5%) * Students with Disabilities (Yellow) - 9.1% suspended (Declined 4%)	* English Learners (Yellow) - 7.3% suspended (Declined 6%) * Students with Disabilities (Yellow) - 8.2% suspended (Declined 0.9%)	* English Learner - 11.3% suspended (Decrease by at least 1.5%) * Students with Disabilities - 11.6% suspended (Decrease by at least 1.5%)	
4.9	Carl Hankey Elementary (ATSI) Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL, HIS, HOM, MR, SED, SWD ATSI: **Two or More Races: Chronic Absenteeism **Students with Disabilities: Chronic Absenteeism	2023 CA DASHBOARD Chronic Absenteeism * English Learner - 20.3% chronically absent (Increased 6.8%) * Hispanic - 23.4% chronically absent (Increased 1.1%) * Homeless - 34.3% chronically absent (Increased 17.1%) * Two or More Races - 22.4% chronically absent (Increased 0.6%) * Socioeconomically Disadvantaged - 22.6% chronically absent (Maintained -0.1%) * Students with Disabilities - 22.6% chronically absent (Maintained -0.1%)	2024 CA DASHBOARD Chronic Absenteeism * English Learners (Red) - 20.3% chronically absent (Maintained 0%) * Hispanic - 16.7% chronically absent (Declined 6.7%) * Homeless - No Performance Color - Fewer than 11 students * Two or More Races (Green) - 5.9% chronically absent (Declined 16.6%) * Socioeconomically Disadvantaged (Yellow) - 16.1% chronically absent (Declined 6.5%)	2025 CA DASHBOARD Chronic Absenteeism * English Learners (Yellow) - 12.5% chronically absent (Declined 7.8%) * Hispanic - (Yellow) 12.4% chronically absent (Declined 4.3%) * Homeless - No Performance Color - Fewer than 11 students * Two or More Races (Orange) - 7.8% chronically absent (Increased 2%) * Socioeconomically Disadvantaged (Yellow) - 13.8% chronically absent (Declined 2.3%)	2026 CA DASHBOARD Chronic Absenteeism * English Learner - 18.8% chronically absent (Decrease by at least 1.5%) * Hispanic - 21.9% chronically absent (Decrease by at least 1.5%) * Homeless - 32.8% chronically absent (Decrease by at least 1.5%) * Two or More Races - 20.9% chronically absent (Decrease by at least 1.5%) * Socioeconomically Disadvantaged - 21.1% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learners - Declined 7.8% * Hispanic - Declined 11% * Homeless - No Performance Color - Fewer than 11 students * Two or More Races - Declined 14.6% * Socioeconomically Disadvantaged - Declined 8.8% * Students with Disabilities - Declined 5.2% **EXITED ATSI**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Students with Disabilities (Yellow) - 13.7% chronically absent (Declined 11.8%) **EXITED ATSI**	* Students with Disabilities (Orange) - 17.4% chronically absent (Increased 3.7%)	* Students with Disabilities - 21.1% chronically absent (Decrease by at least 1.5%)	
4.10	Carl Hankey Middle Red/Low Indicator School within the LEA: * Chronic Absenteeism Student Group within School: * Chronic Absenteeism: HIS, SWD, WH	2023 CA DASHBOARD Chronic Absenteeism * All Students - 19.7% chronically absent (Increased 3.4%) * Hispanic - 25.6% chronically absent (Increased 4%) * Students with Disabilities - 30.8% chronically absent (Increased 12.8%) * White - 21.6% chronically absent (Increased 6.8)	2024 CA DASHBOARD Chronic Absenteeism * All Students - 12.8% chronically absent (Declined 6.9%) * Hispanic (Yellow) - 16% chronically absent (Declined 9.6%) * Students with Disabilities (Yellow) - 30.8% chronically absent (Increased 12.8%) * White (Green) - 8.8% chronically absent (Declined 12.8%)	2025 CA DASHBOARD Chronic Absenteeism * All Students (Orange)- 14.1% chronically absent (Increased 1.4%) * Hispanic (Yellow) - 14.3% chronically absent (Declined 1.7%) * Students with Disabilities (Orange) - 20% chronically absent (Maintained 0%) * White (Orange) - 10% chronically absent (Increased 1.2%)	2026 CA DASHBOARD Chronic Absenteeism * All Students - 18.2% chronically absent (Decrease by at least 1.5%) * Hispanic - 24.1% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 29.3% chronically absent (Decrease by at least 1.5%) * White - 20.1% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * All Students - Declined 5.6% * Hispanic - Declined 11.3% * Students with Disabilities - Declined 10.8% * White - Declined 11.6%
4.11	Castille Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: SED	2023 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 26.2% chronically absent (Increased 4.4%)	2024 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged	2025 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged	2026 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged -	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Yellow) - 17.2% chronically absent (Declined 9%)	(Yellow) - 15.4% chronically absent (Declined 1.8%)	24.7% chronically absent (Decrease by at least 1.5%)	Disadvantaged - Declined 10.8%
4.12	Chaparral Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: HIS, SWD	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 25.6% chronically absent (Increased 0.6%) * Students with Disabilities - 24.1% chronically absent (Increased 2.1%)	2024 CA DASHBOARD Chronic Absenteeism * Hispanic - 20% chronically absent (Declined 5.6%) * Students with Disabilities - 14.4% chronically absent (Declined 9.7%)	2025 CA DASHBOARD Chronic Absenteeism * Hispanic - (Yellow) 15.1% chronically absent (Declined 4.9%) * Students with Disabilities - (Orange) 15.3% chronically absent (Increased 0.9%)	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 24.1% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 22.6% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Declined 10.1% * Students with Disabilities - Declined 8.8%
4.13	Clarence Lobo Elementary Red/Low Indicator School within the LEA: * English Learner Progress Student Group within School: * English Language Arts: SWD * Mathematics: SWD * Chronic Absenteeism: EL, HIS * Suspension: WH	2023 CA DASHBOARD English Learner Progress Indicator * 41.7% making progress towards English language proficiency (Declined 15.5%) English Language Arts * Students with Disabilities - 78.7 points below standard (Declined 9.8 points) Mathematics * Students with Disabilities - 96.9 points	2024 CA DASHBOARD English Learner Progress Indicator * 27.3% making progress towards English language proficiency (Red - Declined 14.4%) English Language Arts * Students with Disabilities (Red) - 89.7 points below standard (Declined 11 points) Mathematics	2025 CA DASHBOARD English Learner Progress Indicator * 40% making progress towards English language proficiency (Yellow - Increased 12.7%) English Language Arts * Students with Disabilities (Yellow) - 58.6 points below standard (Increased 31.1 points)	2026 CA DASHBOARD English Learner Progress Indicator * 47.7% making progress towards English language proficiency (Increase by at least 6%) English Language Arts * Students with Disabilities - 69.7 points below standard (Increased by at least 9 points)	Dashboard 2023 to Dashboard 2025: English Learner Progress Indicator - Declined 1.7% English Language Arts * Students with Disabilities - Increased 20.1 points Mathematics * Students with Disabilities - Increased 38.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard (Maintained 0.3 points) Chronic Absenteeism * English Learner - 45.2% chronically absent (Increased 3.3%) * Hispanic - 41.6% chronically absent (Maintained -0.2%) Suspension * White - 3.8% suspended (Increased 2.4%)	* Students with Disabilities (Yellow) - 81.7 points below standard (Increased 15.2 points) Chronic Absenteeism * English Learner (Orange) - 27.9% chronically absent (Declined 17.3%) * Hispanic (Orange) - 23.9% chronically absent (Declined 17.7%) Suspension * White (Green) - 1.4% suspended (Declined 2.4%)	Mathematics * Students with Disabilities (Yellow) - 58 points below standard (Increased 23.7 points) Chronic Absenteeism * English Learner (Orange) - 23.1% chronically absent (Declined 4.9%) * Hispanic (Orange) - 21.5% chronically absent (Declined 2.4%) Suspension * White (Green) - .7% suspended (Declined .7%)	Mathematics * Students with Disabilities - 87.9 points below standard (Increased by at least 9 points) Chronic Absenteeism * English Learner - 44.7% chronically absent (Decrease by at least 1.5%) * Hispanic - 40.1% chronically absent (Decrease by at least 1.5%) Suspension * White - 2.3% suspended (Decrease by at least 1.5%)	Chronic Absenteeism * English Learner - Declined 22.1% * Hispanic - Declined 20.1% Suspension * White - Declined 3.1%
4.14	Concordia Elementary (ATSI) Red/Low Indicator Student Group within School: Chronic Absenteeism: HIS, MR, SWD ATSI: **Two or More Races: Chronic Absenteeism	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 41.5% chronically absent (Increased 1%) * Two or More Races - 45.7% chronically absent (Increased 16.1%) * Students with Disabilities - 35.1%	2024 CA DASHBOARD Chronic Absenteeism * Hispanic - 28.1% chronically absent (Declined 13.4%) * Two or More Races (Yellow) - 14% chronically	2025 CA DASHBOARD Chronic Absenteeism * Hispanic (Red)- 27.9% chronically absent (Maintained -0.2%) * Two or More Races (Red) - 21%	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 40% chronically absent (Decrease by at least 1.5%) * Two or More Races - 44.2% chronically absent	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Declined 13.6% * Two or More Races - Declined 24.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		chronically absent (Increased 2.9%)	absent (Declined 31.7%) * Students with Disabilities (Orange) - 23.5% chronically absent (Declined 11.6%) **EXITED ATSI**	chronically absent (Increased 7%) * Students with Disabilities (Orange) - 20.8% chronically absent (Declined 2.8%)	(Decrease by at least 1.5%) * Students with Disabilities - 33.6% chronically absent (Decrease by at least 1.5%)	* Students with Disabilities - Declined 14.3% **EXITED ATSI**
4.15	Dana Hills High Red/Low Indicator Student Group within School: * English Language Arts: SWD * Mathematics: SWD * College/Career: EL * Suspension: EL	2023 CA DASHBOARD English Language Arts * Students with Disabilities - 148.9 points below standard (Declined 57.2 points) Mathematics * Students with Disabilities - 214.3 points below standard (Declined 31.6 points) College/Career * English Learner - 3.3% prepared Suspension * English Learner - 10.1% suspended (increased 2%)	2024 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 122.1 points below standard (Increased 26.8 points) Mathematics * Students with Disabilities (Red) - 219.4 points below standard (Declined 5.1 points) College/Career * English Learner - 4% prepared (Maintained 0.7%) Suspension * English Learner (Yellow) - 7.7%	2025 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 92.8 points below standard (Increased 29.3 points) Mathematics * Students with Disabilities (Orange) - 157 points below standard (Increased 62.5 points) College/Career * English Learner - 12.1% prepared (Increased 8.1%) Suspension	2026 CA DASHBOARD English Language Arts * Students with Disabilities - 139.9 points below standard (Increase by at least 9 points) Mathematics * Students with Disabilities - 205.3 points below standard (Increase by at least 9 points) College/Career * English Learner - 9.3% prepared (Increase by at least 6%) Suspension	Dashboard 2023 to Dashboard 2025: English Language Arts * Students with Disabilities - Increased 56.1 points Mathematics * Students with Disabilities - Increased 57.3 points College/Career * English Learner - Increased 8.8% Suspension * English Learner - Declined 4.5% ***ENTER TSI***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspended (Declined 2.3%) ***ENTER TSI***	* English Learner (Green) - 5.6% suspended (Declined 2.1%) ***EXIT TSI***	* English Learner - 8.6% suspended (Decrease by at least 1.5%)	
4.16	Del Obispo Elementary (ATSI) Red/Low Indicator: Student Group within School: * English Language Arts: EL, HOM, SWD * Chronic Absenteeism: HOM, MR, SWD ATSI: **Two or More Races: Chronic Absenteeism	2023 CA DASHBOARD English Language Arts * English Learners - 89.3 points below standard (Declined 7.6 points) * Homeless - 81.8 points below standard (Declined 31.1 points) * Students with Disabilities - 84.8 points below standard (Maintained -0.7 points) Chronic Absenteeism * Homeless - 43.9% chronically absent (Increased 4.9%) * Two or More Races - 28.9% chronically absent (Increased 1%) * Students with Disabilities - 36.8% chronically absent (Increased 0.7%)	2024 CA DASHBOARD English Language Arts * English Learners (Yellow) - 69.2 points below standard (Increase 20.2 points) * Homeless (Yellow) - 36 points below standard (Increased 45.8 points) * Students with Disabilities (Red) - 106.3 points below standard (Declined 21.5 points) Chronic Absenteeism * Homeless (Orange) - 34.9% chronically absent (Declined 9%) * Two or More Races (Red) - 30.6% chronically	2025 CA DASHBOARD English Language Arts * English Learners (Yellow) - 65.1 points below standard (Increase 4.1points) * Homeless (Orange) - 33.1 points below standard (Maintained 2.8 points) * Students with Disabilities (Orange) - 85.4 points below standard (Increased 21 points) Chronic Absenteeism * Homeless (Orange) - 27.1% chronically absent (Declined 7.8%)	2026 CA DASHBOARD English Language Arts * English Learners - 80.3 points below standard (Increase by at least 9 points) * Homeless - 72.8 points below standard(Increase by at least 9 points) * Students with Disabilities - 75.8 points below standard (Increase by at least 9 points) Chronic Absenteeism * Homeless - 42.4% chronically absent (Decrease by at least 1.5%) * Two or More Races - 27.4% chronically absent	Dashboard 2023 to Dashboard 2025: English Language Arts * English Learners - Increase 24.2 points * Homeless - Increased 48.7 points * Students with Disabilities - Declined .6 points Chronic Absenteeism * Homeless - Declined 16.8% * Two or More Races - Increased 7% * Students with Disabilities - Declined 11% ***ATSI CONTINUED***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			absent (Increased 1.6%) * Students with Disabilities (Orange) - 32% chronically absent (Declined 4.8%) ***ATSI CONTINUED***	* Two or More Races (Red) - 35.9% chronically absent (Increased 5.3%) * Students with Disabilities (Orange) - 25.8% chronically absent (Declined 6.3%) ***ATSI CONTINUED***	(Decrease by at least 1.5%) * Students with Disabilities - 35.3% chronically absent (Decrease by at least 1.5%)	
4.17	Don Juan Avila Elementary Red/Low Indicator School within the LEA: * English Learner Progress Student Group within School: * Chronic Absenteeism: SED	2023 CA DASHBOARD English Learner Progress Indicator * 44.1% making progress towards English language proficiency (Declined 12.3%) Chronic Absenteeism * Socioeconomically Disadvantaged - 25.7% chronically absent (Increased 1.2%)	2024 CA DASHBOARD English Learner Progress Indicator * 47.1% making progress towards English language proficiency (Green - Increased 2.9%) Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 20.8% chronically absent (Declined 4.8%)	2025 CA DASHBOARD English Learner Progress Indicator * 37.5% making progress towards English language proficiency (Orange - Declined 9.6%) Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 11% chronically absent (Declined 9.8%)	2026 CA DASHBOARD English Learner Progress Indicator * 50.1% making progress towards English language proficiency (Increase by at least 6%) Chronic Absenteeism * Socioeconomically Disadvantaged - 24.2% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: English Learner Progress Indicator - Declined 6.6% Chronic Absenteeism * Socioeconomically Disadvantaged - Declined 14.7%
4.18	Don Juan Avila Middle Red/Low Indicator	2023 CA DASHBOARD Chronic Absenteeism	2024 CA DASHBOARD	2025 CA DASHBOARD	2026 CA DASHBOARD	Dashboard 2023 to Dashboard 2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Group within School: * Chronic Absenteeism: EL, HIS	* English Learners - 28.3% chronically absent (Increased 9.7%) * Hispanic - 25.3% chronically absent (Maintained -0.1%)	Chronic Absenteeism * English Learners (Yellow) - 15.1% chronically absent (Decline 13.2%) * Hispanic (Yellow) - 19.8% chronically absent (Declined 5.5%)	Chronic Absenteeism * English Learners (Orange) - 15.1% chronically absent (Maintained 0%) * Hispanic (Yellow) - 17.3% chronically absent (Declined 2.5%)	Chronic Absenteeism * English Learners - 26.8% chronically absent (Decrease by at least 1.5%) * Hispanic - 23.8% chronically absent (Decrease by at least 1.5%)	Chronic Absenteeism * English Learners - Decline 1.5% * Hispanic - Declined 8%
4.19	Esencia Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL	2023 CA DASHBOARD Chronic Absenteeism * English Learner - 25% chronically absent (Increased 10.7%)	2024 CA DASHBOARD Chronic Absenteeism * English Learner - 9.7% chronically absent (Declined 15.3%)	2025 CA DASHBOARD Chronic Absenteeism * English Learner - (Orange) 15% chronically absent (Increased 5.3%)	2026 CA DASHBOARD Chronic Absenteeism * English Learner - 23.5% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learner - Declined 10%
4.20	Fred Newhart Middle Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL, HIS, HOM, SWD * Suspension: EL, HIS, HOM, SED, SWD	2023 CA DASHBOARD Chronic Absenteeism * English Learner - 32.9% chronically absent (Increased 12.2%) * Hispanic - 26.3% chronically absent (Increased 6.9%) * Homeless - 29.9% chronically absent (Maintained 0.3%) * Students with Disabilities - 27.4% chronically absent (Increased 3.8%)	2024 CA DASHBOARD Chronic Absenteeism * English Learner (Yellow) - 14.9% chronically absent (Decline 18%) * Hispanic (Yellow) - 12% chronically absent (Declined 14.2%) * Homeless (Yellow) - 16.3% chronically absent (Declined 13.6%)	2025 CA DASHBOARD Chronic Absenteeism * English Learner (Orange) - 18.6% chronically absent (Increased 3.6%) * Hispanic (Red) - 15.3% chronically absent (Increased 3.3%) * Homeless (Red) - 22.1% chronically absent (Increased 5.8%)	2026 CA DASHBOARD Chronic Absenteeism * English Learner - 31.4% chronically absent (Decrease by at least 1.5%) * Hispanic - 24.8% chronically absent (Decrease by at least 1.5%) * Homeless - 28.4% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learner - Decline 14.3% * Hispanic - Declined 11% * Homeless - Declined 7.8% * Students with Disabilities - Declined 11.1% Suspension * English Learners - Declined 9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension * English Learners - 19.5% suspended (Increased 15.8%) * Hispanic - 10.2% suspended (Increased 6.4%) * Homeless - 16.1% suspended (Increased 11.2%) * Socioeconomically Disadvantaged - 9% suspended (Increased 4.4%) * Students with Disabilities 0 15% suspended (Increased 11.2%)	* Students with Disabilities (Yellow) - 13.6% chronically absent (Declined 13.8%) Suspension * English Learners (Yellow) - 11.4% suspended (Declined 8.1%) * Hispanic (Yellow) - 9% suspended (Declined 1.2%) * Homeless - 8.8% suspended (Declined 7.3%) * Socioeconomically Disadvantaged (Green) - 7.9% suspended (Declined 1.1%) * Students with Disabilities (Yellow) - 9.2% suspended (Decline 5.7%)	* Students with Disabilities (Orange) - 16.3% chronically absent (Increased 2.7%) Suspension * English Learners (Yellow) - 9.9% suspended (Declined 1.5%) * Hispanic (Green) - 6% suspended (Declined 3.1%) * Homeless (Red)- 14.7% suspended (Increased 6%) * Socioeconomically Disadvantaged (Green) - 5.8% suspended (Declined 2.1%) * Students with Disabilities (Yellow) - 8.4% suspended (Decline 0.9%)	* Students with Disabilities - 25.9% chronically absent (Decrease by at least 1.5%) Suspension * English Learners - 18% suspended (Decrease by at least 1.5%) * Hispanic - 8.7% suspended (Decrease by at least 1.5%) * Homeless - 14.6% suspended (Decrease by at least 1.5%) * Socioeconomically Disadvantaged - 7.5% suspended (Decrease by at least 1.5%) * Students with Disabilities 0 13.5% suspended (Decrease by at least 1.5%)	* Hispanic - Declined 4.2% * Homeless - Declined 1.4% * Socioeconomically Disadvantaged - Declined 3.2% * Students with Disabilities - Decline 6.6%
4.21	George White Elementary (ATSI) Red/Low Indicator Student Group within School:	2023 CA DASHBOARD Chronic Absenteeism * English Learners - 37.9% chronically absent (Increased 11.3%)	2024 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 22.5%	2025 CA DASHBOARD Chronic Absenteeism * English Learners (Yellow) - 12.3%	2026 CA DASHBOARD Chronic Absenteeism * English Learners - 36.4% chronically	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learners - Declined 25.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Chronic Absenteeism: EL, HIS, SED, SWD ATSI: **Students with Disabilities: Chronic Absenteeism, Suspension Rate	* Hispanic - 30.5% chronically absent (Maintained -0.4%) * Socioeconomically Disadvantaged - 30.7% chronically absent (Maintained 0.1%) * Students with Disabilities - 22.2% chronically absent (Maintained -0.3%)	chronically absent (Declined 15.3%) * Hispanic (Yellow) - 18.6% chronically absent (Declined 11.9%) * Socioeconomically Disadvantaged (Yellow) - 19.4% chronically absent (Declined 11.3%) * Students with Disabilities (Orange) - 20.3% chronically absent (Declined 2%) ***EXITED ATSI***	chronically absent (Declined 10.3%) * Hispanic (Yellow) - 16.3% chronically absent (Declined 2.2%) * Socioeconomically Disadvantaged (Yellow) - 15.1% chronically absent (Declined 4.2%) * Students with Disabilities (Red) - 22.2% chronically absent (Increased 2%) ***EXITED ATSI***	absent (Decrease by at least 1.5%) * Hispanic - 29% chronically absent (Decrease by at least 1.5%) * Socioeconomically Disadvantaged - 29.2% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 20.7% chronically absent (Decrease by at least 1.5%)	* Hispanic - Declined 14.2% * Socioeconomically Disadvantaged - Declined 15.6% * Students with Disabilities - Maintained 0% ***EXITED ATSI***
4.22	Harold Ambuehl Elementary (ATSI) Red/Low Indicator School within the LEA: * English Learner Progress Student Group within School: * English Language Arts: EL, SWD * Suspension: EL, HOM ATSI: **Homeless: Chronic Absenteeism, Suspension Rate	2023 CA DASHBOARD English Learner Progress Indicator * 39.4% making progress toward English language proficiency (Declined 12%) English Language Arts * English Learner - 84.9 points below standard (Declined 15 points) * Students with Disabilities - 82 points below standard (Maintained 2.1 points)	2024 CA DASHBOARD English Learner Progress Indicator * 43.3% making progress toward English language proficiency (Yellow - Increased 3.9%) English Language Arts * English Learner (Yellow) - 54.8 points below standard	2025 CA DASHBOARD English Learner Progress Indicator * 33.3% making progress toward English language proficiency (No Perf Band Color due to N students - Declined 10%) English Language Arts * English Learner - 79.3 points below	2026 CA DASHBOARD English Learner Progress Indicator * 45.4% making progress toward English language proficiency (Increase by at least 6%) English Language Arts * English Learner - 75.9 points below standard (Increase	Dashboard 2023 to Dashboard 2025: English Learner Progress Indicator - Declined 6.1% English Language Arts * English Learner - Increased 5.6 points * Students with Disabilities - Increased 2.6 points Suspension

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension * English Learners - 6.4% suspended (Increased 4.6%) * Homeless - 6.7% suspended (Increased 3.7%)	(Increased 30 points) * Students with Disabilities - 67.4 points below standard (Increased 14.5 points) Suspension * English Learners (Green) - 2.4% suspended (Declined 3.9%) * Homeless (Yellow) - 4.1% suspended (Declined 2.6%) ***EXITED ATSI***	standard (Declined 24.4 points) * Students with Disabilities - 79.4 points below standard (Declined 12 points) Suspension * English Learners - 0% suspended (Declined 2.4%) * Homeless (Orange) - 4.5% suspended (Increased 0.5%)	by at least 9 points) * Students with Disabilities - 73 points below standard (Increase by at least 9 points) Suspension * English Learners - 4.9% suspended (Decrease by at least 1.5%) * Homeless - 5.2% suspended (Decrease by at least 1.5%)	* English Learners - Maintained 0% * Homeless - Declined 2.2% ***EXITED ATSI***
4.23	John Malcom Elementary (ATSI) Red/Low Indicator School within the LEA: * Chronic Absenteeism Student Group within School: * Chronic Absenteeism: HIS, SWD ATSI: Hispanic: Chronic Absenteeism, Suspension Rate	2023 CA DASHBOARD Chronic Absenteeism * All Students - 20.4% chronically absent (Maintained -0.4%) * Hispanic - 40% chronically absent (Increased 2.7%) * Students with Disabilities - 32% chronically absent (Increased 1.2%)	2024 CA DASHBOARD Chronic Absenteeism * All Students (Yellow)- 14% chronically absent (Declined 6.4%) * Hispanic (Orange) - 26.2% chronically absent (Declined 13.8%) * Students with Disabilities (Orange) - 24.3%	2025 CA DASHBOARD Chronic Absenteeism * All Students (Yellow)- 11.9% chronically absent (Declined 2.1%) * Hispanic (Red) - 30.1% chronically absent (Increased 4%) * Students with Disabilities (Yellow) - 19.6%	2026 CA DASHBOARD Chronic Absenteeism * All Students - 18.9% chronically absent (Decrease by at least 1.5%) * Hispanic - 38.5% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 30.5% chronically absent	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * All Students - Declined 8.5% * Hispanic - Declined 9.9% * Students with Disabilities - Declined 12.4% ***EXITED ATSI***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			chronically absent (Declined 7.7%) ***EXITED ATSI***	chronically absent (Declined 4.7%)	(Decrease by at least 1.5%)	
4.24	Kinoshita Elementary Red/Low Indicator Student Group within School: * English Language Arts: SWD	2023 CA DASHBOARD English Language Arts * Students with Disabilities - 144 points below standard (Maintained -2.6 points)	2024 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 124.4 points below standard (Increased 19.6 points)	2025 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 81.9 points below standard (Increased 42.5 points)	2026 CA DASHBOARD English Language Arts * Students with Disabilities - 135 points below standard (Increase by at least 9 points)	Dashboard 2023 to Dashboard 2024: English Language Arts * Students with Disabilities - Increased 62.1 points
4.25	Ladera Ranch Elementary (ATSI) Red/Low Indicator Student Group within School: * Chronic Absenteeism: AS, EL ATSI: **Asian: Chronic Absenteeism, Suspension Rate **English Learner: Chronic Absenteeism, Suspension Rate	2023 CA DASHBOARD Chronic Absenteeism * Asian - 23.6% chronically absent (Maintained 0.4%) * English Learners - 22.6% chronically absent (Increased 1.4%)	2024 CA DASHBOARD Chronic Absenteeism * Asian (Green) - 3.9% chronically absent (Declined 19.7%) * English Learners (Green) - 3.6% chronically absent (Declined 18.9%) ***EXITED ATSI***	2025 CA DASHBOARD Chronic Absenteeism * Asian (Orange) - 8.2% chronically absent (Increased 4.2%) * English Learners (Orange) - 8.7% chronically absent (Increased 5.1%)	2026 CA DASHBOARD Chronic Absenteeism * Asian - 22.1% chronically absent (Decrease by at least 1.5%) * English Learners - 21.1% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Asian - Declined 15.4% * English Learners - Declined 13.9% ***EXITED ATSI***
4.26	Ladera Ranch Middle Red/Low Indicator Student Group within School:	2023 CA DASHBOARD Chronic Absenteeism * Two or More Races - 12.7% chronically	2024 CA DASHBOARD Chronic Absenteeism	2025 CA DASHBOARD Chronic Absenteeism	2026 CA DASHBOARD Chronic Absenteeism	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Chronic Absenteeism: MR	absent (Increased 5.4%)	* Two or More Races (Yellow) - 11.7% chronically absent (Declined 0.9%)	* Two or More Races (Yellow) - 10.3% chronically absent (Declined 1.4%)	* Two or More Races - 11.2% chronically absent (Decrease by at least 1.5%)	* Two or More Races - Declined 2.4%
4.27	Laguna Niguel Elementary (ATSI) Red/Low Indicator Student Group within School: * Chronic Absenteeism: HIS, MR, SWD; ATSI: **Two or More Races: Chronic Absenteeism	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 31.9% chronically absent (Increased 6.9%) * Two or More Races - 29.3% chronically absent (Increased 5.5%) * Students with Disabilities - 43.7% chronically absent (Increased 5.1%)	2024 CA DASHBOARD Chronic Absenteeism * Hispanic (Green) - 10% chronically absent (Declined 21.9%) * Two or More Races (Green) - 9.8% chronically absent (Declined 19.5%) * Students with Disabilities (Yellow) - 19.3% chronically absent (Declined 24.4%) ***EXITED ATSI***	2025 CA DASHBOARD Chronic Absenteeism * Hispanic (Orange) - 13.5% chronically absent (Increased 3.5%) * Two or More Races (Orange) - 15.5% chronically absent (Increased 5.7%) * Students with Disabilities (Red) - 23.5% chronically absent (Increased 4.2%)	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 30.4% chronically absent (Decrease by at least 1.5%) * Two or More Races - 27.8% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 42.2% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Declined 18.4% * Two or More Races - Declined 13.8% * Students with Disabilities - Declined 20.2% ***EXITED ATSI***
4.28	Las Flores Elementary (ATSI) Red/Low Indicator School within the LEA: * Suspension Student Group within School: * Chronic Absenteeism: HIS, SWD	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 20.6% chronically absent (Increased 2.1%) * Students with Disabilities - 26.7% chronically absent (Increased 1%)	2024 CA DASHBOARD Chronic Absenteeism * Hispanic - 5.4% chronically absent (Declined 15.2%) * Students with Disabilities - 4.3%	2025 CA DASHBOARD Chronic Absenteeism * Hispanic - 14.5% chronically absent (Increased 9.2%) * Students with Disabilities - 18.9%	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 19.1% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 25.2%	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Decreased 6.1% * Students with Disabilities - Decreased 7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Suspension: SWD, WH ATSI: **Students with Disabilities: Chronic Absenteeism, Suspension Rate	Suspension * All Students - 4.4% suspended (Increased 3.4%) * Students with Disabilities - 13.3% suspended (Increased 13.3%) * White - 5.3% suspended (Increased 4.2%)	chronically absent (Declined 22.4%) * Asian (Green) - 3.9% chronically absent (Declined 19.7%) * English Learners (Green) - 3.6% chronically absent (Declined 18.9%) Suspension * All Students (Green) - 2.4% suspended (Declined 2%) * Students with Disabilities - 4.3% suspended (Declined 9.1%) * White - 2.9% suspended (Declined 2.4%) ***EXITED ATSI***	chronically absent (Increased 14.6%) * Asian (Orange) - 11.8% chronically absent (Increased 3.8%) * English Learners - 4% chronically absent (Declined 6.7%) Suspension * All Students (Blue) - .6% suspended (Declined 1.8%) * Students with Disabilities - 0% suspended (Declined 4.3%) * White - 0% suspended (Declined 2.9%)	chronically absent (Decrease by at least 1.5%) Suspension * All Students - 2.9% suspended (Decrease by at least 1.5%) * Students with Disabilities - 11.8% suspended (Decrease by at least 1.5%) * White - 3.8% suspended (Decrease by at least 1.5%)	* Asian- Increased 7.9% * English Learners - Increased 0.4% Suspension * All Students - Declined 3.8% * Students with Disabilities - Declined 13.3% * White - Declined 5.3% ***EXITED ATSI***
4.29	Las Palmas Elementary Red/Low Indicator Student Group within School: * English Language Arts: HOM * Chronic Absenteeism: EL, HIS, HOM, SWD	2023 CA DASHBOARD English Language Arts * Homeless - 78.6 points below standard (Declined 5.2 points) Chronic Absenteeism * English Learner - 28.6% chronically absent (Increased 2.7%)	2024 CA DASHBOARD English Language Arts * Homeless (Red) - 75.6 points below standard (Maintained 2.9 points)	2025 CA DASHBOARD English Language Arts * Homeless (Yellow) - 52.2 points below standard (Increased 23.4 points)	2026 CA DASHBOARD English Language Arts * Homeless - 69.6 points below standard (Increase by at least 9 points)	Dashboard 2023 to Dashboard 2025: English Language Arts * Homeless - Increased 26.4 points Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Hispanic - 27.8% chronically absent (Maintained -0.1%) * Homeless - 30.1% chronically absent (Increased 3.8%) * Students with Disabilities - 26.7% chronically absent (Increased 2.9%)	Chronic Absenteeism * English Learner (Yellow) - 20.5% chronically absent (Declined 8%) * Hispanic (Yellow) - 18.2% chronically absent (Declined 9.6%) * Homeless (Yellow) - 19.2% chronically absent (Declined 11%) * Students with Disabilities (Orange) - 21.8% chronically absent (Declined 5%)	Chronic Absenteeism * English Learner (Yellow) - 16.9% chronically absent (Declined 3.6%) * Hispanic (Yellow) - 15.9% chronically absent (Declined 2.4%) * Homeless (Yellow) - 17.8% chronically absent (Declined 1.4%) * Students with Disabilities (Yellow) - 18.8% chronically absent (Declined 3%)	Chronic Absenteeism * English Learner - 27.1% chronically absent (Decrease by at least 1.5%) * Hispanic - 26.3% chronically absent (Decrease by at least 1.5%) * Homeless - 28.6% chronically absent (Decrease by at least 1.5%) * Students with Disabilities - 25.2% chronically absent (Decrease by at least 1.5%)	* English Learner - Declined 11.7% * Hispanic - Declined 11.9% * Homeless - Declined 12.3% * Students with Disabilities - Declined 7.9%
4.30	Marblehead Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL	2023 CA DASHBOARD Chronic Absenteeism * English Learners - 45.5% chronically absent (Increased 0.5%)	2024 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 26.8% chronically absent (Declined 18.6%)	2025 CA DASHBOARD Chronic Absenteeism * English Learners (Yellow) - 18.8% chronically absent (Declined 8.1%)	2026 CA DASHBOARD Chronic Absenteeism * English Learners - 44% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learners - Declined 26.7%
4.31	Marco Forster Middle Red/Low Indicator Student Group within School: * Mathematics: EL	2023 CA DASHBOARD Mathematics * English Learners - 110.5 points below standard (Maintained 1.7 points)	2024 CA DASHBOARD Mathematics * English Learners (Orange) - 104.9 points below standard	2025 CA DASHBOARD Mathematics * English Learners (Orange) - 98.9 points below standard	2026 CA DASHBOARD Mathematics * English Learners - 101.5 points below standard	Dashboard 2023 to Dashboard 2024: Mathematics * English Learners - Increased 11.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Increased 5.6 points)	(Increased 6 points)	(Increase by at least 9 points)	
4.32	Niguel Hills Middle Red/Low Indicator Student Group within School: * Chronic Absenteeism: HIS * Suspension: HOM	2023 CA DASHBOARD Chronic Absenteeism * Hispanic - 28% chronically absent (Increased 1.7%) Suspension * Homeless - 13.5% suspended (Increased 5.6%)	2024 CA DASHBOARD Chronic Absenteeism * Hispanic (Yellow) - 22% chronically absent (Declined 6%) Suspension * Homeless (Red) - 15.6% suspended (Increased 2.1%)	2025 CA DASHBOARD Chronic Absenteeism * Hispanic (Red) - 26.5% chronically absent (Increased 4.5%) Suspension * Homeless (Red) - 21.8% suspended (Increased 6.2%)	2026 CA DASHBOARD Chronic Absenteeism * Hispanic - 26.5% chronically absent (Decrease by 1.5%) Suspension * Homeless - 12% suspended (Decrease by 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Hispanic - Declined 1.5% Suspension * Homeless - Increased 8.3%
4.33	Oak Grove Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: SED	2023 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 25.7% chronically absent (Increased 2%)	2024 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 22.5% chronically absent (Declined 3.2%)	2025 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 17% chronically absent (Declined 5.5%)	2026 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 24.2% chronically absent (Decrease by 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Socioeconomically Disadvantaged - Declined 8.7%
4.34	San Clemente High Red/Low Indicator Student Group within School: * English Language Arts: EL, SWD * Mathematics: EL, HOM, SWD	2023 CA DASHBOARD English Language Arts * English Learners - 94.5 points below standard (Declined 31.9 points) * Students with Disabilities - 97.6%	2024 CA DASHBOARD English Language Arts * English Learners (Red) - 92.3 points below standard	2025 CA DASHBOARD English Language Arts * English Learners (Orange) - 74.3 points below standard	2026 CA DASHBOARD English Language Arts * English Learners - 85.5 points below standard (Increase	Dashboard 2023 to Dashboard 2025: English Language Arts * English Learners - Increased 20.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Suspension: EL, HOM, SWD	points below standard (Declined 30 points) Mathematics * English Learners - 192 points below standard (Declined 27.7 points) * Homeless - 122.7 points below standard (Declined 10.7 points) * Students with Disabilities - 187.9 points below standard (Declined 34.5 points) Suspension * English Learners - 10.9% suspended (Increased 2.7%) * Homeless - 10.8% suspended (Increased 7%) * Students with Disabilities - 11.5% suspended (Increased 3.9%)	(Maintained 2.2 points) * Students with Disabilities (Orange) - 89.7 points below standard (Increased 7.9 points) Mathematics * English Learners (Orange) - 158.6 points below standard (Increased 33.4 points) * Homeless (Orange) - 116.7 points below standard (Increased 6 points) * Students with Disabilities (Orange) - 155.7 points below standard (Increased 32.3 points) Suspension * English Learners (Red) - 11.9% suspended (Increased 1.1%)	(Increased 18 points) * Students with Disabilities (Red) - 99.7 points below standard (Declined 10 points) Mathematics * English Learners (Orange) - 123 points below standard (Increased 35.6 points) * Homeless (Red) - 122.1 points below standard (Declined 5.4 points) * Students with Disabilities (Orange) - 150.7 points below standard (Increased 4.9 points) Suspension * English Learners (Orange) - 10.3% suspended (Increased 2.1%) * Homeless (Yellow) - 6.3% suspended (Declined 1.5%)	by at least 9 points) * Students with Disabilities - 88.6% points below standard (Increase by at least 9 points) Mathematics * English Learners - 183 points below standard (Increase by at least 9 points) * Homeless - 113.7 points below standard (Increase by at least 9 points) * Students with Disabilities - 178.9 points below standard (Increase by at least 9 points) Suspension * English Learners - 9.4% suspended (Decrease by at least 1.5%) * Homeless - 9.5% suspended (Decrease by at least 1.5%)	* Students with Disabilities - Declined 2.1 points Mathematics * English Learners - Increased 69 points * Homeless - Increased .6 points * Students with Disabilities - Increased 37.2 points Suspension * English Learners - Decline 0.6% * Homeless - Declined 4.5% * Students with Disabilities - Declined 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Homeless (Yellow) - 7.8% suspended (Declined 3%) * Students with Disabilities - 7.5% suspended (Declined 4%)	* Students with Disabilities (Yellow)- 6.3% suspended (Declined 1.2%)	* Students with Disabilities - 10% suspended (Decrease by at least 1.5%)	
4.35	San Juan Elementary Red/Low Indicator Student Group within School: * English Language Arts: EL, HIS, HOM, SED, SWD * Chronic Absenteeism: EL * Suspension: SWD	2023 CA DASHBOARD English Language Arts * English Learners - 94.3 points below standard (Declined 23.2 points) * Hispanic - 80.6 points below standard (Declined 21.6 points) * Homeless - 102.1 points below standard (Declined 27.3 points) * Socioeconomically Disadvantaged - 80.3 points below standard (Declined 16.1 points) * Students with Disabilities - 118.9 points below standard (Declined 57 points) Chronic Absenteeism * English Learners - 30.6% chronically absent (Maintained - 0.1%) Suspension	2024 CA DASHBOARD English Language Arts * English Learners (Red) - 98.8 points below standard (Declined 4.5 points) * Hispanic (Red) - 83.4 points below standard (Maintained -2.7 points) * Homeless (Red) - 100.9 points below standard (Maintained 1.2 points) * Socioeconomically Disadvantaged (Red) - 88.5 points below standard (Declined 8.2 points) * Students with Disabilities	2025 CA DASHBOARD English Language Arts * English Learners (Orange) - 80.5 points below standard (Increased 18.3 points) * Hispanic (Yellow) - 65.6 points below standard (Increased 35.3 points) * Homeless (Yellow) - 65.6 points below standard (Increased 35.3 points) * Socioeconomically Disadvantaged (Yellow) - 68.2 points below standard	2026 CA DASHBOARD English Language Arts * English Learners - 85.3 points below standard (Increase by at least 9 points) * Hispanic - 71.6 points below standard (Increase by at least 9 points) * Homeless - 93.1 points below standard (Increase by at least 9 points) * Socioeconomically Disadvantaged - 71.3 points below standard (Increase by at least 9 points) * Students with Disabilities - 109.9	Dashboard 2023 to Dashboard 2025: English Language Arts * English Learners - Declined 13.8points * Hispanic - Increased 15 points * Homeless - Increased 36.5 points * Socioeconomically Disadvantaged - Increased 12.1 points * Students with Disabilities - Increased 43.7 points Chronic Absenteeism * English Learners - Declined 14.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Students with Disabilities - 6.3% suspended (Increased 4.6%)	(Orange) - 107.6 points below standard (Increased 11.3 points) Chronic Absenteeism * English Learners (Yellow) - 18.4% chronically absent (Declined 12.1%) Suspension * Students with Disabilities (Yellow) - 5.6% suspended (Declined 0.7%)	(Increased 20.3 points) * Students with Disabilities (Orange) - 75.2 points below standard (Increased 32.4 points) Chronic Absenteeism * English Learners (Yellow) - 16.2% chronically absent (Declined 2.3%) Suspension * Students with Disabilities (Green) - 2.7% suspended (Declined 2.9%)	points below standard (Increase by at least 9 points) Chronic Absenteeism * English Learners - 29.1% chronically absent (Decrease by at least 1.5%) Suspension * Students with Disabilities - 4.8% suspended (Decrease by at least 1.5%)	Suspension * Students with Disabilities - Declined 3.6%
4.36	San Juan Hills High Red/Low Indicator Student Group within School: * English Language Arts: EL, SWD * Mathematics: EL, SWD * Suspension: EL, HOM	2023 CA DASHBOARD English Language Arts * English Learners - 74.9 points below standard (Declined 13.9 points) * Students with Disabilities - 97 points below standard (Declined 11.9 point) Mathematics * English Learners - 176.3 points below	2024 CA DASHBOARD English Language Arts * English Learners (Red) - 96.3 points below standard (Declined 21.4 points) * Students with Disabilities (Red) - 138.6 points below standard (Declined 41.6 points)	2025 CA DASHBOARD English Language Arts * English Learners (Orange) - 54.1 points below standard (Increased 42.1 points) * Students with Disabilities (Orange) - 98.1 points below	2026 CA DASHBOARD English Language Arts * English Learners - 65.9 points below standard (Increase by at least 9 points) * Students with Disabilities - 88 points below standard (Increase	Dashboard 2023 to Dashboard 2025: English Language Arts * English Learners - Increased 20.8 points * Students with Disabilities - Declined 1.1 points Mathematics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard (Declined 9.3 points) * Students with Disabilities - 222.3 points below standard (Declined 37.6 points) Suspension * English Learners - 12.6% suspended (Increased 6.9%) * Homeless - 9.3% suspended (Increased 6.3%)	Mathematics * English Learners (Orange) - 168.7 points below standard (Increased 7.6 points) * Students with Disabilities (Orange) - 203.8 points below standard (Increased 18.5 points) Suspension * English Learners (Yellow) - 6.1% suspended (Declined 6.5%) * Homeless (Green) - 4.5% suspended (Declined 4.7%)	standard (Increased 40.6 points) Mathematics * English Learners (Orange) - 133.5 points below standard (Increased 35.2 points) * Students with Disabilities (Orange) - 169.5 points below standard (Increased 34.4 points) Suspension * English Learners (Green) - 2.9% suspended (Declined 3.2%) * Homeless (Green) - 2.9% suspended (Declined 1.7%)	by at least 9 points) Mathematics * English Learners - 167.3 points below standard (Increase by at least 9 points) * Students with Disabilities - 213.3 points below standard (Increase by at least 9 points) Suspension * English Learners - 11.1% suspended (Decrease by at least 1.5%) * Homeless - 7.8% suspended (Decrease by at least 1.5%)	* English Learners - Increased 42.8 point * Students with Disabilities - Increased 52.8 points Suspension * English Learners - Declined 9.7% * Homeless - Declined 6.4%
4.37	Shorecliffs Middle Red/Low Indicator Student Group within School: * English Language Arts: SWD * Mathematics: SWD	2023 CA DASHBOARD English Language Arts * Students with Disabilities - 119.9 points below standard (Declined 3.7 points) Mathematics	2024 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 113.9 points below	2025 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 96.5 points below	2026 CA DASHBOARD English Language Arts * Students with Disabilities - 110.9 points below standard (Increase	Dashboard 2023 to Dashboard 2025: English Language Arts * Students with Disabilities - Increased 23.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Chronic Absenteeism: MR	* Students with Disabilities - 151.5 points below standard (Declined 16.6 points) Chronic Absenteeism * Two or More Races - 27.6% chronically absent (Increased 4.2%)	standard (Increased 6 points) Mathematics * Students with Disabilities (Orange) - 146 points below standard (Increased 5.5 points) Chronic Absenteeism * Two or More Races - 19% chronically absent (Declined 8.7%)	standard (Increased 17.5 points) Mathematics * Students with Disabilities (Red) - 146.2 points below standard (Maintained -0.3 points) Chronic Absenteeism * Two or More Races (Red) - 25.4% chronically absent (Increased 6.4%)	by at least 9 points) Mathematics * Students with Disabilities - 142.5 points below standard (Increase by at least 9 points) Chronic Absenteeism * Two or More Races - 26.1% chronically absent (Decrease by at least 1.5%)	Mathematics * Students with Disabilities - Increased 5.3 points Chronic Absenteeism * Two or More Races - Declined 2.2%
4.38	Tesoro High Red/Low Indicator Student Group within School: * English Language Arts: SWD * Mathematics: SWD	2023 CA DASHBOARD English Language Arts * Students with Disabilities - 56.5 points below standard (Declined 19.2 points) Mathematics * Students with Disabilities - 160.3 points below standard (Declined 25.9 points)	2024 CA DASHBOARD English Language Arts * Students with Disabilities (Orange) - 50.2 points below standard (Increased 6.2 points) Mathematics * Students with Disabilities (Orange) - 142.9 points below	2025 CA DASHBOARD English Language Arts * Students with Disabilities (Yellow) - 20.6 points below standard (Increased 29.6 points) Mathematics * Students with Disabilities (Orange) - 131.5 points below	2026 CA DASHBOARD English Language Arts * Students with Disabilities - 47.5 points below standard (Increase by at least 9 points) Mathematics * Students with Disabilities - 151.3 points below standard (Increase	Dashboard 2023 to Dashboard 2025: English Language Arts * Students with Disabilities - Increased 35.9 points Mathematics * Students with Disabilities - Increased 28.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard (Increased 17.5 points)	standard (Increased 11.4 points)	by at least 9 points)	
4.39	Truman Benedict Elementary Red/Low Indicator Student Group within School: * Suspension: SWD	2023 CA DASHBOARD Suspension * Students with Disabilities - 6.3% suspended (Increased 3.6%)	2024 CA DASHBOARD Suspension * Students with Disabilities (Yellow) - 3.4% suspended (Decline 2.8%)	2025 CA DASHBOARD Suspension * Students with Disabilities (Red) - 13.4% suspended (Increased 9.9%)	2026 CA DASHBOARD Suspension * Students with Disabilities - 4.8% suspended (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Suspension * Students with Disabilities - Increased 7.1%
4.40	Wagon Wheel Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: SED, WH	2023 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 20.5 chronically absent (Increased 9.4%) * White - 20.1% chronically absent (Increased 0.9%)	2024 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 15.2 chronically absent (Declined 5.3%) * White (Yellow) - 10.6% chronically absent (Declined 9.5%)	2025 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged (Yellow) - 11.2 chronically absent (Declined 3.9%) * White (Green) - 6.1% chronically absent (Declined 4.5%)	2026 CA DASHBOARD Chronic Absenteeism * Socioeconomically Disadvantaged - 19 chronically absent (Decrease by at least 1.5%) * White - 18.6% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Socioeconomically Disadvantaged - Declined 9.3% * White - Declined 14%
4.41	Wood Canyon Elementary Red/Low Indicator Student Group within School: * Chronic Absenteeism: EL	2023 CA DASHBOARD Chronic Absenteeism * English Learners - 29.3% chronically absent (Increased 6.5%)	2024 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 25.6% chronically absent (Declined 3.6%)	2025 CA DASHBOARD Chronic Absenteeism * English Learners (Orange) - 20.3% chronically absent (Declined 5.4%)	2026 CA DASHBOARD Chronic Absenteeism * English Learners - 27.8% chronically absent (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * English Learners - Declined 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.42	District Level Red/Low Indicator: A Student Group within the LEA * Chronic Absenteeism: Pacific Islander * Suspension: Foster Youth	2023 CA DASHBOARD Chronic Absenteeism * Pacific Islander - 22.5% chronically absent (Increased 7.1%) Suspension * Foster Youth - 12.9% suspended (Increased 7.7%)	2024 CA DASHBOARD Chronic Absenteeism * Pacific Islander (Yellow) - 10.3% chronically absent (Declined 12.2%) Suspension * Foster Youth (Red) - 18% suspended (Increased 5.1%) ***CAPISTRANO UNIFIED ENTER DIFFERENTIATED ASSISTANCE, YEAR 1***	2025 CA DASHBOARD Chronic Absenteeism * Pacific Islander (Orange) - 12.8% chronically absent (Increased 2.6%) Suspension * Foster Youth (Green) - 3.8% suspended (Declined 14.2%) ***CAPISTRANO UNIFIED ENTER DIFFERENTIATED ASSISTANCE, YEAR 2***	2026 CA DASHBOARD Chronic Absenteeism * Pacific Islander - 21% chronically absent (Decrease by at least 1.5%) Suspension * Foster Youth - 11.4% suspended (Decrease by at least 1.5%)	Dashboard 2023 to Dashboard 2025: Chronic Absenteeism * Pacific Islander - Declined 9.7% Suspension * Foster Youth - Declined 9.1% ***CAPISTRANO UNIFIED ENTER DIFFERENTIATED ASSISTANCE, YEAR 1***

Goal Analysis [2025-26]

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

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

Goal 4 was carried out as a strategic, systemic support effort for schools and student groups with the lowest performance on the California Dashboard. The goal focused District attention on the schools and student groups in greatest need, including the student groups identified at the red level on the 2023 Dashboard and the multiple schools and student groups that required targeted support. In June 2025, the goal was updated to reflect the 2025-2026 school year, showing that the District continued to refine the work in response to current data.

Implementation was successful in several areas, especially where targeted support appears to have helped schools and student groups move out of the lowest performance levels. Arroyo Vista Middle improved significantly for socioeconomically disadvantaged students in chronic absenteeism, Bathgate Elementary improved for English learners, Bernice Ayer Middle showed similar progress for English learners and socioeconomically disadvantaged students, and Carl Hankey Elementary exited ATSI after strong improvement across several student

groups. These results suggest that the District's school-based and subgroup-specific supports were producing meaningful gains in a number of settings.

The District also saw success in several schools where support extended beyond attendance to academics, behavior, and college readiness. At Capistrano Union High, English language arts and mathematics improved for Hispanic and socioeconomically disadvantaged students, college and career readiness improved for multiple groups, and suspension rates improved across several student groups. Harold Ambuehl Elementary showed improvement in suspension for English learners and homeless students, and several other schools, including Ladera Ranch Elementary and Las Flores Elementary, demonstrated enough progress to exit targeted support status. These patterns show that the goal was carried out with real impact in a number of settings.

At the same time, the work required ongoing adjustment because results were not uniform across all schools and student groups. Some indicators improved in one year and then weakened again the next, which suggests that the District's supports were active and responsive but not yet fully stable. The District-level Pacific Islander chronic absenteeism indicator, for example, improved before rising again, and some schools continued to show mixed results for students with disabilities, English learners, or students experiencing chronic absenteeism. That pattern reflects the challenge of sustaining progress over time across multiple sites and student groups.

Overall, the prior year's implementation of Goal 4 was meaningful and data-driven. The District used the goal to focus attention on the schools and student groups with the greatest need, and the results show clear progress in a number of places, especially in chronic absenteeism, suspension, and some academic indicators. The main challenge was sustaining those gains consistently across all targeted areas, but the goal was carried out in a way that strengthened targeted support at both the District and site levels and produced measurable improvement for several schools and student groups.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 4, as all six actions listed under this goal had a planned expenditure of \$0 and an estimated actual expenditure of \$0. Goal 4 was designed to support targeted areas of underperformance, including efforts to improve outcomes for English learners, students with disabilities, socioeconomically disadvantaged students, and to address chronic absenteeism and suspension rates.

Because no funds were budgeted or expended for any of the following actions, there were no financial variances to report:

- * Principal Coaching and Support (Action 4.1)
- * Supporting Socioeconomically Disadvantaged and Homeless Students (Action 4.2)
- * Supporting Students with Disabilities (Action 4.3)
- * Supporting English Learners (Action 4.4)
- * Improving Chronic Absenteeism (Action 4.5)
- * Improving Suspension Rates (Action 4.6)

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

Overall, Goal 4 actions were effective as a coordinated support system for the District's lowest-performing schools and student groups, especially in attendance and suspension. The metrics show that the District used principal coaching, site-level monitoring, and targeted student-group support to help a number of schools and groups improve enough to exit ATSI or CSI status, while others made meaningful gains even if they did not fully meet target levels. The strongest results are in chronic absenteeism and suspension, while English learner progress and some academic indicators remain more uneven.

Action 4.1, Principal Coaching and Support, appears effective in strengthening school-level implementation at sites with red or very low indicators. The schools under this action show substantial movement in the monitored metrics, including improved suspension at Aliso Niguel High, major chronic absenteeism gains at Arroyo Vista, Bathgate, Bernice Ayer, and Canyon Vista, and strong progress at several other schools that either improved materially or exited ATSI and CSI status. That pattern suggests the coaching structure is helping principals respond more effectively to low-performing indicators, although some schools still require continued support to sustain gains.

Action 4.2, Supporting underperforming Socioeconomically Disadvantaged and Homeless Students, appears effective in helping schools improve attendance and achievement outcomes for these student groups. Capistrano Union High showed gains in English language arts, mathematics, college and career readiness, and suspension for the student groups under review, while other monitored schools also showed improvements in the relevant indicators. The support model is functioning as intended by aligning school plans and resources to the needs of these groups, though a few sites still show volatility from one year to the next.

Action 4.3, Supporting underperforming Students with Disabilities, is also generally effective, particularly where the District focused on first instruction and differentiation. Several monitored schools showed meaningful progress for students with disabilities, including improvements in English language arts, mathematics, and suspension outcomes at sites such as Capistrano Valley High, Dana Hills High, Harold Ambuehl, Kinoshita, San Clemente High, and others. The gains are real, but they are not yet uniform across all schools, which means the action is working, but still needs continued refinement to produce consistent results.

Action 4.4, Supporting underperforming English Learners, shows mixed effectiveness. Some schools improved in English learner progress, English language arts, or suspension, but the gains were not as consistent as in attendance and behavior areas. The monitored sites indicate that targeted ELD professional learning and systemic support are helping in some cases, yet the outcomes remain uneven enough to suggest that this action is only partially effective to date and still requires continued adjustment.

Action 4.5, Supporting improvements in Chronic Absenteeism, is one of the clearest areas of effectiveness. Many of the monitored schools showed significant reductions in chronic absenteeism, and several student groups and schools exited ATSI because of those improvements. The District's attendance monitoring, early identification of at-risk students, and data-informed intervention work appears to be helping schools reduce absenteeism in a measurable way, although a few sites still showed rebounds or instability that will need continued attention.

Action 4.6, Supporting improvements in Suspension Rates, is also effective. The monitored schools show broad reductions in suspension for groups such as English learners, Hispanic students, students with disabilities, homeless students, and foster youth, with several sites making enough progress to improve their status. The District's work in restorative practices, PBIS, culturally responsive practices, and alternative discipline approaches appears to have supported these gains. Some schools and groups still show higher-than-desired suspension rates, but the overall trend indicates that the action is producing positive change.

Taken together, the Goal 4 actions are most effective in the areas of chronic absenteeism and suspension, moderately effective in supporting students with disabilities and socioeconomically disadvantaged or homeless students, and less consistent for English learners. The overall pattern shows that the District's targeted support system is working, especially when principal coaching and site-level monitoring are paired with attendance and behavior interventions. The main remaining need is greater consistency across schools and student groups so that gains are sustained from one year to the next.

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

Goal 4 did not change in a major structural way for the coming year. The District kept the same focus on providing strategic and systemic support for schools and student groups with the lowest California Dashboard performance, and the goal continued to be framed around the same three priority areas: pupil achievement, pupil engagement, and school climate. The main refinement was continuity with current conditions rather than a redesign of the goal itself.

The metrics were also kept tightly aligned to the identified areas of need. The coming year continues to rely on Dashboard indicators tied to the specific schools and student groups under review, including chronic absenteeism, suspension, English language arts, mathematics, college and career readiness, and English Learner Progress. The District's reflection on prior practice shows an emphasis on using current data to keep the support structure responsive to the schools and student groups that continue to need the most attention.

The action structure itself remained consistent, but the support model was sustained with clear focus. Principal coaching and support continued for schools with red or very low indicators, along with targeted support for socioeconomically disadvantaged and homeless students, students with disabilities, English learners, chronic absenteeism, and suspension reduction. That continuity reflects a deliberate decision to continue the same system of school-level coaching, data monitoring, and targeted intervention rather than replace it with a different approach.

The clearest change resulting from prior practice was not in the design of the actions, but in the District's decision to keep the work highly targeted and data driven. Schools and student groups that showed improvement continued to be monitored, while those with ongoing needs remained in focus through the same coordinated supports. In practice, this means the District refined the implementation by maintaining its existing support framework, updating the school and student-group targets as needed, and continuing to direct attention where the Dashboard showed the greatest need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Principal Coaching and Support	For all schools with one or more California School Dashboard indicators in the Red or Very Low performance levels, the Assistant Superintendent, School Leadership (Elementary or Secondary) will conduct monthly individual coaching and support sessions with principals. These sessions will include analysis of student achievement data, identification of root causes of underperformance, probing questions to guide continuous improvement, timely and actionable feedback, and monitoring of prioritized actions designed to improve outcomes for all students, with particular attention to underperforming student groups. For schools identified for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI), the Assistant Superintendents will provide additional support to ensure implementation, monitoring, and progress toward the goals and activities outlined in each school's ATSI/CSI plan. Schools (The corresponding metric is noted in parenthesis): Aliso Niguel HS (M# 4.1), Arroyo Vista Elem (M# 4.2), Arroyo Vista MS (M# 4.3), Bathgate Elem (M.# 4.4), Bernice Ayer MS (M.# 4.5), Canyon Vista Elem (M.# 4.6), Capistrano Union HS (CSI) (M.# 4.7), Capistrano Valley HS (M.# 4.8), Carl Hankey Elem (ATSI) (M.# 4.9), Carl Hankey MS (M.# 4.10), Castille Elem (M.# 4.11), Chaparral Elem (M.# 4.12), Clarence Lobo Elem (M.# 4.13), Concordia Elem (ATSI) (M.# 4.14), Dana Hills HS (M.# 4.15), Del Obispo Elem (ATSI) (M.# 4.16), Don Juan Avila Elem (M.# 4.17), Don Juan Avila MS (M.# 4.18), Escencia (M.# 4.19), Fred Newhart MS (M.# 4.20), George White (ATSI) (M.# 4.21), Harold Ambuehl (ATSI) (M.# 4.22), John Malcom (ATSI) (M.# 4.23), Kinoshita Elem (M.# 4.24), Ladera Ranch Elem (ATSI) (M.# 4.25), Ladera Ranch MS (M.# 4.26), Las Flores Elem (ATSI) (M.# 4.28), Las Palmas Elem (M.# 4.29), Marblehead Elem (M.# 4.30), Marco Forster MS (M.# 4.31), Niguel Hills MS (M.# 4.32), Oak Grove Elem (M.# 4.33), San Clemente HS (M.# 4.34), San Juan Elem (M.# 4.35), San Juan Hills HS (M.# 4.36), Shorecliffs MS (M.# 4.37), Tesoro HS (M.# 4.37), Truman Benedict Elem (M.# 4.39), Wagon Wheel Elem (M.# 4.40), Wood Canyon Elem (M.# 4.40). Expenditures: \$0. This action does not require additional funding because it is implemented through the regular responsibilities of the Assistant Superintendents of School Leadership and other District Office	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		administrators. Existing General Fund personnel and operational resources support the coaching, monitoring, and technical assistance described in this action. No supplemental staffing, contracts, or materials are necessary.		
4.2	Supporting underperforming Socioeconomically Disadvantaged and Homeless Students	The Department of State and Federal Programs will support the development, implementation, and monitoring of School Plans for Student Achievement (SPSAs), with particular attention to Title I schools where Socioeconomically Disadvantaged and Homeless student groups are demonstrating lower academic performance. Staff will review student achievement data, monitor implementation of planned strategies and interventions, and provide guidance regarding the alignment of fiscal resources to identified student needs. This support is intended to ensure that SPSA goals, actions, and expenditures are strategically aligned to improve student outcomes and accelerate academic achievement. For non-Title I schools, the Department of State and Federal Programs will monitor the academic achievement and engagement of Homeless students and collaborate with site administrators, school staff, and Homeless Liaisons to identify barriers to success, coordinate supports, and connect students and families with available resources to improve educational outcomes. Target student groups include Socioeconomically Disadvantaged students and Homeless students. Groups: Socioeconomically Disadvantaged and/or Homeless Students (The corresponding metric is noted in parenthesis) Schools: Capistrano Union HS [English Language Arts, Mathematics] (M.# 4.7), Del Obispo Elem [English Language Arts] (M.# 4.16), Las Palmas Elem [English Language Arts] (M.# 4.29), San Clemente HS [non-Title I, English Language Arts, Mathematics] (M.# 4.34), San Juan Elem [English Language Arts] (M.# 4.34). Expenditures: \$0. This action is implemented through the ongoing responsibilities of existing District Office staff and is supported by current General Fund personnel and operational resources. SPSA monitoring,	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		data review, fiscal oversight, and coordination of supports for Socioeconomically Disadvantaged and Homeless students are part of the Department of State and Federal Programs' regular operational responsibilities and do not require additional expenditures.		
4.3	Supporting underperforming Students with Disabilities	The Special Education Services Division will monitor student achievement data for Students with Disabilities and collaborate with site administrators and school teams to improve academic outcomes. Support will focus on analyzing student performance data, identifying areas of need, and assisting schools in implementing evidence-based practices, high-quality first instruction, and differentiated instructional strategies designed to meet the unique needs of Students with Disabilities. The Special Education Services Division will provide support to all schools and will prioritize additional consultation, monitoring, and technical assistance for schools where Students with Disabilities demonstrate the lowest levels of academic achievement. Through collaboration with site leadership and instructional staff, the Division will support continuous improvement efforts intended to increase access, participation, and achievement in both English Language Arts and Mathematics. Target student group: Students with Disabilities. Group: Students with Disabilities (The corresponding metric is noted in parenthesis) Schools: Capistrano Valley HS [English Language Arts] (M# 4.8), Clarence Lobo Elem [English Language Arts, Mathematics] (M.# 4.13), Dana Hills HS [English Language Arts, Mathematics] (M.# 4.15), Del Obispo Elem [English Language Arts] (M.# 4.16), Harold Ambuehl Elem [English Language Arts] (M.# 4.22), Kinoshita Elem [English Language Arts] (M.# 4.24), San Clemente HS [English Language Arts, Mathematics] (M.# 4.34), San Juan Elem [English Language Arts] (M.# 4.35), San Juan Hills HS [English Language Arts, Mathematics] (M.# 4.36), Shorecliffs MS [English Language Arts, Mathematics] (M.# 4.37), Tesoro HS [English Language Arts, Mathematics] (M.# 4.38)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures: \$0. This action is implemented through the ongoing responsibilities of existing Special Education Services Division staff and is supported by current General Fund personnel and operational resources. Monitoring student achievement data, providing consultation and technical assistance, and supporting instructional improvement for Students with Disabilities are part of the Division's regular operational responsibilities and do not require additional expenditures.		
4.4	Supporting underperforming English Learners	The Curriculum and Instruction Division and Language Acquisition Team will provide targeted professional learning, coaching, and technical assistance for principals, teachers, and school leadership teams to strengthen the design and implementation of effective Integrated English Language Development (ELD) and Designated English Language Development (ELD) programs at schools where English Learner student groups are underperforming. Support will focus on strengthening instructional practices that provide English Learners with access to rigorous grade-level academic content while simultaneously developing English language proficiency. Professional learning and ongoing support will emphasize implementation of the California English Language Development Standards, effective instructional strategies for multilingual learners, data-informed decision making, and systems that increase access to high-quality first instruction across content areas. Through targeted professional development and continuous support, schools will strengthen their capacity to meet the linguistic and academic needs of English Learners and improve outcomes in English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI) performance. Target student group: English Learners. Group: English Learners (The corresponding metric is noted in parenthesis) Schools: Capistrano Valley HS [English Language Arts] (M.# 4.8), Clarence Lobo Elem [ELPI] (M.# 4.13), Del Obispo Elem [English	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Arts] (M.# 4.16), Don Juan Avila Elem [ELPI] (M.# 4.17), Harold Ambuehl Elem [English Language Arts & ELPI] (M.# 4.22), Marco Forster MS [Mathematics] (M.# 4.31), San Clemente HS [English Language Arts & Mathematics] (M.# 4.34), San Juan Elementary [English Language Arts] (M.# 4.35), San Juan Hills HS [English Language Arts & Mathematics] (M.# 4.36) Expenditures: \$0. This action does not require additional funding because providing professional learning, coaching, technical assistance, and support for the implementation of effective Integrated English Language Development (ELD) and Designated English Language Development (ELD) programs are carried out as part of the regular responsibilities of existing Curriculum and Instruction Division and Language Acquisition Team staff. These activities are supported through existing General Fund personnel and operational resources and do not require additional staffing, contracts, or materials.		
4.5	Supporting improvements in Chronic Absenteeism	The Department of Safety and Student Services will support schools in monitoring and improving student attendance through the collection, analysis, and use of attendance data to identify students at risk of chronic absenteeism and disengagement. Staff will collaborate with site administrators and school teams to review attendance trends, identify barriers to attendance, and implement timely interventions designed to improve student engagement and school attendance. Support will include the implementation and monitoring of a Multi-Tiered System of Supports (MTSS) framework, professional learning for school staff, attendance improvement strategies, case management support, and data-informed decision-making processes that help schools respond effectively to individual student needs. The Department will provide consultation and technical assistance to ensure interventions are aligned with identified attendance concerns and are monitored for effectiveness. In addition to supporting identified schools, the Department will monitor attendance outcomes for Pacific Islander students districtwide and collaborate with school teams to address attendance barriers and improve student engagement and connectedness.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Schools (The corresponding metric is noted in parenthesis): Arroyo Vista Elem (M.# 4.2), Arroyo Vista MS (M.# 4.3), Bathgate Elem (M.# 4.4), Bernice Ayer MS (M.# 4.5), Canyon Vista Elem (M.# 4.6), Carl Hankey Elem [ATSI] (M.# 4.9), Carl Hankey MS (M.# 4.10), Castille Elem (M.# 4.11), Chaparral Elem (M.# 4.12), Clarence Lobo Elem (M.# 4.13), Concordia Elem [ATSI] (M.# 4.14), Del Obispo Elem (M.# 4.16), Don Juan Avila Elem [ATSI] (M.# 4.17), Don Juan Avila MS (M.# 4.18), Esencia (M.# 4.19), Fred Newhart MS (M.# 4.20), George White Elem (M.# 4.21), John Malcom Elem [ATSI] (M.# 4.23), Ladera Ranch Elem [ATSI] (M.# 4.25), Ladera Ranch MS (M.# 4.26), Laguna Niguel Elem [ATSI] (M.# 4.27), Las Flores Elem [ATSI] (M.# 4.28), Las Palmas Elem (M# 4.29), Marblehead Elem (M.# 4.30), Niguel Hills MS (M.# 4.32), Oak Grove Elem (M.# 4.33), San Juan Elem (M.# 4.35) Shorecliffs MS (M.# 4.37), Wagon Wheel Elem (M.# 4.40), Wood Canyon Elem (M.# 4.41). District-wide: Pacific Islander (M.# 4.42) Expenditures: \$0. This action does not require additional funding because monitoring attendance data, providing professional learning, consultation, technical assistance, case management support, and assisting schools with the implementation of attendance improvement strategies through a Multi-Tiered System of Supports (MTSS) framework are carried out as part of the regular responsibilities of existing Department of Safety and Student Services staff. These activities are supported through existing General Fund personnel and operational resources and do not require additional staffing, contracts, or materials.		
4.6	Supporting improvements in Suspension Rates	The Department of Safety and Student Services will support schools in monitoring suspension data and identifying student groups experiencing disproportionately high rates of exclusionary discipline. Staff will collaborate with site administrators and school teams to analyze discipline data, identify root causes, and implement evidence-based strategies designed to improve student behavior, engagement, and school connectedness while reducing suspensions.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Support will include consultation, technical assistance, and professional learning related to restorative practices, Positive Behavioral Interventions and Supports (PBIS), culturally responsive practices, student well-being, trauma-informed practices, and alternative approaches to discipline. Through ongoing monitoring and collaboration, schools will strengthen their capacity to create positive learning environments that promote student success while addressing behavioral concerns through supportive and preventative practices. In addition to supporting identified schools, the Department will monitor suspension outcomes for Foster Youth districtwide and collaborate with schools to address barriers, improve student engagement, and ensure access to appropriate supports and interventions. Schools (The corresponding metric is noted in parenthesis): Aliso Niguel HS [African American] (M.# 4.1), Capistrano Union HS [All Students, English Learner, Homeless, Socioeconomically Disadvantaged, Hispanic, White] (M.# 4.7), Capistrano Valley HS [English Learners, Students with Disabilities] (M.# 4.8), Clarence Lobo [White] (M.# 4.13), Dana Hills HS [English Learners] (M.# 4.15), Fred Newhart MS [English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities] (M.# 4.20), Harold Ambuehl Elem [English Learners, Homeless] (M.# 4.22), John Malcom Elem [Hispanic] (M.# 4.23), Las Flores Elem [All Students, Students with Disabilities, White] (M.# 4.28), Niguel Hills MS [Homeless] (M.# 4.32), San Clemente HS [English Learners, Homeless, Students with Disabilities] (M.# 4.34), San Juan Elem [Students with Disabilities] (M.# 4.35), San Juan Hills HS [English Learners, Homeless] (M.# 4.36), Truman Benedict Elem [Students with Disabilities] (M.# 4.39) District-wide: Foster Youth (M.# 4.42) Expenditures: \$0. This action does not require additional funding because monitoring suspension data, analyzing discipline trends, providing consultation, professional learning, technical assistance, and supporting schools in implementing restorative practices, Positive Behavioral Interventions and Supports (PBIS), culturally responsive practices, trauma-informed practices, and other evidence-based approaches to discipline are		

Action #	Title	Description	Total Funds	Contributing
		carried out as part of the regular responsibilities of existing Department of Safety and Student Services staff. These activities are supported through existing General Fund personnel and operational resources and do not require additional staffing, contracts, or materials.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Capistrano Union High School will implement evidence-based services and supports specifically designed to improve outcomes for student groups identified as performing at the lowest level (“Red”) on one or more California School Dashboard indicators. These include: (1) English Learners, who performed in the Red on the English Learner Progress Indicator, with targeted metrics to improve English language proficiency growth, reclassification rates, and progress toward English proficiency as measured by ELPAC and state growth metrics. (2) Hispanic students, who performed in the Red on the College/Career Indicator, with targeted metrics to increase the percentage of students meeting College/Career readiness through A–G course completion, CTE pathway completion, AP/IB exam participation and scores, and dual enrollment. Capistrano Union High School will use disaggregated data to monitor and evaluate the implementation of services, ensuring improvement in the specified metrics and alignment with state Dashboard indicators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This Focus Goal was developed in accordance with Education Code Section 42238.02(b)(2), which requires Equity Multiplier-funded schools to establish at least one Focus Goal addressing the needs of the lowest-performing student groups identified through the California School Dashboard. At Capistrano Union High School, this goal addresses persistent performance disparities identified through the 2024 California School Dashboard, local data analysis, and consultation with educational partners. Specifically, English Learners performed in the Red performance level on the English Learner Progress Indicator, while Hispanic students performed in the Red performance level on the College/Career Indicator. In addition, performance trends for the All Student group in several indicators demonstrate a need for broader systemwide improvement alongside targeted interventions for identified student groups. In response, this Focus Goal prioritizes implementing evidence-based services and supports that directly address the factors contributing to low Dashboard performance. For English Learners, the school will monitor growth through ELPAC performance, reclassification rates, and English proficiency growth metrics. For Hispanic students, the goal focuses on increasing the percentage of students meeting College and Career Readiness through A-G course completion, CTE pathway completion, AP/IB participation and performance, and dual enrollment opportunities. This goal aligns with the school’s Single Plan for Student Achievement (SPSA) and reflects a strategic and coordinated use of Title I, Part A, and LCFF Equity Multiplier funds. Braiding these funding sources allows Capistrano Union High School to strengthen schoolwide systems of support, improve

instructional quality, expand student interventions, and provide coordinated academic, behavioral, and engagement supports that promote student success and well-being. The goal also supports educator effectiveness through professional learning, instructional collaboration, and coordinated systems designed to strengthen implementation capacity and sustain effective practices. Through ongoing disaggregated data analysis, educational partner engagement, and continuous evaluation of implementation, the school will monitor the effectiveness of these services and supports and make adjustments as needed to improve student outcomes. By strategically aligning resources, instructional supports, and student services toward the needs of its lowest-performing student groups, the District affirms its commitment to equity, continuous improvement, and improved long-term academic and postsecondary outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Credential & Assignment Monitoring: Ineffective Teachers @ Capistrano Union HS Teachers serving under the following: —Teaching Permit for Statutory Leave (TPSL) —Short-Term Staff Permit (STSP)	2023-2024: Ineffective: 0 / 0% —TPSL: 0 —STSP: 0	2024-2025: Ineffective: 0 / 0% —TPSL: 0 —STSP: 0	2025-2026 Ineffective: 0 / 0% —TPSL: 0 —STSP: 0	2026-2027 Ineffective: Maintain	2023-2024 to 2025-2026: No Change
5.2	Credential & Assignment Monitoring: Out of Field Teachers @ Capistrano Union HS Teachers serving under the following: —Local Assignment Option —Emergency CLAD/BCLAD —General Education Limited Assignment Teaching Permit (GELAP)	2023-2024: Out of Field: 4 / 28.6% —Local Assignment Option: 4 —Emergency CLAD/BCLAD: 0 —GELAP: 0 —SELAP: 0	2024-2025: Out of Field: 1 / 0.8% —Local Assignment Option: 1 —Emergency CLAD/BCLAD: 0 —GELAP: 0 —SELAP: 0	2025-2026 —Local Assignment Option: 1 —Emergency CLAD/BCLAD: 0 —GELAP: 0 —SELAP: 0	2026-2027 Out of Field: Maintain	2023-2024 to 2025-2026: Out of Field: 1 / 0.8% (Decreased) —Local Assignment Option: 1 (Decreased) —Emergency CLAD/BCLAD: 0 (No Change) —GELAP: 0 (No Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	—Special Education Limited Assignment Permit (SELAP)					—SELAP: 0 (No Change)
5.3	Credential & Assignment Monitoring: Inexperience Teachers @ Capistrano Union HS Teachers with two or few years teaching	2023-2024 Inexperienced Teachers: 0 / 0%	2024-2025 Inexperienced Teachers: 1 / 0.8%	2025-2026 Inexperienced Teachers: 1 / 0.9%	2026-2027 Inexperienced Teachers: Maintain	2023-2024 to 2025-2026: Inexperienced Teachers: No Change
5.4	Capistrano Union High (CSI) School within the LEA: * English Language Arts * Mathematics Student Group within School: * English Language Arts: HIS, SED * Mathematics: HIS, SED CSI: Low Performance	2023 CA Dashboard English Language Arts * All Students - 99.4 points below standard (Declined 35.1 points) * Hispanic - 112.5 points below standard (Declined 50.3 points) * Socioeconomically Disadvantaged - 105.1 points below standard (Declined 38.1 points) Mathematics * All Students - 196.2 points below standard (Declined 4.9 points) * Hispanic - 196.6 points below standard (Maintained -1.3 points)	2024 CA Dashboard English Language Arts * All Students - 54.4 points below standard (Increased 45 Points) * Hispanic - 57.9 points below standard (Increased 54.6 points) * Socioeconomically Disadvantaged - 56.8 points below standard (Increased 48.3 points) Mathematics	2025 CA Dashboard English Language Arts No Performance Color due to N-Size * All Students - 74.8 points below standard (Declined 2.04 points) * Hispanic - 75.6 points below standard (Declined 17.7 points) * Socioeconomically Disadvantaged - 72.6 points below standard (Declined 15.7 points) Mathematics	2026 CA Dashboard English Language Arts * All Students - 90.4 points below standard (Increase by at least 9 points) * Hispanic - 103.5 points below standard (Increase by at least 9 points) * Socioeconomically Disadvantaged - 96.1 points below standard (Increase by at least 9 points) Mathematics	2023 Dashboard to 2025 Dashboard: English Language Arts * All Students - Increased 24.6 Points * Hispanic - Increased 37.7 points * Socioeconomically Disadvantaged - Increased 32.5 points Mathematics * All Students - Decreased 0.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged - 197.6 points below standard (Declined 6.7 points)	* All Students - 158.9 points below standard (Increased 37.3 points) * Hispanic - 143.6 points below standard (Increased 53 points) * Socioeconomically Disadvantaged - 163.1 points below standard (Increased 34.5 points) *EXITED CSI* **IDENTIFIED FOR TSI**	No Performance Color due to N-Size * All Students - 195.6 points below standard (Declined 36.8 points) * Hispanic - 201.3 points below standard (Declined 57.8 points) * Socioeconomically Disadvantaged - 199 points below standard (Declined 35.9 points)	* All Students - 187.2 points below standard (Increase by at least 9 points) * Hispanic - 187.6 points below standard (Increase by at least 9 points) * Socioeconomically Disadvantaged - 188.6 points below standard (Increase by at least 9 points)	* Hispanic - Decreased 4.7 points * Socioeconomically Disadvantaged - Decreased 1.4 points
5.5	Capistrano Union High (CSI) School within the LEA: * Suspension Student Group within School: * Suspension: EL, HIS, HOM, SED, WH CSI: Low Performance	2023 CA Dashboard Suspension * All Students - 14% suspended (Increased 1.1%) * English Learners - 27.3% suspended (Increased 9.6%) * Hispanic - 15.8% suspended (Increased 2%) * Homeless - 22.1% suspended (Increased 8.9%)	2024 CA Dashboard Suspension * All Students (Orange) - 12.9% suspended (Declined 1.1%) * Hispanic (Orange) - 13.1% suspended (Declined 2.7%) * Homeless (Orange) - 20.3% suspended (Declined 1.7%)	2025 CA Dashboard Suspension * All Students (Yellow) - 9.6% suspended (Declined 3.2%) * English Learners (Red) - 14% suspended (Increased 0.4%) * Hispanic (Orange) - 10.9% suspended (Declined 2.2%)	2026 CA Dashboard Suspension * All Students - 12.5% suspended (Decrease by at least 1.5%) * English Learners - 25.8% suspended (Decrease by at least 1.5%) * Hispanic - 14.3% suspended	2023 Dashboard to 2025 Dashboard: Suspension * All Students - Declined 4.4% * Hispanic - Declined 16.4% * Homeless - Declined 14.6% * Socioeconomically Disadvantaged - Declined 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged - 15.3% suspended (Increased 0.3%) * White - 10.3% suspended (Maintained -0.2%)	* Socioeconomically Disadvantaged (Orange) - 13.9% suspended (Declined 1.4%) *EXITED CSI* **IDENTIFIED FOR TSI**	* Homeless (Yellow)- 7.5% suspended (Declined 12.8%) * Socioeconomically Disadvantaged (Yellow) - 8.3% suspended (Declined 5.6%) * White (Green) - 4.8% suspended (Declined 4.5%)	(Decrease by at least 1.5%) * Homeless - 20.6% suspended (Decrease by at least 1.5%) * Socioeconomically Disadvantaged - 13.8% suspended (Decrease by at least 1.5%)	

Goal Analysis [2025-26]

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

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

In 2025–26, Goal 5 was implemented as an Equity Multiplier Focus Goal for Capistrano Union High School to address significant performance disparities identified on the California School Dashboard. The goal aimed to improve student outcomes in English Language Arts, Mathematics, and Suspension Rates through the implementation of holistic, evidence-based supports. All planned actions were implemented with fidelity, including the deployment of classroom-based Chromebook carts, the expansion of bilingual counseling services, the hiring of a health and wellness coach, and the addition of a behavioral support paraprofessional.

While the planned actions were fully executed, some differences in implementation depth emerged. For example, the integration of the wellness coach and behavior supports varied across classrooms due to teacher readiness and student scheduling. Nevertheless, the Chromebook deployment ensured that all students had consistent access to digital learning tools, addressing a previously significant barrier to engagement and achievement.

Implementation was not without challenges. Capistrano Union HS faces a high rate of student transiency, and many students experience instability in their home environments. These factors contributed to inconsistent student engagement with services such as wellness coaching. Additionally, recruiting and retaining specialized staff, especially bilingual therapists, was a challenge. Despite these obstacles, the school experienced multiple successes. Academic achievement, particularly in English Language Arts and Mathematics, improved significantly across all student groups. Suspension rates declined, reflecting an improvement in school climate and the effectiveness of behavioral interventions.

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.

Several Goal 5 actions reflected meaningful differences between planned and estimated actual expenditures during implementation. The primary variances were related to staffing adjustments, implementation changes, and shifts in the specific supports ultimately needed during the year.

Action 5.1, MTSS Attendance Engagement and Recognition, exceeded the planned amount because additional attendance engagement activities, student incentives, and intervention supports were implemented to address chronic absenteeism and improve student engagement outcomes.

Action 5.3, Bilingual School Counselor, was implemented during the year; however, the position was supported with one-time funds rather than LCFF Equity Multiplier funds. As a result, the action was carried out as intended, but the originally planned LCFF Equity Multiplier expenditures were not needed for that purpose.

Action 5.4, Global and Cultural Perspectives Projects, was not implemented during the year, resulting in no expenditures for the action.

Action 5.5, Professional Development for High-Impact Instruction, was below the planned amount because professional learning activities were implemented at a lower level than originally projected during the year. However, a school team attended the Model Continuation School Conference to support the overall professional development and instructional improvement efforts of the school.

Action 5.6, PLC and Data Team Collaboration Time, was below the planned amount because fewer release-time and collaboration costs were needed than originally anticipated.

Action 5.7, Long-Term English Learner Instructional Strategies Professional Development, was implemented through existing systems and therefore did not require separate expenditures.

Action 5.8, Academic Tutoring and Independent Study Support, was implemented through the school's existing intervention structures and built-in intervention time. As a result, the additional hours and projected expenditures originally anticipated for the action were not needed.

Action 5.9, Chromebooks and Technology Refresh, was below the planned amount because the school did not need the Chromebook refresh as originally anticipated. Instead, resources were used to purchase a math subscription license to support student learning and teacher collaboration.

The remaining Goal 5 action, 5.2 Wellness Coach for Student Support, was implemented substantially as planned.

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

Overall, the Goal 5 action set was partially effective and evolved during implementation into a more integrated system of student supports. The prior-year actions focused on attendance incentives, wellness supports, bilingual counseling, cultural projects, professional development, PLC collaboration, LTEL instructional strategies, tutoring, and technology refreshes. Reflection on implementation resulted in a broader and

more coordinated approach for the coming year, centered on attendance and graduation supports, wellness and counseling, family engagement, instructional improvement, and student engagement.

Action 5.1, MTSS Attendance Engagement and Recognition, was effective. The action expanded beyond the original projected level during implementation because additional attendance engagement activities, incentives, and intervention supports were needed to address chronic absenteeism and improve student engagement. The school's continued emphasis on attendance, engagement, and graduation supports in the revised Goal 5 structure confirms that this work was a critical component of the school's improvement efforts.

Action 5.2, Wellness Coach for Student Support, was effective and implemented substantially as planned. The action directly addressed identified needs related to suspension, school climate, wellness, and student belonging. The continuation and expansion of wellness, counseling, PBIS, and behavioral intervention supports in the revised Goal 5 structure demonstrates that these supports were viewed as essential components of the school's improvement work.

Action 5.3, Bilingual School Counselor, was effective and implemented during the year. Although the position was ultimately supported through one-time funds rather than LCFF Equity Multiplier funds, the bilingual counseling and student support services were delivered as intended. The school's expanded focus on bilingual outreach, family engagement, intervention planning, and counseling support in the revised Goal 5 actions reflects the continued importance of these services.

Action 5.4, Global and Cultural Perspectives Projects, was not implemented as a stand-alone action during the year. However, the concepts underlying the action were incorporated into the revised Goal 5 through broader student engagement, cultural proficiency, STEAM, project-based learning, and culturally responsive instructional practices. The school integrated this work into a more comprehensive student engagement and learning environment framework rather than continuing it as a separate project-based initiative.

Actions 5.5 and 5.6, Professional Development for High-Impact Instruction and PLC and Data Team Collaboration Time, were partially effective. Professional learning and instructional collaboration continued during the year, including participation in the Model Continuation School Conference, but implementation occurred at a lower level than originally projected. The school ultimately consolidated these efforts into a broader instructional improvement structure focused on Great First Instruction, PLC collaboration, instructional walks, ELD implementation, intervention, and evidence-based instructional practices.

Action 5.7, Long-Term English Learner Instructional Strategies Professional Development, was implemented through existing systems and therefore did not require separate expenditures. The school embedded LTEL instructional supports into ongoing instructional and professional learning structures rather than implementing the work as a separate initiative.

Action 5.8, Academic Tutoring and Independent Study Support, was implemented through the school's built-in intervention structures and existing intervention time. As a result, additional projected staffing hours and expenditures were not needed. The school subsequently expanded this work into a broader instructional intervention and graduation support framework in the revised Goal 5 structure.

Action 5.9, Chromebooks and Technology Refresh, was not implemented as originally planned because the school did not require the projected Chromebook refresh. Instead, resources were redirected to purchase a math subscription license that supported student learning

and teacher collaboration. In the revised Goal 5 structure, technology was repositioned within a broader instructional engagement and learning environment strategy tied to access, rigor, and student engagement.

Taken together, the Goal 5 actions produced the strongest results in attendance engagement, wellness and counseling supports, bilingual student support, and integrated intervention systems. The school refined the work for the coming year by consolidating overlapping initiatives into broader systems of support that more directly connect attendance, graduation, wellness, instructional improvement, family engagement, and student belonging.

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 most significant change for Goal 5 is that the District moved from a set of narrower, separate supports into a more integrated and comprehensive school improvement framework. In the prior year, Goal 5 was organized around nine relatively discrete actions, including attendance incentives, a wellness coach, a bilingual counselor, cultural projects, professional development, PLC time, LTEL instructional strategies, tutoring, and Chromebook refreshes. In the coming year, those supports were consolidated into five broader actions that are more explicitly aligned to the Comprehensive Needs Assessment and SPSA strategies. That is a meaningful shift in planning approach, not just a rewording of the same work.

The clearest change is in the attendance and graduation strand. The prior year action focused primarily on MTSS attendance engagement and recognition. The new action expands that work into a broader attendance, engagement, and graduation support model that includes MTSS attendance interventions, attendance incentives, outreach to chronically absent students, credit recovery, additional intervention supports, and teen parent supports through the infant and toddler and preschool support program. The monitoring metric also broadened, moving from attendance and chronic absenteeism data alone to attendance rate, chronic absenteeism, graduation rate, and credit completion data. This reflects a stronger emphasis on keeping students on track to graduate, rather than focusing only on attendance behavior.

The wellness and behavior strand also became substantially more comprehensive. The prior year centered on a wellness coach managing a wellness room and reducing disciplinary incidents. The new action expands that work into wellness, counseling, and behavioral supports, including a Health and Wellness Coach, bilingual counseling services, individualized student intervention planning, substance abuse counseling, PBIS supports, and social-emotional interventions. The monitoring system also became more robust, adding Panorama sense of belonging data, counseling referral data, and behavior intervention data alongside suspension rate. This shows a clearer connection between student wellness supports, school climate, and behavior outcomes.

Family engagement and bilingual outreach were also elevated in the new plan. The prior year had a bilingual school counselor focused on English learners and socioeconomically disadvantaged students with counseling, WIN plans, and family engagement. The new action shifts to a broader family engagement and bilingual outreach strategy that includes parent enrollment and registration support, FAFSA completion, senior information nights, parent workshops, expanded Bilingual Community Liaison services, home visits, bilingual communication, and targeted outreach to strengthen family participation in school activities and student support systems. The monitoring metrics now include parent participation data, FAFSA completion data, ELAC participation, and attendance data. This indicates a broader and more intentional family engagement strategy than before.

Instructional improvement and English learner support were also restructured. In the prior year, the District separated out professional development for high-impact instruction, PLC and data team collaboration, long-term English learner instructional strategies, academic tutoring and independent study support, and Chromebook refresh. In the coming year, those supports were consolidated into a single instructional improvement and English learner support action that includes professional learning, PLC collaboration, instructional walks, release time, integrated and designated ELD professional learning, LTEL strategies, literacy intervention materials, project-based learning supports, supplemental instructional materials, and targeted intervention and tutoring. The metrics also became more tightly aligned to academic and language outcomes, including CAASPP ELA and math, ELPI, ELPAC growth, reclassification, and college and career readiness data. That is a substantial refinement toward a more coherent instructional improvement model.

The final major change is in the student engagement and learning environment strand. The prior year separated global and cultural perspectives projects, professional development for high-impact instruction, and technology refresh. The new plan combines those ideas into a broader action focused on student engagement, cultural proficiency, and learning environment. It now includes culturally responsive instructional materials, diverse classroom and library texts, STEAM-based and project-based learning, student engagement incentives, cultural awareness activities, educational technology, flexible classroom furniture, and supportive learning environments. The monitoring metrics were also expanded to include Panorama sense of belonging, student engagement data, attendance data, and college and career readiness data. This shows a deliberate shift toward making engagement, belonging, and the learning environment part of one unified strategy rather than separate initiatives.

Taken together, the coming-year changes show a District reflection that the earlier plan was too fragmented for the scale of need. The new Goal 5 keeps the same underlying priorities, but it is more integrated, more explicitly tied to schoolwide needs assessment findings, and more directly connected to measurable student outcomes. The District appears to have responded to prior practice by combining overlapping supports, expanding the scope of each action, and sharpening the metrics so they better reflect attendance, behavior, family engagement, instructional quality, English learner progress, and student belonging.

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
5.1	Attendance, Engagement, and Graduation Supports	Need: Capistrano Union High School's Comprehensive Needs Assessment identified chronic absenteeism, declining graduation rates, and inconsistent student engagement as significant barriers to student success. The California Dashboard showed a graduation rate of 91.8% with a 6.7% decline, while localized attendance data demonstrated the need to improve attendance and reduce chronic absenteeism, particularly among student groups experiencing barriers to school connectedness and engagement.	\$41,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Action: Implement MTSS attendance interventions, student attendance incentives, and chronically absent student outreach supports (SPSA Goal 1, Strategy 1); provide credit recovery opportunities and additional intervention supports to improve on-track graduation outcomes (SPSA Goal 1, Strategy 1; SPSA Goal 2, Strategy 6); and provide supports for teen parents through the infant/toddler and preschool support program to reduce barriers to attendance and graduation (SPSA Goal 1, Strategy 1; SPSA Goal 2, Strategy 6). Evidence: * Attendance Works. (2022). Using attendance data to identify and address educational inequities. * Rickles, J., Clements, M., Lin, S., & Heppen, J. (2023). A multisite randomized study of an online learning approach to high school credit recovery: Effects on student experiences and proximal outcomes. * Rogers, T., Feller, A., & Houchins, M. (2017). Reducing student absences at scale by targeting parents' misbeliefs. Monitoring Metric: Attendance Rate, Chronic Absenteeism Data, Graduation Rate, Credit Completion Data		
5.2	Wellness, Counseling, and Behavioral Supports	Need: The Comprehensive Needs Assessment identified student wellness, suspension rates, substance abuse concerns, and sense of belonging as barriers to student success. The California Dashboard identified suspension indicators in the Yellow, Orange, and Red performance levels for multiple student groups, while Panorama survey results showed only 67% of students reported a sense of belonging at school. Counseling and wellness center data also demonstrated high levels of student need for social-emotional and behavioral supports. Action: Provide expanded wellness, counseling, and behavioral intervention supports through a Health and Wellness Coach (SPSA Goal 1, Strategy 2);	\$205,500.00	No

Action #	Title	Description	Total Funds	Contributing
		provide bilingual counseling services and individualized student intervention planning to improve student engagement and connectedness (SPSA Goal 1, Strategy 2); and provide substance abuse counseling, PBIS supports, and social-emotional interventions to improve school climate and student well-being (SPSA Goal 1, Strategy 2). Evidence: * California Department of Education. (2018). A guide to increase mental health services for students (Project Cal-Well). * Clark, H. K., Ringwalt, C. L., Shamblen, S. R., & Hanley, S. M. (2011). Project SUCCESS' effects on substance use-related attitudes and behaviors: A randomized controlled trial in alternative high schools. * Seto, A., & Forth, N. (2020). What is known about bilingual counseling? A systematic review of the literature. Monitoring Metric: Suspension Rate, Panorama Sense of Belonging Data, Counseling Referral Data, Behavior Intervention Data		
5.3	Family Engagement and Bilingual Outreach	Need: The Comprehensive Needs Assessment identified inconsistent family engagement, barriers to communication, and the need for increased bilingual outreach and support for families of English Learners and socioeconomically disadvantaged students. The school identified a need to improve parent engagement, attendance communication, FAFSA completion supports, and family participation in school decision-making processes. Action: Provide additional staff support for parent enrollment, registration, FAFSA completion, senior information nights, and parent workshops (SPSA Goal 1, Strategy 3); expand Bilingual Community Liaison services, home visits, and bilingual communication with families to strengthen family engagement and school connectedness (SPSA Goal 1, Strategy 3); and implement targeted outreach strategies to improve communication and increase parent participation in school activities and student support systems (SPSA Goal 1, Strategy 1; SPSA Goal 1, Strategy 3).	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Evidence: * Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. * California Department of Education. (2014). Family engagement framework: A tool for California school districts. * Candler, S., & Serban, M. (2021). Case study: Cajon Valley Union School District. Monitoring Metric: Parent Participation Data, FAFSA Completion Data, ELAC Participation, Attendance Data		
5.4	Instructional Improvement and English Learner Supports	Need: The Comprehensive Needs Assessment identified significant academic performance gaps in English Language Arts, Mathematics, English Learner Progress, and College/Career Readiness. English Learners performed in the Red on the English Learner Progress Indicator, while Hispanic students performed in the Red on the College/Career Indicator. The school also identified a need for stronger implementation of integrated and designated ELD strategies, targeted literacy interventions, instructional collaboration, and professional learning focused on Great First Instruction and evidence-based instructional practices. Action: Provide professional learning, PLC collaboration, instructional walks, and release time focused on Great First Instruction and effective instructional practices (SPSA Goal 2, Strategy 1; SPSA Goal 2, Strategy 2); provide integrated and designated ELD professional learning, LTEL instructional strategies, and supplemental instructional materials for English Learners (SPSA Goal 2, Strategy 5); provide literacy intervention materials, project-based learning supports, and supplemental instructional resources to improve student access to rigorous instruction (SPSA Goal 2, Strategy 3; SPSA Goal 2, Strategy 4); and provide additional instructional intervention, tutoring, and academic support opportunities for students needing targeted assistance (SPSA Goal 2, Strategy 6).	\$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Evidence: * Darling-Hammond, L., Hyer, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. * Walqui, A. (2023). Developing educator expertise to work with English learners. U.S. Department of Education OELA Webinar. * Novicoff, S., Reardon, S. F., & Johnson, R. C. (2024). California's English learners and their long-term learning outcomes. Learning Policy Institute. Monitoring Metric: CAASPP ELA and Math Data, English Learner Progress Indicator, ELPAC Growth Data, Reclassification Rates, College/Career Indicator Data		
5.5	Student Engagement, Cultural Proficiency, and Learning Environment	Need: The Comprehensive Needs Assessment identified low levels of school connectedness, engagement, and cultural belonging among students. The school identified a need to improve culturally responsive instructional practices, provide engaging learning environments, increase access to technology and instructional materials, and create opportunities for students to participate in culturally relevant and hands-on learning experiences. Action: Provide culturally responsive instructional materials and diverse classroom and library texts to improve student engagement and literacy access (SPSA Goal 1, Strategy 4); implement STEAM-based, project-based, and culturally relevant learning experiences to increase student participation and connectedness (SPSA Goal 1, Strategy 4; SPSA Goal 2, Strategy 3; SPSA Goal 2, Strategy 4); provide student engagement incentives and cultural awareness activities to strengthen school climate and sense of belonging (SPSA Goal 1, Strategy 4); and provide educational technology, flexible classroom furniture, and supportive learning environments to improve student access and engagement in rigorous coursework (SPSA Goal 2, Strategy 8). Evidence:	\$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
		First Book Research & Insights. (2023). The impact of a diverse classroom library. Dell’Erba, M., & Weyer, M. (2024). Key lessons from effective K-12 STEAM education organizations. Zheng, B., Warschauer, M., Lin, C.-H., & Chang, C. (2016). Learning in one-to-one laptop environments: A meta-analysis and research synthesis. Monitoring Metric: Panorama Sense of Belonging Data, Student Engagement Data, Attendance Data, College/Career Readiness Data		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$32,411,178	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.926%	0.000%	\$0.00	6.926%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Counselors Need: Gaps in Graduation Rate for unduplicated students (English Learners, 93.5%; Socioeconomically Disadvantaged, 95.2%), gaps in Student Perception of Connectedness (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%), and Parent Perceptions of Schools having Adults who Really Care about	This action is principally directed toward English learners and socioeconomically disadvantaged students because these student groups continue to demonstrate lower graduation rates, and district survey data indicates a need to strengthen student connectedness and relationships with caring adults. School counselors effectively address these needs by providing specialized academic, behavioral, social-emotional, and college and career supports that improve student engagement, promote school connectedness, monitor academic	1.3, 1.4, 1.5, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students (Elementary: 48%; Middle School: 32%; High School: 32%) Scope: LEA-wide	progress, and connect students with appropriate interventions. Counselors work collaboratively with students, families, teachers, and administrators to identify barriers to student success, coordinate supports, and promote positive academic and social-emotional outcomes. At the secondary level, counselors also develop and monitor students' Four-Year Academic Plans to help ensure students remain on track for graduation and postsecondary success. This action is provided on an LEA-wide basis because English learners and socioeconomically disadvantaged students are enrolled at every school in the District and require consistent access to comprehensive counseling services regardless of grade level or school assignment. Providing counselors across all schools ensures equitable access to academic planning, behavioral and social-emotional supports, student wellness services, family collaboration, and interventions that promote student success. Research supports comprehensive school counseling programs integrated within a Multi-Tiered System of Supports as an effective strategy for improving academic, behavioral, and social-emotional outcomes (Ziomiek-Daigle, Goodman-Scott, Cavin, & Donohue, 2016).	
1.2	Action: Credit Recovery Need: Gaps in Graduation Rate for unduplicated students (English Learners, 93.5%; Socioeconomically Disadvantaged, 95.2%) and Students with Disabilities (83.4%) when	This action is principally directed toward English learners and socioeconomically disadvantaged students because these student groups continue to demonstrate lower graduation rates and A-G completion rates than All Students. Providing additional teacher assignment hours expands credit recovery opportunities, including the high school summer school program, enabling students	1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to All Students (96.3%). The additional gap in A-G completion for unduplicated students (English Learners, 16.1%, Socioeconomically Disadvantaged, 42.7%) when compared to All Students (60.3%). Scope: LEA-wide	to recover credits, remain on track for graduation, complete A-G requirements, and improve college and career readiness. Research indicates that credit recovery is an effective intervention for increasing graduation rates and reducing dropout rates, particularly for economically disadvantaged and historically underserved student groups (Viano, An Evaluation of Credit Recovery as an Intervention). This action is provided on an LEA-wide basis because English learners and socioeconomically disadvantaged students requiring credit recovery are enrolled across the District's comprehensive and alternative high schools. Providing districtwide credit recovery opportunities ensures equitable access to timely interventions that help students meet graduation and A-G requirements regardless of school assignment, while maintaining consistent implementation of credit recovery programs across the District.	
1.4	Action: Cultural Proficiency Need: According to the 2023–2024 California Healthy Kids Survey (Secondary Students Report), some student groups reported experiencing mistreatment related to factors such as race, ethnicity, national origin, religion, or physical or mental ability. These experiences were reported most frequently by students from racially and ethnically diverse backgrounds, including American Indian, Asian, African American, and Multiracial students. Additionally, unduplicated students had higher	This action is principally directed toward unduplicated pupils because English learners, foster youth, homeless students, and socioeconomically disadvantaged students experience higher suspension rates than All Students, and student survey data indicates that students from racially and ethnically diverse backgrounds experience higher rates of mistreatment related to race, ethnicity, national origin, religion, and physical or mental ability. This action addresses these needs by providing all District employees with professional learning that strengthens cultural proficiency, increases awareness of bias-based behaviors, promotes respectful interactions, and equips staff with	1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Scope: LEA-wide	culturally responsive practices that foster safe, inclusive, and supportive learning environments. By strengthening educators' knowledge, skills, and practices, the District increases its capacity to improve students' sense of belonging, reduce exclusionary discipline, and promote equitable educational experiences for unduplicated pupils. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every school and interact with employees across all departments and job classifications. Creating safe, inclusive, and culturally responsive learning environments requires a consistent, districtwide approach so that all employees share common expectations, language, and practices for fostering respectful interactions and responding appropriately to bias-based behaviors. Providing this professional learning to all employees supports a systemic improvement in school climate and helps ensure that unduplicated pupils experience equitable, supportive learning environments regardless of school assignment.	
1.5	Action: Student Engagement Need: Based on the 2023-2024 California Healthy Kids, there is a trend for student's perception of school connectedness to drop over time (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%). The trend also continues to students perceptions of caring adult relationships at school (Grade 5: 72%; Grade 7: 62%; Grade 9: 55%; Grade 11: 62%). Additionally, unduplicated students had higher	This action is principally directed toward low-income students because unduplicated student groups continue to experience lower levels of school connectedness and caring adult relationships, along with higher suspension and chronic absenteeism rates than All Students. This action addresses these needs by expanding opportunities for meaningful student participation in extracurricular activities, athletics, visual and performing arts, and other school engagement opportunities that strengthen students' connections to school, foster positive relationships with caring adults and peers, and promote a greater sense of	1.1, 1.6, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%; Socioeconomically Disadvantaged, 25.7%) compared to All Students (18.2%) Scope: LEA-wide	belonging. The 5-Star Student participation tracking system enables educators to identify students who are not participating in school activities and proactively connect them with opportunities that align with their interests, while additional staffing supports expanded access to intramural sports, student activities, and arts programming. Research indicates that expanding access to extracurricular activities is an effective strategy for improving engagement and educational outcomes for disadvantaged students (Extracurricular Activities and Disadvantaged Youth, SAGE Journals, 2018). This action is provided on an LEA-wide basis because low-income students and other unduplicated pupils are enrolled across all secondary schools and benefit from equitable access to engaging extracurricular, athletic, and arts opportunities regardless of school assignment. Providing a consistent districtwide student engagement system, participation tracking, and coordinated programming helps ensure that schools can identify and support students who are disconnected from school, increase participation in meaningful activities, strengthen school connectedness, and improve attendance and overall student success.	
1.6	Action: CUSD Cares - Well-being and Emotional Support Need: Based on the California Dashboard in Chronic Absenteeism (TK-8), our unduplicated student groups have higher chronic absenteeism rates	This action is principally directed toward unduplicated pupils because English learners, foster youth, homeless students, and socioeconomically disadvantaged students experience higher chronic absenteeism rates than All Students, while district and local survey data indicate declining school connectedness and increasing social-emotional and mental health	1.1, 1.2, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(English Learners, 26.1%; Foster Youth, 28.8%; Homeless, 27.7%; Socioeconomically Disadvantaged, 25.7%) compared to All Students (18.2%). Additionally, in 2022-2023, 6,446 (14.96%) TK-12 students missed between 10% and 20% of the school year making them chronically absent. There were 1,625 (3.77%) TK-12 students who missed more than 20% of the school year, making them severely chronically absent. The California Healthy Kids Survey, 2023-2024, demonstrated a pervasive decrease in student perceptions around school connectedness (Grade 5: 76%; Grade 7: 61%; Grade 9: 60%; Grade 11: 59%). The survey also revealed that students indicating Chronic Sad or Hopeless Feelings, Past 12 Months was high (Grade 7: 23%; Grade 9: 23%; Grade 11: 28%). More alarmingly, when asked if the student "Seriously Considered Attempting Suicide, Past 12 Months" was also high (Yes, Grade 7: 10%, Grade 9: 8%, Grade 11: 11%). Scope: LEA-wide	needs. This action addresses these needs by implementing the CUSD CARES Multi-Tiered System of Support for Well-Being, providing a comprehensive continuum of universal prevention, targeted intervention, and intensive supports that promote student connectedness, strengthen protective factors, improve attendance, and address students' social-emotional and mental health needs. Tier 1 supports build positive school climate and belonging for all students through schoolwide wellness practices and staff professional learning. Tier 2 provides targeted interventions for students demonstrating elevated needs, while Tier 3 delivers intensive individualized supports, including counseling, coordinated services, family partnerships, and referrals to community-based resources. Research supports school-based mental health services and multi-tiered systems of support as effective strategies for improving student well-being, attendance, and educational outcomes. This action is provided on an LEA-wide basis because unduplicated pupils experiencing attendance, social-emotional, and mental health challenges are enrolled at every school in the District. Implementing a consistent districtwide Multi-Tiered System of Support ensures that all students have equitable access to prevention, early intervention, and intensive supports regardless of school assignment. Providing a unified CUSD CARES framework also establishes consistent practices, professional learning, referral processes, and coordinated services across all schools, creating a sustainable system that improves student well-being, school	

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		connectedness, attendance, and academic success.	
1.7	Action: Positive Behavioral Interventions and Supports (PBIS) Implementation Need: Based on the California Dashboard, Suspension Rate Indicator, unduplicated students had higher rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%; Socioeconomically Disadvantaged, 25.7%) compared to All Students (18.2%). Additionally, the California Healthy Kids Survey revealed a decline in students' perception of safety at school (Grade 5: 85%; Grade 7: 62%; Grade 9: 55%; Grade 11: 62%). Scope: LEA-wide	This action is principally directed toward unduplicated pupils because English learners, foster youth, homeless students, and socioeconomically disadvantaged students experience higher suspension and chronic absenteeism rates than All Students, while local survey data indicates declining student perceptions of school safety. This action addresses these needs by implementing Positive Behavioral Interventions and Supports (PBIS) as the District's proactive, schoolwide framework for establishing positive school climates, teaching and reinforcing behavioral expectations, and increasing students' sense of safety, belonging, and engagement. Through PBIS, schools establish clear behavioral expectations, explicitly teach positive behaviors, acknowledge students for meeting expectations, and emphasize instructional and restorative responses over exclusionary discipline. These practices increase instructional time, reduce disciplinary incidents, improve attendance, and promote equitable outcomes for unduplicated pupils. In addition, Crisis Prevention Institute (CPI) training equips staff with evidence-based strategies to prevent and de-escalate challenging behaviors, strengthen social-emotional supports, improve classroom management, and maintain safe learning environments that support student well-being and academic success. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled at every	1.6, 1.8, 1.9

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		school in the District and benefit from consistent behavioral expectations, positive school climate practices, and equitable responses to student behavior regardless of school assignment. Implementing PBIS and CPI training districtwide establishes a common framework for behavior support, improves consistency across schools, reduces exclusionary discipline, and ensures that all students have access to safe, supportive, and inclusive learning environments. Research demonstrates that PBIS can reduce discipline disparities, decrease office discipline referrals, and improve school climate when implemented consistently across a school system.	
1.9	Action: Alternative to Suspension (ATS) Program Need: Based on the California Dashboard Suspension Rate Indicator, unduplicated students had higher rates of suspension (English Learners, 5.1%; Foster Youth, 12.9%; Homeless, 6.1%; Socioeconomically Disadvantaged, 4%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for unduplicated students (English Learners, 6.1%; Foster Youth, 28.8%; Homeless, 27.7%; Socioeconomically Disadvantaged, 25.7%) and Students with Disabilities (6%) compared to All Students (18.2%). Scope: LEA-wide	This action is principally directed toward unduplicated pupils because English learners, foster youth, homeless students, and socioeconomically disadvantaged students experience disproportionately higher suspension rates than All Students. This action addresses these needs by providing an Alternative to Suspension (ATS) program that serves as an instructional and behavioral intervention rather than an exclusionary disciplinary response. The ATS program enables students to remain engaged in learning while receiving academic instruction, behavioral coaching, counseling, mentoring, and individualized interventions that address the underlying causes of student behavior. By reducing lost instructional time and teaching positive replacement behaviors, the program supports improved student behavior, increases school engagement, and reduces the likelihood of repeated disciplinary incidents for unduplicated pupils.	1.6

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		This action is provided on an LEA-wide basis because unduplicated pupils who require alternatives to suspension are enrolled across the District's schools. Providing a consistent districtwide Alternative to Suspension program ensures equitable access to instructional, behavioral, and counseling interventions regardless of school assignment while supporting consistent implementation of alternative means of correction throughout the District. Research demonstrates that behavioral intervention programs have a positive impact on student achievement and reducing disruptive behavior (Visible Learning, effect sizes of 0.62 and 0.34). Research also indicates that culturally responsive instructional and behavioral management strategies can reduce disproportionate suspension and expulsion rates among historically underserved student groups (Townsend, 2000).	
1.12	Action: District Communication Support Need: The California Healthy Kids Survey, Parent Results, demonstrated a gap in parent perceptions. Our English Learner parents consistently rated parent involvement factors higher than Non-English Learner parents: Communication with parents about school (Not English Learner, 41%; English Learners, 53%). This gap is attributed to the effectiveness of bilingual staff in the Communications Department, which is focused on communication in multiple languages and translating school documents to remove language barriers from parents	This action is principally directed toward English Learner pupils because meaningful family engagement depends on families having equitable access to timely, accurate, and understandable information in their primary language. This action addresses these needs by providing bilingual communication staff who deliver translation, interpretation, multilingual communications, and language access services that remove barriers to family participation in their children's education. These services enable English Learner families to access school and district information, communicate effectively with school staff, participate in educational decision-making, and engage as active partners in supporting student attendance, academic progress, and overall success. Survey results indicating higher	Monitoring Metric: 1.8, 1.10, 1.11

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	participating in their child's educational experiences. Scope: LEA-wide	communication ratings among English Learner parents demonstrate the positive impact of targeted multilingual communication and language access services. This action is provided on an LEA-wide basis because English Learner students and their families are enrolled across every school in the District and require consistent access to multilingual communication and language support regardless of school assignment. Providing centralized bilingual communication services ensures that districtwide and school-based communications, translation, interpretation, and language access resources are delivered consistently, equitably, and in compliance with state and federal requirements. Research indicates that meaningful parent involvement positively influences student achievement (Visible Learning Plus, effect size 0.50), supporting the District's investment in removing language barriers and strengthening family-school partnerships for English Learner students.	
1.13	Action: Family Resource Center and Parent Institute for Quality Education Need: The California Healthy Kids Survey (Parent Results) and educational partner feedback demonstrate the ongoing need to strengthen family engagement and build the capacity of English Learner families to actively participate in their children's education. English Learner parents reported higher perceptions of parent involvement than non-English Learner parents	This action is principally directed toward English Learner pupils because meaningful family engagement is strengthened when families have the knowledge, skills, resources, and support needed to actively participate in their children's education. This action addresses these needs by providing Family Resource Center services, parent education, community resource referrals, and leadership development opportunities that empower families to become active partners in supporting student learning. The Family Resource Center Liaison connects families with District and community resources, including services tailored	Monitoring Metric: 1.8, 1.10, 1.11

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	in areas including promotion of parent involvement (47% vs. 33%), schools encouraging parents to be active partners (42% vs. 34%), families feeling welcome to participate at school (50% vs. 31%), and schools providing advice and resources to support students' social-emotional needs (80% vs. 68%). These findings demonstrate the importance of continuing parent education, leadership development, family resource services, and support that reduces barriers to participation, including childcare, so English Learner families can fully engage as partners in their children's education. Scope: LEA-wide	to the needs of specific student groups, such as food and medical resources for low-income families and housing resources for families experiencing homelessness. Providing childcare during parent engagement activities reduces barriers to participation and increases equitable access for families with young children. In addition, the Parent Institute for Quality Education (PIQE) provides evidence-based parent education and leadership development programs that strengthen parent-school partnerships and empower English Learner, low-income, immigrant, and other historically underserved families to advocate for their children's education. Research demonstrates that strengthening protective factors and positive family-school relationships contributes to improved student well-being and educational outcomes. Longitudinal studies of PIQE participants have also shown higher rates of high school graduation and college attendance among students whose families participate in the program. Visible Learning Plus identifies parent involvement as a positive influence on student achievement (effect size 0.50). This action is provided on an LEA-wide basis because English Learner students and other unduplicated pupils are enrolled throughout the District, and their families require equitable access to parent education, leadership development, and community resource navigation regardless of school assignment. Providing centralized Family Resource Center and PIQE services ensures that families across the District have consistent opportunities to build their capacity to support	

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		student attendance, academic achievement, and social-emotional well-being while strengthening partnerships between families and schools.	
2.1	Action: Futureology: College & Career Counseling Program Need: Based on the California Dashboard College/Career Indicator, English Learners (18.9%), Homeless students (39.2%), and Socioeconomically Disadvantaged students (50.2%) demonstrate lower levels of college and career readiness than All Students (66.1%). Additional performance gaps exist in A-G completion for English Learners (16.1%), Homeless students (28.9%), and Socioeconomically Disadvantaged students (43.7%) compared to All Students (60.3%). These data demonstrate the need to increase equitable access to personalized college and career advising, postsecondary planning, career exploration, financial aid guidance, and transition supports that prepare unduplicated pupils for success in college, career, military service, and other postsecondary pathways. Scope: LEA-wide	This action is principally directed toward unduplicated pupils because English Learners, Homeless students, and Socioeconomically Disadvantaged students continue to demonstrate lower levels of college and career readiness and A-G completion than All Students. This action addresses these needs by providing personalized college and career advising, postsecondary planning, career exploration, financial aid guidance, college readiness activities, college tours, test preparation, and transition supports that help students identify and pursue pathways aligned with their individual interests, strengths, and goals. College and Career Counselors provide direct services to students and families, coordinate college and career planning activities, maintain College and Career Centers, facilitate workshops and webinars in English and Spanish, and connect students with colleges, universities, scholarships, internships, mentorships, and career opportunities. These services increase equitable access to postsecondary opportunities and help prepare unduplicated pupils for success after high school. This action is provided on an LEA-wide basis because unduplicated pupils requiring college and career planning, postsecondary advising, and transition support are enrolled across all comprehensive high schools in the District. Providing consistent districtwide Futureology services ensures equitable access to high-quality college and career advising, financial aid support, college and career exploration, and transition	2.7, 2.8, 2.9, 2.10

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		planning regardless of school assignment. Research demonstrates that school counseling and college advising positively influence student achievement, college enrollment, and postsecondary success (Visible Learning Plus, effect size 0.29; Arnold et al., 2015; Eliamani et al., 2014; Whiston & Quinby, 2009).	
2.2	Action: Curriculum and Instruction Need: Based on the California Dashboard English Language Arts Indicator, English Learners (39.2 points below standard), Foster Youth (36.3 points below standard), Homeless students (42.6 points below standard), and Students with Disabilities (45.8 points below standard) continue to perform below All Students (47 points above standard). Socioeconomically Disadvantaged students perform 20.7 points above standard but remain more than 26 points below the performance of All Students. Similarly, on the California Dashboard Mathematics Indicator, English Learners (66.4 points below standard), Foster Youth (85.3 points below standard), Homeless students (76.4 points below standard), Socioeconomically Disadvantaged students (30.1 points below standard), and Students with Disabilities (76.3 points below standard) continue to perform below All Students (17.2 points above standard).	This action is principally directed toward unduplicated pupils because English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students continue to demonstrate significant achievement gaps in English Language Arts and Mathematics compared to All Students. This action addresses these needs by strengthening educator capacity to deliver high-quality, standards-aligned instruction through collaborative teacher leadership, curriculum development, common formative assessment, instructional calibration, data analysis, and ongoing professional learning. Grade Level Leads, Subject Area Leads, Transitional Kindergarten Leads, and the Curriculum, Assessment, and Review Team (CART) support teachers in implementing evidence-based instructional practices, analyzing student learning data, calibrating instructional expectations, and designing timely interventions that accelerate learning for unduplicated pupils while also benefiting students with disabilities. Professional learning in evidence-based grading, Universal Design for Learning, structured literacy, and other research-based instructional practices further strengthens teachers' ability to differentiate instruction and respond to individual student learning needs.	2.1, 2.2, 2.5, 2.6

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	These data demonstrate the need to strengthen high-quality, standards-aligned instruction through coherent curriculum implementation, collaborative teacher planning, common formative assessment, evidence-based instructional practices, and ongoing professional learning that accelerates learning for unduplicated pupils while also benefiting students with disabilities. Scope: LEA-wide	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled in classrooms across every school in the District and benefit from consistent implementation of high-quality curriculum, instructional practices, assessment systems, and collaborative professional learning. Providing districtwide instructional leadership, curriculum support, and professional learning ensures that educators across all schools have equitable access to the tools, training, and collaborative structures necessary to improve instructional quality and accelerate achievement for unduplicated pupils. Research indicates that well-developed Professional Learning Communities improve both teaching practice and student achievement (Vescio), while professional learning has a positive influence on student achievement (Visible Learning Plus, effect size 0.41). Research also demonstrates that Multi-Tiered Systems of Support can produce meaningful gains for students with the greatest academic needs (PACE, 2020).	
2.3	Action: Intervention Need: Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a large performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above	This action is principally directed toward unduplicated pupils because English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students continue to demonstrate significant achievement gaps in English Language Arts and Mathematics compared to All Students. This action addresses these needs by strengthening the District's Multi-Tiered System of Supports (MTSS) through timely identification of student learning needs, evidence-based academic interventions, progress monitoring, collaborative Student Success Team (SST) processes, and targeted instructional	2.1, 2.2, 2.5, 2.6

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	standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). These data demonstrate the need to provide timely, targeted academic interventions and coordinated Multi-Tiered System of Supports (MTSS) that accelerate learning, address individual student needs, and ensure unduplicated pupils receive additional support beyond core instruction. Scope: LEA-wide	supports delivered during the school day, Saturday School, and other intervention opportunities. The District's assessment systems, instructional materials, intervention programs, and secondary intervention sections enable educators to provide additional academic, behavioral, and social-emotional supports beyond core instruction, ensuring students receive interventions matched to their individual needs. These coordinated supports help accelerate learning, increase student engagement, and improve academic outcomes for unduplicated pupils. This action is provided on an LEA-wide basis because unduplicated pupils requiring targeted intervention are enrolled across all schools in the District. Providing a consistent districtwide MTSS framework ensures equitable access to high-quality intervention services, assessment systems, instructional materials, collaborative problem-solving processes, and evidence-based interventions regardless of school assignment. Research demonstrates that well-implemented Multi-Tiered Systems of Support can produce meaningful gains for students with the greatest academic needs (PACE, 2020), while targeted intervention and collaborative educator practices improve student achievement and engagement.	
2.4	Action: Early Childhood Program Need: Based on the Early Development Index (EDI), 52.5% of children in Orange County are developmentally ready for kindergarten. However, kindergarten readiness in the City of	This action is principally directed toward unduplicated pupils because Socioeconomically Disadvantaged students, English Learners, Homeless students, and Foster Youth are more likely to experience barriers to school readiness and because local Early Development Index (EDI) data demonstrate that kindergarten readiness in the City of San Juan Capistrano is below the	Early Development Index and Desired Results Developmental Profile (DRDP)

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	San Juan Capistrano (49.6%) is below the county average. The EDI also identifies disparities in kindergarten readiness among student groups, with Hispanic or Latino children (42.1%) and African American children (47.1%) demonstrating lower levels of readiness than the county average. Because Capistrano Unified serves substantial populations of Socioeconomically Disadvantaged students (36.3%), English Learners (9.0%), Homeless students (6.8%), and Foster Youth, these data demonstrate the need to expand equitable access to high-quality early learning experiences that strengthen school readiness, early literacy, language development, and foundational social-emotional skills prior to kindergarten entry. Scope: LEA-wide	Orange County average. This action addresses these needs by providing high-quality early learning experiences that strengthen school readiness through developmentally appropriate instruction, early literacy, language, and numeracy development, social-emotional learning, family engagement, and coordinated transition supports prior to kindergarten entry. Through partnerships with the California State Preschool Program, First 5 Orange County, Learning Links, and the District's Universal Prekindergarten (UPK) program, young learners and their families receive comprehensive early childhood services that build the foundational skills necessary for long-term academic success. This action is provided on an LEA-wide basis because young children from unduplicated student groups reside throughout the District's attendance boundaries and benefit from equitable access to high-quality early childhood education prior to entering kindergarten. Providing a coordinated districtwide Early Childhood Education Program ensures consistent access to school readiness experiences, family engagement opportunities, and transition supports that prepare children for successful entry into kindergarten regardless of where they reside within the District. Research consistently demonstrates that high-quality early childhood education positively influences later academic achievement and long-term educational outcomes. Visible Learning Plus identifies preschool programs as having a positive effect on student achievement (effect size 0.28).	
2.8	Action: Language Immersion Programs	This action is principally directed at our unduplicated students due to the gap in academic	2.7, 2.8, 2.12

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	Need: Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%; Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). The Career Technical Education Completion rate demonstrates a similar gap in performance (English Learners, 8.7%; Homeless, 9.1%; Socioeconomically Disadvantaged, 9.1%) compared to All Students (60.3%). According to the College/Career Measures report, performance gaps exist for unduplicated student groups meeting prepared status via Advanced Placement (A score of 3 or higher on two Advanced Placement (AP) Exams). English Learner (16.3%), Homeless (27.5%), and Socioeconomically Disadvantaged (36.3%) compared to All Students (48.8%). A performance gap exists for unduplicated student groups meeting prepared status via International Baccalaureate (A score of 4 or higher on two International Baccalaureate (IB) Exams). English Learners (0%), Homeless (0.6%), and Socioeconomically Disadvantaged (1.7%) compared to All Students (2.7%). Scope:	achievement and college/career readiness. This effectively meets this need because Language Immersion is one of the most effective use of funds due to the alignment with California's English Learner Roadmap and supporting multilingual learners and supporting students with attaining the State's Seal of Biliteracy. Supplemental teachers for LI classes has been effective in supporting instruction by not having combination classes in elementary and access to electives in secondary. Many of the language immersion students are English learners and not having combination classes will continue to support quality instruction. Additional secondary sections will also continue to support English learners with the option of a second elective should they choose one, so they can participate in an elective such as a visual or performing arts class in addition to their ELD class. This can provide increased motivation for students to want to attend school which will decrease the chronic absenteeism rate for English learners and has supported the A-G elective component. The District is encouraging the participation of unduplicated students by providing additional bus transportation for students to attend the zero period elective and for English learners to have the option of a second elective in addition to their ELD class. LEA-wide basis for determination includes the specific identified needs of our unduplicated pupils, our priority to provide multiple opportunities for biliteracy and bilingualism, and advanced pathways for demonstrating preparedness on the College/Career Indicator. What Works	

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	LEA-wide	Clearinghouse (WWC) indicates Dual language programs can help native English speakers develop proficiency in a second language and English learners develop proficiency in both their native language and English.	
2.9	Action: Career Technical Education (CTE) Need: Based on the California Dashboard College/Career Indicator, English Learners (18.9%), Homeless students (39.2%), and Socioeconomically Disadvantaged students (50.2%) demonstrate lower levels of college and career readiness than All Students (66.1%). Additional performance gaps exist in A-G completion for English Learners (16.1%), Homeless students (28.9%), and Socioeconomically Disadvantaged students (43.7%) compared to All Students (60.3%). Career Technical Education (CTE) pathway completion also remains lower for English Learners (8.7%), Homeless students (9.1%), and Socioeconomically Disadvantaged students (9.1%) than for All Students. Although participation in both A-G and CTE pathway completion remains comparatively low for unduplicated pupils, CTE participation represents a relative strength for English Learners (18.6%) and Socioeconomically Disadvantaged students (54.8%) compared to the overall student population (13.0%), demonstrating the value of Career Technical Education as a pathway to college and career readiness. These data demonstrate the need to expand equitable access to high-quality	This action is principally directed toward unduplicated pupils because English Learners, Homeless students, and Socioeconomically Disadvantaged students continue to demonstrate lower levels of college and career readiness, A-G completion, and participation in combined A-G and Career Technical Education (CTE) pathways than All Students. This action addresses these needs by providing district leadership, coordination, and continuous improvement of Career Technical Education pathways that expand access to rigorous coursework, work-based learning experiences, industry partnerships, and career exploration opportunities. The Executive Director of College and Career Advantage works collaboratively with school sites, business and industry partners, postsecondary institutions, and instructional staff to strengthen CTE pathway quality, increase student participation, align programs with workforce needs, and expand opportunities for unduplicated pupils to complete high-quality college and career pathways. Because many CTE courses also satisfy A-G requirements, expanding equitable access to CTE pathways supports both college eligibility and workforce readiness for English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across	2.7, 2.8, 2.9, 2.10, 2.11

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	Career Technical Education pathways, work-based learning experiences, industry partnerships, and career preparation opportunities that prepare unduplicated pupils for college, career, and postsecondary success. Scope: LEA-wide	all comprehensive high schools and benefit from consistent access to high-quality Career Technical Education pathways regardless of school assignment. Providing districtwide leadership ensures consistent program quality, equitable access to CTE opportunities, coordination of industry partnerships, and alignment of career pathways across the District. Research demonstrates that career education programs positively influence student achievement and postsecondary outcomes, and CTE participation provides meaningful opportunities to strengthen college and career readiness for unduplicated pupils (Visible Learning; Baker & Popowicz).	
2.10	Action: International Baccalaureate Need: Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%; Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Students who Met prepared via International Baccalaureate revealed a striking gap (English Learners, 0%; Homeless, 0.6%; Socioeconomically Disadvantaged, 1.7%) compared to All Students (2.7%). Scope:	This action is principally directed to support the needs of our unduplicated students—specifically those who are socioeconomically disadvantaged (SED), English Learners (EL), and foster youth (FY)—due to persistent and documented performance gaps in college/career readiness, A–G completion, and International Baccalaureate diploma attainment. Data from the California Dashboard reveal that these student groups are underrepresented among students deemed "Prepared" on the College/Career Indicator and face systemic barriers to accessing rigorous academic programs. The International Baccalaureate program provides a powerful lever to close these gaps by offering a globally recognized, standards-based curriculum that promotes academic depth, cultural responsiveness, and inquiry-based learning. The IB program benefits unduplicated students in targeted ways that go beyond general access. For SED and EL students, the development of a	2.7, 2.8, 2.10, 2.11

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	LEA-wide	second language and the emphasis on global-mindedness directly address language acquisition and cultural identity, supporting students' engagement and self-efficacy. EL students in particular benefit from the structured language scaffolds embedded in IB assessments and the emphasis on oral and written academic discourse, aligned with the ELD standards. SED and FY students benefit from the explicit instruction in research, critical thinking, and organization, which counterbalances opportunity gaps they may face outside of school. To further support these students, the District employs supplemental IB-trained instructional staff who co-plan with teachers to ensure unit designs incorporate differentiated instructional strategies, scaffolding, and access points aligned with the needs of EL, SED, and FY students. This includes small-group instruction, targeted interventions, and support with extended essay and internal assessments, which are high-leverage components of the IB diploma process that often pose additional challenges for students with limited access to academic support structures outside of school. Additionally, outreach and counseling efforts are focused on identifying and encouraging participation among unduplicated students, ensuring they are not only invited to access IB courses but are supported to succeed in them. These targeted supports—academic, linguistic, and socio-emotional—are intentionally designed to mitigate historical barriers and ensure that IB serves as a pathway to college readiness for all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, not just those who are already high-achieving. This action is implemented on an LEA-wide basis due to the systemic nature of the need, but it is principally directed at closing opportunity and outcome gaps for unduplicated students. In alignment with our vision of a CUSD graduate—who demonstrates continuous learning, innovative problem-solving, critical thinking, and engaged citizenship—the IB program offers a framework and instructional model that is both aspirational and inclusive. It provides our SED, EL, and FY students with access to a rigorous curriculum that prepares them for postsecondary success and global citizenship, fulfilling both our access commitments and instructional vision.	
2.12	Action: Advanced Placement and International Baccalaureate Test Fee Reimbursement Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a significant performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points	This action is principally directed at our unduplicated students due to the gap in academic achievement, college/career readiness, and demonstrating preparedness via Advanced Placement or International Baccalaureate. This effectively meets this need because Advanced Placement and International Baccalaureate test fee reimbursement supports access and removes possible financial barriers for unduplicated students to support college and career readiness. The LEA-wide basis for determination includes the specific needs of our unduplicated students, including gaps in student performance on the California Dashboard College/Career Indicator. Additionally, our vision of a CUSD Graduate includes a focus on continuous learning, innovative problem-solving, critical thinking, and engaged citizenship. We believe that the	2.1, 2.2, 2.7, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Students who Met prepared via International Baccalaureate revealed a striking gap (English Learners, 0%; Homeless, 0.6%; Socioeconomically Disadvantaged, 1.7%) compared to All Students (2.7%). Students who Met prepared via Advanced Placement revealed another gap (English Learners, 16.3%; Homeless, 27.5%; Socioeconomically Disadvantaged, 36.3%) compared to All Students (48.8%). Scope: LEA-wide	Advanced Placement and International Baccalaureate programs and their respective support systems, including removing financial barriers to participation, support the needs of our unduplicated student's performance on the California Dashboard, provide additional pathways to proficiency, and our vision of a CUSD graduate.	
2.13	Action: Advancement Via Individual Determination (AVID) Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a significant performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard).	This action is principally directed at our unduplicated students due to the gap in academic achievement, graduation rate, and student perceptions of connectedness. This effectively meets this need because AVID supports student success through high expectations, relationships, strategies, and curriculum facilitation. Research states the positive impacts include advanced course enrollment, students graduating with advanced graduation plans, AP/IB testing, and high school graduation or completion rates over the four-year period. Many AVID students are from low-income households, and this program supports them in their college and career	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Based on the California Dashboard, College/Career Indicator, our unduplicated student groups are less prepared (English Learners, 18.9%; Homeless, 39.2%; Socioeconomically Disadvantaged, 50.2%) compared to All Students (66.1%). Additionally, the A-G completion rates reveal another performance gap (English Learners, 16.1%; Homeless, 28.9%; Socioeconomically Disadvantaged, 13.7%) compared to All Students (60.3%). Scope: LEA-wide	readiness. This will help to continue to close the A-G gap for socio-economically disadvantaged student groups. Staff are purposeful in inviting EL students to shadow days and ensuring they have AVID course information. Counselors run Aeries Student Information System queries to be intentional about sending information to students less likely to seek out the information on their own (i.e., low socioeconomic, first-generation college-bound, historically underrepresented, and EL populations). The LEA-wide basis for determination includes the specific needs of our unduplicated students, including gaps in student performance on the California Dashboard. Additionally, our vision of a CUSD Graduate includes a focus on continuous learning, innovative problem-solving, critical thinking, and engaged citizenship. We believe that the AVID program supports the needs of our unduplicated student's performance on the California Dashboard, helps students meet the highest educational standards through academic and social support, plays a pivotal role in ensuring each student's academic success and post-secondary education and career options, and furthers our vision of a CUSD graduate.	
2.14	Action: Educational Technology - Teachers on Special Assignment Need: English learners, foster youth, and low-income students continue to require targeted academic supports to address persistent achievement gaps and improve educational	This action is principally directed toward English learners, foster youth, and low-income students because these student groups continue to demonstrate academic achievement gaps and require equitable access to personalized learning, multilingual supports, meaningful family engagement, and timely instructional interventions. Educational Technology Teachers on Special Assignment build educator capacity by providing	2.1, 2.2, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outcomes. California School Dashboard data indicates that English Learners continue to perform below standard in English Language Arts and Mathematics, English Learner Progress remains at the Yellow performance level, and foster youth continue to perform below standard in English Language Arts and Mathematics. These student groups benefit from personalized instruction, multilingual supports, meaningful family engagement, and timely interventions that improve access to rigorous grade-level instruction and accelerate academic growth. Scope: LEA-wide	professional learning, coaching, and technical support in the effective implementation of Digital Citizenship, Artificial Intelligence (AI) literacy, personalized learning through Canvas and District-approved instructional platforms, multilingual instructional resources, family engagement tools such as TalkingPoints, Canvas, and SchoolMessenger, and data-informed instructional practices using Mastery Connect, Canvas, and other District assessment systems. These supports enable teachers to differentiate instruction, monitor student progress, strengthen communication with families, and provide targeted interventions that improve educational outcomes for unduplicated pupils. Because English learners, foster youth, and low-income students are enrolled at schools throughout the District, these services are provided on an LEA-wide basis to ensure equitable access to consistent educational technology expertise and support. Providing centralized Educational Technology Teachers on Special Assignment ensures that educators across all schools receive high-quality professional learning, coaching, and implementation support necessary to effectively integrate technology into instruction and improve outcomes for unduplicated student groups. Research summarized in Visible Learning Plus identifies educational technology as having a positive impact on student achievement when paired with effective instructional practices and teacher professional learning (effect sizes of 0.44 for technology in elementary education and 0.42 for technology in writing).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	Action: Class Size Reduction Need: Based on the California Dashboard, English Language Arts Indicator, our unduplicated student groups have a large performance gap (English Learners, 39.2 points below standard; Foster Youth, 36.3 points below standard; Homeless, 42.6 points below standard; Socioeconomically Disadvantaged, 20.7 points above standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our unduplicated students (English Learners, 66.4 points below standard; Foster Youth, 85.3 points below standard; Homeless, 76.4 points below standard; Socioeconomically Disadvantaged, 30.1 points below standard) compared to All Students (17.2 points above standard). Scope: LEA-wide	This action is principally directed at our unduplicated students due to the gap in academic achievement. This effectively meets this need because maintaining class sizes within the Education Code and other class size regulations will benefit students by allowing them more individualized support, increasing student outcomes and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.21: reducing class size effects are likely to have a positive impact on student achievement); Having a minimum of 180 student days provides instructional minutes to be able to deliver instruction and support to students. Class size reduction and the ability of districts to increase the number of adults supporting the education process of each student have a positive impact on student performance. Research shows: (1) Smaller classes in the early grades (K-3) can boost student academic achievement; (2) Minority and low-income students show even greater gains when placed in small classes in the primary grades; (3) The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs; (4) Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms. Mathis, W., (2016) The Effectiveness of Class-Size Reduction. The Center For Public Education research. National Education Association, "Class-Size Reduction: A Proven Reform Strategy."	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Buffum, A., Mattos, M.. Weber, C. (2009) Pyramid Response to Intervention. The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidence link between physical activity and academic achievement.	
3.3	Action: Transportation Need: In the City of San Juan Capistrano, there are not many (if at all) public transportation services that would connect families and students to several schools. The Housing Project of the South Orange County for All collaborative, funded by the Equity in OC (EiOC) initiative of the Orange County HealthCare Agency, determined a concentrated portion of San Juan Capistrano as a Community of Focus. The CoF is home to a Latino/x community who has lived in San Juan Capistrano, on average, 20 years. Most adults work in cleaning, landscaping, restaurants, and construction, with a median annual household income of \$36,000. Nearly half of households are in the Extremely Low Income AMI category and have children. These low wages combined with climbing rents have led to 44% of residents doubling or tripling up. However, even with doubling up, more than half of residents still spend over 50% of household income on their housing costs. Similarly, more than half of residents experience substandard housing conditions. Scope:	This action is principally directed at our unduplicated students due to the gap in chronic absenteeism rates. This effectively meets this need because for families without reliable transportation, getting their children to school can introduce new challenges and make these schools unrealistic options. Chingos and Blagg (2017) found "the logistics of travel to and from school influence a student's ability to get to school on time, [his/]her number of absences, and [his/]her availability to participate in before- or after-school activities. Chingos, M. & Blagg, K., 2017. Student Transportation and Educational Access, Urban Institute. United States of America. Retrieved from https://www.urban.org/sites/default/files/publication/88481/transportation_brief_final_errata_3.pdf	1.1

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	Action: Foster Youth/Homeless Support Need: Based on the California Dashboard Suspension Rate Indicator, Foster Youth and Homeless students had higher suspension rates (Foster Youth, 12.9%; Homeless, 6.1%) compared to All Students (2.5% suspended). Chronic absenteeism is higher for Foster Youth and Homeless students (Foster Youth, 28.8%; Homeless, 27.7%) compared to All Students (18.2%). Additionally, in 2022-2023, 664 (20.98%) of our Homeless students missed between 10% and 20% of the school year, making them chronically absent, and 254 (8.03%) missed more than 20%, making them severely chronically absent Scope: Limited to Unduplicated Student Group(s)	This action is principally directed at our unduplicated students (Foster Youth and Homeless Students) due to the gap in suspension and chronic absenteeism rates. This effectively meets this need because the Foster Youth/Homeless Liaison and Social Worker play an invaluable role in supporting the capacity of all district services and schools as they seek to identify and address the educational and related needs of children, youth, and families experiencing homelessness and foster youth. The specialized supports and services require a coordinated response to meet Foster Youth/Homeless students' unique needs.	1.6, 1.7
1.11	Action: Bilingual School Community Liaisons	This action is principally directed at our English Learner students due to a positive gap in parental	1.8, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The California Healthy Kids Survey, Parent Results, demonstrated a gap in parent perceptions. Our English Learner consistently rates parent involvement factors higher than Non-English Learner parents: School encourages me to be an active partner (Not English Learner, 34%; English learner, 42%); School actively seeks the input of parents (Not English Learner, 21%; English Learner 34%); Parents feel welcome to participate at this school (Not English Learner, 31%; English Learner 50%). This gap is attributed to the effectiveness of the Bilingual School Community Liaisons focused on outreach, support, and coordination of services for English Learner families. Scope: Limited to Unduplicated Student Group(s)	involvement factors that favor English Learner families over English-only families. This effectively meets this need because with the support of the Bilingual School Community Liaisons, English Learner Parents are fully able and, to some degree, to a greater extent to be active, feel more welcomed, and feel like the school actively seeks input from them. Bilingual Community Services Liaisons serve as liaisons between the school and home by performing various duties associated with parent education and student support services. These staff members are bilingual in Spanish or Farsi and support English-learner students and families in accessing information and resources to promote school attendance and graduation rates. Visible Learning Plus- 250 Positive Influences on Student Achievement (Effect size of 0.50: parental involvement has the potential to accelerate student achievement).	
1.14	Action: Contracted Translation Services Need: Need: The California Healthy Kids Survey, Parent Results, demonstrated a gap in parent perceptions. Our English Learner parents consistently rated parent involvement factors higher than Non-English Learner parents: Communication with parents about school (Not English Learner, 41%; English Learners, 53%). There are over 50 languages spoken by our English Learner families, with Spanish, Farsi, Mandarin, Russian, and Arabic being	This action is principally directed toward English Learner students and their families because meaningful family engagement depends on equitable access to timely, accurate, and understandable information in families' primary languages. This action addresses these needs by providing contracted translation services that translate district and school communications, educational materials, and critical documents into the diverse languages spoken by English Learner families, particularly for languages that are not supported through District bilingual staff. These services remove language barriers, increase families' ability to participate meaningfully in their	1.8, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the top five languages. This gap is attributed to the effectiveness of translation contracts (especially languages outside of Spanish) so that critical documents and communications are sent home in multiple languages, which removes language barriers from parents participating in their child's educational experiences. Scope: Limited to Unduplicated Student Group(s)	children's education, improve access to school programs and resources, and strengthen partnerships between families and schools. Research demonstrates that meaningful parent involvement positively influences student achievement (Visible Learning Plus, effect size 0.50).	
1.15	Action: Multilingual Engagement Tools Need: English Learner parents consistently reported higher perceptions of parent involvement than non-English Learner parents in the California Healthy Kids Survey (Parent Results), including communication with parents about school (53% vs. 41%), promotion of parent involvement (47% vs. 33%), schools encouraging parents to be active partners (42% vs. 34%), and schools providing advice and resources to support students' social-emotional needs (80% vs. 68%). Capistrano Unified's English Learner families speak more than 50 languages, with Spanish, Farsi, Mandarin, Russian, and Arabic representing the five most common languages. These data demonstrate the ongoing need to provide multilingual communication and engagement tools that remove language barriers, increase two-way communication, and ensure English Learner families have equitable access to	This action is principally directed toward English Learner students and their families because they speak more than 50 different languages and require multilingual communication and engagement tools that remove language barriers and support meaningful participation in their children's education. This action addresses these needs by providing multilingual engagement platforms that facilitate two-way communication, increase family participation, and ensure equitable access to school information, educational resources, and opportunities for educational partner engagement. TalkingPoints enables teachers and families to communicate in families' preferred languages, increasing meaningful two-way communication and strengthening family engagement regardless of language barriers. GoBo infographics make complex educational information, including the Local Control and Accountability Plan (LCAP) and other district initiatives, more accessible through clear visual communication that supports families with diverse language and literacy needs.	1.8, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	information and meaningful participation in their children's education. Scope: Limited to Unduplicated Student Group(s)	ThoughtExchange provides a multilingual engagement platform that enables English Learner families to participate in surveys, provide feedback, and engage in District and school decision-making in more than 100 languages while creating an inclusive environment where ideas are evaluated on their merit rather than the identity of the participant. Together, these multilingual engagement tools remove language barriers, strengthen family-school partnerships, and increase meaningful participation of English Learner families in their children's education. Research demonstrates that meaningful parent involvement positively influences student achievement (Visible Learning Plus, effect size 0.50).	
2.5	Action: Language Acquisition Need: Based on the California Dashboard, English Learner Progress Indicator, 59.6% of English Learners are making progress towards English proficiency; this includes 54.4% of English Learners Who Progressed at least one ELPI level and 5.2% of English Learners who Maintain ELPI Level 4. Additionally, 25.2% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H (maintained the same ELPI level as the previous year, with no change), and 15.3% of English Learners Decreased at Least One ELPI Level. The reclassification rate in 2022-2023 was 13.36% (585 students). Scope:	This action is principally directed at our English Learners due to the need for a comprehensive and systemic language acquisition program to make continued and sustained progress on the English Learner Progress Indication. This effectively meets this need because the Language Acquisition program operates to support the English Learner program, including ELD, reclassification, ELPAC testing, and parent advisory committees to support attendance, graduation rate, and English Language proficiency.	2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.6	Action: ELPAC Administration and Data Support Need: During the 2022-2023 school year, Capistrano Unified administered 1,030 Initial ELPAC tests and 12 Initial Alternate ELPAC for newly enrolled English Learners. Additionally, Capistrano Unified administered 3,650 Summative ELPAC exams and 69 Summative Alternate ELPAC exams. All initial ELPAC examinations are coordinated by the Language Acquisition ELPAC administration team. All Summative ELPAC examinations are coordinated between the Language Acquisition ELPAC administration team and individual school sites. Language Acquisition handles all one-on-one parts (all TK-2 and 3-12 speaking domain). School sites arrange the group administration of the Summative ELPAC. These critical and mandated exams are part of California's Accountability system. Scope: Limited to Unduplicated Student Group(s)	This action is principally directed at our English Learners due to the coordination needs for a critical exam that measures their language proficiency. This effectively meets this need because summative and alternate testing supports language proficiency progress and reclassification.	2.3, 2.4
2.7	Action: ELD Professional Development and Support Need: Based on the California Dashboard, English Learner Progress Indicator, 59.6% of English Learners are making progress toward English proficiency; this includes 54.4% of English	This action is principally directed at our English Learners due to the gap in academic performance in English Language Arts and Mathematics, along with 15.3% of regressing an ELPI level and 25.2% not making growth. This effectively meets this need because professional development, teacher collaboration, and small group learning have	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners Who Progressed at least one ELPI level and 5.2% of English Learners who Maintain ELPI Level 4. Additionally, 25.2% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, and 3H (maintained the same ELPI level as the previous year, with no change), and 15.3% of English Learners Decreased at Least One ELPI Level. The reclassification rate in 2022-2023 was 13.36% (585 students). On the California Dashboard, English Language Arts Indicator, our English Learners have a large performance gap (39.2 points below standard) compared to All Students (47 points above standard). Additionally, a similar performance gap exists on the Mathematics Indicator for our English Learners (66.4 points below standard) compared to All Students (17.2 points above standard). Scope: Limited to Unduplicated Student Group(s)	shown to have positive impacts to accelerate student achievement. Visible Learning Plus - 250 Positive Influences on Student Achievement (Effect size of 0.44: Professional development programs have the potential to accelerate student achievement). Visible Learning Plus - 250 Positive Influences on Student Achievement (Effect size of 0.38: Teacher collaboration have the potential to accelerate student achievement). Visible Learning Plus - 250 Positive Influences on Student Achievement (Effect size of 0.46: Small group learning have the potential to accelerate student achievement).	
2.11	Action: Long Term English Learner Professional Development Need: Based on the California Dashboard English Learner Progress Indicator, 59.6% of English Learners are making progress toward English language proficiency, including 54.4% of English Learners who progressed at least one ELPI level and 5.2% of English Learners who maintained ELPI Level 4. However, 25.2% of English Learners maintained ELPI Levels 1, 2L, 2H, 3L, or 3H with no progress from the	This action is principally directed toward Long-Term English Learners because they continue to demonstrate significantly lower English Language Arts, Mathematics, English Learner Progress, and College and Career Readiness outcomes than English Learners overall and All Students. This action addresses these needs by strengthening educator capacity through sustained professional learning and Professional Learning Community (PLC) collaboration focused specifically on the instructional needs of Long-Term English Learners. Professional learning equips teachers with evidence-based instructional practices that strengthen academic language development,	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	previous year, and 15.3% decreased at least one ELPI level. Additionally, the 2022-2023 Smarter Balanced Assessments revealed a significant achievement gap for Long-Term English Learners. In English Language Arts, only 6.29% of Long-Term English Learners met or exceeded standards compared to 13.60% of English Learners and 70.24% of All Students. In Mathematics, only 2.59% of Long-Term English Learners met or exceeded standards compared to 12.86% of English Learners and 59.56% of All Students. These data demonstrate the need to strengthen instructional practices that accelerate English language development, academic language acquisition, and grade-level achievement for Long-Term English Learners through sustained professional learning, collaborative instructional planning, and evidence-based instructional strategies. Scope: Limited to Unduplicated Student Group(s)	disciplinary literacy, integrated and designated English Language Development, and language-rich instruction that accelerates English language acquisition while improving access to rigorous grade-level content. Collaborative PLCs enable educators to analyze Long-Term English Learner achievement data, monitor student progress, identify instructional needs, and design targeted instructional responses that improve English proficiency and academic achievement. Research demonstrates that well-developed Professional Learning Communities positively influence teaching practice and student achievement (Vescio), while professional learning has a positive influence on student achievement (Visible Learning Plus, effect size 0.41).	

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

Additional Concentration Grant Funding

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

Not Applicable - Capistrano Unified does not receive Concentration Grant Funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	467,955,798	32,411,178	6.926%	0.000%	6.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,411,178.00	\$20,260,461.00	\$327,685.00	\$0.00	\$52,999,324.00	\$39,577,991.00	\$13,421,333.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselors	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$14,199,379.00	\$0.00	\$14,199,379.00				\$14,199,379.00	
1	1.2	Credit Recovery	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$399,731.00	\$10,000.00	\$409,731.00				\$409,731.00	
1	1.3	Teen Parent Program @ Capistrano Union HS	All	No			Specific Schools: Capistrano Union High School	2024-2027	\$118,000.00	\$2,000.00		\$120,000.00			\$120,000.00	
1	1.4	Cultural Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.5	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	2024-2027	\$67,500.00	\$15,000.00	\$82,500.00				\$82,500.00	
1	1.6	CUSD Cares - Well-being and Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.7	Positive Behavioral Interventions and Supports (PBIS) Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,000.00	\$2,500.00	\$7,500.00				\$7,500.00	
1	1.8	Restorative Practices	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.9	Alternative to Suspension (ATS) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$192,616.00	\$0.00	\$192,616.00				\$192,616.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Foster Youth/Homeless Support	Foster Youth Low Income	Yes	Limited to Undupli cated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	\$155,172.00	\$440,000.00	\$595,172.00				\$595,172.00	
1	1.11	Bilingual School Community Liaisons	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$1,153,361.00	\$0.00	\$1,153,361.00				\$1,153,361.00	
1	1.12	District Communication Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	\$257,115.00	\$6,200.00	\$263,315.00				\$263,315.00	
1	1.13	Family Resource Center and Parent Institute for Quality Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$28,515.00	\$0.00	\$28,515.00				\$28,515.00	
1	1.14	Contracted Translation Services	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.15	Multilingual Engagement Tools	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$170,500.00	\$170,500.00				\$170,500.00	
2	2.1	Futureology: College & Career Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,104,319.00	\$12,500.00	\$1,116,819.00				\$1,116,819.00	
2	2.2	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,256,403.00	\$185,440.00	\$1,441,843.00				\$1,441,843.00	
2	2.3	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$709,300.00	\$709,300.00				\$709,300.00	
2	2.4	Early Childhood Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
2	2.5	Language Acquisition	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-2027	\$659,000.00	\$78,500.00	\$737,500.00				\$737,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
2	2.6	ELPAC Administration and Data Support	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$224,600.00	\$0.00	\$224,600.00				\$224,600.00	
2	2.7	ELD Professional Development and Support	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$102,120.00	\$0.00	\$102,120.00				\$102,120.00	
2	2.8	Language Immersion Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$898,532.00	\$28,500.00	\$927,032.00				\$927,032.00	
2	2.9	Career Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$60,795.00	\$0.00	\$60,795.00				\$60,795.00	
2	2.10	International Baccalaureate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Carl Hankey Elementary; Carl Hankey MS; Capistrano Valley HS; San Clemente HS	2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.11	Long Term English Learner Professional Development	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	2024-2027	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
2	2.12	Advanced Placement and International Baccalaureate Test Fee Reimbursement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.13	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$73,500.00	\$60,000.00	\$133,500.00				\$133,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.14	Educational Technology - Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$175,000.00	\$0.00	\$175,000.00				\$175,000.00	
3	3.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$9,473,080.00	\$0.00	\$9,473,080.00				\$9,473,080.00	
3	3.2	New Teacher and Administrator Induction	All	No			All Schools	2024-2027	\$322,245.00	\$5,440.00			\$327,685.00		\$327,685.00	
3	3.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$47,000.00	\$47,000.00				\$47,000.00	
3	3.4	Expanded Learning Opportunity Program	All	No			All Schools Transition al Kindergart en - Sixth Grade	2024-2027	\$1,291,377.00	\$10,206,972.00		\$11,498,349.00			\$11,498,349.00	
3	3.5	Arts and Music in Schools	All	No			All Schools	2024-2027	\$4,649,923.00	\$1,162,481.00		\$5,812,404.00			\$5,812,404.00	
3	3.6	Learning Recovery Emergency Block Grant	All	No			All Schools	2025-2028	\$2,470,208.00	\$0.00		\$2,470,208.00			\$2,470,208.00	
4	4.1	Principal Coaching and Support	All	No			Specific Schools: Aliso Niguel HS, Arroyo Vista Elem, Arroyo Vista MS, Bathgate Elem, Bernice Ayer MS, Canyon Vista Elem, Capistrano Union HS (CSI), Capistrano Valley HS, Carl Hankey Elem (ATSI), Carl Hankey MS, Castille Elem, Chaparral Elem, Clarence	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Lobo Elem, Concordia Elem (ATSI), Dana Hills HS, Del Obispo Elem (ATSI), Don Juan Avila Elem, Don Juan Avila MS, Escencia, Fred Newhart MS, George White (ATSI), Harold Ambuehl (ATSI), John Malcom (ATSI), Kinoshita Elem, Ladera Ranch Elem (ATSI), Ladera Ranch MS, Las Flores MS (ATSI), Las Palmas Elem, Marblehead Elem, Marco Forster MS, Niguel Hills MS, Oak Grove Elem, San Clemente HS, San Juan Elem, San Juan Hills HS, Shorecliffs MS, Tesoro HS, Truman Benedict Elem, Wagon									

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
							Wheel Elem, Wood Canyon Elem.									
4	4.2	Supporting underperforming Socioeconomically Disadvantaged and Homeless Students	Socioeconomically Disadvantaged and Homeless Students	No			Specific Schools: Capistrano Union HS, Del Obispo Elem, Las Palmas Elem, San Clemente HS (non-Title I), San Juan Elem.	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Supporting underperforming Students with Disabilities	Students with Disabilities	No			All Schools Specific Schools: Capistrano Valley HS, Clarence Lobo Elem, Dana Hills HS, Del Obispo Elem, Harold Ambuehl Elem, Kinoshita Elem, San Clemente HS, San Juan Elem, San Juan Hills HS, Shorecliffs MS, Tesoro HS	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Supporting underperforming English Learners	English Learners	No			All Schools Specific Schools: Capistrano Valley HS (English Language Arts), Clarence Lobo Elem (ELPI), Del Obispo Elem	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							(English Language Arts), Don Juan Avila Elem (ELPI), Harold Ambuehl Elem (English Language Arts & ELPI), Marco Forster MS (Mathematics), San Clemente HS (English Language Arts), San Juan Elementary (English Language Arts), Shorecliffs MS (Mathematics)									
4	4.5	Supporting improvements in Chronic Absenteeism	All	No			All Schools Specific Schools: Arroyo Vista Elem, Arroyo Vista MS, Bathgate Elem, Bernice Ayer MS, Canyon Vista Elem, Capistrano Union HS, Carl Hankey Elem (ATSI), Carl Hankey MS, Castille Elem, Chaparral Elem, Clarence Lobo Elem,	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Concordia Elem (ATSI), Del Obispo Elem, Don Juan Avila Elem (ATSI), Don Juan Avila MS, Esencia, Fred Newhart MS, George White Elem, John Malcom Elem (ATSI), Ladera Ranch Elem (ATSI), Ladera Ranch MS, Laguna Niguel Elem (ATSI), Las Flores Elem (ATSI), Marblehead Elem, Niguel Hills MS, Oak Grove Elem, Shorecliffs MS, Wagon Wheel Elem, Wood Canyon Elem, District-wide: Pacific Islander									
4	4.6	Supporting improvements in Suspension Rates	All	No			Specific Schools: Aliso Niguel HS (African American), Capistrano Union HS (All Students),	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Clarence Lobo (White), Dana Hills HS (English Learners), Fred Newhart (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities), Harold Ambuehl Elem (English Learners, Homeless) , John Malcom Elem (Hispanic), Ladera Ranch Elem (Asian, English Learners), Las Flores Elem (All Students, Students with Disabilities , White), Niguel Hills MS (Homeless), San Clemente HS (English Learners, Homeless, Students with Disabilities), San Juan Elem (Students with Disabilities), San Juan Hills HS (English Learner,									

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
							Students with Disabilities), Truman Benedict Elem (Students with Disabilities) District-wide: Foster Youth									
5	5.1	Attendance, Engagement, and Graduation Supports	All	No			Specific Schools: Capistrano Union High School	2026-2027	\$33,000.00	\$8,000.00		\$41,000.00			\$41,000.00	
5	5.2	Wellness, Counseling, and Behavioral Supports	All	No			Specific Schools: Capistrano Union High School	2026-2027	\$145,500.00	\$60,000.00		\$205,500.00			\$205,500.00	
5	5.3	Family Engagement and Bilingual Outreach	All	No			Specific Schools: Capistrano Union High School	2026-2027	\$10,000.00	\$1,000.00		\$11,000.00			\$11,000.00	
5	5.4	Instructional Improvement and English Learner Supports	All	No			Specific Schools: Capistrano Union High School	2026-2027	\$7,000.00	\$44,000.00		\$51,000.00			\$51,000.00	
5	5.5	Student Engagement, Cultural Proficiency, and Learning Environment	All	No			Specific Schools: Capistrano Union High School	2026-2027	\$0.00	\$51,000.00		\$51,000.00			\$51,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
467,955,798	32,411,178	6.926%	0.000%	6.926%	\$32,411,178.00	0.000%	6.926 %	Total:	\$32,411,178.00
								LEA-wide Total:	\$29,392,925.00
								Limited Total:	\$3,018,253.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counselors	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,199,379.00	
1	1.2	Credit Recovery	Yes	LEA-wide	English Learners Low Income	All Schools	\$409,731.00	
1	1.4	Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.5	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	\$82,500.00	
1	1.6	CUSD Cares - Well-being and Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.7	Positive Behavioral Interventions and Supports (PBIS) Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
1	1.9	Alternative to Suspension (ATS) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,616.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Foster Youth/Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$595,172.00	
1	1.11	Bilingual School Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,153,361.00	
1	1.12	District Communication Support	Yes	LEA-wide	English Learners	All Schools	\$263,315.00	
1	1.13	Family Resource Center and Parent Institute for Quality Education	Yes	LEA-wide	English Learners Low Income	All Schools	\$28,515.00	
1	1.14	Contracted Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
1	1.15	Multilingual Engagement Tools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$170,500.00	
2	2.1	Futureology: College & Career Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,116,819.00	
2	2.2	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,441,843.00	
2	2.3	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$709,300.00	
2	2.4	Early Childhood Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.5	Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$737,500.00	
2	2.6	ELPAC Administration and Data Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$224,600.00	
2	2.7	ELD Professional Development and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$102,120.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Language Immersion Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$927,032.00	
2	2.9	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,795.00	
2	2.10	International Baccalaureate	Yes	LEA-wide	English Learners Low Income	Specific Schools: Carl Hankey Elementary; Carl Hankey MS; Capistrano Valley HS; San Clemente HS	\$50,000.00	
2	2.11	Long Term English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
2	2.12	Advanced Placement and International Baccalaureate Test Fee Reimbursement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.13	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,500.00	
2	2.14	Educational Technology - Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
3	3.1	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,473,080.00	
3	3.3	Transportation	Yes	LEA-wide	Low Income	All Schools	\$47,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$51,559,876.00	\$50,028,538.81

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	Counselors	Yes	\$14,012,770.00	15,122,206.00
1	1.2	Credit Recovery	Yes	\$587,000.00	589,942.00
1	1.3	Teen Parent Program @ Capistrano Union HS	No	\$112,000.00	118,639.00
1	1.4	Cultural Proficiency	Yes	\$20,000.00	20,000.00
1	1.5	Student Engagement	Yes	\$419,500.00	216,389.00
1	1.6	CUSD Cares - Well-being and Emotional Support	Yes	\$7,200.00	7,500.00
1	1.7	Positive Behavioral Interventions and Supports (PBIS) Implementation	Yes	\$21,000.00	30,640.76
1	1.8	Restorative Practices	Yes	\$16,000.00	16,000.00
1	1.9	Alternative to Suspension (ATS) Program	Yes	\$337,300.00	187,919.00
1	1.10	Foster Youth/Homeless Support	Yes	\$400,000.00	464,503.90
1	1.11	Bilingual School Community Liaisons	Yes	\$1,200,000.00	1,506,656.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	District Communication Support	Yes	\$238,200.00	244,871.00
1	1.13	Family Resource Center and Parent Institute for Quality Education	Yes	\$74,100.00	79,157.00
1	1.14	Contracted Translation Services	Yes	\$15,000.00	15,000.00
1	1.15	Multilingual Engagement Tools	Yes	\$165,700.00	160,974.35
2	2.1	Futureology: College & Career Counseling Program	Yes	\$1,020,581.00	1,059,578.25
2	2.2	Curriculum and Instruction	Yes	\$822,992.00	810,597.80
2	2.3	Intervention	Yes	\$1,188,839.00	882,442.00
2	2.4	Early Childhood Program	Yes	\$25,000.00	14,804.00
2	2.5	Language Acquisition	Yes	\$526,100.00	674,745.36
2	2.6	ELPAC Administration and Data Support	Yes	\$357,100.00	327,133.09
2	2.7	ELD Professional Development and Support	Yes	\$937,000.00	673,812.23
2	2.8	Language Immersion Programs	Yes	\$1,368,700.00	1,173,139.00
2	2.9	Career Technical Education (CTE)	Yes	\$57,900.00	57,644.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	International Baccalaureate	Yes	\$210,000.00	79,733.13
2	2.11	Long Term English Learner Professional Development	Yes	\$20,000.00	20,000.00
2	2.12	Advanced Placement and International Baccalaureate Test Fee Reimbursement	Yes	\$28,000.00	12,277.50
2	2.13	Advancement Via Individual Determination (AVID)	Yes	\$188,880.00	180,872.46
2	2.14	Educational Technology - Teachers on Special Assignment	Yes	\$175,000.00	174,560.00
3	3.1	Class Size Reduction	Yes	\$7,136,684.00	7,302,395.00
3	3.2	New Teacher and Administrator Induction	Yes	\$575,577.00	428,887.39
3	3.3	Transportation	Yes	\$60,000.00	9,157.50
3	3.4	Expanded Learning Opportunity Program	No	\$11,498,349.00	11,498,349.00
3	3.5	Arts and Music in Schools	No	\$5,812,404.00	5,812,404.00
3	3.6	Learning Recovery Emergency Block Grant	No	\$1,700,000.00	0
4	4.1	Principal Coaching and Support	No	\$0.00	0.00
4	4.2	Supporting underperforming Socioeconomically Disadvantaged and Homeless Students	No	\$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Supporting underperforming Students with Disabilities	No	\$0.00	0.00
4	4.4	Supporting underperforming English Learners	No	\$0.00	0.00
4	4.5	Supporting improvements in Chronic Absenteeism	No	\$0.00	0.00
4	4.6	Supporting improvements in Suspension Rates	No	\$0.00	0.00
5	5.1	MTSS Attendance Engagement and Recognition	No	\$5,000.00	18,118.30
5	5.2	Wellness Coach for Student Support	No	\$33,000.00	33,000
5	5.3	Bilingual School Counselor	No	\$150,000.00	0
5	5.4	Global and Cultural Perspectives Projects	No	\$3,000.00	0
5	5.5	Professional Development for High-Impact Instruction	No	\$10,000.00	3,845.36
5	5.6	PLC and Data Team Collaboration Time	No	\$2,000.00	445.43
5	5.7	Long-Term English Learner Instructional Strategies Professional Development	No	\$4,000.00	0
5	5.8	Academic Tutoring and Independent Study Support	No	\$8,000.00	0
5	5.9	Chromebooks and Technology Refresh	No	\$10,000.00	200.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
31,982,784	\$32,212,123.00	\$32,543,545.26	(\$331,422.26)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counselors	Yes	\$14,012,770.00	\$15,122,206.00		
1	1.2	Credit Recovery	Yes	\$587,000.00	\$589,942.00		
1	1.4	Cultural Proficiency	Yes	\$20,000.00	\$20,000.00		
1	1.5	Student Engagement	Yes	\$419,500.00	\$216,389.00		
1	1.6	CUSD Cares - Well-being and Emotional Support	Yes	\$7,200.00	\$7,500.00		
1	1.7	Positive Behavioral Interventions and Supports (PBIS) Implementation	Yes	\$21,000.00	\$30,640.76		
1	1.8	Restorative Practices	Yes	\$16,000.00	\$16,000.00		
1	1.9	Alternative to Suspension (ATS) Program	Yes	\$337,300.00	\$187,919.00		
1	1.10	Foster Youth/Homeless Support	Yes	\$400,000.00	\$464,503.90		
1	1.11	Bilingual School Community Liaisons	Yes	\$1,200,000.00	\$1,506,656.00		
1	1.12	District Communication Support	Yes	\$238,200.00	\$244,871.00		
1	1.13	Family Resource Center and Parent Institute for Quality Education	Yes	\$74,100.00	\$79,157.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Contracted Translation Services	Yes	\$15,000.00	\$15,000.00		
1	1.15	Multilingual Engagement Tools	Yes	\$165,700.00	\$160,974.35		
2	2.1	Futureology: College & Career Counseling Program	Yes	\$1,020,581.00	\$1,059,578.25		
2	2.2	Curriculum and Instruction	Yes	\$822,992.00	\$810,597.80		
2	2.3	Intervention	Yes	\$1,188,839.00	\$882,442.00		
2	2.4	Early Childhood Program	Yes	\$25,000.00	\$14,804.00		
2	2.5	Language Acquisition	Yes	\$526,100.00	\$674,745.36		
2	2.6	ELPAC Administration and Data Support	Yes	\$357,100.00	\$327,133.09		
2	2.7	ELD Professional Development and Support	Yes	\$937,000.00	\$673,812.23		
2	2.8	Language Immersion Programs	Yes	\$1,368,700.00	\$1,173,139.00		
2	2.9	Career Technical Education (CTE)	Yes	\$57,900.00	\$57,644.00		
2	2.10	International Baccalaureate	Yes	\$210,000.00	\$79,733.13		
2	2.11	Long Term English Learner Professional Development	Yes	\$20,000.00	\$20,000.00		
2	2.12	Advanced Placement and International Baccalaureate Test Fee Reimbursement	Yes	\$28,000.00	\$12,277.50		
2	2.13	Advancement Via Individual Determination (AVID)	Yes	\$188,880.00	\$180,880.00		
2	2.14	Educational Technology - Teachers on Special Assignment	Yes	\$175,000.00	\$174,560.00		
3	3.1	Class Size Reduction	Yes	\$7,136,684.00	\$7,302,395.00		
3	3.2	New Teacher and Administrator Induction	Yes	\$575,577.00	\$428,887.39		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Transportation	Yes	\$60,000.00	\$9,157.50		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
455,303,570	31,982,784	0.0%	7.024%	\$32,543,545.26	0.000%	7.148%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #
• Enter the action number.
Title
• Provide a short title for the action. This title will also appear in the action tables.
Description
• Provide a brief description of the action. ○ For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. ○ As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures. ○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
Total Funds
• Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing
• Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. ○ Note: for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in <i>California Code of Regulations</i>, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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