



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Diablo Unified School District

CDS Code: 07 61754 0000000

School Year: 2026-27

LEA contact information:

Dr. Adam Clark

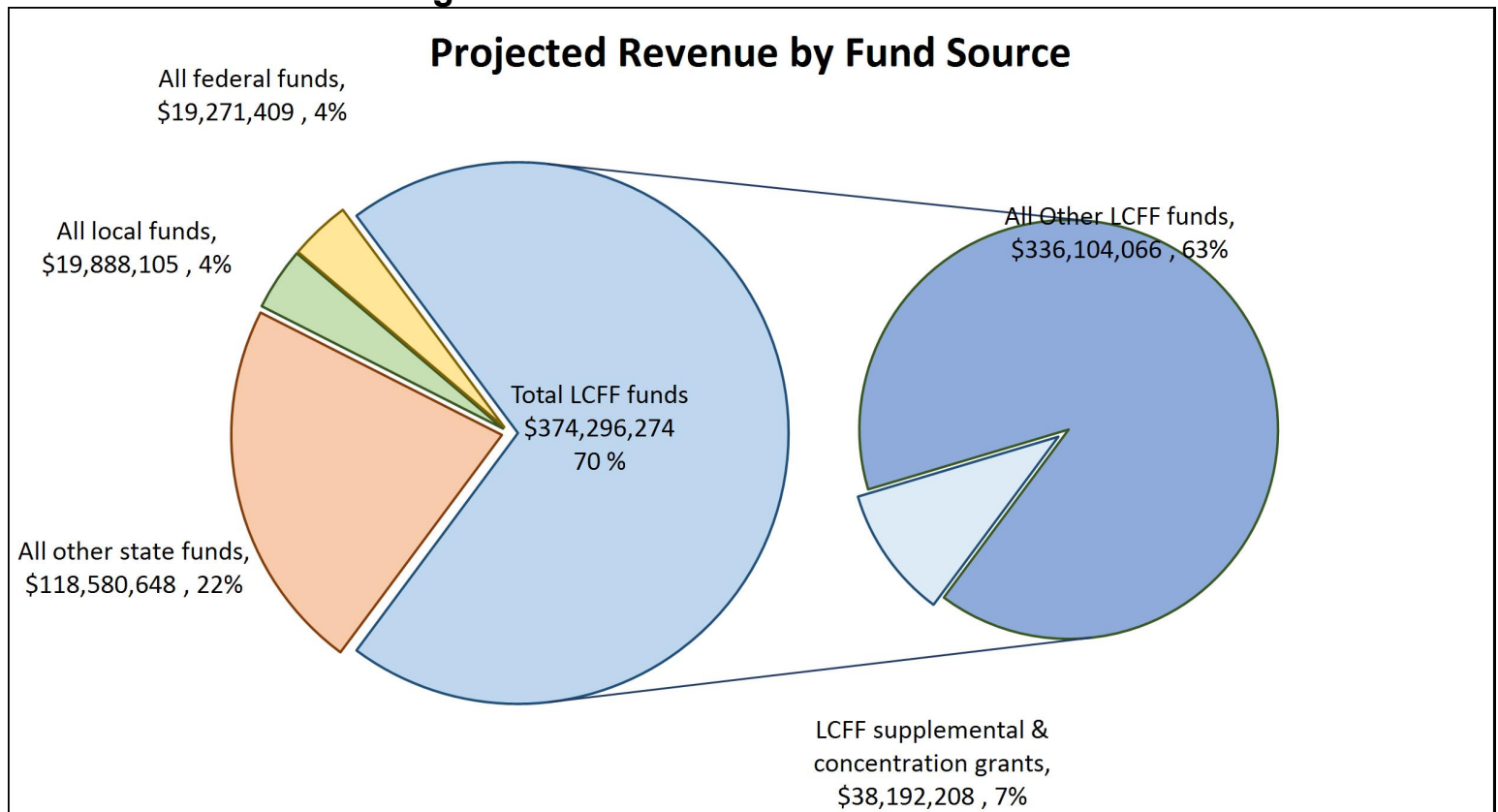
Superintendent

clarka@mdusd.org

925-682-8000

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

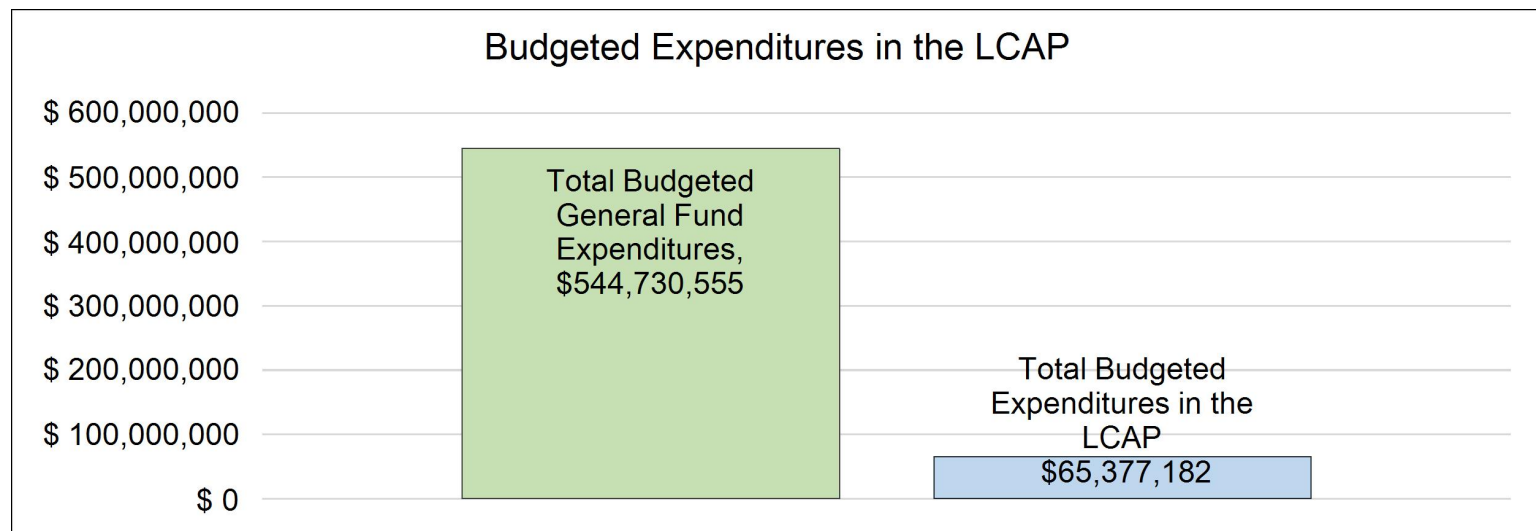


This chart shows the total general purpose revenue Mt. Diablo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mt. Diablo Unified School District is \$532,036,436, of which \$374,296,274 is Local Control Funding Formula (LCFF), \$118,580,648 is other state funds, \$19,888,105 is local funds, and \$19,271,409 is federal funds. Of the \$374,296,274 in LCFF Funds, \$38,192,208 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 Mt. Diablo 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: Mt. Diablo Unified School District plans to spend \$544,730,555 for the 2026-27 school year. Of that amount, \$65,377,182 is tied to actions/services in the LCAP and \$479,353,373 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

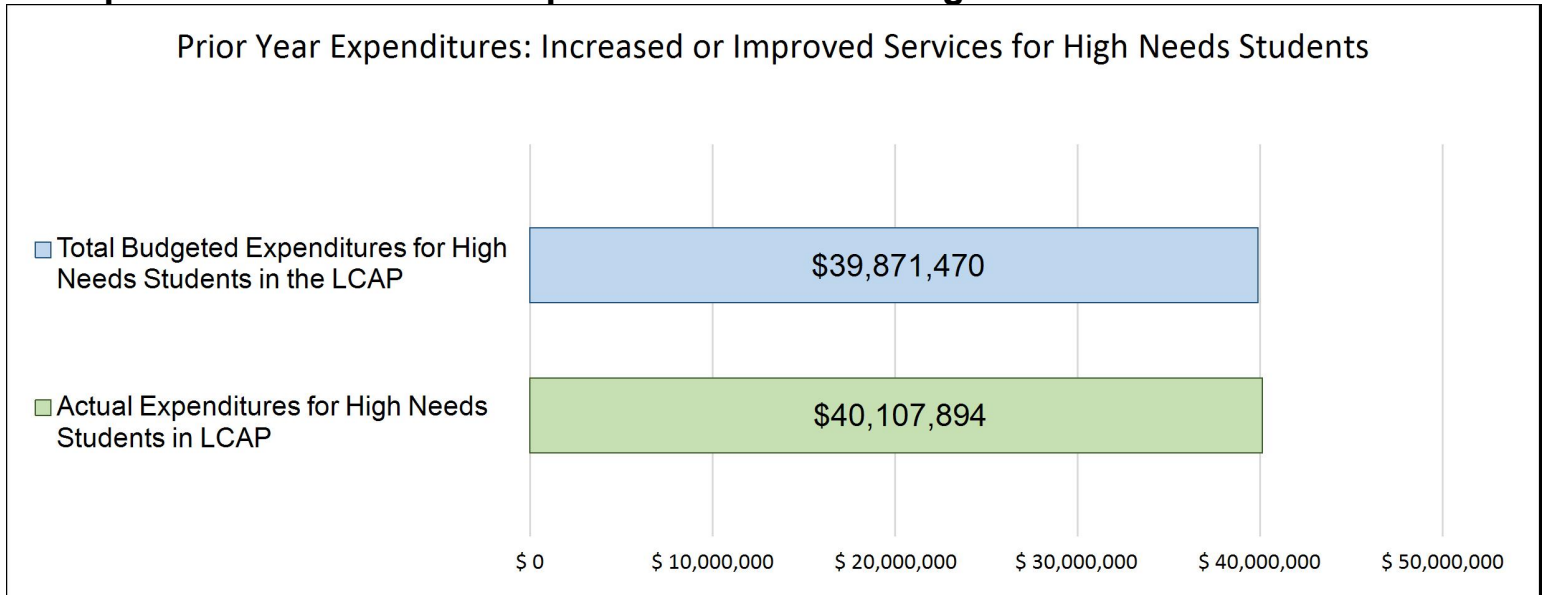
Approximately 80-85% of the total General Fund expenditures consist of employee compensation. Other base program expenditures are also needed to support student education activities, such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2026-27, Mt. Diablo Unified School District is projecting it will receive \$38,192,208 based on the enrollment of Foster Youth, English learner, and low-income students. Mt. Diablo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Diablo Unified School District plans to spend \$42,746,728 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mt. Diablo 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 Mt. Diablo 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, Mt. Diablo Unified School District's LCAP budgeted \$39,871,470 for planned actions to increase or improve services for high needs students. Mt. Diablo Unified School District actually spent \$40,107,894 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$236,424 had the following impact on Mt. Diablo Unified School District's ability to increase or improve services for high needs students:

In 2025-26, LCAP planned actions and services were implemented as intended for high needs students utilizing a combination of funding, including LCFF Supplemental, base funds, federal funds, and one-time state funding sources.



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
Mt. Diablo Unified School District	Dr. Adam Clark Superintendent	clarka@mdusd.org 925-682-8000

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.

Located in the Bay Area, Mt. Diablo Unified School District (MDUSD) is headquartered in Concord, CA and serves the Contra Costa County communities of Clayton, Concord, Pleasant Hill, portions of Martinez, Pittsburg, Walnut Creek, and the unincorporated communities of Bay Point, Lafayette, and Pacheco. The 2025-26 non-charter school District enrollment was 29,371 with 52.8% of students eligible for free and reduced-price meals, 20.9% identified as English learner students, and 0.2% identified as Foster Youth. There are ADD languages other than English spoken by MDUSD students and families including Spanish, Arabic, Farsi, Filipino, and Vietnamese. The Governing Board of Education consists of five elected area trustees. MDUSD serves students PreK-12th grade at 28 elementary schools, 1 K-8th grade school, 9 middle schools, 5 comprehensive high schools, 2 continuation high schools, and at 9 alternative schools and specialized programs. There are four schools in MDUSD that were identified to receive Equity Multiplier funding in 2025-26: Crossroads and Olympic High Schools, Glenbrook Academy, and Sunrise Social-Emotional Collaborative. The district also includes two independent charter schools, Eagle Peak and Rocketship Futuro Academy, who are required to create their own Local Control Accountability Plan.

Reflections: Annual Performance

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

Review and Analysis of the 2025 CA School Dashboard Data for MDUSD

The district increased to the Yellow performance level in English Language Arts, with an overall +7.1 point gain in distance from standard from 2023–24. Student groups including English Learners, Foster Youth, Long-Term English Learners, Students with Disabilities, African

American, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, Filipino, Two or More Races, and White students demonstrated growth, while Asian students maintained performance (state definition of “maintained”: a change of less than 2.9 points). Students experiencing homelessness declined, and American Indian students did not receive a performance color due to small group size below the public reporting threshold.

The district also increased to the Yellow performance level in Mathematics, with an overall +4.4 point gain in distance from standard from 2023–24. African American, English Learners, Long-Term English Learners, Students with Disabilities, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and Two or More Races student groups demonstrated improvement. Foster Youth, Asian, Filipino, and White students maintained performance, while students experiencing homelessness declined. American Indian students did not receive a performance color due to small group size below the public reporting threshold.

Overall outcome indicators showed positive trends, with graduation rates increasing by 3.5% and College and Career Readiness improving by 3.2%. Chronic Absenteeism remained stable with a slight decrease of 0.1%, and suspension rates declined by 1.4%.

Despite these areas of progress, significant performance gaps persist. Unduplicated student groups (English Learners, students experiencing homelessness, foster youth, and socioeconomically disadvantaged students), as well as Focal Scholar groups (LCAP Goal 4), continue to perform below overall district averages across most Dashboard indicators.

Overall District Academic Indicators

Grades 3–11 ELA: Maintained; increased 7.1 points, indicating positive overall movement

- * All Students: 11.2 points below standard, Yellow
- * Current ELs (English Learners and Long-Term English Learners): 138.1 points below standard (increased 3 points)
- * Reclassified ELs: 13.6 points below standard (increased 3.4 points)
- * English Only: 14.9 points above standard (increased 7.6 points)
- * African American: 60.6 points below standard (increased 5 points)
- * Socioeconomically Disadvantaged: 53.4 points below standard (increased 15.4 points)
- * Students with Disabilities: 100.9 points below standard (increased 15.5 points)
- * Foster Youth: 120.7 points below standard (increased 17.2 points)
- * Students Experiencing Homelessness: 153.1 points below standard (declined 16 points)
- * Hispanic: 54.6 points below standard (increased 7.9 points)

Reflections on annual performance: While multiple student groups demonstrated growth in ELA, significant performance gaps persist across nearly all focal student groups, indicating a continued need for targeted, systemwide instructional supports and differentiated interventions.

Grades 3–11 Math: Increased 4.4 points, indicating positive overall movement

- * All Students: 41.1 points below standard, Yellow
- * Current ELs (English Learners and Long-Term English Learners): 157.9 points below standard (increased 2.4 points)
- * Recently Reclassified ELs: 51.5 points below standard (decreased 1.5 points)
- * English Only: 11.6 points below standard (increased 4.5 points)
- * African American: 100.9 points below standard (increased 7.3 points)

- * Socioeconomically Disadvantaged: 88 points below standard (increased 15 points)
- * Students with Disabilities: 135.1 points below standard (increased 6.4 points)
- * Foster Youth: 158.2 points below standard (decreased 2 points)
- * Students Experiencing Homelessness: 179.4 points below standard (decreased 10.5 points)
- * Hispanic: 92 points below standard (increased 5.6 points)

Reflections on annual performance: Long-Term English Learners and socioeconomically disadvantaged students continue to demonstrate the greatest need in mathematics, despite modest improvements in overall trends.

Overall District Growth Indicators (CA Dashboard)

ELA Growth:

- * All Students: 71.7% students improved their score from the prior year - average growth
- * ELs: 71.2% students improved their growth from the prior year - moderate growth
- * Foster Youth: 100% of students improved their growth from the prior year - moderate growth
- * Homeless: 64.7% of students improved their growth from the prior year - moderate growth
- * Students with Disabilities: 71% of students improved their growth from the prior year - moderate growth
- * African American: 68.6% of students improve their score from the prior year - average growth
- * Hispanic: 70.4% of students improved their score from the prior year - average growth
- * Long-Term English Learners: 68.3% of students improved their score from the prior year - average growth
- * Pacific Islander: 73.3% of students improved their score from the prior year - average growth
- * Socioeconomically Disadvantaged: 70.6% of students improved their score from the prior year - average growth
- * White: 72.1% of students improved their score from the prior year - average growth
- * Asian: 73.9% of students improved their score from the prior year - accelerated growth
- * Filipino - 75.3% of students improved their score from the prior year - accelerated growth
- * Two or More Races: 73.1% of students improved their score from the prior year - accelerated growth

Reflections: Most students are demonstrating average to accelerated growth in ELA; however, English Learners, long-term English Learners, and African American students show only moderate growth. This indicates a need for more targeted literacy supports to accelerate progress and reduce subgroup gaps.

Math Growth:

- * All Students: 68.7% students improved their score from the prior year - average growth
- * English Learners:: 64.9% students improved their growth from the prior year - average growth
- * Foster Youth: 42.9%% of students improved their growth from the prior year - minimal growth
- * Homeless: 55.2% of students improved their growth from the prior year - moderate growth
- * Students with Disabilities: 63.5% of students improved their growth from the prior year - average growth
- * African American: 66.3% of students improve their score from the prior year - moderate growth
- * Hispanic: 65.7% of students improved their score from the prior year - average growth
- * Long-Term English Learners: 58.9% of students improved their score from the prior year - average growth
- * Pacific Islander: 73% of students improved their score from the prior year - average growth
- * Socioeconomically Disadvantaged: 66.3% of students improved their score from the prior year - average growth

- * White: 70.5% of students improved their score from the prior year - accelerated growth
- * Asian: 75.5% of students improved their score from the prior year - accelerated growth
- * Filipino - 71.3% of students improved their score from the prior year - accelerated growth

Reflections: Math growth is inconsistent across student groups, with overall average progress but significantly lower outcomes for foster youth and homeless students. While some groups are demonstrating accelerated growth, targeted math supports are needed because gaps in foundational skills and access to consistent instruction are limiting progress for unduplicated pupils.

While most students are demonstrating average to accelerated growth in ELA and math, progress remains uneven across student groups. English Learners and other unduplicated pupils show only moderate growth in ELA, while math outcomes are more inconsistent, with notably lower growth for foster youth and homeless students. This indicates a need for targeted academic supports because gaps in literacy development and foundational math skills are limiting the ability of these student groups to accelerate progress and close achievement gaps.

English Learner Progress Indicator (ELPI): 43.6% making progress; maintained with a 1.4% decrease.

Reflections: ELPI remained relatively stable at 43.6%, with a slight decline, indicating limited progress in English language development. English Learners and Long-Term English Learners continue to demonstrate significant needs across academic indicators, suggesting that more intensive and targeted language development supports are necessary because increased English proficiency is a key driver of improved performance in ELA and math and higher reclassification rates. This is reinforced by CAASPP outcomes, where Reclassified English Learners outperform many student groups, indicating that accelerating progress toward reclassification is critical to improving overall academic achievement.

College/Career Readiness (CCR): increased 3.2%.

- * All Students: 44.7% prepared (increased 3.2%)
- * Students with Disabilities: 9.4% prepared (increased 0.8%)
- * English Learners: 11.3% prepared (increased 1.9%)
- * Long-Term English Learners: 10.3% prepared (maintained 0% change)
- * Foster Youth: 11.1% prepared (increased 5.2%)
- * Hispanic: 32.1% prepared (increased 3.3%)
- * Homeless: 11.9% prepared (increased 2.3%)
- * Socioeconomically Disadvantaged: 25.6% prepared (increased 4.5%)
- * African American: 38.6% prepared (increased 13.3%)
- * Asian: 65.3% prepared (increased 3.3%)
- * Filipino: 66.3% prepared (maintained 0% change)
- * Two or More Races: 56.3% prepared (decreased 1.1%)
- * White: 56.8% prepared (increased 0.1%)
- * Pacific Islander: 37.5% prepared (increased 27%)
- * American Indian: Student group size below public reporting threshold

Reflections: College and Career Readiness increased overall to 44.7%; however, significant disparities persist across student groups. English Learners, Long-Term English Learners, Students with Disabilities, and Foster Youth remain among the least prepared, despite modest gains, indicating a continued need for targeted supports because limited access to rigorous coursework, pathway completion, and academic readiness skills is restricting their ability to meet CCR benchmarks. While some groups, including African American and Pacific

Islander students, demonstrated notable improvement, overall patterns reflect ongoing inequities similar to those seen in ELA and math outcomes.

Chronic Absenteeism: declined 0.1% overall

- * All Students: 18.4% chronically absent (down from 25.9% in 2022)
- * African American: 37.3% chronically absent (increased 1.4%)
- * English Learners: 24.8% chronically absent (decreased 0.2%)
- * Foster Youth: 34.7% chronically absent (increased 1.4%)
- * Hispanic: 25.1% chronically absent (increased 1%)
- * Homeless: 48.4% chronically absent (increased 2.7%)
- * Long-Term English Learners: 32.2% (increased 6.6%)
- * Filipino: 12% chronically absent (increased 1%)
- * Socioeconomically Disadvantaged : 26.1% chronically absent (declined 1.7%)
- * Asian: 11% chronically absent (declined 1.5%)
- * Two or More Races: 15.4% chronically absent (declined 1%)
- * Pacific Islander: 38.8% chronically absent (declined 5.4%)
- * White: 10.7% chronically absent (declined 1%)
- * American Indian: 45% chronically absent (increased 1.5%)

Reflections: While overall chronic absenteeism has slightly improved and remains significantly lower than 2022 levels, progress is uneven across student groups. African American, Foster Youth, Homeless, and Long-Term English Learner students experienced increases in absenteeism, with homeless students continuing to have the highest rates. Although some groups, including socioeconomically disadvantaged, Asian, and Pacific Islander students, showed improvement, absenteeism rates remain elevated compared to desired levels, indicating a need for more targeted engagement and attendance supports for the highest-need student groups.

Graduation Rate: increased 3.5% overall

- * All Students: 89.9% graduated
- * Foster Youth: 73.7% graduated (increased 29.2%)
- * Homeless: 69.9% graduated (increased 9.1%)
- * Long-Term English Learners: 82% graduated (increased 0.4%)
- * African American: 90.3% graduated (increased 6.9%)
- * English Learners: 81.2% graduated (increased 7.2%)
- * Hispanic: 88% graduated (3.8%)
- * Two of More Races: 93.8% graduated (increased 5.6%)
- * Socioeconomically Disadvantaged: 88.8% graduated (increased 4.7%)
- * Students with Disabilities: 81.4% graduated (increased 4.3)
- * White: 91.3% graduated (increased 1.4%)
- * Asian: 95.4% graduated (increased 6.8%)
- * Filipino: 95.4% graduated (increased 1.9%)
- * Pacific Islander: 88.9% graduated (increased 8.9%)
- * American Indian: Student group size below public reporting threshold

Reflections: Graduation rates increased across the district, with strong gains for nearly all student groups. Notably, Foster Youth and Homeless students demonstrated substantial improvement, reflecting the impact of targeted supports and interventions. While some groups, including English Learners and Students with Disabilities, continue to graduate at slightly lower rates than the overall student population, the upward trend across all groups indicates meaningful progress and continued movement toward more equitable outcomes.

Suspension Rate: decreased 1.4%

- * All Students: 3.1% suspended at least one day
- * African American: 10.3% suspended at least one day (declined 1.8%)
- * Foster Youth: 11.1% suspended at least one day (declined 4%)
- * Homeless: 7.7% suspended at least one day (declined 3.7%)
- * Long-Term English Learners: 9.1% suspended at least one day (declined 5.3%)
- * Pacific Islander: 5.2% suspended at least one day (declined 2.2%)
- * Students with Disabilities: 6.4% suspended at least one day (declined 1.6%)
- * Asian: 1.8% suspended at least one day (declined 0.6%)
- * English Learners: 4.1% suspended at least one day (declined 2%)
- * Filipino: 1.1% suspended at least one day (declined 0.6%)
- * Hispanic: 3.6% suspended at least one day (declined 2.1%)
- * Two or More Races: 2.6% suspended at least one day (declined 1.3%)
- * Socioeconomically Disadvantaged: 4.2% suspended at least one day (declined 2.2%)
- * White: 2.1% suspended at least one day (declined 0.7%)
- * American Indian: 6.9% suspended at least one day (increase 3.8%)

Reflections: Suspension rates decreased across the district and for nearly all student groups, reflecting strong progress in creating more positive and supportive school environments. Significant declines among Foster Youth, Homeless students, and Long-Term English Learners highlight the impact of targeted behavioral supports and inclusive practices. While some groups continue to have higher suspension rates, the consistent reductions across most student groups demonstrate meaningful strides toward equitable discipline practices and improved school climate.

MDUSD is estimating to have approximately \$4,763,164 remaining in LREBG funding. For 2026-27, there is a budget of \$4,518,476, and for 2027-28 an estimated budget balance of \$244,688.

Based on our overall analysis of the CA Dashboard, local data measures, and the LREBG needs analysis conducted in 2024-25, the following actions will be funded with LREBG funding:

- 1.4--Counseling and socio-emotional supports; restorative practices--addresses chronic absenteeism and school engagement data points; also addresses discrepancies in student group suspension rates
- 1.8--College and Career advisement focused on supporting students who may need credit recovery or additional opportunities for learning--addresses continued learning loss as current high school students may have learning losses associated with pandemic remote learning and are working to catch up on both skills and now, credits
- 1.10--summer academic program and credit recovery opportunities--addresses compounded learning losses for students in grades 4 and above associated with pandemic remote learning, as well as standards not yet met and needing learning acceleration for students in grades

TK-3

4.1--Personnel to implement targeted social-emotional and academic supports and opportunities for focal scholars, as well as family and community engagement--addresses chronic absenteeism, school engagement, and student academic outcome data points for focal scholars, which continue to demonstrate an equity gap for these students when compared to overall district data and other student groups. These actions are allowable within the scope of LREBG and evidence-based approaches to address the gaps shown in the data analysis. In addition, these actions align with highly valued actions based on Educational Partner input. Within each action, the rationale for the selection of the action and application of LREBG funding, as well additional data and the metric(s) to be used to measure effectiveness, are included.

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment (2024-25):

MDUSD expects to have approximately \$9,654,768.82 in unspent LREBG funding at the end of the 2024-25 fiscal year. As is required by the state, a needs assessment focused on district, school, and student outcomes in English Language Arts (ELA), mathematics, and chronic absenteeism was conducted to determine needs and guide planned actions that will be funded with LREBG funds. The LREBG needs assessment indicated that across all schools, including schools with overall met or exceeded standard results that surpass the district average for ELA and mathematics, results for low-income students, foster youth, English learners, and students with disabilities are significantly lower than overall student performance at those sites. When examining ELA results for 2024 for students in 3rd grade across the district, there were 761 students (33%) in the lowest achievement level and 535 (23%) students in the second lowest achievement level, for a total of 56% of 3rd graders not at proficiency. White students (20%), Two or More Races students (21%), and Asian students (26%) are the only student groups at a lower percentage in the lowest achievement level than the overall 3rd grade. Native Hawaiian/Pacific Islander students (38%), Hispanic students (48%), Socioeconomically Disadvantaged students (53%), Students with Disabilities (55%), Black/African American students (57%), and English Learners (80%) have much higher % of students in the lowest performance band on the 3rd grade ELA CAASPP based on 2024 results. This metric alerts us again to the data trends showing that our focal scholars and unduplicated students are much less likely to be reading at grade level by the end of 3rd grade. Because 3rd grade literacy levels are such a strong predictor of later academic success, we can also trace the impact of these data trends to our discrepancies in graduation rates and College and Career Readiness for students, as well as the gaps for Long Term English Learners when they are not able to demonstrate grade-level academic achievement as well as progress on ELPAC. When examining 3rd grade results for mathematics, similar results are observed, with in some cases, even larger gaps. Across the district, for 2024 Math CAASPP, 32% of students (733) were in the lowest performance level and 22% (502) were in the second lowest achievement level. When disaggregated for student groups, Two or More Races students (15%), White students (16%), and Asian students (22%) were the only student groups at a lower percentage in the lowest achievement level than the overall 3rd grade. Native Hawaiian/Pacific Islander students (36%), Hispanic students (50%), Socioeconomically Disadvantaged students (53%), Students with Disabilities (51%), Black/African American students (58%), and English Learners (76%) have much higher % of students in the lowest performance band on the 3rd grade ELA CAASPP based on 2024 results. Again, this metric, which is the first grade level of math CAASPP results for students, alerts us to gaps in performance for students that begin early in our educational system and thus, need to be addressed early, in TK-2. Analysis of other grade levels shows similar data, with gaps widening for groups by the time they take the CAASPP assessments in 11th grade. Within each school in the district, there are students who are in the lowest and second lowest achievement level. As a system, we need strong local diagnostic measures to be able to use data to target skills that are not yet mastered in order to adjust instruction. Supplemental materials, including strong intervention materials, are also needed to address standards not yet mastered, as well as strong professional development for teachers focused on literacy, mathematics, and English Language instruction.

In examining Chronic Absenteeism data, which is referenced above for overall district results, the district continues to see a decline in overall chronic absenteeism. However, this engagement metric also shows significant differences in rates among student groups, with some groups

approaching at or above 50%. In addition, district data analysis shows that Kindergarten has a high chronic absenteeism rate, again revealing a need for early intervention and parent engagement. In addition, high rates of chronic absenteeism in high school reveal that the highest rates are at our Title I-funded high schools and our continuation/alternative high school programs. Overall, students experiencing homelessness and foster youth have the highest rates of chronic absenteeism in every grade span, far above the school or district average. In addition, our schools in the Bay Point feeder pattern, a focus area for district support in 2025-26, have higher rates of chronic absenteeism as well. Data trends show that chronic absenteeism is likely a factor in below grade-level literacy and math rates, especially for our youngest learners, and that chronic absenteeism and below grade-level literacy and math rates early on can eventually lead to lower graduation rates, College and Career Readiness rates, and lower % of students eligible for UC/CSU. Likewise, English Learners are more likely not to be at proficiency levels than other students, which can lead to higher risk of becoming Long Term English Learners, for whom high school proficiency metrics trail those of other groups.

As was required for the 3-year LCAP plan developed in Spring 2024, listed below are the metric areas for the overall district, schools, and/or student groups who performed in the lowest or Red level or received the lowest performance level on one or more state indicators on the 2023 Dashboard. Upon review of these metrics, we are continuing our broad goals from the previous LCAP and applying changes to areas of ineffectiveness, as noted in our Annual Update.

Chronic Absenteeism

MDUSD: African American & Foster Youth students scored at the Red level

- Ayers (All Students, Asian, English Learner, Socioeconomically Disadvantaged, Students with IEP's, White), Bancroft (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's, White), Bel Air (African American, Students with IEP's), Cambridge (All Students, Socioeconomically Disadvantaged Students with IEP's), Delta View (Black/African American, All Students, Asian, Filipino, White), Diablo View MS (Hispanic, Students with IEP's), El Monte (White), Fair Oaks (All Students, Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's, White), Gregory Gardens (All Students, Asian, Hispanic, Students with IEP's, White), Hidden Valley (Socioeconomically Disadvantaged), Highlands (Socioeconomically Disadvantaged, Students with IEP's, White), Holbrook (All Students, English Learner, Hispanic, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with IEP's), Horizons (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Meadow Homes (Asian), Mountain View (White), Mt. Diablo Elementary (English Learner, Hispanic, Students with IEP's), Pleasant Hill Elementary (All Students, English Learner, Hispanic, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with IEP's, White), Pleasant Hill Middle (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Rio Vista (Black/African American, All Students, English Learner, Hispanic, Multiple Races/Two or More, Socioeconomically Disadvantaged), Riverview (Black/African American, Socioeconomically Disadvantaged), Sequoia MS (Students with IEP's), Silverwood (Socioeconomically Disadvantaged, White), Strandwood (English Learner, Hispanic, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with IEP's), Valhalla (All Students, Socioeconomically Disadvantaged, Students with IEP's), Valle Verde (All Students, Hispanic, White), Valley View Middle (English Learner, Hispanic), Walnut Acres (Socioeconomically Disadvantaged, White), Westwood (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's, White), Woodside (Socioeconomically Disadvantaged), Wren (All Students, Hispanic, Multiple Races/Two or More, Socioeconomically Disadvantaged, White)

English Language Arts

MDUSD: English Learner and Pacific Islander performed at Red level on the CAASPP

- Bel Air (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), Cambridge (All Students, English Learner, Hispanic,

Socioeconomically Disadvantaged), College Park High (English Learner), El Dorado MS (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), El Monte (English Learner, Hispanic), Fair Oaks (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), Gregory Gardens (English Learner, Socioeconomically Disadvantaged), Hidden Valley (Students with IEP's), Highlands (Students with IEP's), Holbrook (English Learner), Meadow Homes (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Mountain View (Hispanic, Socioeconomically Disadvantaged), Mt. Diablo Elementary (Students with IEP's), Olympic (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), Pleasant Hill Elementary (English Learner), Pleasant Hill Middle (English Learner, Students with IEP's), Rio Vista (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Riverview (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Sequoia MS (Students with IEP's), Shore Acres (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Silverwood (Students with IEP's), Sun Terrace (English Learner, Hispanic, Students with IEP's), Westwood (Socioeconomically Disadvantaged), Wren (All Students, English Learner, Socioeconomically Disadvantaged), Ygnacio Valley High (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged)

Mathematics

MDUSD: English Learner, Pacific Islander and Socioeconomically Disadvantaged performed at Red level on the CAASPP

- Cambridge (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), College Park High (English Learner) El Dorado MS (All Students, English Learner, Hispanic), El Dorado MS (Multiple Races/Two or More, Students with IEP's. White, Hispanic, English Learner, All Students), Fair Oaks (All Students, Hispanic), Gregory Gardens (English Learner), Highlands (Students with IEP's), Mountain View (Hispanic, Socioeconomically Disadvantaged), Northgate (Students with IEP's), Oak Grove (Students with IEP's), Olympic (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), Pleasant Hill Middle (English Learner), Rio Vista (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with IEP's), Riverview (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged), Sequoia Middle (Students with IEP's), Sun Terrace (English Learner), Westwood (Hispanic), Wren (English Learner), Ygnacio Valley High (All Students, English Learner, Hispanic, Socioeconomically Disadvantaged)

English Learner Progress Indicator (ELPI)

MDUSD Schools with English Learners scoring at the Red level on the ELPI

- Bel Air Elementary, Concord High, El Monte Elementary, Holbrook Language Academy, Horizons Independent Study, Mt. Diablo High, Olympic High, Pine Hollow Middle, Rio Vista Elementary, Riverview Middle, Woodside Elementary, Ygnacio Valley High

College & Career Indicator

MDUSD: English Learner, Homeless Students and Students with IEP's scored the lowest level

- College Park High (Students with IEP's), Concord High (English Learner, Students with IEP's), Horizons (All Students), Mt. Diablo High (English Learner, Homeless Youth, Students with IEP's), Olympic (All Students, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, Students with IEP's), Prospect High (All Students, Socioeconomically Disadvantaged, White), Ygnacio Valley High (Students with IEP's)

Graduation Rate

MDUSD: English Learner, Hispanic, Homeless, and Students with IEP's scored at Red level

- Mt. Diablo High (All Students, English Learner, Hispanic, Homeless Youth, Students with IEP's), Olympic (All Students, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, Students with IEP's)

Suspension Rate

MDUSD: African American & Homeless Students scored at the Red level

-Bel Air (Multiple Races/Two or More), College Park High (Black/African American) , Concord High (Black/African American, English Learner, Multiple Races/Two or More, Socioeconomically Disadvantaged), El Dorado MS (English Learner, Multiple Races/Two or More). El Monte (Students with IEP's), Hidden Valley (Socioeconomically Disadvantaged), Mt. Diablo High (Black/African American, All Students, English Learner, Hispanic, Homeless Youth, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with IEP's), Northgate (Students with IEP's), Olympic (Black/African American, Students with IEP's, White), Pine Hollow (All Students, English Learner, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with IEP's, White), Pleasant Hill Middle (Students with IEP's), Prospect High (All Students, Hispanic), Rio Vista (Black/African American), Riverview (All Students, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged), Woodside (Students with IEP's), Ygnacio Valley High (Asian, English Learner, Homeless Youth, Multiple Races/Two or More)

Refer to Goal 4 for more information on the performance metrics and actions supporting these student groups.

Reflections: Technical Assistance

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

MDUSD qualifies for Differentiated Assistance in 2025 for the following student groups: Long-Term English Learners (LTELs—English Learner Progress Indicator [ELPI] and chronic absenteeism), foster youth (ELA/Math and chronic absenteeism), students experiencing homelessness (ELA/Math and chronic absenteeism), and students with IEPs (chronic absenteeism and College/Career Indicator [CCI]).

Mt. Diablo Unified continues to partner with the California Collaborative for Educational Excellence (CCEE) and the Contra Costa County Office of Education (CCCOE) as part of District Intervention and Assistance. This collaboration is designed to provide coordinated, needs-based, and differentiated supports that improve services for all students, with a focus on closing opportunity gaps and improving student outcomes. CCEE and the CCCOE regularly provide feedback on the District's progress toward LCAP goals.

CCEE and Cabinet members meet monthly to analyze data using structured protocols and ensure coherence across district initiatives. This year, the Educational Services team has prioritized increasing reclassification rates for English Learners, with a focused effort to prevent students from becoming long-term English learners. This targeted work at the Bay Point elementary schools is directly aligned to LCAP Goal 4.

CCEE and CCCOE support this initiative through ongoing collaboration with the Educational Services team, including bimonthly meetings focused on data analysis and planning for professional learning. In addition, the four Bay Point elementary principals participate in monthly meetings with CCEE and CCCOE, where the group engages in data analysis and plans site-level professional development. These efforts center on targeted, short-term grade-level data cycles designed to improve outcomes for English Learners, complemented by focused support from the Multilingual Learner Department to enhance the effectiveness of classroom instruction in this area.

The Superintendent and Chief of Educational Services also participate in CCEE job-alike cohorts with other districts engaged in technical assistance. District leaders engage in ongoing collaboration to examine achievement gaps, evaluate current practices, and strengthen systemwide coherence and accountability. In addition, CCEE and CCCOE staff are invited to participate in district classroom walkthroughs

and in administrator trainings to provide timely, actionable feedback. This year, CCCOE staff have also co-led professional learning sessions in partnership with CCEE and the Educational Services team.

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.

Schools eligible for Comprehensive Support and Improvement are: Riverview Middle School and Olympic High School.

Support for Identified Schools

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

In Winter 2025, Olympic High School (graduation rate) and Riverview Middle School (Low Performing) were identified for Comprehensive Support and Improvement (CSI). Both schools operate Title I Schoolwide Programs and serve high percentages of unduplicated pupils.

The district has supported both schools in developing CSI plans through a structured process grounded in data analysis and continuous improvement. School leaders engaged in district-facilitated professional learning to analyze California School Dashboard indicators and local data (including ELA, mathematics, attendance, suspension, and graduation rate) to identify areas of need and student group disparities. This analysis was followed by a root cause process, supported by the Contra Costa County Office of Education (CCCOE) and district Educational Services staff, to identify instructional and engagement barriers contributing to current outcomes.

Based on this needs assessment, school teams are implementing evidence-based strategies focused on strengthening standards-aligned instruction, increasing the use of student collaborative learning structures, and establishing consistent data inquiry cycles using local assessments (e.g., STAR, mCLASS, and classroom-based measures). These strategies are selected because they directly address identified barriers and will be monitored through recurring data cycles to determine their impact on student outcomes.

District Educational Services staff provide ongoing, differentiated coaching to site leadership teams to support implementation of these strategies through improvement science practices, including cycles of inquiry, use of a data protocol, and alignment of instructional practices across classrooms. CSI-funded actions are incorporated into each school's School Plan for Student Achievement (SPSA), including identification of resource inequities and the actions designed to address them.

Educational partners—including SSC, ELAC, staff, families, and community members—are engaged in reviewing data, identifying needs, and providing input on CSI strategies. This engagement continues throughout implementation to ensure that plans remain responsive to student needs and are adjusted based on feedback and evidence of effectiveness.

Monitoring and Evaluating Effectiveness

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

District Educational Services staff will monitor implementation and effectiveness of CSI plans through structured 6–8 week data inquiry cycles, which directly align to the data cycles established in the Support for Identified Schools section. During these cycles, site and district teams will analyze local indicator data, including STAR results, English learner reclassification data, ELA and mathematics benchmark data (Priority 4), chronic absenteeism suspension rates, and graduation rates (Priorities 5 and 6).

These data cycles are used to determine whether the implemented instructional strategies are addressing the specific barriers identified in each school's root cause analysis. Teams examine trends over time, disaggregate outcomes by student group, and compare results to expected improvement targets. When data indicates limited progress, teams adjust instructional strategies, supports, or implementation practices to better align with identified student needs.

The data protocol introduced during professional learning and PLC collaboration (as described in the Support section) is used to ensure consistent analysis of schoolwide, classroom, and student-level data. This protocol supports educators in identifying instructional responses and monitoring the impact of those responses within each inquiry cycle.

Progress and outcomes are shared quarterly with educational partners, including SSC, ELAC, staff, and parent groups. Educational partners provide feedback through meetings and additional input methods (e.g., surveys and digital platforms). This feedback is incorporated into ongoing evaluation and refinement of CSI plans, providing additional insight into student experience, access to supports, and perceived effectiveness of strategies.

The district and sites will continue to receive capacity-building support from CCCOE and the California Collaborative for Educational Excellence focused on improvement science, progress monitoring, and instructional coherence. This support strengthens the district's ability to implement, evaluate, and refine CSI strategies in a continuous improvement cycle.

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
African American Parent Advisory Committee (AAPAC)	The African American Parent Advisory Council (AAPAC) expanded its presence to 26 campuses across the district for the 2025–26 school year, significantly increasing opportunities for family engagement and student support. To launch the year, AAPAC hosted a districtwide Back-to-School event that showcased key district partners and programs focused on strengthening parent engagement and fostering culturally responsive learning environments. Throughout the year, AAPAC held monthly districtwide meetings at rotating school sites. These meetings addressed critical topics including college and career readiness, school discipline, student nutrition, and mental health. AAPAC also organized several districtwide cultural celebrations, including Kwanzaa and Black History Month events, to promote cultural awareness and affirm the identities of African American students across campuses. To improve communication and visibility, AAPAC introduced a comprehensive districtwide newsletter distributed to families, students, and staff. The newsletter highlighted AAPAC activities across the district and promoted events and initiatives designed to improve outcomes for African American students. In April 2026, AAPAC members were invited to complete a community survey and participate in a feedback session to provide input on the development of the 2026–27 Local Control and Accountability Plan (LCAP). While the response group was small, when survey results

Educational Partner(s)	Process for Engagement
	were filtered for AAPAC membership, respondents indicated that for Goal 1, they most highly valued actions that supported foundational literacy, specialized programs of choice, expanded learning, and high school credit recovery. For Goal 2, recruitment and retention of diverse staff, coaching and supervision, and classified training were rated most highly. For Goal 3, school connectedness, family and community communication, and translation support were all rated highly. Responses for Goal 4 showed strong support for tutoring for students, professional development for teachers to support student learning needs, training on bias or cultural responsiveness, and classroom assistants. During an in-person AAPAC LCAP input session, parents and families emphasized the importance of inclusive and welcoming school environments, as well as the critical importance of students learning about their history and seeing themselves reflected in the curriculum and classroom. Parents and families indicated that student and family assets were not always uplifted or recognized by school staff. In addition, parents and families wanted students to be both challenged and supported academically. A draft of the LCAP was emailed to members in June 2026 and feedback was solicited for the final version. Comments and questions from the committee were responded to in writing and posted on the website prior to Board approval of the document.
Community Advisory Committee (CAC) (SELPA)	In April 2026, CAC members were invited to complete a community survey to provide input on the development of the 2026–27 Local Control and Accountability Plan (LCAP). While the response group was small, when survey results were filtered for CAC membership, respondents indicated that for Goal 1, class size reduction, foundational literacy, social-emotional learning initiatives, positive school climate and safety, and high school credit recovery were most highly valued. For Goal 2, recruitment and retention of diverse staff and instructional coaching were most highly prioritized. For Goal 3, CAC parents identified translation support and family and community communication as most valuable. For Goal 4, professional development for teachers to support students' learning needs, support

Educational Partner(s)	Process for Engagement
	for English Language Learners, classroom assistants, and support for basic needs were most highly valued. During their May 12, 2026 CAC meeting, CAC members participated in an LCAP input session to provide feedback focused on LCAP Goals 3 and 4, with specific focus on supports for students with IEPs. Key themes raised by parents and community members during the input session includes concerns about the lack of effective, timely, and specific communication from schools about their children's progress, often leading to parents feeling unwelcome, not part of a unified team, and uninformed about their rights and available services. Participants stressed the need for increased transparency, an assumption that parents require basic process knowledge, more support and training for parents (especially at the preschool/TK level with an introduction to the IEP process), and better training for district staff, particularly principals and classroom assistants, on special education culture, climate, and how to communicate with families. Suggestions for improving LCAP Goal 4 and outcomes for students with disabilities include better alignment and accountability in Academic Success classes, early and comprehensive screening for learning issues like dyslexia, and making resources more accessible and clearly translated online. A draft of the LCAP was emailed to members in June 2026 and feedback was solicited for the final version. Comments and questions from the committee were responded to in writing and posted on the website prior to Board approval of the document.
District English Language Advisory Committee (DELAC)	During their April 23, 2026 DELAC meeting, DELAC members participated in an LCAP input session in small groups to provide feedback focused on LCAP Goals 3 and 4. Educational partner feedback from that meeting identified the following key priorities: Communication and Access: Families prefer clear, timely, multi-modal communication (text, phone, ParentSquare, email, print) and need support navigating systems and accessing virtual meetings.

Educational Partner(s)	Process for Engagement
	Family Engagement: Participation is limited by language barriers and scheduling; families requested flexible meeting times and virtual options to improve access. Academic Support: Access to interventions is inconsistent; families emphasized the need for equitable, school-based supports and clearer communication from teachers. English Learner Supports: Families highlighted the need for smaller class sizes, more staff, targeted instruction, bilingual supports, and stronger systems for EL services. Family Capacity Building: Parents want workshops aligned to student learning and training on school systems and communication tools to better support their children. School Climate and Culture: Students feel most included when cultures are actively integrated into instruction; families noted the need for more consistent cultural representation across schools. In April 2026, all DELAC members received a community survey link asking that they provide input into the development of the 2026-27 LCAP. While the response group was small, when the responses were filtered by membership in DELAC and/or ELAC, positive school climate and safety, class size reduction, social emotional learning initiatives, and expanded learning were rated as some of the most valued activities to support students as they become college and career ready. For Goal 2, DELAC/ELAC respondents rated instructional coaching, coaching and supervision, classified training, and teacher induction as highly valued actions. For Goal 3, the most highly rated activities in family engagement were: translation support, family nights and education, and school connectedness . DELAC/ELAC member responses for Goal 4 indicated strong support for English Language Learner supports. At the May 14, 2026 meeting, DELAC members reviewed drafted Goals and actions for Goals 3 and 4, Actions 4.3 and 4.4 specifically. During the advisory group review process, DELAC members reviewed draft Goal 3 and selected Goal 4 actions and provided feedback focused on strengthening family engagement, communication, parent education, and implementation clarity.

Educational Partner(s)	Process for Engagement
	For Goal 3, educational partners requested additional information regarding how School Site Councils and school leaders will use data to inform decision-making, what types of community service opportunities will be offered, and how implementation expectations will be monitored consistently across school sites. Participants emphasized the importance of regular communication with families and recommended expanding communication methods to include text messaging, WhatsApp, and other community-based outreach strategies. Educational partners also requested additional parent training opportunities focused on school communication platforms and technology tools to improve access and engagement. Participants expressed strong support for actions related to family engagement, fingerprinting opportunities for volunteers, English as a Second Language (ESL) classes, translation services, and community-based supports. Recommendations included offering ESL classes in multiple formats and at varied times, increasing translation services, expanding parent leadership opportunities, and ensuring family engagement activities are accessible to diverse communities. Participants also suggested streamlining and consolidating certain actions to improve readability and understanding. Educational partners supported the proposed new action focused on staff training and requested that the district identify how implementation and effectiveness of training will be monitored. Participants also suggested incorporating parent training opportunities alongside staff capacity-building efforts. For Goal 4, educational partners requested additional clarity regarding how implementation of instructional materials, English Language Development (ELD) standards, and instructional expectations will be monitored and measured. Participants recommended providing parent workshops focused on supporting students at home, understanding the English Language Proficiency Assessments for California (ELPAC), and navigating district data and assessment systems. Additional recommendations included creating opportunities for ELPAC practice, increasing parent training opportunities prior to

Educational Partner(s)	Process for Engagement
	annual assessment windows, and ensuring students receive consistent, high-quality daily ELD instruction. A draft of the LCAP was emailed to members in June 2026 and feedback was solicited for the final version. Comments and questions from the committee were responded to in writing and posted on the website prior to Board approval of the document.
Equity Multiplier Sites (Crossroads High School, Glenbrook Academy, Olympic High School, Sunrise)	In April-May 2026, all students, employees and family members at Crossroads High School, Glenbrook Academy, Olympic High School, and Sunrise received a survey link asking that they provide input into the development of the 2026-27 LCAP. Sunrise did not have any parent/family respondents to this survey; however, the other three schools did. For parent/family members of Crossroads, Glenbrook, and Olympic, the following actions were identified as priorities: Across all three surveys, the highest-rated actions for Goal 1 included: standards-based instruction & materials, foundational literacy, credit recovery, and health and wellness. For Goal 2, prioritized actions were training for standards-based instruction, instructional coaching, and coaching and supervision. For Goal 3, parents/family members from Equity Multiplier sites prioritized family and community communication, school connectedness and translation support. Responses for Goal 4 indicated strong support for professional development to support student learning needs, events highlighting student achievements, college fairs and tours, support for English Language Learners, and social emotional learning support and lessons. School sites also conducted their own surveys focused on Equity Multiplier actions. Students, staff, and families from the four schools were surveyed regarding LCAP goals and priorities and strategies to address chronic absenteeism, socioemotional supports, engagement, and graduation rate (high school). OLYMPIC: Partners expressed overall satisfaction with current supports; the addition of sports or athletic activities, especially basketball, was requested; support for mental health and attendance was highly prioritized, as well as additional counseling support; families continue to indicate that mental health supports are a priority;

Educational Partner(s)	Process for Engagement
	parents are not highly interested in attending parenting workshops on addiction or other topics CROSSROADS: 62.5% feel that social-emotional support is a priority; more parenting classes and more mental health/emotional support would be most helpful; more support around sex education, independence, and English Language Development classes was prioritized. GLENBROOK: Respondents expressed that the following were priorities: Community and parent engagement opportunities; Alcohol and Other Drug (AOD) support on campus; after hours mental health support; providing access and connection to community resources; academic tutoring; because students live in a wide geographic area, some supports may need to be virtual; physical breaks for emotional regulation and wellness; gardening (a box has already been built on site). SUNRISE: Educational partners indicated a strong priority to increase hands-on, elective learning opportunities for increased student engagement and wellness and bringing in outside contractors to provide learning opportunities such as art and structured physical activity. Partners see attendance and engagement as areas of focus and improvement.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) has met monthly, receiving information from the Superintendent, Chief of Educational Services, and various district departments, all connected to our LCAP goals and actions. PAC committee members have participated in various collaborative activities, sharing what is working at their sites and what they see as growth areas. In February 2026, the LCAP Mid-Year Report was presented publicly to the Board of Education and informational slides provided as part of the public agenda. The Mid-Year Report provided information on available data metrics, implemented actions, and expenditures as of December 31, 2025. This information was also presented to the PAC on March 17, 2026 during the regularly-scheduled PAC meeting. PAC members engaged in an activity to look at the metrics and actions for LCAP Goals 1, 2, 3, and 4, and provided feedback as to which actions would be valuable to keep in the Year 3 plan, and any actions that

Educational Partner(s)	Process for Engagement
	should be considered for addition to the plan. PAC member feedback from this activity provided several areas of focus/need: --More precise data to inform decision-making: They recommended disaggregating metrics by student group, grade level, and school site to better identify areas of need and target interventions. They also requested clearer reporting of outcomes, including greater transparency in how data is calculated and presented. --More explicit focus on low-income students and other unduplicated pupil groups within goals, actions, and metrics. PAC members noted the importance of clearly identifying how these groups are served and how their outcomes are monitored. --Early intervention, particularly in grades K–3: PAC members recommended tracking student cohorts over time to identify when challenges emerge. They also suggested expanding access to electives and inclusive course offerings to increase engagement and access for all students. --Strengthening school climate and safety, including addressing bullying and its connection to absenteeism: Improving these conditions was identified as important for increasing student engagement and attendance. --Greater clarity around staff effectiveness, including credentialing and performance: Recommendations included targeted professional development, including training on bias and culturally responsive practices, with structures to ensure participation and impact. --Strengthening college and career readiness efforts: included feedback on increased attention to UC/CSU eligibility and preparation for postsecondary pathways. --Improved family engagement: increasing access to translated communication, particularly in Spanish, and measuring engagement through participation and response rates. PAC members also

Educational Partner(s)	Process for Engagement
	requested clearer information on the impact of partnerships and family engagement efforts. --Clearer information on how resources are allocated across programs and school sites, including program costs and evidence of effectiveness. In April 2026, all parents, families, and community members received a community survey link asking that they provide input into the development of the 2026-27 LCAP. While a small response size, when responses were filtered for PAC committee members, prioritized actions for Goal 1 were foundational literacy, positive school climate and safety, standards-based instruction and materials, and social emotional learning initiatives . For Goal 2, PAC members rated Teachers Induction and support and training for standards-based instruction, instructional coaching, and classified training as most valuable. For Goal 3, the most highly rated activities in family engagement were: family and community communication and school connectedness. PAC member responses for Goal 4 indicated support for professional development to support student learning needs, classroom assistants, social emotional learning support and lessons, college fairs and tours, and training on bias and cultural responsiveness as the most highly valued activities to support Focal Scholars. District staff also received input at the May 19 PAC meeting, where drafted Goals and Actions for Goals 1-4 were presented. Based on the small size of the group, participants met in table groups to look specifically at Goals 1 and 2. During the review process, participants reviewed draft Goal 1 and Goal 2 actions and provided feedback focused on improving clarity, transparency, and understanding of the proposed actions. Participants requested that acronyms and technical terms be defined throughout the document, including literacy-related terms, Career Technical Education (CTE), Visual and Performing Arts (VAPA), APEX, Restorative Practices, and other specialized programs. Participants also requested additional explanation of district processes, including curriculum adoption procedures, the role of the Strategic Support Team, and implementation plans for

Educational Partner(s)	Process for Engagement
	restorative practices and attendance recovery, and a clearer understanding the connection from District LCAP actions to site actions that impact students. For Goal 1, educational partners requested greater specificity regarding class size targets, restorative practices implementation, success metrics, and consistent access to credit recovery opportunities across school sites. Participants also recommended replacing terms such as "high-needs students" with more asset-based language and expanding descriptions of attendance recovery and enrichment opportunities. For Goal 2, educational partners recommended strengthening the focus on progress monitoring, clarifying language related to data protocols and alignment processes, clarifying the overall goal language, and aligning professional learning for special education teachers with actions focused on intervention and acceleration systems. Participants also recommended revising instructional walkthrough language to reflect multiple campus walkthroughs. Participants asked that the why of actions be expressed more clearly. A draft of the LCAP was emailed to members in June 2026 and feedback was solicited for the final version. Comments and questions from the committee were responded to in writing and posted on the website prior to Board approval of the document.
Staff (classified staff, teachers, principals, administrators, other school personnel, local bargaining units)	In April 2026, all staff members including classified staff, teachers, principals, administrators, other school personnel, local bargaining units received a personalized survey link asking that they provide input into the development of the 2026-27 LCAP. The large majority of respondents represented MDEA (59%), followed by CSEA (15%). The other units represented 9% or less of respondents each. For these partners, for Goal 1, the highest valued actions were foundational literacy, class size reduction, positive school climate and safety, and standards-based instruction and materials. For Goal 2, staff prioritized Teacher Induction and support, recruitment and retention of diverse staff, and training. For Goal 3, translation support, family and community communication, and school connectedness were most

Educational Partner(s)	Process for Engagement
	highly rated. For Goal 4, staff survey results showed strongest value for support for English Language Learners, additional counselors and/or social workers, support for basic needs, and classroom assistants. In addition, a draft of the LCAP was posted on the District website and feedback was solicited for the final version. Comments and questions were responded to in writing and posted on the website prior to Board approval of the document.
Students	In April-May 2026, all students in grades 5th-12th received a personalized survey link asking that they provide input into the development of the 2026-27 LCAP. For students overall, high school credit recovery, field trips, more elective classes, and athletics, clubs, and extracurricular activities were rated as some of the most valued activities to support students as they become college and career ready. When disaggregated by grade level (elementary, middle, or high school), these activities remained among the highest ranking actions across the grade levels, with these distinctions: elementary students rated school nurses in their top four ranked actions, with athletics, clubs and extracurricular activities ranked fifth; middle school student priorities matched the top four overall prioritized actions; and high school students rated counselors in their top four ranked actions, with field trips ranked fifth. Interestingly, while smaller class sizes were a strong priority for community and staff based on survey responses, small class sizes was the lowest ranked priority for students for Goal 1 actions of the LCAP. Overall, students also rated support for basic needs, help with projects and homework, translation support, and free fingerprinting as the highest priority actions for parent and family engagement, based on survey results. Our Student Board Member also led Student Advisory Committee meetings each month. SAC members presented at a public Board Meeting on January 14, 2026, sharing the strengths and areas of growth for their sites. Priorities/themes from the presentation included: *Student engagement, belonging, and school connectedness

Educational Partner(s)	Process for Engagement
	*Student voice and representation in decision-making *Safe, inclusive, and culturally responsive school climates *Access to academic pathways and postsecondary opportunities *Quality student support services (counseling, wellness, tutoring) *Facilities and infrastructure improvements *Expanded extracurricular opportunities and school spirit initiatives *Improved communication between students and school leadership These findings and suggestions align with previously noted values revealed in the student LCAP survey results. In addition, a draft of the LCAP was posted on the District website and feedback was solicited for the final version. Comments and questions were responded to in writing and posted on the website prior to Board approval of the document.
Parents, Families, Community members	In February 2026, the LCAP Mid-Year Report was presented publicly to the Board of Education and informational slides provided as part of the public agenda. The Mid-Year Report provided information on available data metrics, implemented actions, and expenditures as of December 31, 2025. This information was also presented to the PAC in March. PAC members engaged in an activity to look at the actions for Goals 1, 2, 3, and 4, and provide feedback as to which actions would be valuable to keep in the Year 3 plan, and any actions that should be considered for addition to the plan. In April 2026, all parents, families, and community members were invited to complete a survey to help inform the 2026-27 LCAP plan, sent through ParentSquare announcements, site specific announcements, and posted to the district website. Over 1700 responses were received. For parents/community members at large, some of the most highly rated actions in Goal 1 were: positive school climate and safety, foundational literacy, class size reduction, standards-based instruction and materials, and health and wellness and social-emotional learning initiatives. For Goal 2, parents and community members most highly valued the following actions: Teacher Induction and support, training for standards-based instruction, and instructional coaching. For Goal 3, the most highly

Educational Partner(s)	Process for Engagement
	rated actions in family engagement were family and community communication and school connectedness. For Goal 4, the most highly valued actions to support our focus scholars were: classroom assistants, professional development for teachers to support student learning needs, additional counselors and/or social workers, tutoring, and support for English Language Learners. In addition, a draft of the LCAP was posted on the District website and feedback was solicited for the final version. Comments and questions were responded to in writing and posted on the website prior to Board approval of the document.

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

Educational partner feedback gathered through surveys, advisory committee meetings, strategic planning sessions, public presentations, and community engagement activities influenced revisions across Goals 1, 2, 3, 4, and 5 of the 2026–27 LCAP. Feedback was provided by parents, students, staff, bargaining units, AAPAC, CAC, DELAC, PAC, and community members. Clear communication, meaningful family partnerships, equitable academic opportunities, culturally responsive environments, strong student supports, and greater clarification in the plan regarding how district actions are implemented and measured were consistent themes across all education partner input. Educational partners consistently expressed support for the district's proposed goals and actions while requesting greater clarity regarding implementation, access, and impact on student outcomes.

Actions for all Goals remain similar to our Year 2 LCAP, but are being refined based on Educational Partner input and data analysis. In an effort to develop a plan that is clearer for our community, as well as more closely monitor implementation and effectiveness, we have worked to simplify/clarify the language of all actions.

Upon Mt. Diablo's comprehensive review of the implementation of Year 2 of the three-year plan actions, associated Year 2 metrics outcomes, and input from our Educational Partners, we have made the following changes to the adopted LCAP:

GOAL 1

Action 1.1 – Standards-Based Instruction and Materials

- * Added stronger monitoring of curriculum implementation across grade levels and subject areas.
- * Continued expansion of culturally responsive instructional materials based on feedback regarding student representation and engagement.

Action 1.2 – Foundational Literacy--Retitled TK-12 Literacy

- * Expanded supports for Tier 1 literacy instruction, reteaching, intervention monitoring, and dyslexia identification.
- * Revised based on feedback regarding inconsistent access to interventions and the need for stronger early literacy supports.

Action 1.3 – Class Size Reduction--Retitled Strategic Targeted Supplemental Support

- * Revised to focus more directly on targeted classroom assistance and behavioral supports.
- * Changes were informed by feedback that smaller class sizes were not consistently experienced across grade levels and that additional student supports were needed.
- * Contractual class size limits for Kindergarten and secondary math classes added.

Action 1.4 – Social Emotional Learning Initiatives

- * Added a new TK–5 SEL curriculum, K–12 SEL screener, expanded MTSS supports, and additional implementation training.
- * Revisions reflect feedback regarding school connectedness, student wellness, and consistency of SEL implementation across sites.

Action 1.6 – Positive School Climate and Safety

- * Expanded restorative practices training, embedded coaching, and implementation monitoring metrics.
- * Educational partners identified school climate, bullying prevention, and student safety as ongoing priorities.

Actions 1.7–1.10 – Student Engagement and College/Career Readiness

- * Continued support for electives and expanded learning opportunities.
- * Increased focus on hands-on learning, internships, specialized programs, and equitable access to credit recovery.
- * Revisions were informed by feedback emphasizing student engagement, college and career readiness, and expanded opportunities for students.

GOAL 2

Action 2.1 – Training for Standards-Based Instruction:

- * PLC and data-analysis cycles will be placed on the on the district assessment calendar to improve consistency and alignment across school sites.
- * Refined to include increased professional development focused on use of district-adopted curriculum to strengthen Tier I instruction across all grade levels and content areas.
- * Provide expanded teacher opportunities to collaboratively review student data, share best practices, and plan targeted instructional strategies for students not yet proficient.
- * District assessment systems will be used more intentionally to guide acceleration and intervention planning.
- * Added training for special education teachers in the new math curriculum with a focus on differentiation.

Action 2.2 – Instructional Coaching:

- * Added clarification of connection between classroom instructional practices to the LCAP and district goals.
- * TOSAs and instructional leaders will attend PLC-focused training/conferences to strengthen coaching systems and collaborative inquiry structures.
- * District will develop a tiered support system utilizing district personnel to address teacher professional development.
- * Revised action to provide professional development to newest teachers and those without preliminary credentials.

Action 2.3 – Coaching and Supervision:

- * Action is being renamed to "Leadership Training" to more clearly distinguish this training from that in Action 2.2.
- * Added action focused on leader training in science of learning research aligned to teacher development and student learning.

- * Increased principal and teacher leader training focused on supporting instruction in ELD, Dual Language, and Resource classrooms.
- * Expanded administrator use of engagement and walkthrough data to identify students not fully engaged in classroom learning.

Action 2.4 – Classified Training:

- * Expanded instructional assistant and SEA training supports connected to student behavioral and instructional needs based on data and educational partner feedback.
- * Added focus for office team training in creating welcoming environments and trauma-informed practices.

Action 2.5 – Recruitment and Retention of Diverse Staff:

- * Continue recruitment partnerships and outreach efforts, especially for hard-to-fill positions.
- * Strengthen retention systems through implementation of employee lifecycle surveys to gather feedback regarding onboarding, employee support, and long-term retention.
- * Continue efforts to improve staffing stability and workforce diversity through pipeline partnerships and retention incentives.

Action 2.6 – Teacher Induction and Support:

- * Continue mentoring supports focused on standards-based instruction, restorative practices, and culturally responsive engagement.

GOAL 3

Action 3.1 -- School Connectedness:

- * Added action regarding school site communication based on educational partner feedback indicating that there is a not a uniform cadence for school site communication.

Action 3.2 -- Family & Community Communication:

- * Added action for listening sessions as a means of hearing from more educational partners, based on feedback from educational partners and positive response to listening sessions held this spring.

Action 3.3 --Translation Support:

- * Added action including digital tools for written translations.

Action 3.4 -- Family Nights & Education:

- * Simplified action language to clarify the actions for our community.
- * Based on educational partner feedback, focus is on diverse, interest-based offerings that focus on supporting student learning.
- * Included Resource Fair in action regarding the beginning of the year Conference.

Action 3.5 -- Intentionally Welcoming and Inclusive Environments:

- * New action added based on educational partner feedback, especially feedback heard during listening sessions with advisory groups.

GOAL 4

Action 4.1:

- * Small group social skills and tutoring will be offered during the school day and after school.

- * Added professional development in culturally responsive, anti-racist practices to support student learning outcomes.
- * Added department collaboration based on educational partner feedback indicating the need to align supports and ensure effectiveness.

Action 4.2:

- * Technical assistance language and actions around monitoring student progress have been added.
- * Action has been added for tutoring support for foster students and students experiencing homelessness.

Action 4.3:

- * Added action to monitor implementation of adopted materials and standards-based instruction.
- * Actions on professional development have been separated and clarified.
- * Use of and professional development on the OPTEL has been added as an action.
- * Based on educational partner feedback, training for parents on ELPAC and OPTEL has been added.
- * Based on the work of the Newcomer student leadership committee, actions specific to Newcomers have been added.

Action 4.4:

- * Added action to monitor implementation of adopted materials and standards-based instruction.
- * Actions on professional development have been separated and clarified.
- * Close monitoring of English Learner progress before middle school has been added as an action.

Action 4.5:

- * Actions on professional development have been separated and clarified.
- * Action regarding classroom assistants and professional development for this staff has been added.
- * Behaviorist support has been added. Continued training for supplemental curriculum has been added.
- * Administrator training on focused walkthrough tools has been added as an action.
- * While CAC is not new, educational partner input from this advisory group has been added as an action.

Action 4.6:

- * Refined to increase clarity and better reflect the specific differentiated assistance work at the district and site levels.

GOAL 5

- * In order to increase clarity and allow for better implementation monitoring, the actions of Goal 5 have been changed and reorganized, by school site.
- * An action (5.4) specifically for Sunrise has been added, as that school site now qualifies for Equity Multiplier funding. Sunrise educational partners strongly prioritized increasing hands-on, elective learning opportunities for students; bringing in outside contractors to provide learning opportunities such as art and structured physical activity; and focusing attendance and engagement in metrics and actions, which is reflected in the actions of Action 5.4.
- * Overall, educational partners indicated support for on-going actions. New actions have been added based on additional feedback.
- * Changes to Metrics: Metrics 5.6, 5.7, 5.8, 5.9, 5.10, and 5.11 were added to strengthen the district's ability to monitor ongoing student academic achievement and engagement throughout the school year through local screeners.
- * Metrics were added for Sunrise in Goal 5.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Equitable Education for All Students All students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career. All students will demonstrate growth meeting standards in English, English language development, and mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed as part of the LEA's three-year LCAP based on analysis of California School Dashboard data, local assessments, and input from educational partners.

Dashboard and local data indicate that students in grades 3–8 are performing below standard in both English Language Arts (ELA) and mathematics (ELA: 14 points below standard; Math: 38 points below), with significantly larger gaps for English Learners (up to 156 points below standard) and declining performance for Foster Youth (ELA -42 points; Math -40 points). Early literacy data shows that only 47% of Kindergarten students are meeting benchmark expectations, establishing a low baseline for foundational reading skills. College and career readiness indicators have declined, with A–G completion decreasing to 38.8%. Additionally, chronic absenteeism remains elevated at 21% overall, with disproportionately higher rates for Foster Youth (39.6%) and students experiencing homelessness (53.6%), alongside persistent suspension disparities. These data trends demonstrate systemic inequities in access, instruction, and engagement that are impacting outcomes across multiple state priorities, including Priority 4 (Student Achievement), Priority 5 (Student Engagement), and Priority 6 (School Climate).

Analysis identified key barriers, including inconsistent Tier 1 instruction, limited intervention systems, gaps in early literacy identification, uneven MTSS and social-emotional learning implementation, and access and engagement challenges for unduplicated pupils. These barriers impact outcomes because students do not consistently receive timely, targeted support or sustained access to high-quality instruction.

Educational partners consistently prioritized the need to:

- * Strengthen foundational literacy, especially in early grades
- * Reduce class sizes and increase instructional support
- * Expand interventions and supports for English Learners and students with disabilities
- * Increase access to college and career readiness supports, pathways, and real-world learning
- * Improve instructional rigor and relevance
- * Expand enrichment opportunities and program access
- * Strengthen school climate and student behavior supports

In response, the LEA will implement standards-aligned instruction, strengthen early literacy screening and intervention, expand MTSS social-emotional and behavioral supports, and increase access to college and career pathways and enrichment opportunities. These actions are designed to improve outcomes because consistent access to grade-level instruction increases learning opportunities, early identification enables timely intervention, and expanded supports and pathways increase engagement and readiness for postsecondary success.

Progress will be measured using CAASPP performance, local literacy benchmarks, graduation rates, A–G completion, chronic absenteeism, and suspension rates, with results disaggregated to monitor improvement and gap closure across student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students in grades 3rd-8th who meet or exceed standards in ELA and Math on CAASPP (2A, 4A) Source: CAASPP; DNA (Illuminate)	2022-23 Points above/below level 3 ELA: 22 pts below level 3 Math: 45 pts below level 3 English Learners ELA: 143 pts below Math: 152 pts below Foster Youth ELA: 80 pts below Math: 114 pts below Low-Income ELA: 74 pts below Math: 104 pts below	2023-24 Points above/below level 3 ELA: 22 pts below level 3 Math: 43 pts below level 3 English Learners ELA: 147 pts below Math: 156 pts below Foster Youth ELA: 111 pts below	2024-25 Points above/below level 3 ELA: 14 pts below level 3 Math: 38 pts below level 3 English Learners ELA: 143 pts below Math: 156 pts below Foster Youth ELA: 122 pts below	Goal: Points above/below level 3 ELA 30 pts above level 3 Math 0 pts above/below level 3 English Learners ELA: 70 pts below Math: 95 pts below Foster Youth ELA: 5 pts below Math: 25 pts below Low-Income	Current Progress: Overall ELA: Improved +8 points Math: Improved +7 points English Learners: ELA: 0 point change Math: Decreased - 4 points Foster Youth: ELA: Decreased - 42 points Math: Decreased - 40 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic ELA: 65 pts below Math: 100 pts below Students w/ Disabilities ELA: 106 pts below Math: 131 pts below % Met or Exceeded Overall: ELA: 44% Math: 37% English Learners ELA: 2% Math: 4% Foster Youth ELA: 25% Math: 12% Low-Income ELA: 23% Math: 17% Hispanic ELA: 28% Math: 19% Students w/ Disabilities ELA: 17% Math: 16%	Math: 138 pts below Low-Income ELA: 66 pts below Math: 94 pts below Hispanic ELA: 67 pts below Math: 94 pts below Students w/ Disabilities ELA: 105 pts below Math: 123 pts below % Met or Exceeded Overall: ELA: 44% Math: 38% English Learners ELA: 2% Math: 4% Foster Youth ELA: 15% Math: 4% Low-Income ELA: 27% Math: 20% Hispanic	Math: 154 pts below Low-Income ELA: 46 pts below Math: 73 pts below Hispanic ELA: 58 pts below Math: 88 pts below Students w/ Disabilities ELA: 102 pts below Math: 128 pts below % Met or Exceeded Overall: ELA: 48% Math: 40% English Learners ELA: 3% Math: 4% Foster Youth ELA: 19% Math: 9% Low-Income ELA: 35% Math: 27% Hispanic	ELA: 5 pts below Math: 25 pts below Hispanic ELA: 5 pts below Math: 25 pts below Students w/ Disabilities ELA: 70 pts below Math: 95 pts below % Met or Exceeded Overall: ELA 53% Math 46% English Learners ELA: 11% Math: 13% Foster Youth ELA: 34% Math: 21% Low-Income ELA: 32% Math: 26% Hispanic ELA: 37% Math: 28% Students w/ Disabilities ELA: 26%	Low-Income: ELA: Improved +28 points Math: Improved +31 points Hispanic: ELA: Improved +7 points Math: Improved +12 points Students w/ Disabilities: ELA: Improved +4 points Math: Improved +3 points % Met or Exceeded Overall: ELA: Improved 4% Math: Improved 3% English Learners: ELA: Improved 1% Math: 0% change Foster Youth: ELA: Decreased 6% Math: Decreased 3% Low-Income:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA: 26% Math: 20% Students w/ Disabilities ELA: 16% Math: 17%	ELA: 31% Math: 21% Students w/ Disabilities ELA: 17% Math: 15%	Math: 25%	ELA: Increased 12% Math: Increased 10% Hispanic: ELA: Increased 3% Math: Increased 2% Students w/Disabilities: ELA: 0% change Math: Decreased 1%
1.2	Percentage of students in grade 11th (EAP) who meet or exceed standards in ELA and Math on CAASPP (4H) Source: CAASPP; DNA (Illuminate)	2022-23 Points above/below level 3 ELA: 0 pts above level 3 Math: 88 pts below level 3 English Learners ELA: 159 pts below Math: 222 pts below Foster Youth ELA: 100 pts below Math: 234 pts below Low-Income ELA: 64 pts below Math: 162 pts below Hispanic	2023-24 Points above/below level 3 ELA: 4 pts above level 3 Math: 82 pts below level 3 English Learners ELA: 163 pts below Math: 223 pts below Foster Youth ELA: 135 pts below Math: 198 pts below	2024 - 2025 Points above/below level 3 ELA: 8 pts below level 3 Math: 83 pts below level 3 English Learners ELA: 160 pts below Math: 217 pts below Foster Youth ELA: 12 pts below Math: 91 pts below Low-Income ELA: 32 pts below	Goal: Points above/below level 3 ELA 45 pts above level 3 Math 0 pts above/below level 3 English Learners ELA: 70 pts below Math: 95 pts below Foster Youth ELA: 70 pts below Math: 95 pts below Low-Income ELA: 5 pts below Math: 95 pts below	Current Progress: Overall ELA: Decreased -8 points Math: Increased +5 points English Learners: ELA: Decreased -1 point Math: Increased +5 points Foster Youth: ELA: Increased +88 points Math: Increased +143 points Low-Income:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 53 pts below Math: 143 pts below Students w/ Disabilities ELA: 116 pts below Math: 205 pts below % Met or Exceeded ELA: 53% Math: 28% English Learners ELA: 6% Math: 2% Foster Youth ELA: 40% Math: 0% Low-Income ELA: 36% Math: 10% Hispanic ELA: 37% Math: 12% Students w/ Disabilities ELA: 17% Math: 5%	Low-Income ELA: 42 pts below Math: 133 pts below Hispanic ELA: 52 pts below Math: 143 pts below Students w/ Disabilities ELA: 118 pts below Math: 206 pts below % Met or Exceeded ELA: 53% Math: 29% English Learners ELA: 3% Math: 2% Foster Youth ELA: 11% Math: 11% Low-Income ELA: 37% Math: 12% Hispanic ELA: 37% Math: 13%	Math: 111 pts below Hispanic ELA: 48 pts below Math: 134 pts below Students w/ Disabilities ELA: 111 pts below Math: 199 pts below % Met or Exceeded ELA: 50 % Math: 29 % English Learners ELA: 4% Math: 6 % Foster Youth ELA: 33% Math: 33% Low-Income ELA: 42 % Math: 22 % Hispanic ELA: 37 % Math: 16 %	Hispanic ELA: 5 pts below Math: 95 pts below Students w/ Disabilities ELA: 70 pts below Math: 95 pts below % Met or Exceeded ELA 62% Math 37% English Learners ELA: 15% Math: 11% Foster Youth ELA: 49% Math: 9% Low-Income ELA: 45% Math: 19% Hispanic ELA: 46% Math: 21% Students w/ Disabilities ELA: 26% Math: 14%	ELA: Increased +32 points Math: Increased +51 points Hispanic: ELA: Increased +5 points Math: Increased +9 points Students w/ Disabilities: ELA: Increased +5 points Math: Increased +6 points % Met or Exceeded Overall: ELA: Decreased 3% Math: Increased 1% English Learners: ELA: Decreased 2% Math: Increased 4% Foster Youth: ELA: Decreased 7% Math: Increased 33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students w/ Disabilities ELA: 15% Math: 5%	Students w/ Disabilities ELA: 16% Math: 7 %		Low-Income: ELA: Increased 6% Math: Increased 12% Hispanic: ELA: 0% change Math: Increased 4% Students w/Disabilities: ELA: Decreased 1% Math: Increased 2%
1.3	Percentage of students in grades 5th, 8th and High School who meet or exceed standards on the CA Science Test (CAST) (4A) Source: CAASPP; DNA (Illuminate)	2022-23 5th 36% 8th 27% High school 34%	2023-24 5th 35% 8th 30% High school 28%	2024 - 2025 5th 34% 8th 36% High school 29%	Goal: 5th 45% 8th 36% High school 43%	Current Progress: 5th grade: Decreased 2% 8th grade: Increased 9% High School: Decreased 5%
1.4	Percentage of students who meet or exceed standard on local measure in literacy (8A) Source: mClass New literacy assessment adopted. New Spring 2025 Baseline created.	New Baseline: mClass Spring 2025 K 47%	New Baseline: mClass Spring 2025 K 47%	mClass Spring 2026 K 54%	Goal: Spring K 90%	Current Progress: K - Increased 7%
1.5	Percentage of students who meet or exceed	New Baseline: mClass and STAR	New Baseline: mClass and STAR	mClass and STAR Spring 2026-- mClass ELA	New Year 3 Targets based on	mClass and STAR Spring 2026-- mClass ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on the local measure in Reading (8A) Source: mClass, STAR New reading assessment adopted. New Spring 2025 Baseline created.	Spring 2025--mClass ELA 1st grade: 62% 2nd grade: 64% Spring 2025--STAR ELA 3rd grade: 43%	Spring 2025--mClass ELA 1st grade: 62% 2nd grade: 64% Spring 2025--STAR ELA 3rd grade: 43%	1st grade: 67% 2nd grade: 66% Spring 2026--STAR ELA 3rd grade: 47%	shift in assessments: Spring 1st grade 75% 2nd grade 80% 3rd grade 60%	1st grade: Increased 5% 2nd grade: Increased 2% Spring 2026--STAR ELA 3rd grade: Increased 4%
1.6	Percentage of students who meet or exceed standard on the local measure in Mathematics (8A) Source: iReady, STAR New math assessment adopted for 3rd grade. New Spring 2025 Baseline created for Math 3rd grade.	Spring 2024 1st grade 25% 2nd grade 25% New Baseline for 3rd Grade: STAR Spring 2025--STAR Math 3rd grade: 42%	Spring 2025 iReady 1st grade 24% 2nd grade 24% New Baseline for 3rd Grade: STAR Spring 2025--STAR Math 3rd grade: 42%	Spring 2026 Star Math (Baseline) 1st grade 52% 2nd grade 44% 3rd Grade: STAR Spring 2026--STAR Math 3rd grade: 45%	Spring 1st grade 34% 2nd grade 34% 3rd grade 60%	Spring 2026 Star Math (New Baseline) 1st grade 52% 2nd grade 44% 3rd Grade: STAR Spring 2026--STAR Math 3rd grade: increased 3%
1.7	Reclassification Rate (4F) Source: CDE DataQuest Baseline and target needed to be adjusted	2023-24 9%	2024-25 12% Metric will be moved to Goal 4 to align with actions for ELs and LTELs.	Moved to LCAP Goal 4	25%	Moved to LCAP Goal 4
1.8	Combined Four- and Five-Year Graduation Rate (5E) Source: CDE Dashboard	2022-23 85.3% English Learners 67.8% Foster Youth 64.3%	2023-24 86.3% English Learners 74% Foster Youth 44.4%	2024 - 2025 89.9% English Learners 81.2% Foster Youth 73.7%	Goal: 94% English Learners 77% Foster Youth 73%	Overall Grad Rate: Increased 4.6% English Learners Increased 13.4% Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income 82.6%	Low-Income 84.1%	Low-Income 88.8%	Low-Income 92%	Increased 9.4%
		Hispanic 79.9%	Hispanic 84.2%	Hispanic 88%	Hispanic 89%	Low-Income Increased 6.2%
		Homeless 56.9%	Homeless 60.8%	Homeless 69.9%	Homeless 66%	Hispanic Increased 8.1%
		Students w/ Disabilities 68.6%	Students w/ Disabilities 77.1%	Students w/ Disabilities 81.4%	Students w/ Disabilities 78%	Homeless Increased 13%
						Students w/ Disabilities Increased 12.8%
1.9	High School Drop Out Rate (5D) Source: CDE Dataquest	2022-23 13.3%	2023-24 12.3%	2024 - 2025 7.3% Data Source - Ed-Data	4%	Overall Drop-Out Rate Improved 6%
1.10	Middle School Drop Out Rate (5C) Source: CALPADS	2022-23 0.03%	2023-24 0.04%	2024-25 0.002%	0.00%	Overall Drop Out Rate: Decreased 0.028%
1.11	Percentage of graduates meeting UC/CSU eligibility (4B) Source: CDE Dataquest/Ed-Data	2022-23 43.4%	2024 Graduates meeting UC/CSU eligibility 39.4.%	2025 Graduates meeting UC/CSU eligibility 38.8%	Goal: 52%	Graduates meeting UC/CSU eligibility Overall: Decreased 4.6%
		English Learners 12.5%	English Learners 10.4%	English Learners 11.3%	English Learners 22%	English Learners Decreased 1.2%
		Foster Youth 0.0%	Foster Youth 0.0%	Foster Youth 15.4%	Foster Youth 9%	Foster Youth Increased 15.4%
		Low-Income 31.2%	Low-Income 26.6%	Low-Income 28.1%	Low-Income 40%	Low-Income Decreased 3.1%
		Hispanic 30.2%	Hispanic 24.6%	Hispanic 25.8%	Hispanic 39%	Hispanic Decreased 4.4%
		Homeless			Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.4% Students w/ Disabilities 10.7%	Homeless 9.1% Students w/ Disabilities 10.2%	Homeless 12.3% Students w/ Disabilities 8.7%	22% Students w/ Disabilities 20%	Homeless Decreased 1.1% Students w/ Disabilities Decreased 2%
1.12	Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (4G) Source: College Board	2022-23 63.6%	2023-24 71.4%	2024-25 74.5%	Goal: 77%	Increased 10.9%
1.13	Percentage of students, according to the Textbook Sufficiency data, who have access to standards aligned instructional materials (1B)	Fall 2023 100%	Fall 2024 100%	Fall 2025 100%	Goal: 100%	0% Difference
1.14	Percent of high school students who engaged with the CCGI (California College Guidance Initiative) platform grade-level activities to ensure access to a broad course of study in all subject areas and to have access to all College Preparatory, Advanced Placement, and Career Technical Education courses. (7A, 7B, 7C)	CCGI (California College Guidance Initiative) participation % by activity Baseline--Spring 2025 Academic Planner: 18% Skills Assessment: 8% Work Values Assessment:15% % of students with registered CCGI accounts: Baseline--Spring 2025 73%	Baseline created in Year 1.	CCGI (California College Guidance Initiative) participation % by activity Spring 2026 Academic Planner: 36.44% Skills Assessment: 30.00 % Work Values Assessment: 29.47% % of students with registered CCGI accounts:	CCGI Participation % by activity: Academic Planner: 80% Skills Assessment: 80% Work Values Assessment:80% % of student with registered CCGI accounts: 90%	CCGI (California College Guidance Initiative) participation % by activity Academic Planner: Increased 18.44% Skills Assessment: Increased 22% Work Values Assessment: Increased 14.47% % of students with registered CCGI accounts:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	New metric adopted-- CCGI (California College Guidance Initiative) New Spring 2025 Baseline created.			Spring 2026: 99.99%		Spring 2026: Increased 26.99%
1.15	Pre- and post-survey results to measure effectiveness and impact of SEL and college and career lessons delivered by school counselors and college and career advisors. New metric to be added in Fall 2025	Fall 2025 (Baseline) 3rd Conflict Resolution increased 33% 4th Healthy Relationships increased 14% 5th Career Exploration decreased 8% 6th Organization Skills increased by 10% 7th Conflict Resolution increased 16% 8th Goal Setting increased 13% 9th Graduation Requirements increased 27% 10th Time Management increased 16% 11th Life Planner - maintained 12th Stress and Self-Care increased 14%	N/A	Fall 2025 (Baseline) 3rd Conflict Resolution increased 33% 4th Healthy Relationships increased 14% 5th Career Exploration decreased 8% 6th Organization Skills increased by 10% 7th Conflict Resolution increased 16% 8th Goal Setting increased 13% 9th Graduation Requirements increased 27% 10th Time Management increased 16% 11th Life Planner - maintained 12th Stress and Self-Care increased 14%	Goal: 3rd Conflict Resolution increased 50% 4th Healthy Relationships increased 30% 5th Career Exploration increased 20% 6th Organization Skills increased by 20% 7th Conflict Resolution increased 32% 8th Goal Setting increased 26% 9th Graduation Requirements increased 60% 10th Time Management increased 32% 11th Life Planner - increased 20% 12th Stress and Self-Care increased 30%	First year of metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	The number of Williams sites that during fall walk-throughs are rated as "Good" or above (1C)	Fall 2023 10 out of 10 sites were rated as "Good" or above	Fall 2024 3 out of 10 sites were rated as "Good" or above	Fall 2025 24 out of 24 sites were rated as "Good" or above	100% of Williams sites were rated as "Good" or above	Remained the same at 100%
1.19	Percentage of students who complete at least one Career Technical Education (CTE) Pathway (4C) Source: CA Dashboard	2023 11.5% English Learners 6.4% Foster Youth 0.0% Low-Income 10%	2024 15.7% English Learners 9.4% Foster Youth 0.0% Low-Income 14.8%	2025 13.8% English Learners 7.6% Foster Youth 5.3% Low-Income 13.3%	Goal: 21% English Learners 15% Foster Youth 9% Low-Income 19%	Overall: Increased +2.3% English Learners Increased +1.2% Foster Youth Increased 5.3% Low-Income Increased 3.3%
1.20	Percentage of students who have successfully met UC/CSU eligibility and completed at least one CTE Pathway. (4D) Source: CA Dashboard	2023 6.8% English Learners 2.1% Foster Youth 0.0% Low-Income 4.9%	2024 8.6% English Learners 2.0% Foster Youth 0.0% Low Income 6.3%	2025 6.6% English Learners 2.2% Foster Youth 5.3% Low Income 5.8%	Goal: 16% English Learners 11% Foster Youth 9% Low-Income 14%	Overall: Decreased 0.2% English Learners Increased 0.1% Foster Youth Increased 5.3% Low Income Increased 0.9%
1.21	Percentage of students who are making progress on the English Language Proficiency Assessments for CA (ELPAC) (4E) Source: CA Dashboard	2023 44.1%	2024 45%	2025 43.6%	Goal: 53%	Decreased 0.5%
1.22	Implementation of State Board of Education adopted academic	2023 Initial Implementation	2024 Full Implementation	2025 Full Implementation	Full implementation and Sustainability	Increased one level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and performance standards of all pupils, including emerging bilingual students. (2A, 2B) Source: CA Dashboard					
1.23	Chronic Absenteeism Rate (5B) Source: CA Dashboard; CDE DataQuest	2023 Overall: 25.6% K-8th: 24.3% 9-12th: 29.1% Asian: 15.9% African American: 41.5% Filipino: 17.1% Hispanic: 30.2% Pacific Islander: 43.8% White: 18.3% Two or More Races: 20.6% English Learners: 29.3% Low Income: 33.1% Foster Youth: 48.4% Homeless: 47% Students w/ Disabilities: 33.4%	2024 Overall: 21.5% K-8th: 18.5% 9-12th: 29.4% Asian: 13.1% African American: 37% Filipino: 11.4% Hispanic: 27.7% Pacific Islander: 45.3% White: 14.3% Two or More Races: 17.7% English Learners: 28.9% Low Income: 31% Foster Youth: 51.1% Homeless: 52% Students w/ Disabilities: 29.9%	2025 Overall: 21% K-8th: 18.4% 9-12th: 23.7% Asian: 11.8% African American: 38.1% Filipino: 12.5% Hispanic: 28% Pacific Islander: 37.5% White: 13.2 % Two or More Races: 15.7% English Learners: 28.5% Low Income: 28.7% Foster Youth: 39.6% Homeless: 53.6% Students w/ Disabilities: 30.9%	Goal Overall: 13% K-8th: 12% 9-12th: 17% Asian: 10% African American: 30% Filipino: 11% Hispanic: 21% Pacific Islander: 35% White: 12% Two or More Races: 15% English Learners: 20% Low Income: 24% Foster Youth: 48% Homeless: 35% Students w/ Disabilities: 24%	Goal is to decline in this area Overall: Declined - 4.6% K-8th: Declined - 5.9% 9-12th: Decline 5.4% Asian: Declined - 4.1% African American: Declined -3.4% Filipino: Declined - 4.6% Hispanic: Declined -2.2% Pacific Islander: Declined 6.3% White: Declined - 5.1% Two or More Races: Declined - 4.9% English Learners: Declined -0.8% Low Income: Declined -4.4% Foster Youth: Declined 8.8% Homeless: Increased +6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students w/ Disabilities: Declined -2.5%
1.24	Suspension Rate (6A) Source: CDE Dashboard	2023 Overall: 4.1% American Indian: 6.1% African American: 11.4% Asian: 2.1% Filipino: 1.5% Hispanic: 4.9% Pacific Islander: 6.4% White: 2.8% Two or More Races: 3.7% English Learners: 5.3% Low Income: 6.1% Foster Youth: 9.9% Homeless: 9.8% Students w/ Disabilities: 7.1%	2024 Overall: 4.5% American Indian: 3.1% African American: 12% Asian: 2.4% Filipino: 1.6% Hispanic: 5.7% Pacific Islander: 7.4% White: 2.8% Two or More Races: 3.9% English Learners: 6.1% Low Income: 6.4% Foster Youth: 15.2% Homeless: 11.4% Students w/ Disabilities: 8%	2025 Overall: 3.1% American Indian: not reported in 2025 African American: 10.3% Asian: 1.8% Filipino: 1.1% Hispanic: 3.6% Pacific Islander: 5.2% White: 2.1% Two or More Races: 2.6% English Learners: 4.1% Low Income: 4.2% Foster Youth: 11.1% Homeless: 7.7% Students w/ Disabilities: 6.4%	Goal: Overall: 1% American Indian: 3% African American: 5% Asian: 1% Filipino: 1% Hispanic: 2% Pacific Islander: 3% White: 1% Two or More Races: 1% English Learners: 2% Low Income: 3% Foster Youth: 4% Homeless: 4% Students w/ Disabilities: 4%	Goal is to decline in this area Overall: Decreased 1% American Indian: Decreased -3% (most recent) African American: Decreased 1.1% Asian: Decreased 0.3% Filipino: Decreased 0.4% Hispanic: Decreased 1.3% Pacific Islander: Decreased 1.2% White: Decreased 0.7% Two or More Races: Decreased 1.1% English Learners: Decreased 1.2% Low Income: Decreased 1.9% Foster Youth: Increased 1.2% Homeless: Decreased 2.1% Students w/ Disabilities: Decreased 0.7%

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.

During the 2025–26 school year, the district implemented the majority of Goal 1 actions with a focus on strengthening standards-based instruction, foundational literacy and mathematics, social-emotional supports, and college and career readiness pathways. Overall, implementation was broad and aligned to the plan, with some adjustments to timelines, scope, and consistency across sites.

Action 1.1 – Standards-Based Instruction and Materials

*Implementation: Adopted standards-aligned instructional materials across most grade levels and content areas; provided K–8 math professional learning and continued audits for cultural relevance. Supplemental culturally responsive materials were expanded through site purchases. Data systems (STAR, mCLASS) were used to guide instruction.

*Substantive Differences: High school math adoption delayed to 2026–27; 2025–26 focused on piloting materials and the implementation of the newly-adopted K-8 curriculum. Districtwide intervention materials were not fully purchased; limited printed resources resulted in inconsistent use across sites.

*Challenges/Successes: Strong progress in curriculum alignment and data use; challenge remains in consistent implementation and use of materials across sites.

Action 1.2 – Foundational Literacy

*Implementation: Universal screening, progress monitoring (mCLASS, STAR), and Science of Reading training implemented; dyslexia screening rolled out; teachers used data to inform Tier 1 supports.

*Substantive Differences: Greater emphasis placed on strengthening Tier 1 instruction and data-informed scaffolds rather than expanding intervention systems.

*Challenges/Successes: Successful systemwide literacy structures; ongoing need for consistent intervention implementation and teacher support in identifying at-risk students and targeted strategies for academic support.

Action 1.3 – Class Size Reduction

*Implementation: Supplemental funds used to support staffing and smaller class sizes, including targeted supports (e.g., Newcomer programs, CTE/elective class size adjustments)

*Substantive Differences: Action under reconsideration/restructuring; smaller class sizes not seen consistently, as noted by educational partners.

*Challenges/Successes: Success in targeted staffing; challenge in clarity, alignment, and sustainability of resource allocation.

Action 1.4 – Social Emotional Learning Initiatives

*Implementation: Expanded MTSS systems (CARE/SST), wellness services, and SEL supports; implemented Tier 1 SEL scope and sequence; piloted elementary SEL curriculum; increased access to mental health services.

*Substantive Differences: Implementation of Tier 1 SEL lessons varied significantly by site; full system coherence not achieved.

*Challenges/Successes: Strong expansion of systems and training; key challenge in consistent site-level implementation and fidelity.

Action 1.5 – Health and Wellness

*Implementation: Provided integrated health and wellness services through credentialed school nurses, LVNs, and CWA staff, including home visits, medical services, and attendance support. Health Services; delivered specialized care to approximately 250 students; vision screening provided at all elementary sites with additional hearing and vision screenings conducted across grade levels; all sites were equipped with emergency response systems with trained staff to administer care; nursing coverage provided daily; site-based support teams coordinated to address student needs.

*Substantive Differences: Expanded beyond planned service delivery to include formalized crisis response protocols, principal training, and strengthened coordination of site-based support teams. Re-entry and transition processes were developed for students returning from suspension or juvenile hall, including intake meetings and resource coordination.

*Challenges/Successes: Effective implementation of comprehensive health, safety, and coordinated support systems across sites. Ongoing need to ensure consistent implementation and improve documentation of impact across health, attendance, and behavioral supports.

Action 1.6 – Positive School Climate & Safety

*Implementation: Expanded training in restorative practices, trauma-informed practices, and positive behavior supports; increased number of trained staff and coaching supports; strengthened CARE/SST processes.

*Substantive Differences: Increased emphasis on coaching and training.

*Challenges/Successes: Success in scaling training and building capacity; challenge remains in consistent implementation and measuring impact.

Action 1.7 – Expansion of Electives

*Implementation: Expanded elective offerings (e.g. VAPA) through Prop 28 funding.

*Substantive Differences: Planned secondary schedule modifications were not implemented due to bargaining constraints.

*Challenges/Successes: Increased course access; structural limitations restricted broader expansion.

Action 1.8 – Specialized Programs of Choice; College and Career Readiness

*Implementation: Expanded dual enrollment, early college credit, and CTE pathways; continued Dual Language programs; increased student access to college/career opportunities; provided training to Dual Language, CTE, and IB teachers and staff.

*Substantive Differences: Concurrent enrollment is still primarily limited to a few sites.

*Challenges/Successes: Strong growth in pathways and programming; challenge in equitable access and student/family awareness.

Action 1.9 – Expanded Learning

*Implementation: Continued summer and afterschool programs; increased enrollment and expanded internship opportunities.

*Substantive Differences: Expansion to additional sites did not occur as planned, though participation increased at existing sites.

*Challenges/Successes: High participation and program growth; current Summer Program enrollment surpasses historical enrollment for this time of year; challenge in scaling access geographically.

Action 1.10 – High School Credit Recovery

*Implementation: Credit recovery offered at all high schools (e.g., APEX); high completion rates reported.

*Substantive Differences: Access to prescriptive and original credit courses varied across sites; consistent framework not yet established.

*Challenges/Successes: Effective availability of recovery options at all high schools and alternative schools; challenge in ensuring equitable and consistent access across schools.

Across Goal 1, the district largely implemented planned actions, with strong progress in curriculum, literacy systems, student supports, and pathway expansion. However, key differences included delayed initiatives, incomplete scaling of programs, and inconsistent implementation fidelity across sites, driven by staffing, system coherence, and structural constraints.

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.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services as follows:

Action 1.2: Material differences due to changing the funding source of contracts and staffing to one-time block grant funding sources.

Action 1.4: Material differences due to overestimation of personnel costs in ELOP.

Action 1.8: Material differences due to Title I and CTE program carryover funds.

Action 1.10: Materials differences due to expenditures moved from LREBG funding to one-time block grant funding sources.

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

Overall, the actions associated with Goal 1 resulted in moderate improvement in overall student outcomes, with uneven progress across student groups, particularly for English Learners and Foster Youth.

Effectiveness of Actions

Standards-Based Instruction and Instructional Materials (Action 1.1)

Implementation of standards-aligned instructional materials and professional development contributed to improvements in overall CAASPP performance, with grades 3–8 improving from 44% to 48% in ELA and from 37% to 40% in Math meeting or exceeding standards, and performance shifting from 22 points below standard in ELA to 14 points below and from 45 points below in Math to 38 points below.

Performance for English Learners remained largely unchanged (ELA 2% to 3%, Math 4% to 4%), and Foster Youth performance declined (ELA 25% to 19%, Math 12% to 9%). Variability in implementation across sites and limited use of intervention materials reduced the overall effectiveness of this action.

Foundational Literacy Initiative (Action 1.2)

Literacy screening and progress monitoring systems established a baseline for early literacy and improved identification of student needs in grades K–2, including Kindergarten at 47% meeting benchmark, Grade 1 at 62%, and Grade 2 at 64% meeting standard, with Grade 3 increasing from 43% to 47% meeting standard.

Student outcomes remain below desired levels, including a Kindergarten benchmark of 47%. Implementation of interventions and consistency in Tier 1 instruction remain areas for further development.

Class Size Reduction and Targeted Staffing (Action 1.3)

Additional staffing and reduced class sizes provided opportunities for differentiated instruction, although this was inconsistently applied across grade levels and programs. There is limited evidence of direct impact on student outcome metrics, including CAASPP performance remaining 14 points below standard in ELA and 38 points below in Math, and subgroup performance continuing significantly below standard levels (e.g., English Learners up to 156 points below standard). Alignment between staffing allocations and targeted instructional strategies requires further refinement.

Social Emotional Learning and MTSS (Action 1.4); Health and Wellness (Action 1.5); Positive School Climate and Restorative Practices (Action 1.6)

SEL supports, MTSS processes, wellness center services, and health and welfare supports contributed to improvements in student engagement indicators, including a reduction in chronic absenteeism from 25.6% to 21% overall, with improvements for Low-Income students (33.1% to 28.7%) and English Learners (29.3% to 28.5%). Disparities persist for specific student groups in chronic absenteeism, including Foster Youth (39.6%) and students experiencing homelessness (53.6%). Implementation of Tier 1 SEL instruction was inconsistent across sites. The percentage of students scoring Mid-High on the district SEL survey also varied for student groups, with Foster Youth showing an increase (from 81% to 85%), but English Learners and low income decreasing (English Learners from 83% to 79% and low income from 89.4% to 86.8%).

Social Emotional Learning and MTSS (Action 1.4); Positive School Climate and Restorative Practices (Action 1.6)

Expansion of restorative practices training and behavioral supports contributed to reductions in suspension rates across most student groups, with overall suspension decreasing from 4.1% to 3.1%, including reductions for Low-Income students (6.1% to 4.2%) and English Learners (5.3% to 4.1%).

Disproportionate outcomes remain for Foster Youth (11.1%) and Students with Disabilities (6.4%). Consistency in implementation varies across sites.

Expansion of Electives (Action 1.7); College and Career Readiness and Pathways (Action 1.8)

The expansion dual enrollment, CTE pathways, and college readiness programs resulted in CTE pathway completion increasing from 11.5% to 13.8% and AP success rates increasing from 63.6% to 74.5%. While the expansion of elective offerings may have contributed to some of these increased outcomes, there is limited evidence of direct impact on students outcome metrics. A-G completion rates declined overall from 43.4% to 38.8%, with continued gaps for English Learners (11.3%) and Low-Income students (28.1%), indicating gaps in access and completion of college preparatory coursework.

Expanded Learning and Intervention Opportunities (Action 1.9)

Expanded summer and after-school programming increased student participation, with over 1,800 students enrolled in summer programming.

Impact on academic outcomes has not yet been fully demonstrated, as reflected in CAASPP performance remaining below standard (ELA 48%, Math 40% meeting or exceeding) and early literacy benchmarks remaining below targets. Alignment between expanded learning programming and core academic goals remains an area for continued development.

College and Career Readiness and Pathways (Action 1.8); Credit Recovery and Graduation Supports (Action 1.10)

Credit recovery options and expanded access to APEX courses contributed to an increase in graduation rates from 85.3% to 89.9% overall, with student group improvements, including English Learners (67.8% to 81.2%), Foster Youth (64.3% to 73.7%), low income (84.1% to

88.8%), and Students with Disabilities (68.6% to 81.4%). Access to specific credit recovery options varied across sites, limiting consistency of implementation. Overall High School Drop-Out Rate rate improved 6% from baseline. The number of Seals of Biliteracy decreased from 389 to 346. The percentage of "Prepared" students on the College and Career Indicator showed improvements for unduplicated students: English Learners (from 7.7% to 11.3%); foster youth (from 0% to 11.1%); low income (from 25.6% to 34.4%).

Overall Summary of Effectiveness of Planned Actions shows:

Effective Actions:

- Standards-aligned instruction (overall performance gains in CAASPP)
- SEL/MTSS supports (reduced chronic absenteeism and suspension rates)
- Credit recovery (increased graduation rates)
- College and career pathways (increased CTE and AP outcomes)

Partially Effective Actions:

- Foundational literacy (baseline established; limited outcome gains)
- Expanded learning (increased participation; limited measurable academic impact)
- Restorative practices (reduced suspensions; persistent subgroup disparities)

Limited Impact Actions:

- Class size reduction (limited measurable impact on CAASPP and literacy outcomes)
- Instructional implementation consistency (ongoing variability across sites)

Progress toward Goal 1 is evident in overall student outcomes; however, inconsistent implementation and persistent subgroup disparities continue to limit effectiveness, particularly for English Learners and Foster Youth. Future refinement will focus on strengthening implementation consistency, improving alignment between actions and outcomes, and increasing targeted supports for unduplicated student groups.

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

Actions in Goal 1 remain similar to our Year 2 LCAP, but are being refined based on Educational Partner input and data analysis. In an effort to develop a plan that is clearer for our community, as well as more closely monitor implementation and effectiveness, we have worked to simplify/clarify the language of all actions. Several adjustments to Goal 1 actions have been made to improve coherence, consistency of implementation, and overall impact on student outcomes, particularly for focal student groups:

Action 1.1 (Standards-Based Instruction and Materials): Revised to include monitoring of implementation of adopted curriculum across all grade levels and subject areas. High school mathematics adoption has been shifted to 2026–27 to allow for piloting and selection. Expansion of culturally responsive instructional materials will continue. Technology tools have been added to support standards-based instruction.

Action 1.2 (Foundational Literacy): Retitled to reflect a focus on strong Tier 1 literacy instruction across all grade levels. Based on educational partner feedback, action is expanded to include increased support for data-informed scaffolding and reteaching, improved progress monitoring of interventions, and strengthened teacher capacity to identify and support students at risk for dyslexia. Additional training and implementation of intervention programs will support more consistent services for students below grade level.

Action 1.3 (Class Size Reduction): Retitled and revised to better align resources with identified student needs. Based on educational partner feedback that smaller class sizes were not evident at all levels, especially elementary, and limited evidence of impact from class size reduction alone, this action now reflects targeted allocation of staffing and supports, including classroom assistance and behavioral supports.

Action 1.4 (Social Emotional Learning Initiatives): Revised to improve alignment and consistency of SEL implementation. Counselors will continue to be provided at all sites, with increased guidance to support Tier 1 implementation. MTSS teams will expand support for CARE, SST, and SART processes. A new TK–5 SEL curriculum and a new K–12 SEL screener will be implemented with structured training. The Tier 1 scope and sequence will be revised based on feedback, and coaching will be provided to site leaders to strengthen implementation.

Action 1.6 (Positive School Climate & Safety): Expanded to include increased embedded coaching, expanded restorative practices training capacity, and development of metrics (including survey and SEL screener data) to monitor implementation and impact.

Action 1.7 (Expansion of Electives): Modified to remove secondary schedule change exploration due to implementation constraints. The district will continue to support access to electives, including visual and performing arts and ethnic studies, within existing structures.

Action 1.8 (Specialized Programs of Choice): Refined to reflect educational partner priorities for expanded hands-on learning and earlier exposure to college and career pathways. Includes increased focus on student and family awareness and continued refinement of CTE pathways aligned to regional labor market needs.

Action 1.9 (Expanded Learning): Revised to reflect current implementation, with a focus on increasing participation and expanding internship opportunities.

Action 1.10 (High School Credit Recovery): Expanded to include development of a more coherent and consistent credit recovery framework, including an Attendance Recovery program and audit of course offerings to ensure equitable access across sites.

Metric #1.16 (Williams Sites) During year 1 ten school sites were identified as Williams schools. During year 2 that increased to 24 school sites. All 24 school sites are now being monitored in this metric.

Metrics for Action 1.5: SEL survey metrics are listed in Goal 4.

Metrics for Action 1.10: Seal of Biliteracy and College and Career Indicator metrics are listed in Goal 4.

In 2025-26, a three-year spend down of LREBG funding was shown in Action. 1.10. Based on the district's assessment of needs, the new goals and actions reflect an updated spend down plan of LREBG funding.

Across Goal 1, these changes reflect a shift from initial implementation to a focus on improving fidelity, strengthening monitoring systems, and ensuring equitable access and consistency across sites. The district will continue to prioritize support for the Bay Point feeder pattern as part of its Plan-Do-Study-Act cycle and technical assistance work, using a targeted approach to test and scale effective strategies for improving academic and social-emotional outcomes for unduplicated pupils.

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	Standards-based Instruction and Materials	Adopt new high school math materials in 2026-27. Continue to supplement adopted materials with culturally responsive literature and resources. Provide technology tools, including hardware and programs, to support standards-based instruction. Monitor implementation of adopted materials and standards-based instruction across all grades and subject areas. Continue with data cycles, analyzing data from local and state assessments to monitor the academic achievement and social, emotional and behavioral needs of students struggling to meet academic standards.	\$4,050,133.00	Yes
1.2	TK-12 Literacy	Focus on strong Tier I instruction in reading and language arts across all grade levels using district adopted curriculum. Use data to inform standards-based scaffolds and reteaching using district adopted curriculum. Implement interventions within the classroom across all grade levels to support students with additional needs based on data. Use progress monitoring to determine the effectiveness of the interventions.	\$598,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide additional support for teacher identification and screening of students at-risk for dyslexia. Explore implementation of and training in Wonders intervention materials. Develop district Early Literacy Professional Learning Network to support evidence-based practices and teacher training. Family literacy and preschool programs will be provided at Loma Vista and at elementary sites across the district.		
1.3	Strategic Targeted Supplemental Support	Provide strategic targeted support to sites for specialized positions or to support smaller classes. Follow negotiated class size max reduction in Kindergarten (31 students, 27 students in full day program) and secondary math classes (36 students). Provide additional personnel to strategically support student needs, including behavioral and learning supports. Provide training for site teams and support personnel in behavioral and learning strategies.	\$7,500,250.00	Yes
1.4	Social Emotional Learning Initiatives	Counselors will be provided at all sites at all levels to support the social, emotional, academic, and college and career needs of students. District MTSS (Multi-Tiered System of Supports) teams will support CARE, SST (Student Success Team), and SART (Student Attendance Review Team) processes, and provide professional development. Wellness Centers will be staffed and maintained at all high schools and the three Title I-funded middle schools. Contracts with community-based organizations will supplement support at school sites. Wellness Center staff will provide parent workshops focused on understanding and supporting student mental health.	\$7,211,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A new supplemental SEL (Social-Emotional Learning) program will be implemented TK-5. Training and implementation will be planned and calendared. A new SEL screener tool will be used in grades K-12. Tier 1 Scope & Sequence lessons will be revised based on feedback from counselors. The district Strategic Support department team will provide guidance to site administrators to provide increased support to counselors and college & career advisors so they are able to fully implement the Tier 1 scope & sequence. LREBG funding will be used to fund counselors/social work specialists at sites to support student mental health and wellness. As indicated in the LREBG needs assessment, while chronic absenteeism has declined districtwide, chronic absenteeism rates continue to be significantly higher for several student groups than the district-wide rate. Suspension rates also continue to show equity gaps for student groups. Educational partners, including parents/families, students, and staff indicate that wellness supports for students continue to be very valuable in supporting positive student outcomes. These actions are allowable with LREBG funding and are evidence-based strategies to address student wellness post-pandemic. Total LREBG funding for this action is \$1,902,932		
1.5	Health & Wellness	Credentialed school nurses, licensed vocational nurses, and Child Welfare and Attendance Workers will provide integrated support for students and families addressing the increased need for medical and welfare and attendance services.	\$1,548,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Positive School Climate & Safety	Hire and retain noon supervisors and campus supervisors, provide training in safety protocols and how to create and maintain positive and supportive school climates. The Restorative Practices team will facilitate a summer professional development to increase the district's training team by 10 staff members. Continue to offer a Restorative Practices monthly community of practice to offer coaching support and sharing of best practices. Offer 5 district-wide trainings for teachers and staff in the 2026-2027 academic year. The goal is to train 180 teachers and staff. Utilize student and staff surveys and data from SEL (Social-Emotional Learning) screener to measure the exposure and impact of restorative practice. Continue site-based coaching. Partner the General Education Behavioral Team with the Teachers on Special Assignment (TOSAs) to provide embedded coaching targeting student engagement and classroom management. Provide training for all site support providers to coordinate services, including re-entry supports for students and crisis response. Continue support of reporting and monitoring systems that help identify students in need of support and concerns. Sites will work to increase the number of family/ community volunteers and work collaboratively on School Safety Plans.	\$1,577,941.00	Yes
1.7	Expansion of Electives	Sites will continue to offer a variety of elective offerings, including Visual and Performing Arts (VAPA) courses and Ethnic Studies, to address students' needs and interests.	\$1,673,140.00	No
1.8	Specialized Programs of Choice	Fund elementary Dual Language programs and accelerated middle-school Spanish to promote multilingualism and biliteracy for students.	\$5,224,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
	College and Career Readiness	Continue to support and expand college and career readiness programs, including Career Technical Education (CTE) and career pathway programs, and early college credit programs, including College Now, and monitor participation rates for focal scholars. Provide college and career exploration opportunities for students prior to high school. Continue to provide specialized alternative education such as pregnant/parenting supports, independent study, and Home & Hospital to support specialized needs. Provide access to hands-on and experiential learning opportunities, ensuring access for unduplicated students. Monitor regional labor market information and continue to identify possible new CTE pathways. In combination with other state funds, LREBG funding will be used to fund college and career guidance personnel to support students in increased completion of career pathways and increased % of students who are UC/CSU eligible upon graduation. Based on the LREBG needs assessment, unduplicated students across all sites are not meeting or exceeding proficiency in ELA and math at a rate near or equal to the district-wide rate. In 2025, chronic absenteeism rates remained elevated for homeless students (53.6%), foster youth (39.6%), low-income students (28.7%), English learners (28.5%), and students with disabilities (30.9%), compared to 21% overall. Year 2 outcome data also indicates that unduplicated pupils continue to experience lower graduation rates, lower college and career readiness outcomes, and higher rates of disengagement that place students at risk of not completing graduation requirements. In 2025, graduation rates remained lower for English learners (EL) at 81.2%, compared to 89.9% overall. In addition, only 38.8% of graduates met UC/CSU eligibility requirements, including 11.3% of EL students and 28.1% of low-income (LI) students. These personnel will also help to identify any missing/needed credits, in support of action 1.10--credit recovery and summer school. Total LREBG funding for this action is \$729,122.		

Action #	Title	Description	Total Funds	Contributing
1.9	Expanded Learning	Federally- and state- funded C.A.R.E.S. (Collaborative of Academics Recreation Enrichment for Students) after school programs will continue at high needs sites, providing academic, social-emotional, and enrichment programs and activities. Additional program support will be provided before/after school, during intersession, and during the summer within the Extended Learning Opportunity Program (ELO-P) model and will partner with Community Based Organizations (CBO) to increase the numbers of students served. Afterschool and summer programming include work-based learning opportunities and early college credit opportunities.	\$2,113,788.00	No
1.10	High School Credit Recovery	Offer credit recovery and academic support, including supplemental sections, after school tutoring, and summer school opportunities, at high schools and continuation high schools, as well as Loma Vista Adult School. For students earning a Certificate of Completion, vocational/ workability programs will be provided. Review existing credit recovery options and explore additional options to serve students prior to enrollment in Apex online courses for Credit Recovery. Conduct an audit of course catalogs and Apex course credit recovery options. Develop a Credit Recovery policy for the district to ensure consistent opportunities across school sites. Develop an Attendance Recovery program that works in coordination with credit recovery to provide students enrichment and academic support. LREBG funding will be used to support high school credit recovery in summer school, as well as credit recovery opportunities at the comprehensive and continuation high schools during the school year, both during the school day and after school, including staffing costs and credit	\$1,226,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recovery materials and online programs. Based on the LREBG needs assessment, unduplicated students across all sites are not meeting or exceeding proficiency in ELA and math at a rate near or equal to the district-wide rate. While the districtwide chronic absenteeism rate is 21.5%, rates for our unduplicated students are much higher: English Learners 28.9%, Low Income 31%, Foster Youth 51.1%, and students experiencing homelessness 52%. These factors are likely impacting graduation rates, which are lower for these students compared to the district-wide rate. The percentage of graduates meeting UC/CSU eligibility is 10.4% for multilingual students, 26.6% for low income students, 9.1% for students experiencing homelessness, 0.0% for foster youth, and 10.2% for students with IEPs, all lower than the overall district percentage 39.4%. Credit recovery programs will allow all students, and especially our unduplicated students, to be able to meet graduation and UC/CSU eligibility goals. Total LREBG funding for this action is \$797,167.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivating an Inclusive Learning Community Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate. There will be an increase in the percentage of classrooms where standards-based instruction is being observed.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed as part of the LEA's three-year LCAP based on analysis of California School Dashboard data, local assessments, and input from educational partners. The analysis of California School Dashboard (CA Dashboard) data indicates a clear need to support teachers and staff as instruction improves in the areas of English, English language development, and mathematics.

Dashboard and local data show that students in grades 3–8 are performing below standard in both English Language Arts (ELA) and mathematics (ELA: 14 points below standard; Math: 38 points below), with significantly larger gaps for English Learners (up to 156 points below standard) and declining performance for Foster Youth (ELA -42 points; Math -40 points). Early literacy data shows that only 47% of Kindergarten students are meeting benchmark expectations, establishing a low baseline for foundational reading skills. College and career readiness indicators have declined, with A–G completion decreasing to 38.8%. Additionally, chronic absenteeism remains elevated at 21% overall, with disproportionately higher rates for Foster Youth (39.6%) and students experiencing homelessness (53.6%), alongside persistent suspension disparities. These data trends demonstrate systemic inequities in access, instruction, and engagement that are impacting outcomes across multiple state priorities, including Priority 1 (Conditions of Learning) and Priority 4 (Student Achievement).

Analysis of local data and educational partner feedback indicates that unduplicated pupils (low-income, English learners, and foster youth) experience inconsistent access to high-quality, standards-aligned instruction. This is evidenced by:

- *Lower academic outcomes for unduplicated student groups compared to all students
- *Feedback indicating variability in instructional quality and staff preparation
- *Reports of limited access to relevant, culturally responsive instruction and supports

As noted in Goal 1, analysis identified key barriers, including inconsistent Tier I instruction, limited intervention systems, gaps in early literacy identification, and access and engagement challenges for unduplicated pupils. These barriers impact outcomes because students do not consistently receive timely, targeted support or sustained access to high-quality instruction. Actions focused on ensuring educator training in Tier I instruction, cultural responsiveness, and student engagement are key in addressing these barriers.

Educational partners identified the following priorities for Goal 2 during the LCAP development process:

- * Strengthen staff qualifications, preparation, and ongoing support systems
- * Increase instructional coaching, mentorship, and support for early-career and non-credentialed teachers
- * Provide practical, job-embedded professional development aligned to classroom needs
- * Expand collaboration time and professional learning opportunities focused on standards-aligned instruction and project-based learning
- * Improve teacher retention through competitive compensation, manageable workloads, and smaller class sizes
- * Increase proactive support systems for students and staff, particularly in Special Education programs and high-need schools
- * Reduce reliance on third-party contractors and invest in building internal staff expertise and leadership capacity
- * Improve consistency in instructional practices and implementation across school sites
- * Expand targeted supports and resources for schools serving high proportions of unduplicated pupils
- * Strengthen organizational systems that support staff effectiveness, stability, and student outcomes

The district plans to improve ELA and math performance, English learner proficiency, student college readiness, and develop a highly-qualified and increasingly diverse workforce through actions that support and improve teacher professional development and the expansion of learning opportunities, and will measure progress towards this goal using the metrics identified below. Goal 2 will be refined to focus on more targeted, job-embedded professional development aligned to data and classroom needs, with a reduced reliance on outside contractors. Teachers on Special Assignment (TOSAs) will receive increased training to support teachers at schools with high numbers of unduplicated students in data cycles and high impact Tier I and Tier II instructional strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students in grades 3rd-8th who meet or exceed standards in ELA and Math on CAASPP (4A) Source: CAASPP; Illuminate	2022-23 Points above/below level 3 ELA: 22 pts below level 3 Math: 45 pts below level 3 English Learners ELA: 143 pts below Math: 152 pts below Foster Youth ELA: 80 pts below	2023-24 Points above/below level 3 ELA: 22 pts below level 3 Math: 43 pts below level 3 English Learners ELA: 147 pts below Math: 156 pts below	2024-25 Points above/below level 3 ELA: 14 pts below level 3 Math: 38 pts below level 3 English Learners ELA: 143 pts below Math: 156 pts below	Goal: Points above/below level 3 ELA 30 pts above level 3 Math 0 pts above/below level 3 English Learners ELA: 70 pts below Math: 95 pts below	Current Progress: Overall ELA: Improved +8 points Math: Improved +7 points English Learners: ELA: 0 point change Math: Decreased - 4 points Foster Youth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 114 pts below Low-Income ELA: 74 pts below Math: 104 pts below % Met or Exceeded ELA: 44% Math: 37% English Learners ELA: 2% Math: 4% Foster Youth ELA: 25% Math: 12% Low-Income ELA: 23% Math: 17%	Foster Youth ELA: 111 pts below Math: 138 pts below Low-Income ELA: 66 pts below Math: 94 pts below % Met or Exceeded Overall: ELA: 44% Math: 38% English Learners ELA: 2% Math: 4% Foster Youth ELA: 15% Math: 4% Low-Income ELA: 27% Math: 20%	Foster Youth ELA: 122 pts below Math: 154 pts below Low-Income ELA: 46 pts below Math: 73 pts below % Met or Exceeded Overall: ELA: 48% Math: 40% English Learners ELA: 3% Math: 4% Foster Youth ELA: 19% Math: 9% Low-Income ELA: 35% Math: 27%	Foster Youth ELA: 5 pts below Math: 25 pts below Low-Income ELA: 5 pts below Math: 25 pts below % Met or Exceeded Overall: ELA 53% Math 46% English Learners ELA: 11% Math: 13% Foster Youth ELA: 34% Math: 21% Low-Income ELA: 32% Math: 26%	ELA: Decreased - 42 points Math: Decreased - 40 points Low-Income: ELA: Improved +28 points Math: Improved +31 points % Met or Exceeded Overall: ELA: Improved 4% Math: Improved 3% English Learners: ELA: Improved 1% Math: 0% change Foster Youth: ELA: Decreased 6% Math: Decreased 3% Low-Income: ELA: Increased 12% Math: Increased 10%
2.2	Percentage of students in grade 11 (EAP) who meet or exceed	2022-23 Points above/below level 3	2023-24 Points above/below level 3	2024 - 2025 Points above/below level 3	Goal: Points above/below level 3	Current Progress: Overall ELA: Decreased -8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards in ELA and Math on CAASPP (4A) Source: CAASPP; Illuminate	ELA: 0 pts above level 3 Math: 88 pts below level 3 English Learners ELA: 159 pts below Math: 222 pts below Foster Youth ELA: 100 pts below Math: 234 pts below Low-Income ELA: 64 pts below Math: 162 pts below % Met or Exceeded ELA: 53% Math: 28% English Learners ELA: 6% Math: 2% Foster Youth ELA: 40% Math: 0% Low-Income ELA: 36% Math: 10%	ELA: 4 pts above level 3 Math: 82 pts below level 3 English Learners ELA: 163 pts below Math: 223 pts below Foster Youth ELA: 135 pts below Math: 198 pts below Low-Income ELA: 42 pts below Math: 133 pts below % Met or Exceeded ELA: 53% Math: 29% English Learners ELA: 3% Math: 2% Foster Youth ELA: 11% Math: 11% Low-Income ELA: 37%	ELA: 8 pts below level 3 Math: 83 pts below level 3 English Learners ELA: 160 pts below Math: 217 pts below Foster Youth ELA: 12 pts below Math: 91 pts below Low-Income ELA: 32 pts below Math: 111 pts below % Met or Exceeded ELA: 50 % Math: 29 % English Learners ELA: 4% Math: 6 % Foster Youth ELA: 33% Math: 33% Low-Income ELA: 42 % Math: 22 %	ELA 45 pts above level 3 Math 0 pts above/below level 3 English Learners ELA: 70 pts below Math: 95 pts below Foster Youth ELA: 70 pts below Math: 95 pts below Low-Income ELA: 5 pts below Math: 95 pts below % Met or Exceeded ELA 62% Math 37% English Learners ELA: 15% Math: 11% Foster Youth ELA: 49% Math: 9% Low-Income ELA: 45% Math: 19%	Math: Increased +5 points English Learners: ELA: Decreased -1 point Math: Increased +5 points Foster Youth: ELA: Increased +88 points Math: Increased +143 points Low-Income: ELA: Increased +32 points Math: Increased +51 points % Met or Exceeded Overall: ELA: Decreased 3% Math: Increased 1% English Learners: ELA: Decreased 2% Math: Increased 4% Foster Youth: ELA: Decreased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math: 12%			Math: Increased 33% Low-Income: ELA: Increased 6% Math: Increased 12%
2.3	Reclassification Rate (4F) Source: CDE DataQuest Baseline and Target needed to be adjusted	2023-24 9%	2024-25 12% Metric will be moved to Goal 4 to align metric to specific actions for ELs and LTELs focused on reclassification.	Moved to LCAP Goal 4	25%	Moved to LCAP Goal 4
2.4	Percentage of graduates meeting UC/CSU eligibility (4B) Source: CDE DataQuest	2022-23 43.4%	2023-24 39.4%	2025 Graduates meeting UC/CSU eligibility 38.8%	52%	Graduates meeting UC/CSU eligibility Overall: Decreased 4.6%
2.5	Percentage of teachers teaching with a clear credential (1A) Source: CDE DataQuest	2021-22 84.9%	2022-23 82.3%	2023 - 24 78.4%	94%	Declined 6.5%
2.6	Percentage of elementary and middle school math classrooms where standards-based lessons were observed. (1D) Source: Walk-through Tool, practiced and supported by technical	2023-24 95.5%	2024-25 94%	2025-2026 98%	100%	Increased 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assistance leadership training activities					
2.7	Percentage of certificated and classified staff by race and ethnicity Source: Aeries	2023-24 African American: 1.7% Asian: 2.1% Hispanic: 5.4% White: 34.3% Two or More Races: 0.4% No response: 50.6%	2024-25 African American: 4.7% Asian: 6.0% Hispanic: 18.7% White: 56.0% Two or More Races: 2.3% No response: 7.1%	2025-26 African American: 5.57% Asian: 5.70% Hispanic: 19.69% White: 57.62% Two or More Races: 4.05% No response: 22.64%	Goal: African American 2.8% Asian 7.4% Hispanic 13% White: 25% Two or More Races: 7%	Current Progress: African American: Increased 3.87% Asian: Increased 3.6% Hispanic: Increased 14.29% White: Increased 23.32% Two or More Races: Increased 3.65% No response: Decreased 27.96%

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.

During the 2025–26 school year, the district implemented the majority of Goal 2 actions with a focus on strengthening standards-based instruction, instructional leadership, staff professional learning, coaching systems, and recruitment and retention efforts to support equitable student outcomes. Overall, the actions associated with Goal 2 resulted in moderate improvement in overall student outcomes, with uneven progress across student groups, particularly for English Learners and Foster Youth.

Action 2.1 – Training for Standards-Based Instruction

*Implementation: Provided professional development on district-adopted curriculum, standards-based instruction, PLC cycles, and data analysis practices. K–8 mathematics trainings occurred multiple times throughout the year, and principals structured staff meeting time around collaborative data analysis and instructional planning. Teachers used assessment data to plan acceleration strategies and interventions for students not yet proficient.

*Substantive Differences: Increased emphasis was placed on implementing data cycles.

*Challenges/Successes: Strong progress was made in teacher and administrator capacity to analyze data and intentionally target student learning. Continued work is needed to ensure consistent implementation of PLC cycles and instructional practices across all sites. Additional training is needed for special education teachers in the new math curriculum.

Action 2.2 – Instructional Coaching

*Implementation: Instructional coaches, TISP staff, and site administrators provided professional learning focused on trauma-informed instructional practices, culturally responsive environments, and implementation of district-adopted curriculum. Instructional walkthroughs were conducted using online monitoring tools to identify trends, strengths, and areas for growth. Site administrators also received individualized instructional coaching support.

*Substantive Differences: Greater collaboration occurred between the SOAR Program Specialist and TISP coaching teams to integrate trauma-informed practices into classroom coaching and support structures.

*Challenges/Successes: Coaching systems and instructional leadership supports continued to develop, and participating teachers responded positively to trainings. However, only a limited number of teachers received the full range of coaching supports, highlighting a need to expand access to professional learning opportunities districtwide.

Action 2.3 – Coaching and Supervision (Leadership Training)

*Implementation: Site and district leaders participated in leadership training focused on ELA, mathematics instruction, teacher development, and instructional leadership practices designed to improve outcomes for all student groups.

*Substantive Differences: No substantive differences in implementation.

*Challenges/Successes: Leadership professional learning strengthened administrators' instructional leadership capacity; however, systems for ongoing coaching and calibration across sites remain in development.

Action 2.4 – Classified Training

*Implementation: The district provided classified professional development opportunities focused on crisis intervention, behavior support, CPI, and instructional support strategies for instructional assistants and SEAs. Professional development opportunities were also provided to support special education and instructional assistants. The district continued reimbursing Early Childhood Education coursework for TK teachers and assistants.

*Substantive Differences: No substantive differences in implementation.

*Challenges/Successes: Continued reimbursement for ECE coursework supported early learning staffing capacity and implementation.

Action 2.5 – Recruitment and Retention of Diverse Staff

*Implementation: Human Resources expanded recruitment efforts through local and regional job fairs, partnerships with colleges and universities, collaboration with CABE, and participation in the St. Mary's College residency program. Recruitment outreach was expanded beyond the immediate region to address hard-to-fill positions. Retention strategies included accepting all years of prior certificated service and maintaining district-paid health benefits up to the Kaiser family rate.

*Substantive Differences: Recruitment and retention efforts increasingly focused on long-term pipeline development and employee retention supports.

*Challenges/Successes: Early hiring activity and reduced certificated vacancies suggest improved competitiveness in the regional hiring market. Partnerships supporting residency and teacher preparation programs expanded recruitment opportunities. Challenges remain in filling hard-to-staff positions and maintaining consistent staffing levels across all sites.

Action 2.6 – Teacher Induction and Support

*Implementation: Eight full-time TISP mentors continued providing mentoring and professional learning for new and supported teachers focused on standards-based instruction, culturally responsive practices, restorative practices, and student engagement strategies.

*Substantive Differences: No substantive differences in implementation.

*Challenges/Successes: Mentoring and induction supports remained in place districtwide and continued supporting teacher development. Due to case load constraints, TISP mentors are limited in their ability to support teachers who are not yet credentialed or those needing support, who are not already identified for the Induction Program.

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.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for Goal 2 as follows:

Action 2.4: Material differences due to increasing professional development support services through one-time state grant funding sources.

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

Overall, the actions associated with Goal 2 resulted in moderate improvement in instructional capacity, staff support systems, and inclusive learning practices, with continued variability in implementation across school sites limiting overall impact, with uneven progress across student groups, particularly for English Learners and Foster Youth.

Effectiveness of Actions

Training for Standards-Based Instruction (Action 2.1); Instructional Coaching (Action 2.2); Coaching and Supervision (Action 2.3)

Professional development in standards-based instruction, data analysis, and implementation of district-adopted curriculum contributed to increased educator capacity to analyze student data and target instruction. K–8 teachers participated in multiple trainings on the newly adopted math curriculum, and principals dedicated staff meeting time to PLC cycles and collaborative data analysis. Teachers used data cycles to identify students requiring acceleration and intervention support, and reclassification data was analyzed to target additional English Learner supports. Implementation of standards-based instructional practices contributed to overall CAASPP improvements, with grades 3–8 increasing from 44% to 48% meeting or exceeding standards in ELA and from 37% to 40% in Math. However, student group outcomes remained significantly lower, particularly for English Learners (ELA 3%, Math 4% meeting or exceeding standards), indicating that instructional consistency and targeted interventions remain areas for continued improvement. Variability in implementation of PLC cycles and instructional practices across school sites reduced the overall effectiveness of this action.

Instructional Coaching (Action 2.2)

Instructional coaching and trauma-informed professional development increased support for teachers and site administrators in implementing culturally responsive and inclusive instructional practices. The SOAR Program Specialist collaborated with TISP coaches throughout the year to support trauma-informed instructional strategies, and instructional walkthrough systems were implemented using online dashboards to identify trends, strengths, and areas for growth. District directors also provided one-to-one coaching support for administrators. These supports contributed to the development of stronger instructional leadership systems and increased awareness of culturally responsive instructional practices. However, only a limited portion of teachers participated in the available training opportunities, reducing the

consistency of implementation across sites. While teacher feedback regarding the trainings was positive, measurable impact on student outcome metrics remains limited at this stage of implementation.

Coaching and Supervision (Action 2.3)

Professional learning opportunities for principals focused on ELA instruction, mathematics instruction, and teacher development strengthened administrator capacity to support instructional improvement and coaching practices at school sites. This work supported broader district continuous improvement efforts connected to instructional leadership and implementation monitoring. Although implementation occurred as planned, there is limited evidence of direct impact on student outcome metrics. Continued refinement of implementation monitoring systems and leadership accountability structures remains necessary to improve consistency across school sites.

Classified Training (Action 2.4)

Classified staff professional development, including Crisis Prevention Intervention (CPI) training, instructional assistant supports, and behavioral intervention training, increased staff capacity to support student behavioral, instructional, and wellness needs. Additional support for TK staff through reimbursement of Early Childhood Education units strengthened instructional readiness in early learning classrooms. These supports contributed to broader improvements in school climate indicators, including overall suspension rates decreasing from 4.1% to 3.1%. However, disparities remain for specific student groups, including Foster Youth (11.1%) and Students with Disabilities (6.4%), indicating the need for continued expansion of behavioral supports and implementation consistency.

Recruitment and Retention of Diverse Staff (Action 2.5)

Expanded recruitment efforts, residency partnerships, and retention incentives improved the district's ability to attract and retain certificated staff. Human Resources expanded outreach through local and regional job fairs, partnerships with colleges and universities, collaboration with the California Association for Bilingual Education (CABE), and participation in the St. Mary's College residency program. The district also implemented acceptance of all prior certificated years of service and maintained district-paid health benefits up to the Kaiser family rate. These efforts resulted in increased candidate interest and fewer certificated vacancies compared to the same period in the previous year, indicating improved competitiveness within the regional labor market. Recruitment and interview refinements connected to residency partnerships also increased the number of residency candidates compared to the prior year. Despite these improvements, vacancies in hard-to-fill positions continue because of ongoing workforce shortages and regional competition. In addition, Dashboard data shows a decrease in the % of teachers with a clear credential, indicating an area of need.

Teacher Induction and Support (Action 2.6)

Eight full-time TISP mentors continued to provide mentoring and support for an increasing number of new and participating teachers focused on standards-based instruction, restorative practices, and culturally responsive family engagement. Collaboration between TISP staff and district instructional support teams contributed to expanded coaching systems and professional learning supports. A high percentage of teachers in the TISP program successfully clear their credentials, showing a high effectiveness of the program. There continues to be a need for additional support pathways for newer and struggling teachers who are not eligible for the TISP program.

Overall Summary of Effectiveness of Planned Actions

Effective Actions:

- * Standards-based instructional training (improved educator data-analysis capacity and overall CAASPP gains)
- * Recruitment and retention efforts (increased candidate interest and reduced certificated vacancies)

- * Classified professional development (expanded behavioral and instructional support capacity)

Partially Effective Actions:

- * Instructional coaching (positive staff feedback but uneven participation and implementation)
- * Leadership training (improved administrator support systems with limited measurable student impact)

Progress toward Goal 2 is evident in strengthened instructional systems, expanded staff supports, and improved professional learning structures. However, uneven implementation across sites and limited measurable impact data continue to reduce overall effectiveness, particularly for focal student groups. Future refinement will focus on strengthening implementation consistency, expanding access to targeted and site-facing professional learning, improving monitoring systems, and increasing alignment between instructional supports and student outcome measures.

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.

Actions in Goal 2 remain similar to our Year 2 LCAP, but are being refined based on Educational Partner input and data analysis. In an effort to develop a plan that is clearer for our community, as well as more closely monitor implementation and effectiveness, we have worked to simplify/clarify the language of all actions. Several adjustments to Goal 2 actions have been made to improve consistency of implementation and overall impact on student outcomes, particularly for focal student groups:

Action 2.1 – (Training for Standards-Based Instruction): PLC and data-analysis cycles will be placed on the on the district assessment calendar to improve consistency and alignment across school sites. Refined to include Increased professional development focused on use of district-adopted curriculum to strengthen Tier I instruction across all grade levels and content areas. Provide expanded teacher opportunities to collaboratively review student data, share best practices, and plan targeted instructional strategies for students not yet proficient. District assessment systems will be used more intentionally to guide acceleration and intervention planning. Added training for special education teachers in the new math curriculum with a focus on differentiation.

Action 2.2 – (Instructional Coaching): Explore expanded trauma-informed classroom professional development opportunities so more teachers can participate. Increase teacher-facing training to connect classroom instructional practices to the LCAP and district goals. TOSAs and instructional leaders will attend PLC-focused training/conferences to strengthen coaching systems and collaborative inquiry structures. Based on educational partner feedback, district will develop a tiered support system utilizing district personnel to address teacher professional development. TOSAs will provide targeted site and classroom support to a group of schools, supporting unduplicated student outcomes. Revised action to provide professional development to newest teachers and those without preliminary credentials.

Action 2.3 – (Coaching and Supervision): Action is being renamed to "Leadership Training" to more clearly distinguish this training from that in Action 2.2. Added action focused on leader training in science of learning research aligned to teacher development and student learning. Increased principal and teacher leader training focused on supporting instruction in ELD, Dual Language, and Resource classrooms. Expanded administrator use of engagement and walkthrough data to identify students not fully engaged in classroom learning.

Action 2.4 – (Classified Training): Continue classified professional development and CPI training. Continue district reimbursement for Early Childhood Education units for TK staff. Expand instructional assistant and SEA training supports connected to student behavioral and instructional needs based on data and educational partner feedback. Added focus for office team training in creating welcoming environments and trauma-informed practices.

Action 2.5 – (Recruitment and Retention of Diverse Staff): Continue recruitment partnerships and outreach efforts, especially for hard-to-fill positions. Strengthen retention systems through implementation of employee lifecycle surveys to gather feedback regarding onboarding, employee support, and long-term retention. Continue efforts to improve staffing stability and workforce diversity through pipeline partnerships and retention incentives.

Action 2.6 – (Teacher Induction and Support): Continue mentoring supports focused on standards-based instruction, restorative practices, and culturally responsive engagement.

Across Goal 2, proposed refinements reflect a shift from initial implementation toward improving implementation fidelity across school sites, expanding access to targeted and differentiated professional learning, strengthening instructional coaching and leadership systems, increasing alignment between adult learning and student outcomes, and building more coherent systems of support for staff and students. The proposed changes also reflect an increased focus on targeted instructional support for focal student groups, stronger use of data cycles and PLCs, and expanded trauma-informed and culturally responsive instructional practices districtwide.

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	Training for Standards-based Instruction	Professional development will focus on the utilization of district adopted curriculum to develop and implement strong Tier I instruction in all grade levels, across all subject areas. Teachers will be provided increased opportunities to monitor and support student performance in math, ELA (English Language Arts) and ELD (English Language Development), by reviewing student data, sharing best practices and planning instructional strategies to better address the needs of students who are not yet proficient. Data from district assessment systems will be used to target acceleration and interventions.	\$5,026,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Data cycles will be placed on the district assessment calendar to ensure alignment across school sites. Training for special education teachers in the new math curriculum will be provided, focused on differentiation.		
2.2	Instructional Coaching	Instructional Coaches and site administrators will provide staff with professional learning in the effective implementation of the district-adopted curriculum, collaborative data cycles, and creating a positive and culturally responsive learning environment for all students. Provide professional learning to staff around cycles of inquiry and how to determine impact of actions to build and further improve a system for supporting all students. Ensure teachers understand the connection between LCAP goals, metrics, and actions to the classroom level. Teachers on Special Assignment (TOSAs) and instructional leaders will attend Professional Learning Community (PLC) focused training/conferences to strengthen coaching systems and collaborative inquiry structures. District will develop a tiered professional development and support system. TOSAs will provide targeted site and classroom support to a group of schools, supporting unduplicated student outcomes. Continue to utilize instructional walkthroughs across grade levels to see trends and areas of strength and growth. Focused support will be provided to Instructional Leadership Teams (ILTs) and staff at our Bay Point feeder pattern schools, utilizing Plan-Do-Study-Act (PDSA) cycles and monitoring of local data indicators, with the goal of scaling successful practices to other feeder patterns. Develop professional development to support the newest teachers and those without preliminary credentials.	\$1,157,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Leadership Training	Site and district leaders will receive professional learning to strengthen coaching, supervision, and to improve outcomes for all students. Leaders will deepen skills to address explicit/implicit bias, identify inequitable practices, and analyze student data. Site and district leaders will receive continued training in the extraction of and analysis of student data utilizing district diagnostic and data platform systems. Provide additional training to site leaders on what to look for in classroom instruction, focused on serving all students, including students with disabilities and English Learners. Leaders will be trained in the science of learning as a support for teacher development through the alignment of specific instructional aims with the understanding of how learning happens.	\$418,583.00	Yes
2.4	Classified Training	Classified staff (including, but not limited to, office staff, transportation assistants, bus drivers, and instructional assistants) will be trained in grade-level content support, behavior/conflict management, Crisis Prevention Institute (CPI), culturally responsive practices, and family engagement. Monthly registrar and office manager meetings and bi-annual office team meetings will be held with a focus on creating welcoming school office environments to serve all families and students. Quarterly training will be provided for Community Services Coordinators, Community Services Assistants, Campus Supervisors, and Vice Principal secretaries on trauma-informed practices. Voluntary professional development for special education and instructional assistants will be offered on District PD (professional development) days to improve support and instruction for underserved student groups.	\$86,814.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue supporting TK teachers and assistants with up to 12 Early Childhood Education (ECE) units. Build on the strong foundation of classified leader training by expanding opportunities for participation and ensuring more consistent access across departments. Explore ways to better connect operational leadership practices to school site needs and student support systems to strengthen the overall impact of this work.		
2.5	Recruitment & Retention of Diverse Staff	Continue to focus on both attracting and retaining high-quality staff. Build on current recruitment efforts and partnerships, especially for hard-to-fill positions. Recruitment will be expanded to local colleges, as well as Historically Black Colleges and Universities (HBCUs), and the District will participate in a residency program targeting native Spanish speakers in partnership with Institutes of Higher Education (IHEs) to help increase diversity among staff. In the event that there are staffing shortages, the District will contract with government agencies to recruit and hire teachers from out of the country in high needs areas with specialized credentials, including Bilingual Authorization, math, CTE (Career Technical Education), and science. The District will support the continuation of recruitment and retention bonuses for hard-to-fill positions. Strengthen retention by better understanding and responding to employee experiences across their time with the district. Implement employee lifecycle surveys to gather feedback at key points in an employee's journey and address emerging needs related to onboarding, support, and long-term retention.	\$207,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		During the onboarding of new employees, the District will provide contact information for the Black Educators Association (BEA) and the Association of Raza Educators (ARE).		
2.6	Teacher Induction and Support	Teacher Induction and Support Program (TISP) mentors will support the recruitment and retention of highly qualified staff by supporting beginning teachers in the process of clearing their credentials. As case load space allows, they will also support those that are new to the district, or those in need of support, to ensure there are systematic and effective practices being implemented across the district.	\$697,603.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fostering Family and Community Engagement Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes. There will be an increase in the percentage of families reporting that they feel they are an active partner with the school in educating their child.	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.

This goal was developed as part of the LEA's three-year LCAP based on analysis of California School Dashboard data, local assessments, and input from educational partners. The analysis of California School Dashboard (CA Dashboard) data indicates a clear need to engage with students and families as partners as we work to improve student outcomes in the areas of English, English language development, and mathematics, with a focus on Priority 3 Parental Involvement (Engagement), Priority 5 Pupil Engagement (Engagement), and Priority 6 School Climate (Engagement).

Dashboard and local data show that students in grades 3–8 are performing below standard in both English Language Arts (ELA) and mathematics (ELA: 14 points below standard; Math: 38 points below), with significantly larger gaps for English Learners (up to 156 points below standard) and declining performance for Foster Youth (ELA -42 points; Math -40 points). Early literacy data shows that only 47% of Kindergarten students are meeting benchmark expectations, establishing a low baseline for foundational reading skills. College and career readiness indicators have declined, with A–G completion decreasing to 38.8%. Additionally, chronic absenteeism remains elevated at 21% overall, with disproportionately higher rates for Foster Youth (39.6%) and students experiencing homelessness (53.6%), alongside persistent suspension disparities. On the California Healthy Kids Survey, baseline data showed that 89% of families agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child." Baseline data in 2023-24 also showed that there had been a decrease in the percentage of students agreeing or strongly agreeing with the statement, "I feel like I am a part of this school" from 5th-11th graders. While Year 2 data shows improvements in the CAHKS data, Year 3 targets have not yet been met, and the % of families in high school agreeing that schools encourage them to be active partners declined in the 2025 survey results.

During listening sessions with multiple educational partner groups, parents and families shared that our school communities do not yet feel welcoming to all and that increased and clearer communication was needed to help parents understand their students' academic progress. Listening session feedback indicated that there is not a consistent cadence of communication frequency across sites. In addition, parents and families indicated continued support for community-building activities, no-cost or low-cost fingerprinting to allow parents to volunteer at

school, and continued translation services. In the spring survey to community members, the actions "Family & Community Communication" and "School Connectedness" were rated as the most valuable by respondents.

The district plans to improve communication and family connectedness and partnership through actions that support increased translation services, parent nights, and the building of trusting relationships, and will measure progress towards this goal using the metrics identified below. A new action will be added to address welcoming and inclusive environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate (5A) Source: CALPADS	2022-23 91.3%	2023-24 92.5%	2024-2025 93.1%	94%	Current Progress Increased 1.8%
3.2	Chronic Absenteeism Rate (5B) Source: CA Dashboard; CDE DataQuest	2023 Overall: 25.6% K-8th: 24.3% 9-12th: 29.1% Asian: 15.9% African American: 41.5% Filipino: 17.1% Hispanic: 30.2% Pacific Islander: 43.8% White: 18.3% Two or More Races: 20.6% English Learners: 29.3% Low Income: 33.1% Foster Youth: 48.4% Homeless: 47% Students w/ Disabilities: 33.4%	2024 Overall: 21.5% K-8th: 18.5% 9-12th: 29.4% Asian: 13.1% African American: 37% Filipino: 11.4% Hispanic: 27.7% Pacific Islander: 45.3% White: 14.3% Two or More Races: 17.7% English Learners: 28.9% Low Income: 31% Foster Youth: 51.1% Homeless: 52% Students w/ Disabilities: 29.9%	2025 Overall: 21% K-8th: 18.4% 9-12th: 23.7% Asian: 11.8% African American: 38.1% Filipino: 12.5% Hispanic: 28% Pacific Islander: 37.5% White: 13.2% Two or More Races: 15.7% English Learners: 28.5% Low Income: 28.7% Foster Youth: 39.6% Homeless: 53.6% Students w/ Disabilities: 30.9%	Target: Overall: 13% K-8th: 12% 9-12th: 17% Asian: 10% African American: 30% Filipino: 11% Hispanic: 21% Pacific Islander: 35% White: 12% Two or More Races: 15% English Learners: 20% Low Income: 24% Foster Youth: 48% Homeless: 35% Students w/ Disabilities: 24%	2024 Overall: Declined 4.6% K-8th: Declined 5.9% 9-12th: Declined 5.4% Asian: Declined 4.1% African American: Declined 3.4% Filipino: Declined 4.6% Hispanic: Declined 2.2% Pacific Islander: Declined 6% White: Declined 5.1% Two or More Races: Declined 4.9% English Learners: Declined 0.8% Low Income: Declined 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster Youth: Increased 8.8% Homeless: Increased 6.6% Students w/ Disabilities: Declined 2.5%
3.3	Suspension Rate (6A) Source: CDE Dashboard	2023 Overall: 4.1% American Indian: 6.1% African American: 11.4% Asian: 2.1% Filipino: 1.5% Hispanic: 4.9% Pacific Islander: 6.4% White: 2.8% Two or More Races: 3.7% English Learners: 5.3% Low Income: 6.1% Foster Youth: 10% Homeless: 9.8% Students w/ Disabilities: 7.1%	2024 Overall: 4.5% American Indian: 3.1% African American: 12.2% Asian: 2.6% Filipino: 1.8% Hispanic: 5.9% Pacific Islander: 7.4% White: 2.9% Two or More Races: 3.5% English Learners: 5.9% Low Income: 6.4% Foster Youth: 15.4% Homeless: 11% Students w/ Disabilities: 8%	2024-25 Overall: 3.1% American Indian: 6.9% African American: 10.3% Asian: 1.8% Filipino: 1.1% Hispanic: 3.6% Pacific Islander: 5.2% White: 2.1% Two or More Races: 2.6% English Learners: 4.1% Low Income: 4.2% Foster Youth: 11.1% Homeless: 7.7% Students w/ Disabilities: 6.4% LTELS: 9.1% (new group)	Target: Overall: 1% American Indian: 3% African American: 5% Asian: 1% Filipino: 1% Hispanic: 2% Pacific Islander: 3% White: 1% Two or More Races: 1% English Learners: 2% Low Income: 3% Foster Youth: 4% Homeless: 4% Students w/ Disabilities: 4% LTELS: 8.0%	Current Progress Overall: Decreased 1% American Indian: Increased 0.8% African American: Decreased 1.1% Asian: Decreased 0.3% Filipino: Decreased 0.4% Hispanic: Decreased 1.3% Pacific Islander: Decreased 1.2% White: ecreased 0.7% Two or More Races: Decreased 1.1% English Learners: Decreased 1.2% Low Income: Decreased 1.9% Foster Youth: Increased 1.1% Homeless: Decreased 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students w/ Disabilities: Decreased 0.7% LTELS: New Baseline
3.4	Expulsion Rate (6B) Source: CDE DataQuest	2023 0.03%	2024 0.03%	2025 0.0%	Target: 0.00%	Decreased 0.03%
3.5	Percentage of families who agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child," including families of unduplicated students and students with disabilities. (3A, 3B, 3C, 6C) Source: California Healthy Kids Survey	2024 Elementary 92% Middle 78% High 85%	No new data is available for this metric. Parent Surveys will be conducted in Fall 2025.	2025 Elementary 93% Middle 82% High 78%	Elementary 98% Middle 84% High 91%	Current Progress: Elementary: Increased 1% Middle: Increased 4% High: Decreased 7%
3.6	Percentage of students who agreed with the statement, "I feel like I am part of this school." (6C) Source: California Healthy Kids Survey	2023 5th grade 78% 7th grade 52% 9th grade 45% 11th grade 43%	2024 5th grade 79% 7th grade 55% 9th grade 53% 11th grade 49%	2025 5th grade 79% 7th grade 61% 9th grade 54% 11th grade 53%	Target: 5th grade 90% 7th grade 67% 9th grade 60% 11th grade 58%	Current Progress: 5th grade: Increased 1% 7th grade: Increased 9% 9th grade: Increased 9% 11th grade: Increased 10%
3.7	Percentage of families that have current email address on file in AERIES. (3A)	2024 82% of families have current email address on file in the AERIES (Homelink) system	2024-25 89% of families have current email address on file in the AERIES (Homelink)	2025-2026 98% of families have current email address on file in the AERIES (Homelink)	90% of families have current email address on file in the AERIES (Homelink) system	Increased 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			system, as reported through ParentSquare	system, as reported through ParentSquare		

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.

During the 2025–26 school year, the District implemented the actions associated with Goal 3 with an emphasis on strengthening school connectedness, improving family communication, expanding language access, and increasing opportunities for family engagement. Community service positions continued to support relationship-building with families and assist schools in developing stronger partnerships focused on student success. Districtwide recognition events, including the Celebration of Success and Willie Mims Excellence Awards, were also implemented to strengthen student and family connectedness. Overall, the actions associated with Goal 2 resulted in uneven metric improvement, with some metrics not on track to meet targets by end of Year 3.

Action 3.1 – School Connectedness

*Implementation: School site councils and parent groups continue to collect parent/family input to provide/fund events on campus and to build partnerships with the community. School sites implemented family engagement activities aligned to SPSA goals; examples of site connection events included: multicultural nights, Seal of Biliteracy night, music festivals, career days, awards nights, Back to School and open house events. The District coordinated recognition events including the Celebration of Success and Willie Mims Excellence Awards. Over 99.5% of staff completed cultural competence training.

*Substantive Differences: Additional emphasis was placed on student voice activities, including student advisory input, to strengthen engagement and school connectedness efforts.

*Challenges/Successes: Some student belonging and family engagement indicators improved, including increased participation in school and advisory activities. Community service staffing strengthened family partnerships and communication. Suspension rates decreased for most student groups but still show higher rates for several student groups. CA Healthy Kids and Parent Survey data is not on track to meet targets by end of Year 3.

Action 3.2 – Family & Community Communication

*Implementation: The District continued use of ParentSquare, Friday Letters, Board Updates, social media, surveys, and website communications to improve family access to information and district initiatives. Increased ParentSquare reach from 86% to 89%. Weekly Friday Letters continued distribution to more than 40,000 families, staff, and community members. The District also implemented a ParentSquare attendance notification module and conducted surveys related to Expanded Learning and LCAP development.

*Substantive Differences: Expanded use of ParentSquare tools included differentiated attendance notifications and increased use of engagement analytics to monitor communication access and participation.

*Challenges/Successes: Family communication access improved, including growth in families with current email addresses connected to Aeries and increased interaction with ParentSquare posts and messages. Continued work is needed to ensure district communications meet upcoming accessibility compliance requirements and to expand outreach to families not yet connected electronically.

Action 3.3 – Translation Support

*Implementation: The District expanded translation and interpretation services to improve access for multilingual families. Interpretation services were provided during Board meetings, advisory meetings, district events, and family engagement activities. The District maintained district interpreters, continued contracted interpretation services, and explored AI-supported written translation tools to expand language access beyond English and Spanish. Collaboration with community partners supported culturally responsive family engagement.

*Substantive Differences: Implemented as planned.

*Challenges/Successes: Expanded interpretation capacity increased participation opportunities for multilingual families and improved access to district communications and meetings. Continued work is needed to build long-term multilingual translation capacity for languages with increasing district demand. Parent/family feedback indicates that parents are seeking multiple ways to interact with the district and that not all methods work well for families, especially those who speak a language other than English.

Action 3.4 – Family Nights & Education

*Implementation: The District implemented family engagement and education opportunities including Parents Night for the Trades, Cafecito Con Las Consejeras, CAC events, and Loma Vista parent events.

*Substantive Differences: Family engagement activities emphasized multilingual access and career-connected learning opportunities for families and students. Parent feedback indicated that site-based family nights and workshops are valued.

*Challenges/Successes: Family events increased opportunities for relationship-building, parent participation, and community engagement across multiple programs and sites. Continued outreach is needed to increase participation among historically underrepresented families and sustain consistent attendance across engagement opportunities.

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.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for Goal 3.

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

Decreases in chronic absenteeism across the district and for all student groups except foster youth and students experiencing homelessness, and 98% of families having current email addresses on file in Aeries were successful data indicators for Goal 3. There was uneven progress on the California Healthy Kids Survey results, with increases across all grade levels for student connection responses, but a decrease on the parent partnership response for high school. Likewise, the district is not on target to meet CA Healthy Kids Survey targets by end of Year 3.

Effectiveness of Actions:

School Connectedness (Action 3.1)

Several student engagement and connectedness outcomes improved. District attendance rates increased from 91.3% in 2022–23 to 93.1% in 2024–25. Chronic absenteeism rates also declined across most student groups, including African American students (41.5% to 38.1%), low-income students (33.1% to 28.7%), Pacific Islander students (43.8% to 37.5%), and students with disabilities (33.4% to 30.9%). Student sense of belonging improved across all reported grade spans, including increases from 52% to 61% for 7th grade students, 45% to 54% for 9th grade students, and 43% to 53% for 11th grade students as measured by the California Healthy Kids Survey. These improvements suggest that increased family outreach, student engagement opportunities, counseling supports, empathy interviews, and community service supports strengthened student connection to school because students experienced increased relationship-building, communication, and support systems. Action 3.1 also demonstrated partial ineffectiveness for some student groups related to discipline and attendance outcomes. While overall suspension rates declined from 4.1% to 3.1%, suspension rates for foster youth remained above baseline levels at 11.1%, and chronic absenteeism rates for homeless students increased from 47% to 53.6%. These data indicate that current connectedness and outreach strategies have not yet consistently reduced barriers related to attendance and discipline for all high-need student groups and that additional targeted socioemotional and family engagement supports remain necessary.

Family & Community Communication (Action 3.2)

Increased family communication access and engagement. The percentage of families with current email addresses connected to Aeries increased from 82% to 98%, exceeding the three-year target of 90%. Increased ParentSquare usage, multilingual communication tools, surveys, Friday Letters, and district communication campaigns improved families' access to school and district information because families received more timely and accessible communication through multiple platforms and languages. Educational partner survey feedback also identified Family & Community Communication as one of the most valuable district actions supporting family engagement.

Translation Support (Action 3.3)

Increased access and participation opportunities for multilingual families. The district expanded interpretation and translation services through district interpreters, contracted interpretation services, multilingual ParentSquare communication, and translated meeting supports. Interpretation services included 611 written translations in 17 different languages and 3,248 meeting translations in 33 different languages. 100% of School Board, DELAC, and PAC meetings offered interpretation services. These services supported family participation in district meetings, advisory committees, and school events because families were better able to access information and engage in school decision-making in their primary languages. Educational partner feedback identified continued translation services as a highly valued support for family engagement and school connectedness.

Family Nights & Education (Action 3.4)

Expanded family engagement opportunities and increased family participation in school-connected activities. Family workshops, CAC events, Cafecito Con Las Consejeras, Parents Night for the Trades, and Loma Vista parent events provided families with information, relationship-building opportunities, and access to school and community resources. These activities supported increased family participation because families had more opportunities to engage directly with staff, programs, and support services in culturally responsive and interest-based settings. CA Healthy Kids Parent Survey results also showed improvement at the elementary (from 92% to 93%) and middle school (from 78% to 82%) levels in families reporting that schools encouraged them to be active partners in their child's education. High school survey results indicate this is an area of growth for that grade band, decreasing from 85% to 78%.

Overall Summary of Effectiveness of Planned Actions

Effective Actions:

- * Family & Community Communication (substantially increased family access to district communication, with Aeries-connected family email participation increasing from 82% to 98%)
- * Translation Support (expanded multilingual access through interpretation and translation services for district meetings, advisory committees, and communications)
- * Family Nights & Education (increased family participation and engagement opportunities through workshops, parent events, and community resource activities)

Partially Effective Actions:

- * School Connectedness (improved attendance, reduced chronic absenteeism for most student groups, increased student sense of belonging, and lowered overall suspension rates, but chronic absenteeism increased for homeless students and suspension rates for foster youth remained above baseline levels)
- * Family Nights & Education (elementary and middle school parent engagement survey results improved, while high school parent engagement perceptions declined; participation was not consistently measured)

Progress toward Goal 3 is evident in stronger family engagement systems, expanded multilingual communication, improved attendance outcomes, and increased student sense of belonging. However, chronic absenteeism among homeless students, elevated suspension rates for foster youth, and declining family engagement perceptions at the high school level indicate that some student groups continue to experience barriers to full participation and connection. In addition, educational partner feedback indicates that not all families feel welcomed and included at school sites and in district spaces. Future efforts will focus on strengthening targeted attendance, engagement, and socioemotional supports while improving monitoring of student group outcomes to increase overall effectiveness.

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.

Actions 3.1, 3.2, 3.3, and 3.4 in Goal 3 remain similar to our Year 2 LCAP, but are being refined based on Educational Partner input and data analysis. In an effort to develop a plan that is clearer for our community, as well as more closely monitor implementation and effectiveness, we have worked to simplify/clarify the language of all actions in this goal. In addition, based on Educational Partner feedback, especially at listening sessions with advisory groups, Action 3.5 is being added to address the need for intentionally welcoming and inclusive school and district environments.

Action 3.1 (School Connectedness): Added action regarding school site communication based on educational partner feedback indicating that there is a not a uniform cadence for school site communication.

Action 3.2 (Family & Community Communication): Added action for listening sessions as a means of hearing from more educational partners, based on feedback from educational partners and positive response to listening sessions held this spring.

Action 3.3 (Translation Support): Added action including digital tools for written translations.

Action 3.4 (Family Nights & Education): Simplified action language to clarify the actions for our community. Based on educational partner feedback, focus is on diverse, interest-based offerings that focus on supporting student learning. Included Resource Fair in action regarding the beginning of the year Conference.

Action 3.5 (Intentionally Welcoming and Inclusive Environments): New action added based on educational partner feedback, especially feedback heard during listening sessions with advisory groups.

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	School Connectedness	School leaders and School Site Councils will use survey data to identify and implement strategies that strengthen family relationships. Community service staff will collaborate with families to build trusting partnerships that support student success. Staff will receive cultural competence training focused on improving engagement with students and families. School sites will ensure frequent communication with their communities to increase connectedness. Youth will be actively involved in program planning through school and district advisory committees. Fingerprinting services at low or no cost for families.	\$1,055,145.00	Yes
3.2	Family & Community Communication	The District will use a variety of tools, including social media posts, Board Updates, ParentSquare, Friday Letters, etc. to connect with families and the MDUSD community. We will continue outreach to parents/families who do not have an email linked to Aeries. Site and community surveys will be used to collect feedback and input on district initiatives and for future planning.	\$178,965.00	No

Action #	Title	Description	Total Funds	Contributing
		District will explore offering additional in-person listening sessions as a way of connecting with the broader parent community, including families who speak a language other than English.		
3.3	Translation Support	Translation support will be expanded beyond English and Spanish. Translation will be provided at Board Meetings, advisory meetings and accessible on the District's website and through ParentSquare. The District will continue contracted interpretation services and explore ways to expand personnel to provide translation support for Farsi/Dari/Pashto speaking families. The District will explore digital tools for written translations. The district will collaborate with community partners and agencies to ensure culturally responsive engagement opportunities.	\$822,241.00	Yes
3.4	Family Nights & Education	Offer diverse, interest-based family nights and workshops to help families support their child's learning. Expand Loma Vista Adult Education with more multilingual offerings and additional Parent/Teen and Parent Support workshops Host a start-of-year Parent/Family Conference and Resource Fair and distribute school supplies/backpacks to participating families	\$1,871,509.00	Yes
3.5	Intentionally Welcoming and Inclusive Environments	District staff will receive training in creating intentionally welcoming and inclusive school environments. Community liaison staff will receive training in cultural responsiveness, communication, and trauma informed practices.	\$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Empowering Focal Scholars for Success Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. All student groups will demonstrate growth meeting standards in English, English language development, and mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In December 2023, the school accountability results for the CA Dashboard were released and MDUSD continued to be eligible for continued technical support from CCEE. Upon analysis of the needs assessment of Mt. Diablo's African American students, foster youth, students experiencing homelessness, students with IEPs and multilingual students, focused effort to strategically support and meet the unique needs of these underserved student groups was determined to be necessary to improve student achievement, engagement and their sense of belonging.

This goal was developed as part of the LEA's three-year LCAP based on analysis of California School Dashboard data, local assessments, and input from educational partners. In 2025-26, foster youth, youth experiencing homelessness, Long-term English Learners, and students with disabilities were identified for differentiated assistance by the state. The analysis of California School Dashboard (CA Dashboard) data and Year 2 Outcomes for our focal scholar student groups indicates a clear need to continue supporting the specific academic and social emotional learning needs of these specific student groups. Data analysis showed:

Grades 3–11 CAASPP ELA performance remained significantly below standard for focal scholar groups:

- * English Learners: 84.5 points below standard
- * African American students: 60.6 points below standard
- * Students experiencing homelessness: 153.1 points below standard
- * Foster Youth: 120.7 points below standard
- * Students with disabilities: 100.9 points below standard
- * Long-Term English Learners (LTELs): 124.8 points below standard.

Mathematics achievement gaps remained even larger across focal scholar groups, particularly for students experiencing homelessness, foster youth, students with disabilities, English learners, and LTELs.

Graduation outcomes remained disproportionately lower for several focal scholar groups:

- * Foster Youth: 73.7%
- * Students experiencing homelessness: 69.9%
- * English Learners: 81.2%
- * Students with disabilities: 81.4%.

Chronic absenteeism rates remained much higher than district overall levels for these student groups:

- * Students experiencing homelessness: 53.6%
- * Foster Youth: 39.6%
- * African American students: 38.1%
- * Students with disabilities: 30.9%.

Suspension rates remained disproportionately high for African American students, foster youth, students experiencing homelessness, students with disabilities, and LTELs. College and career readiness indicators showed continued inequities for English learners, foster youth, students experiencing homelessness, students with disabilities, and LTELs. The district identified a continuing need to reduce the number of students at risk of becoming Long-Term English Learners because LTEL students demonstrated some of the lowest academic outcomes across ELA and mathematics metrics. While there continue to be gaps in student data outcomes, focused efforts on Focal Scholars resulted in increased outcome metrics for African American students and English Learners, providing a model of success that can be scaled to support other focal scholar groups. As a result of increased metric outcomes, African American students and English Learners were not identified as a differentiated assistance student group for MDUSD for 2025-26.

Educational partner feedback reinforced the need for expanded culturally responsive instruction, targeted academic interventions, multilingual learner supports, attendance and engagement strategies, mentoring, social-emotional supports, and increased access to college and career pathways for focal scholar groups.

The district plans to continue actions in Goal 4 to improve academic achievement, attendance, engagement, graduation outcomes, and college and career readiness for focal scholar student groups through coordinated academic, behavioral, multilingual learner, and social-emotional supports. Progress toward this goal will be measured through CAASPP results, graduation rates, attendance and chronic absenteeism data, suspension rates, college and career indicators, reclassification rates, and social-emotional learning metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students in grades 3-8th and 11	2023	2024	2025	Target:	Current Progress:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who meet or exceed standards in ELA and Math on CAASPP (4A) Source: CA Dashboard, CAASPP, DataQuest Metric Addresses: A. the implementation of state board adopted academic content and performance standards for all students; and B. how English learners will access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	Points above/below level 3 All students ELA: 16.3 pts below Math: 47.6 below African American ELA: 65.5 pts below Math: 111.9 pts below English Learners ELA: 91.7 pts below Math: 116 pts below Students experiencing Homelessness ELA: 145.4 pts below Math: 168.8 pts below Foster Youth ELA: 119.3 pts below Math: 153.7 pts below Students with IEPs ELA: 113.6 pts below Math: 142 pts below % Met or Exceeded All students ELA: 46% Math: 36.4% African American ELA: 27.7% Math: 18.2% English Learners	Points above/below level 3 All students ELA: 18.3 pts below Math: 45.5 pts below African American ELA: 65.6 pts below Math: 108.3 pts below English Learners ELA: 94.3 pts below Math: 118.2 pts below Students experiencing Homelessness ELA: 137.2 pts below Math: 168.8 pts below Foster Youth ELA: 137.9 pts below Math: 156.2 pts below Students with IEPs	Points above/below level 3 All students ELA: 11.2 pts below; Math: 41.1 pts below African American ELA: 60.6 pts below; Math: 100.9 pts below English Learners ELA: 84.5 pts below; Math: 113.5 pts below Students experiencing Homelessness ELA: 153.1 pts below Math: 179.4 pts below Foster Youth ELA: 120.7 pts below Math: 158.2 pts below Students with IEPs	Points above/below level 3 All students ELA: 30 pts above Math: 0 pts above/below African American ELA: 20 pts below Math: 65 pts below English Learners ELA: 45 pts below Math: 70 pts below Students experiencing Homelessness ELA: 100 pts below Math: 123 pts below Foster Youth ELA: 74 pts below Math: 108 pts below Students with IEPs ELA: 68 pts below Math: 97 pts below Long-Term English Learners ELA: 116 pts below	Points above/below level 3 All students ELA: Increased 5.1 points Math: Increased 6.5 points African American ELA: Increased 4.9 points Math: Increased 11 points English Learners ELA: Increased 7.2 points Math: Increased 2.5 points Students experiencing Homelessness ELA: Decreased 7.7 points Math: Decreased 10.6 points Foster Youth ELA: Decreased 1.4 points Math: Decreased 4.5 points Students with IEPs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 5.1% Math: 5.3% Students experiencing homelessness ELA: 9.2% Math: 7% Foster Youth ELA: 41.7% Math: 15.4% Students with IEPs ELA: 17.1% Math: 14.2%	ELA: 116.4 pts below Math: 141.5 pts below Long-Term English Learners (Baseline) ELA: 146.5 pts below Math: 201.2 pts below % Met or Exceeded All students ELA: 45.5% Math: 37.3% African American ELA: 28.8% Math: 18.5% English Learners ELA: 4.3% Math: 5.5% Students experiencing homelessness ELA: 9% Math: 6% Foster Youth ELA: 7.1% Math: 0%	ELA: 100.9 pts below Math: 135.1 pts below Long-Term English Learners (Baseline) ELA: 124.8 pts below Math: 187 pts below % Met or Exceeded All students ELA: 47.86% Math: 38.70% African American ELA: 27.79% Math: 19.57% English Learners ELA: 4.82% Math: 5.93% Students experiencing homelessness ELA: 7.92% Math: 5.37% Foster Youth ELA: 26.67% Math: 13.33%	Math: 171 pts below % Met or Exceeded All students ELA: 55% Math: 45% African American ELA: 37% Math: 27% English Learners ELA: 14% Math: 14% Students experiencing homelessness ELA: 18% Math: 16% Foster Youth ELA: 51% Math: 24% Students with IEPs ELA: 26% Math: 23% Long-Term English Learners ELA: 7.4% Math: 7.1%	ELA: Increased 12.7 points Math: Decreased 6.9 points Long-Term English Learners ELA: Increased 30.5 points Math: Increased 14.2 points % Met or Exceeded All students ELA: Increased 1.86% Math: Increased 2.3% African American ELA: Increased 0.09% Math: Increased 1.37% English Learners ELA: Decreased 0.28% Math: Increased 0.63% Students experiencing Homelessness ELA: Decreased 1.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with IEPs ELA: 15.4% Math: 14.7% Long-Term English Learners (Baseline) ELA: 1.4% Math: 1.1%	Students with IEPs ELA: 18.55% Math: 15.38% Long-Term English Learners ELA: 3.2% Math: 2.59%		Math: Decreased 1.63% Foster Youth ELA: Decreased 15.03% Math: Decreased 2.07% Students with IEPs ELA: Increased 1.45% Math: Increased 1.18% Long-Term English Learners ELA: Increased 1.8% Math: Increased 1.49%
4.2	Combined Four- and Five-Year Graduation Rate (5E) Source: CA Dashboard	2023 African American 86.1% English Learners 67.8% Students experiencing homelessness 56.9% Foster Youth 64.3% Students with IEPs 68.6%	2024 African American 83.3% English Learners 74% Students experiencing homelessness 60.8% Foster Youth 44.4%	2025 African American 90.3% English Learners 81.2% Students experiencing homelessness 69.9% Foster Youth 73.7%	Target: African American 95% English Learners 80% Students experiencing homelessness 69% Foster Youth 76% Students with IEPs 81%	Current Progress: African American: Increased 4.2% English Learners: Increased 13.4% Students experiencing homelessness Increased 13% Foster Youth: Increased 9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with IEPs 77.1%	Students with IEPs 81.4%	Long-Term English Learners 90%	Students with IEPs: Increased 12.8%
			Long-Term English Learners: 81.6% (Baseline)	Long-Term English Learners 82%		Long-Term English Learners: Increased 0.4%
4.3	Chronic Absenteeism Rate (5B) Metric was updated to include K-12 through CDE Dataquest; previously only included K-8 through CA Dashboard Source: CDE Dataquest	2023 African American 41.2% English Learners 32.2% Students experiencing homelessness 53.2% Foster Youth 56.7% Students with IEPs 35.8%	2024 African American 37% English Learners 28.9% Students experiencing homelessness 52% Foster Youth 51.1% Students with IEPs 29.9% Long-Term English Learners (Baseline, grades K-8 only) 25.6%	2025 African American 38.1% English Learners 28.5% Students experiencing homelessness 53.6% Foster Youth 39.6% Students with IEPs 30.9% Long-Term English Learners (Baseline, grades K-8 only) 32.2%	Target: African American 32% English Learners 38% Students experiencing homelessness 38% Foster Youth 37% Students with IEPs 42% Long-Term English Learners 19.6%	Current Progress: African American Decreased 3.1% English Learners Decreased 3.7% Students experiencing homelessness Increased 0.4% Foster Youth Decreased 17.1% Students with IEPs Decreased 4.9% Long-Term English Learners Decreased 4%
4.4	Percentage of graduates meeting UC/CSU eligibility (4B) Source: CDE Dataquest	2023 African American 29.4% English Learners 12.5% Students experiencing homelessness 13.4%	2024 African American 23.6% English Learners 10.4%	2025 African American 34.9% English Learners 11.3%	Target: African American 38% English Learners 22%	Current Progress: African American Increased 5.5% English Learners Decreased 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth 0% Students with IEPs 10.7%	Students experiencing homelessness 9.1% Foster Youth 0% Students with IEPs 10.2% Long-Term English Learners (Baseline) 8.3%	Students experiencing homelessness 12.3% Foster Youth 15.4% Students with IEPs 8.7% Long-Term English Learners 8.3%	Students experiencing homelessness 24% Foster Youth 9% Students with IEPs 20% Long-Term English Learners 14.3%	Students experiencing homelessness Decreased 1.1% Foster Youth Increased 15.4% Students with IEPs Decreased 2% Long-Term English learners 0% change
4.5	Percentage of students scoring themselves Mid-High on Social Emotional Learning (SEL) District Survey Source: SEL Survey	Winter 2024 Elementary 88% Secondary 82% African American 85% English Learners 80% Students experiencing homelessness 79% Foster Youth 79% Students with IEPs 79%	Winter 2025 Elementary 91% Secondary 87% African American 86% English Learners 83% Students experiencing homelessness 80% Foster Youth 81% Students with IEPs 83%	Winter 2026 Elementary 84% Secondary 82% African American 80% English Learners 79% Students experiencing homelessness 77% Foster Youth 85% Students with IEPs 75%	Target: Elementary 97% Secondary 91% African American 94% English Learners 89% Students experiencing homelessness 88% Foster Youth 88% Students with IEPs 88%	Current Progress: Elementary Decreased 4% Secondary 0% change African American Decreased 5% English Learners Decreased 1% Students experiencing homelessness Decreased 2% Foster Youth Increased 6% Students with IEPs Decreased 4%
4.6	High School Drop Out Rate (5D) Source: CDE Dataquest	2023 African American 11.4% English Learners 30%	2024 African American 16.1% English Learners 25.6%	2025 African American 7.1% English Learners 13.5%	Target: African American 5% English Learners 21%	Current Progress: African American: Decreased 4.3% English Learners: Decreased 16.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students experiencing homelessness 43.2%	Students experiencing homelessness 43.3%	Students experiencing homelessness 26.5%	Students experiencing homelessness 34%	Students experiencing homelessness Decreased 16.5%
		Foster Youth 38.5%	Foster Youth 58.8%	Foster Youth 22.2%	Foster Youth 30%	Foster Youth: Decreased 16.3%
		Students with IEPs 23.1%	Students with IEPs 17%	Students with IEPs 11.2%	Students with IEPs 14%	Students with IEPs: Decreased 11.9
4.7	Attendance Rate (5A) Source: CALPADS	2023 African American 87.6%	2024 African American 89.4%	2025 African American 90.8%	Target: African American 94%	Current Progress: African American Increased 3.2%
		Multilingual students 89.4%	Multilingual students 90.6%	Multilingual students 90.3%	Multilingual students 96%	Multilingual students Increased 0.9%
		Students experiencing homelessness 81.1%	Students experiencing homelessness 84.2%	Students experiencing homelessness 89.2%	Students experiencing homelessness 90%	Students experiencing homelessness Increased 8.1%
		Foster Youth 78.9%	Foster Youth 83.1%	Foster Youth 90.0%	Foster Youth 90%	Foster Youth Increased 11.1%
		Students with IEPs 88.6%	Students with IEPs 90.3%	Students with IEPs 91.9%	Students with IEPs 96%	Students with IEPs Increased 3.3%
4.8	Suspension Rate (6A) Source: CA Dashboard	2023 African American 11.4%	2024 African American 12%	2025 African American: 10.3%	Target: African American 5%	African American Decreased 1.1%
		English Learners 5.3%	English Learners 6.1%	English Learners: 4.1%	English Learners 2%	English Learners Decreased 1.2%
		Students experiencing homelessness 9.8%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth 9.9% Students with IEPs 7.1%	Students experiencing homelessness 11.4% Foster Youth 15.2% Students with IEPs 8% Long-Term English Learners (Baseline) 14.4%	Students experiencing homelessness 7.7% Foster Youth: 11.1% Students w/ IEPs 6.4% Long-Term English Learners 9.1%	Students experiencing homelessness 4% Foster Youth 4% Students with IEPs 4% Long-Term English Learners 7%	Students experiencing homelessness Decreased 2.1% Foster Youth Increased 1.2% Students with IEPs Decreased 0.7% Long-Term English Learners Decreased 5.3%
4.9	Number of graduates earning a Seal of Biliteracy (8A) Source: CDE Dataquest	2023 230	2024 947	2025 346 Correction to Year 1 Outcome: 2024 389	275	2024 Increased 116 from baseline
4.10	Percentage of students who placed at the "Prepared" level on the College & Career Indicator (CCI) Source: CA Dashboard	2023 African American 11.7% English Learners 7.7% Students experiencing homelessness 4.8% Foster Youth 15.4% Students with IEPs 6.4%	2024 African American 13.8% English Learners 7.7% Students experiencing homelessness 7% Foster Youth 0% Students with IEPs 7.4% Long-Term English Learners (Baseline) 8.3%	2025 African American 38.6% English Learners 11.3% Students experiencing homelessness 11.9% Foster Youth 11.1% Students with IEPs 9.4% Long-Term English Learners 10.3%	Target: African American 21% English Learners 17% Students experiencing homelessness 14% Foster Youth 24% Students with IEPs 15% Long-Term English Learners 16%	African American Increased 26.9% English Learners Increased 3.6% Students experiencing homelessness Increased 7.1% Foster Youth Decreased 4.3% Students with IEPs Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Long-Term English Learners Increased 2%
4.11	Reclassification Rate (4F) Source: CDE DataQuest Baseline and target needed to be adjusted	2023-24 9%	2024-25 12%	25-26 In progress - 283 students reclassified as of 4/28/26	25%	Updated reclassification rate will become available after the completion of the 25-26 ELPAC
4.12	Percentage of students "at risk" of becoming a Long Term English Learner (Source: ELLevation) Baseline established in 2024-25 school year.	2024-25 (Baseline) 17.3%	2024-25 (Baseline) 17.3% New metric being added to LCAP Goal 4.	25-26 15.9%	Target 13%	Current Progress: Decreased 1.4%

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.

During the 2025–26 school year, the district continued implementation of Goal 4 actions focused on improving academic achievement, graduation outcomes, college and career readiness, attendance, school connectedness, and social-emotional outcomes for focal scholar student groups, including African American students, English learners, Long-Term English Learners (LTELs), foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. Implementation emphasized targeted academic supports, expanded student engagement opportunities, culturally responsive practices, multilingual learner supports, attendance interventions, and coordinated social-emotional services.

Action 4.1 – Support for African American Students

*Implementation: The district continued implementation of African American Student Success actions focused on increasing academic achievement, school connectedness, and college and career readiness. African American Parent Advisory Committees (AAPACs) continued at multiple school sites to increase family engagement and leadership opportunities. School and district staff implemented Ethnic Studies instruction, mentoring, social-emotional learning supports, and college and career readiness activities including the HBCU (Historically Black

Colleges and Universities) College Fair. District staff conducted Focal Scholar Reviews with site administrators to monitor attendance, behavior, and academic progress in ELA and mathematics using Aeries and EduClimber data systems. Partnerships with outside organizations increased in-person academic intervention, mentoring, and SEL supports during the school day and in after-school programs. The district also launched a Focal Scholar Newsletter to increase communication and engagement with families, district staff, and school leaders.

*Substantive Differences: Additional emphasis was placed on shifting from online support models to more in-person student supports and community partnerships. Expanded focus was placed on regular data monitoring cycles, leadership walkthroughs, attendance reviews, SSTs, CARE Teams, and mid-year progress reviews to strengthen accountability and support for Focal Scholars.

*Challenges/Successes: Expanded partnerships increased direct academic, mentoring, and SEL supports for students during the school day and after-school programs. Participation in AAPAC meetings remained limited at several school sites, and staff identified inconsistent inclusion in culturally responsive professional learning opportunities across departments and school sites. African American students demonstrated improvement in ELA and mathematics performance, graduation rates, attendance, and suspension rates. African American students were no longer identified as a differentiated assistance student group in 2024, demonstrating positive progress in targeted outcome areas. Continued challenges remain in mathematics achievement and social-emotional survey indicators, indicating a need for sustained academic and wellness supports.

Action 4.2 – Support for Foster Youth and Students Experiencing Homelessness

*Implementation: The SOAR Department continued implementation of coordinated supports for foster youth and students experiencing homelessness through counseling, social work, case management, family outreach, and community partnerships. Supports included transportation assistance, school supplies, tutoring, basic needs assistance, counseling, case management, mentorship opportunities, field trips, and academic interventions designed to reduce barriers to school participation and increase access to instructional and social-emotional supports. Staff coordinated support services to improve access to academic, attendance, and social-emotional interventions for students experiencing housing instability. Partnerships with county agencies and community organizations supported foster and homeless youth initiatives and expanded coordinated services for students and families.

*Substantive Differences: Implementation expanded coordination with community agencies and increased targeted outreach efforts to improve communication between schools, families, and service providers. Additional focus was placed on attendance monitoring and intervention planning because chronic absenteeism remained a significant barrier to instructional access for these student groups.

*Challenges/Successes: Attendance rates improved for foster youth and students experiencing homelessness, and graduation rates increased for both student groups. However, chronic absenteeism for students experiencing homelessness increased during the 2025–26 school year, and mathematics achievement gaps remained significant. Staffing capacity and the complexity of coordinating services across multiple agencies continued to present implementation challenges.

Action 4.3 -- Supports for English Learners

*Implementation: The district continued implementation of English Learner supports aligned to the California English Learner Roadmap and utilized the EL Roadmap Self-Reflection Rubric to assess implementation and identify improvement areas. The Multilingual Learner Department provided professional development focused on best practices for designated and integrated ELD instruction. EL Support Teachers and TOSAs provided instructional coaching, walkthroughs, curriculum training, data analysis support, and reclassification monitoring for students, including targeted monitoring for students with ELPAC Levels 3 and 4. Secondary administrators participated in monthly trainings focused on student placement, monitoring, reclassification, and instructional supports for English learners. Elementary and secondary ELD/ALD teachers also received training on the Observation Protocol for Teachers of English Learners (OPTTEL).

*Substantive Differences: Additional emphasis was placed on instructional walkthroughs, curriculum implementation training, and targeted monitoring systems for students at risk of not meeting English language proficiency and reclassification benchmarks. A supplemental software program supported students at ELPAC level 3 to try to move to a level 4 for reclassification.

*Challenges/Successes: Professional development and coaching supports strengthened implementation of designated and integrated ELD practices across many school sites. Secondary administrators increased monitoring and support systems for English learners through ongoing monthly training structures. Some sites demonstrated deeper implementation of OPTEL practices than others, indicating a continued need for consistent implementation and instructional calibration across sites.

Action 4.4 --Supports for Long-Term English Learners

*Implementation: The district continued implementation of supports for Long-Term English Learners (LTELs) through use of the California English Learner Roadmap to assess systems, identify gaps, and create action plans at middle and high school sites. Schools implemented designated and integrated ELD instruction supported through professional development, instructional coaching, walkthroughs, and curriculum training. English Learners were reviewed during ELRT (English Learner Review Team) meetings, and interventions were implemented for students not making adequate progress toward English proficiency and reclassification. Secondary students participated in academic data reviews with ELD and ALD teachers, and selected secondary sites piloted a new instructional model in which LTEL students received instruction from the same teacher for English and ALD courses to strengthen instructional alignment and support.

*Substantive Differences: Additional emphasis was placed on intervention planning, instructional alignment, and monitoring systems for LTEL students through ELRT processes, coaching supports, and the pilot implementation of aligned English and ALD instructional models at selected secondary sites. A supplemental software program supported students at ELPAC level 3 to try to move to a level 4 for reclassification.

*Challenges/Successes: Professional development, coaching, and intervention planning strengthened district systems for monitoring LTEL progress and supporting language development. The pilot model for aligned English and ALD instruction increased instructional continuity for LTEL students at participating secondary sites. Continued challenges remain related to ensuring consistent implementation of rigorous designated and integrated ELD instruction and accelerating progress toward reclassification for Long-Term English Learners.

Action 4.5 -- Supports for Students with IEPs

*Implementation: Professional development was provided to staff in implementing and monitoring IEPs and services to meet students' needs. Classroom assistants were provided to support students in both the general education and special education settings. Cross-departmental teams helped to facilitate professional development and created guidance on MTSS processes, including CARE Team and Student Success Team processes.

*Substantive Differences: No substantive differences in implementation.

*Challenges/Successes: More professional development is needed to support special education teachers in implementing the new adopted math curriculum K-8. A focus on reading intervention is also needed to support student outcomes. These challenges have been addressed through new actions in Goals 1 and 2.

Action 4.6 -- Supplemental Funding & Accountability for Schools

*Implementation: The district, with support from CCEE (California Collaborative for Educational Excellence) and CCCOE (Contra Costa County Office of Education), provided focus support to our Bay Point feeder pattern elementary schools and supported Plan-Do-Study-Act cycles of improvement through regular meetings and collaboration time. The district team received additional coaching and support through CCEE and CCCOE to support school site leaders in conducting regular data cycles and leading data analysis conversations and professional

development with staff. Site and district leadership teams conducted frequent classroom walkthroughs to look for implementation of district-adopted curriculum and student collaborative structures. Site leaders were supported with School Site Council training and support in SPSA development.

*Substantive Differences: No substantive differences in implementation.

*Challenges/Successes: Early ELPAC results for our Bay Point feeder pattern elementary schools, show initial increases in students scoring a level 4, the level needed for reclassification. While final results are not yet available, the early data indicates success with the targeted focus on reclassification and reduction in number of students at risk of becoming long-term English Learners. Current progress shows a 1.4% decrease in the percentage of students "at risk" of becoming a Long Term English Learner.

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.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services as follows:

Action 4.1: Material difference due to moving of personnel costs to one-time block grant funding.

Action 4.2: Material difference due to Title I program carryover funds.

Action 4.6: Material difference due to Title I program carryover funds at site and district level.

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

Actions in Goal 4 showed improved student outcomes for all focal scholar student groups in at least some metrics, indicating the effectiveness of targeted supports for these student groups. However, focal scholar student groups continue to perform below standard in academic metrics, and show higher chronic absenteeism and suspension rates than district "overall" outcomes, indicating continued need for targeted supports and services.

Support for African American Students (Action 4.1)

African American students improved in ELA performance from 65.5 points below standard to 60.6 points below standard and in mathematics from 111.9 points below standard to 100.9 points below standard on the CAASPP. Graduation rates increased from 86.1% to 90.3%, attendance rates increased from 87.6% to 90.8%, suspension rates declined from 11.4% to 10.3%, and the percentage of students meeting the "Prepared" level on the College and Career Indicator increased from 11.7% to 38.6%. These improvements indicate that mentoring, Ethnic Studies implementation, data monitoring cycles, targeted interventions, and expanded family engagement supports increased student engagement and access to academic and college readiness opportunities. African American students were also no longer identified as a differentiated assistance student group in 2024, demonstrating progress in targeted outcome areas. Despite these improvements, challenges remain in mathematics achievement and social-emotional outcomes. African American students continued to perform significantly below standard in mathematics, and SEL survey responses declined from 85% to 80% of students reporting Mid-High social-emotional competencies. Participation in AAPAC meetings also remained inconsistent across some school sites, indicating continued need for expanded family engagement and culturally responsive support systems.

Support for Foster Youth and Students Experiencing Homelessness (Action 4.2)

Attendance rates increased significantly for foster youth from 78.9% to 90% and for students experiencing homelessness from 81.1% to 89.2%. Graduation rates increased from 64.3% to 73.7% for foster youth and from 56.9% to 69.9% for students experiencing homelessness. Dropout rates also declined substantially for both groups. These improvements indicate that coordinated case management, counseling, transportation assistance, tutoring, family outreach, and partnerships with community agencies increased student engagement and school stability. Action 4.2 showed mixed effectiveness related to academic achievement and chronic absenteeism. Foster youth and students experiencing homelessness continued to demonstrate significant achievement gaps in ELA and mathematics, and chronic absenteeism for students experiencing homelessness increased slightly from 53.2% to 53.6%. These data indicate that while coordinated support systems improved school participation and graduation outcomes, additional intensive academic and attendance interventions remain necessary to address persistent barriers impacting instructional access and achievement.

Supports for English Learners (Action 4.3)

Graduation rates for English learners increased from 67.8% to 81.2%, attendance rates increased from 89.4% to 90.3%, suspension rates declined from 5.3% to 4.1%, and chronic absenteeism rates declined from 32.2% to 28.5%. The percentage of English learners identified as “Prepared” on the College and Career Indicator increased from 7.7% to 11.3%. Professional development, instructional coaching, walkthroughs, ELRT processes, and reclassification monitoring strengthened implementation of designated and integrated ELD practices aligned to the English Learner Roadmap. English Learners did not qualify for differentiated assistance in 2025-26 based on these improved metrics. Action 4.3 demonstrated partial effectiveness in academic achievement and college readiness outcomes. English learners remained significantly below standard in ELA and mathematics performance, and the percentage of English learners meeting UC/CSU eligibility requirements decreased slightly from 12.5% to 11.3%.

Supports for Long-Term English Learners (Action 4.4)

LTEL students improved in ELA performance from 146.5 points below standard to 116 points below standard and in mathematics from 201.2 points below standard to 171 points below standard. Suspension rates declined from 14.4% to 9.1%, the percentage of LTEL students identified as “Prepared” on the College and Career Indicator increased from 8.3% to 10.3%, and the percentage of students identified as at risk of becoming LTELs declined from 17.3% to 15.9%. These improvements suggest that ELRT intervention planning, instructional coaching, aligned English and ALD instructional models, and targeted monitoring systems improved instructional continuity and language development. LTEL students continue to demonstrate significant achievement gaps in ELA, mathematics, and college readiness indicators, indicating continued need for accelerated language development supports, rigorous designated and integrated ELD instruction, and increased reclassification efforts.

Supports for Students with IEPs (Action 4.5)

For students with IEPs, graduation rates increased from 68.6% to 81.4%, attendance rates increased from 88.6% to 91.9%, suspension rates declined from 7.1% to 6.4%, and dropout rates declined from 23.1% to 11.2%. These improvements indicate that coordinated MTSS supports, professional development, intervention planning, counseling supports, and classroom assistance improved access to instruction and student engagement. Students with IEPs continue to perform significantly below standard in ELA and mathematics, and SEL survey results declined from 79% to 75% of students reporting Mid-High social-emotional competencies. These outcomes indicate continued need for consistent implementation of intervention systems, instructional supports, and inclusive practices to accelerate academic progress and strengthen student connectedness.

Supplemental Funding & Accountability for Schools (Action 4.6)

Action 4.6 was effective in strengthening systems for instructional monitoring, data analysis, and targeted support for focal scholar student groups. These actions contributed to improvements in overall CAASPP performance, with grades 3–8 improving from 44% to 48% in ELA and from 37% to 40% in Math meeting or exceeding standards, and performance shifting from 22 points below standard in ELA to 14 points below and from 45 points below in Math to 38 points below. However, performance for English Learners remained largely unchanged (ELA 2% to 3%, Math 4% to 4%), and Foster Youth performance declined (ELA 25% to 19%, Math 12% to 9%), indicating only partial effectiveness at moving focal scholar outcomes, as not all groups showed improvement in academic metrics. Bay Point feeder pattern elementary schools implemented Plan-Do-Study-Act improvement cycles, classroom walkthroughs, curriculum implementation monitoring, and data analysis structures supported through collaboration with CCEE and CCCOE. Early ELPAC results showed increases in students achieving Level 4 performance needed for reclassification, and the percentage of students identified as at risk of becoming Long-Term English Learners declined by 1.4%. These outcomes indicate that coaching, leadership support, instructional monitoring, and improvement cycles strengthened implementation of targeted instructional strategies.

Overall Summary of Effectiveness of Planned Actions

While some actions for focal scholars proved effective, other actions for the same student groups were partially effective.

Effective Actions:

- * Support for African American Students (improved attendance, graduation rates, college and career readiness, ELA and mathematics performance, and reduced suspension rates)
- * Support for Foster Youth and Students Experiencing Homelessness (substantially increased attendance and graduation rates while reducing dropout rates through coordinated case management and support services)
- * Supports for English Learners (improved graduation, attendance, suspension, chronic absenteeism, and college and career readiness outcomes)
- * Supports for Long-Term English Learners (improved ELA and mathematics performance, reduced suspension rates, and decreased the percentage of students at risk of becoming LTELs)
- * Supports for Students with IEPs (improved graduation, attendance, suspension, and dropout outcomes)

Partially Effective Actions:

- * Supplemental Funding & Accountability for Schools (strengthened instructional monitoring, coaching, data analysis, and implementation systems that contributed to overall district academic gains, but academic growth for English Learners remained limited and Foster Youth performance declined in some areas)
- * Support for African American Students (continued significant mathematics achievement gaps and declines in social-emotional competency survey results)
- * Support for Foster Youth and Students Experiencing Homelessness (persistent academic achievement gaps and continued high chronic absenteeism among students experiencing homelessness)
- * Supports for English Learners (continued performance gaps in ELA, mathematics, and UC/CSU eligibility outcomes)
- * Supports for Long-Term English Learners and Students with IEPs (ongoing academic achievement gaps and continued need for accelerated intervention and support systems)

Progress toward Goal 4 is evident in improved attendance, graduation rates, college and career readiness indicators, and reduced suspension and dropout rates across focal scholar student groups. Targeted interventions, mentoring, instructional coaching, case management, counseling, family engagement, and data monitoring systems strengthened access to academic and support services because

students received more coordinated and responsive supports aligned to identified needs. However, focal scholar student groups continue to perform below standard in ELA and mathematics and experience disproportionately high rates of chronic absenteeism and other barriers compared to districtwide outcomes. Future efforts will focus on strengthening targeted academic interventions, accelerating language development and reclassification efforts, expanding culturally responsive and inclusive practices, and improving attendance and engagement supports to increase equitable student outcomes.

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.

Actions 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6 in Goal 4 remain similar to our Year 2 LCAP, but are being refined based on Educational Partner input and data analysis. In an effort to develop a plan that is clearer for our community, as well as more closely monitor implementation and effectiveness, we have worked to simplify/clarify the language of all actions in this goal. In addition, based on Educational Partner feedback, especially at listening sessions with advisory groups, some actions have been updated as noted below.

Action 4.1: Small group social skills and tutoring will be offered during the school day and after school. Added professional development in culturally responsive, anti-racist practices to support student learning outcomes. Added department collaboration based on educational partner feedback indicating the need to align supports and ensure effectiveness.

Action 4.2: Technical assistance language and actions around monitoring student progress have been added. Actions have been refined to highlight County and community partnerships on foster youth initiative and supports for students and families. Action has been added for tutoring support for foster students and students experiencing homelessness.

Action 4.3: English Learners do not qualify as a differentiated assistance group for 2026, so language about differentiated assistance identification and monitoring has been removed from the action. Outcomes for English Learners will continue to be monitored through LCAP Goal Metrics, and actions to improve EL outcomes continue to be part of Goal 4. Added action to monitor implementation of adopted materials and standards-based instruction. Actions on professional development have been separated and clarified. Use of and professional development on the OPTEL has been added as an action. Based on educational partner feedback, training for parents on ELPAC and OPTEL has been added. Based on the work of the Newcomer student leadership committee, actions specific to Newcomers have been added.

Action 4.4: Added action to monitor implementation of adopted materials and standards-based instruction. Actions on professional development have been separated and clarified. Close monitoring of English Learner progress before middle school has been added as an action.

Action 4.5: Actions on professional development have been separated and clarified. Action regarding classroom assistants and professional development for this staff has been added. Behaviorist support has been added. Continued training for supplemental curriculum has been added. Administrator training on focused walkthrough tools has been added as an action. While CAC is not new, educational partner input from this advisory group has been added as an action.

Action 4.6 has been refined to increase clarity and better reflect the specific differentiated assistance work at the district and site levels.

Metric 4.9 - Correction to Year 1 outcome: Number of graduates earning a Seal of Biliteracy has been corrected from 947 to 389.

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	Support for African American Students	Increase family engagement & leadership: actively recruit families of African American students to participate on all advisory committees and expand AAPAC (African American Parent Advisory Committee) at sites. Provide students the opportunity to attend HBCU (Historically Black Colleges and Universities) college fairs and local university tours, provide family education on university A-G requirements, college entrance, and scholarship information. Implement year long ethnic studies courses and ongoing professional development at all high schools in compliance with CDE (California Department of Education) guidance and state standards. Continue to provide small group social skills and tutoring support for Focal Scholars during the school day and in the after school program. Integrate the National Black Student Achievement Association (NBSAA) standards supporting the intellectual, academic, social, and emotional development of Black students. Expand staff professional learning in instructional and SEL (Social-Emotional Learning) strategies focused on culturally responsive, anti-racist practices. Increase department collaboration to ensure effectiveness of districtwide initiatives in meeting the needs of focal scholars and impacting student outcomes positively.	\$679,665.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG funding will be used to fund Personnel to implement targeted social-emotional and academic supports and college and career opportunities for focal scholars, as well as family and community engagement. This will address chronic absenteeism, school engagement, and student academic outcome data points for focal scholars, which continue to demonstrate an equity gap for these students when compared to overall district data and other student groups. While the funding is assigned to Action 4.1, these personnel will work with students in all focal scholar groups, impacting Actions 4.2, 4.3, 4.4, and 4.5 as well. Focal scholar data shows significant equity gaps in student outcomes, including academic and engagement outcomes. Grades 3–11 CAASPP ELA performance remained significantly below standard for focal scholar groups: * English Learners: 84.5 points below standard * African American students: 60.6 points below standard * Students experiencing homelessness: 153.1 points below standard * Foster Youth: 120.7 points below standard * Students with disabilities: 100.9 points below standard * Long-Term English Learners (LTELs): 124.8 points below standard. Chronic absenteeism rates remained much higher than district overall levels for these student groups: * Students experiencing homelessness: 53.6% * Foster Youth: 39.6% * African American students: 38.1% * Students with disabilities: 30.9%. Suspension rates remained disproportionately high for African American students, foster youth, students experiencing homelessness, students with disabilities, and LTELs. College and career readiness indicators showed continued inequities for English learners, foster youth, students experiencing homelessness, students with disabilities, and LTELs. As indicated in the LREBG needs assessment, while chronic absenteeism has declined districtwide, chronic absenteeism rates continue to be significantly higher for several student groups than the district-wide rate. Educational partner feedback reinforced the need for expanded culturally responsive instruction, targeted academic interventions, multilingual learner supports, attendance and engagement strategies, mentoring, social-emotional		

Action #	Title	Description	Total Funds	Contributing
		supports, and increased access to college and career pathways for focal scholar groups. These actions are allowable with LREBG funding and are evidence-based strategies to address student wellness post-pandemic. Total LREBG funding for this action is \$645,865.		
4.2	Supports for Foster Youth & Students Experiencing Homelessness	As part of our technical assistance efforts, the District will monitor the academic progress of students' grades, disciplinary interventions, attendance and academic growth quarterly. School Counselors will prioritize Foster Youth and students experiencing homelessness for monitoring and empathy interviews. School counselors will complete quarterly check-ins with student to monitor and support academics, attendance, behavior, and social-emotional well-being. Provide foster youth with supports to address their unique needs including school supplies, supplemental educational materials, and other items helping to create a learning environment at home free from distractions. The District will contract with Foster Focus to access and share timely student records for Foster Youth transitioning in and out of the District. Support Office for Access and Resources (SOAR) will partner with the County for foster and homeless youth initiative. SOAR will continue partnering with community agencies to support foster youth and families experiencing homelessness. Develop a menu of supports (academic, technology, social-emotional, enrollment, transportation) to assist families who are experiencing homelessness. Expand access to tutoring support for foster youth and students experiencing homelessness.	\$554,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Supports for English Learners	Monitor implementation of adopted ELD (English Language Development) materials and standards based instruction across all grades and levels. Ensure that all English Learners are receiving high quality daily Designated ELD at the elementary level. TK-5 will participate in ELD professional development based on ELD standards. 6th-12th ELD/ALD (Academic Language Development) teachers will participate in professional development on curriculum and standards Teachers and administrators will be trained on the use of the OPTEL (Observation Protocol Tool for teachers of English Learners). For all EL students scoring 4 on the ELPAC (English Language Proficiency Assessments for California), schools and teachers will monitor their reclassification metrics ensuring the students reclassify during the school year. English Language Support Teachers and Teachers on Special Assignment (TOSAs) will support the implementation of high quality designated and integrated ELD instruction and provide coaching and professional development to teachers. Provide training for parents on ELPAC and OPTEL and ways to support their students. To support Newcomer students: Institute a Bilingual Peer Ambassadors Program, implement the Newcomer Student Support Toolkit, and create a "Who can help me?" Map at all sites.	\$2,825,032.00	Yes
4.4	Supports for Long Term English Learners	Our improvement efforts for English Learners include a specialized focus on improvement for students designated as Long-Term English Learners (LTELs), who are a group qualifying for technical assistance. As part of our improvement strategies for LTELs, all schools will use the English Learner Roadmap Self-Reflection Rubric to assess current status enacting the	\$2,140,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner (EL) Roadmap Principles, identify areas needing improvement and make an action plan to map the strategies and resources to improve those areas. Monitor implementation of adopted ALD (Academic Language Development) materials and standards-based instruction across all grades and levels. 6th-12th ELD/ALD teachers will participate in professional development and receive coaching on ALD curriculum and standards. Professional Development and coaching will be provided to support teachers in providing integrated ELD supports and strategies. Close monitoring of EL achievement and progress towards reclassification by the start of middle school. English Learner Review Team (ELRT) meetings will be held each year to closely monitor student progress and provide strategic intervention for students not making progress. Work with the secondary school administrators to ensure proper ALD classes are scheduled and that ELD 1 classes have a maximum of 25 students. English Learners will have access to intervention programs as a supplemental support helping them reclassify. School Counselors will meet with all freshman at the beginning of the year ensuring students have an academic plan and the ability to access appropriate classes which will result in increased graduation rates. Schools will offer presentations for families to discuss support for English Learners and the importance of reclassification through their English Learner Advisory Committees (ELACs). Schools will offer presentations for families to discuss support for English learners and importance of reclassification through their ELACs		

Action #	Title	Description	Total Funds	Contributing
4.5	Support for students with IEPs	Evidence-based professional development for all staff to implement and monitor IEPs (Individualized Education Programs) and increase educator knowledge and effectiveness. Professional development for site administrators on the IEP process and student rights. Classroom assistants are provided for every special education classroom. Professional development will be provided to classroom assistants to support students' IEP goals and behavioral strategies, under the direction of the classroom teacher. Behaviorists are embedded in intensive, strategic, and extensive needs programs throughout the district. Supplemental curriculum to support students with IEPs has been purchased and training has been provided to teachers in order to address learning needs and intervention. This training will continue in 2026-27. Administrators will be trained in walkthrough tools focused on instruction that supports students with IEPs. The Community Advisory Committee (CAC) will meet monthly and provide educational partner input on services for students with IEPs. For more information regarding services for students with IEPs, refer to the District's Local SELPA (Special Education Local Plan Area) Plan.	\$509,257.00	No
4.6	Supplemental Funding & Accountability for Schools	As part of our technical assistance work, our district will implement Plan-Do-Study-Act cycles of improvement, with focused support on our Bay Point feeder pattern schools, in order to improve outcomes for all students, especially focal scholars. District staff, supported by our technical assistance partners, will guide school sites in the planning and implementation of the actions and services in the LCAP and site SPSAs (School Plans for Student Achievement). Site	\$13,827,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership teams will receive guidance and accountability measures to focus on improving outcomes for student groups in the red or orange on the CA Dashboard, including district-identified focal scholar groups, utilizing supplemental funding.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students at Crossroads High School and Olympic High School will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2027, leading to an increase of 3% in graduation rates. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2027. All students at Sunrise will demonstrate a 3% increase in attendance rate and a 5% reduction in suspension rate by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Crossroads and Olympic High Schools were identified by the state as LCFF Equity Multiplier schools in 2024. Glenbrook Academy was identified as an Equity Multiplier school in 2025. Sunrise was identified as an Equity Multiplier school in 2026. This designation is given to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. At the time of qualification, California School Dashboard (Dashboard) and local data for both Crossroads and Olympic High Schools showed that there has been a decline in performance in both ELA and math. Graduation rates for these sites were also in the lowest Dashboard performance level, with Crossroads at 27.3% and Olympic at 59%. Olympic High School has also qualified for Comprehensive Support and Improvement based on the three-year average graduation rate. Student mobility rates are over 25% for all schools. Due to the small student populations at Crossroads High School, Glenbrook Academy, and Sunrise, several state indicators did not generate Dashboard performance colors because minimum student counts were not met. As a result, the LEA also relied on local attendance, engagement, behavioral, graduation, and assessment participation data to identify needs and monitor progress. For Olympic High School, the following student groups were performing in the lowest performance level in 2025: ELA and Mathematics: Hispanic, Socioeconomically Disadvantaged ELPI: English Learners, Long-Term English Learners College/Career: English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities Graduation Rate: English Learners, Homeless, Long-Term English Learners Suspension Rate: Students with Disabilities

Crossroads and Olympic High Schools were identified by the state as LCFF Equity Multiplier schools in 2024. Glenbrook Academy was identified as an Equity Multiplier school in 2025. Sunrise was identified as an Equity Multiplier school in 2026. This designation is given to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. These school sites were prioritized for focused support because multiple state and local indicators, including attendance, suspension, academic achievement, and graduation outcomes, demonstrated persistent low performance and significant barriers to student engagement and school connectedness.

This Equity Multiplier Focus Goal was developed in response to a review of California School Dashboard indicators, local attendance, engagement, and graduation data, and educational partner feedback demonstrating persistent barriers to student engagement, attendance, credit attainment, and graduation outcomes at Crossroads High School, Olympic High School, Glenbrook Academy, and Sunrise. The goal prioritizes improving attendance, improving positive student behavior, reducing barriers to engagement, increasing credit completion, and improving academic and graduation outcomes for students attending these Equity Multiplier school sites.

At Crossroads High School, the on-pace graduation rate declined from 52.2% in 2024 to 50% in 2026, while the suspension rate increased from 0% to 12%. Although attendance improved from 48.8% to 64.03%, staff and educational partners identified that many students continue to experience inconsistent school engagement, interrupted learning, and barriers related to attendance and credit recovery.

At Olympic High School, only 3% of students met or exceeded standards in English Language Arts and 0% met standards in mathematics on the 2023 CAASPP. While these indicators improved to 15% and 5% respectively in 2025, they remain far below the district overall average. The on-pace graduation rate declined from 38% to 26.6% in 2026. Attendance rate did show a significant improvement from 55.9% in 2023 to 75.43% in 2025, indicating that efforts in this area have improved outcomes and should continue. Educational partner feedback, student surveys, and focus group interviews identified significant barriers related to mental health needs, substance abuse prevention and intervention, trauma, sleep deprivation, work obligations, and family responsibilities. These barriers reduce students' ability to attend school consistently, engage in instruction, earn credits, and remain on track for graduation.

At Glenbrook Academy, staff identified a continued need for personalized and engaging instructional supports for students with disabilities and students receiving mental health services in a restrictive educational setting. Most students entering the program already demonstrate chronic absenteeism patterns and interrupted educational histories. While attendance improved from 48.6% to 70.09%, the on-pace graduation rate remained low at 16.7%, and the suspension rate increased substantially from 23.3% to 74.1%, indicating a continued need for behavioral, mental health, and engagement support.

Sunrise serves students with IEPs in grades K-5, supporting mental health needs, as well as academic goals. It is a small school program with built-in therapeutic support and mental health clinicians as part of the program. Due to its specialized focus of services, Sunrise serves students who need a more restrictive environment, and as a result, the student population shifts throughout the school year. At Sunrise, staff and parents/families identified a need to address attendance and classroom engagement, with a goal of decreasing the amount of time students were outside of the classroom learning environment and increasing positive behaviors. Educational partner input also prioritized enrichment activities designed to increase student engagement, improve self-regulation, strengthen school connectedness, and reduce time outside of the instructional setting because students with significant behavioral and emotional needs require structured opportunities for regulation, movement, and relationship-building in order to remain engaged in classroom learning. Sunrise has also historically not been able to meet the 95% assessment completion threshold, which limits the use of local and state data, so local attendance, engagement, behavioral, and assessment participation metrics have been added to Goal 5 to better monitor student progress and program effectiveness at Sunrise.

The actions associated with this goal are intended to increase and improve services through expanded mental health supports, trauma-informed practices, attendance interventions, engagement strategies, behavioral supports, credit recovery opportunities, and personalized academic interventions tailored to the needs of students attending these Equity Multiplier school sites. These services are expected to improve outcomes because increasing student engagement, school connectedness, instructional access, and behavioral supports increases students' ability to consistently participate in instruction, earn credits, demonstrate positive behaviors, and progress toward academic and graduation goals. Progress will be measured through attendance rates, suspension data, assessment participation, CAASPP performance, on-pace graduation rates, graduation rates, and additional local engagement and behavioral metrics identified in the Measuring and Reporting Results section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	On-Pace Graduation Rate (5F) Source: Illuminate	2024 Crossroads 52.2% Olympic 38%	2025 Data not available	2026 Crossroads 50% Olympic 26.6% Glenbrook 16.7%	Target: Crossroads 62% Olympic 47% Glenbrook 22%	Current Progress: Crossroads Decreased 2.2% Olympic Decreased 11.4% Glenbrook - Baseline
5.2	Attendance Rate (5B) Source: CALPADS Baseline attendance rate needed to be adjusted. Year 3 outcome was adjusted accordingly.	2023 Crossroads 48.8% Olympic 55.9%	2024 Crossroads 54.8% Glenbrook Academy 48.6% (Baseline) Olympic 63.5%	2025 Crossroads 64.03% Glenbrook Academy 70.09% Olympic 75.43%	Target: Crossroads 57% Olympic 65% Glenbrook 55%	Current Progress: Crossroads Increased 15.3% Olympic Increased 19.53% Glenbrook Increased 21.49%
5.3	Suspension Rate (6A) Source: CDE DataQuest	2023 Crossroads 0% Olympic 10.0%	2024 Crossroads 4.3% Glenbrook Academy 23.3% (Baseline) Olympic 7.4%	2025 Crossroads 12% Glenbrook Academy 74.1% Olympic 6.0% Sunrise 48.3% (Baseline)	Target: Crossroads 0% Olympic 1% Glenbrook Academy 20% Sunrise 43%	Current Progress: Crossroads: Increased 12% Glenbrook: Increased 50.8% Olympic: Declined 4% Sunrise: Added in for Year 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Graduation Rate (5E) Source CA Dashboard	2023 Crossroads 27.3% Olympic 59%	2024 Crossroads 42.9% Glenbrook Academy 14.3% (Baseline) Olympic 60.5%	2025 Crossroads 84.6% Glenbrook Academy - Student population size falls below public reporting threshold Olympic 72.9%	Target: Crossroads 36% Olympic 68% Glenbrook Academy - 20%	Current Progress: Crossroads: Increased 57.3% Glenbrook: Unable to report Olympic: Increased 13.9%
5.5	Percentage of students in grade 11th (EAP) who meet or exceed standards in ELA and Math on CAASPP (4H) Baseline and Target were adjusted to represent just grade 11th. Source: Illuminate	2022-23 Crossroads Points above/below level 3 ELA: 214 pts below level 3 Math: 277 pts below level 3 % Met or Exceeded ELA: 0% Math: 0% Olympic Points above/below level 3 ELA: 183 pts below level 3 Math: 234 pts below level 3 % Met or Exceeded ELA: 3% Math: 0%	2023-24 Crossroads Points above/below level 3 ELA: 171 pts below level 3 Math: 199 pts below level 3 % Met or Exceeded ELA: 0% Math: 0% Olympic Points above/below level 3 ELA: 173 pts below level 3 Math: 261 pts below level 3 % Met or Exceeded ELA: 4% Math: 2%	2024-25 Crossroads Points above/below level 3 ELA: 155 pts below level 3 Math: 258 pts below level 3 % Met or Exceeded ELA: 0% Math: 0% Olympic Points above/below level 3 ELA: 129 pts below level 3 Math: 227 pts below level 3 % Met or Exceeded ELA: 15% Math: 5%	Crossroads Points above/below level 3 ELA: 200 pts below level 3 Math: 200 pts below level 3 % Met or Exceeded ELA: 9% Math: 9% Olympic Points above/below level 3 ELA: 150 pts below level 3 Math: 200 pts below level 3 % Met or Exceeded ELA: 12% Math: 9%	Current Progress: Crossroads Points above/below level 3 ELA: Increased 59 points Math: Increased 19 points % Met or Exceeded ELA: Maintained Math: Maintained Olympic Points above/below level 3 ELA: Increased 54 points Math: Increased 7 points % Met or Exceeded ELA: Increased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Glenbrook (Baseline) Points above/below level 3 ELA: N/A Math: N/A Student population size falls below public reporting threshold % Met or Exceeded ELA: N/A Math: N/A Student population size falls below public reporting threshold	Glenbrook Points above/below level 3 ELA: 222 pts below level 3 Math: 224 pts below level 3 % Met or Exceeded ELA: 0% Math: 0%		Math: Increased 5% Glenbrook Points above/below level 3 ELA: N/A Math: N/A Student population size falls below public reporting threshold Glenbrook % Met or Exceeded ELA: N/A Math: N/A Student population size falls below public reporting threshold
5.6	Percentage of Students performing at or above proficiency Benchmark on the Spring Star Reading Instructional Screener (grades 3 - 12)	Spring 2026 Baseline: Crossroads: 6% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 22% Sunrise: 0%	n/a	n/a	Spring 2027: Crossroads: 12% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 28% Sunrise: 6%	New Metric
5.7	Percentage of Students performing at or above proficiency Benchmark on the Spring Star Math	Spring 2026 Baseline: Crossroads: 0% Glenbrook Academy: baseline will be established Fall 2026	n/a	n/a	Spring 2027: Crossroads: 6% Glenbrook Academy: baseline	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Instructional Screener (grades 1 - 12)	Olympic: 2% Sunrise: 0%			will be established Fall 2026 Olympic: 8% Sunrise: 6%	
5.8	Percentage of Students performing at or above proficiency Benchmark on the mClass Literacy Screener (grades K -2)	Spring 2026 Baseline: Sunrise: 0%	n/a	n/a	Spring 2027: Sunrise: 6%	New Metric
5.9	Percentage of students completing the Spring Star Reading Instructional Screener (grades 3 - 12)	Spring 2026 Baseline: Crossroads: 88% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 90% Sunrise: 0%	n/a	n/a	Spring 2027: Crossroads: 95% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 95% Sunrise: 20%	New Metric
5.10	Percentage of students completing the Spring Star Math Instructional Screener (grades 1 - 12)	Spring 2026 Baseline: Crossroads: 88% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 80% Sunrise: 0%	n/a	n/a	Spring 2027: Crossroads: 95% Glenbrook Academy: baseline will be established Fall 2026 Olympic: 95% Sunrise: 20%	New Metric
5.11	Percentage of students completing the Spring mClass Literacy Screener (grades K -2)	Spring 2026 Baseline: Sunrise: 0%	n/a	n/a	Spring 2027: Sunrise: 20%	New Metric
5.12	Percentage of students who are chronically absent at Sunrise School	March 2026 Baseline: Sunrise: 40%	n/a	n/a	Spring 2027 Sunrise 35%	New Metric

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, Crossroads High School, Glenbrook Academy, and Olympic High School, with district support, implemented the planned actions of Goal 5 focused on improving attendance, engagement, wellness, positive behavior, credit attainment, and graduation outcomes for students attending Equity Multiplier school sites. Overall, several metrics, including attendance rates, graduation rates, and CAASPP performance, improved during the implementation period, while suspension rates and on-pace graduation outcomes remain areas requiring additional focus.

Action 5.1 – Student Outreach and Support

***Implementation:** The district and school sites implemented outreach and support systems focused on improving attendance, wellness, engagement, and family connection. Designated staff monitored attendance and student engagement, implemented outreach and case management systems, and connected students and families with school and community resources. Olympic High School implemented weekly attendance monitoring and over 240 documented outreach contacts to re-engage students and strengthen family partnerships. Crossroads High School implemented home visits, bilingual family outreach, and individualized support to address barriers related to transportation, childcare, housing instability, and mental health needs. Glenbrook Academy expanded attendance incentives, positive behavior systems, tutoring, family engagement opportunities, and enrichment activities to increase school connectedness and student engagement.

***Substantive Differences:** Additional emphasis was placed on relationship-based outreach, coordinated case management, and wraparound supports for students experiencing chronic absenteeism, disengagement, and social-emotional needs. Glenbrook Academy expanded enrichment, career exploration, and culturally responsive engagement activities to strengthen school connectedness.

***Challenges/Successes:** Expanded outreach, attendance monitoring, and wraparound supports increased opportunities to identify and address barriers impacting attendance and engagement. Olympic High School and Glenbrook Academy demonstrated improvement in attendance outcomes during the implementation period. Staff identified continued challenges related to chronic absenteeism, mobility, mental health needs, and re-engaging highly disengaged students. Continued implementation of coordinated wellness and intervention supports remains necessary to improve attendance, engagement, and graduation outcomes.

Action 5.2 – Additional Support/Case Management

***Implementation:** The district and school sites implemented additional case management and academic support services focused on improving attendance, increasing credit completion, and supporting graduation outcomes. Olympic High School implemented the Senior Success Program (Phoenix Mentor), pairing students at risk of not graduating with staff mentors who provided individualized monitoring, mentoring, advocacy, and graduation support. Crossroads High School implemented individualized supports for pregnant and parenting teens through tutoring with childcare, flexible academic planning, and expanded counseling and work experience opportunities. Teachers and support staff at all sites monitored attendance, credit accrual, and progress toward graduation while implementing responsive interventions to address academic and personal barriers.

*Substantive Differences: Additional emphasis was placed on individualized mentorship, flexible academic planning, and case management for students demonstrating significant credit deficiencies, chronic absenteeism, and disengagement. Olympic High School expanded support hours within the Senior Success Program, while Crossroads increased layered supports for pregnant and parenting students.

*Challenges/Successes: Expanded mentoring and case management supports increased opportunities for students to remain connected to school and progress toward graduation requirements. Olympic High School reported increased student engagement and improved graduation outcomes through the Senior Success Program. Crossroads High School demonstrated improvement in graduation outcomes since 2023. Continued challenges remain related to chronic absenteeism, credit deficiencies, mental health needs, and balancing parenting and outside responsibilities with school participation.

Action 5.3 – Transportation and Basic Needs Supports

*Implementation: The district and school sites implemented transportation and basic needs supports focused on reducing barriers to attendance and increasing access to instruction. Olympic High School implemented a new Monument Corridor bus route to improve transportation access for high-need students and reduce commute-related attendance barriers. Crossroads High School expanded transportation supports for pregnant and parenting teens, including accommodations for students and their babies when required through IEP supports. All sites provided support for basic needs including school supplies, food resources, and access to health and mental health supports.

*Substantive Differences: While Equity Multiplier funds were budgeted to support expanded transportation access, district Transportation Services were able to add an additional school bus route to support attendance and reduce transportation barriers.

*Challenges/Successes: Expanded transportation and basic needs supports increased student access to school and instructional time. Olympic High School and Crossroads High School demonstrated improvement in chronic absenteeism during the implementation period following expanded transportation supports. Staff identified continued challenges related to poverty, housing instability, transportation reliability, and balancing parenting responsibilities with school attendance.

Action 5.4 – Incentives and Recognition Activities

*Implementation: The district and school sites implemented incentives and recognition activities focused on improving attendance, increasing positive behavior, strengthening school connectedness, and supporting progress toward graduation goals. Olympic High School implemented the PHOENIX RISING Positive Referral Incentive Program to recognize student growth in attendance, credit acquisition, and positive contributions to the school community. Olympic also expanded Wellness Center activities and family engagement events to strengthen school climate and student connection. Crossroads High School implemented recognition systems for attendance improvement, academic growth, positive behavior, and parenting student success. Glenbrook Academy implemented family engagement nights and student recognition activities designed to strengthen school-family connections and student engagement.

*Substantive Differences: Additional emphasis was placed on expanding positive recognition systems, engagement opportunities, and family connection activities to reinforce attendance, behavior, and school connectedness. Olympic High School expanded implementation of the PHOENIX RISING referral system, while Crossroads High School implemented recognition activities specifically designed for pregnant and parenting teens.

*Challenges/Successes: Expanded recognition systems and engagement activities increased opportunities for students to experience positive school connections and recognition for academic and behavioral progress. Olympic High School increased participation in positive referral and family engagement activities during the implementation period. Educational partner feedback showed strong support for Glenbrook Academy family engagement activities. Staff identified continued challenges related to chronic absenteeism, disengagement, and maintaining participation among students experiencing significant personal and social-emotional barriers. Continued implementation of recognition systems and engagement opportunities remains necessary to strengthen attendance, motivation, and school connectedness.

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.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services as follows:

Action 5.1: Material difference due to inclusion of grant funding in estimated actual expenditures to support action and underestimation of personnel costs for Action 5.1.

Action 5.2: Material difference due to overestimation of personnel costs for Action 5.2, in comparison to Action 5.1.

Action 5.3: Material difference due to transportation costs being funded centrally, rather than through site funding, as originally estimated.

Action 5.4: Material difference due to underestimation of materials and supplies expenditures to support Action 5.4.

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

The actions and services associated with Goal 5 were partially effective in improving attendance, engagement, graduation outcomes, and school connectedness for students attending Equity Multiplier school sites. Despite improvements in attendance and engagement, suspension rates at some Equity Multiplier sites increased during the implementation period, indicating a continued need for behavioral, wellness, and intervention supports.

Action 5.1 – Student Outreach and Support

The outreach, attendance monitoring, and wraparound support systems implemented across Olympic High School, Crossroads High School, and Glenbrook Academy were partially effective in improving attendance, engagement, and school connectedness. Olympic High School implemented weekly attendance monitoring systems and over 240 documented outreach contacts to re-engage students and families during a period in which attendance rates increased from 55.9% in 2023 to 75.43% in 2025. Glenbrook Academy attendance rates improved from 48.6% to 70.09% during the implementation period. Expanded outreach systems, home visits, family engagement efforts, and coordinated case management increased the schools' ability to identify and respond to barriers related to chronic absenteeism, housing instability, mental health needs, and disengagement. Despite these improvements, suspension rates and on-pace graduation outcomes remained below target levels, indicating a continued need for intensive outreach, wellness, and intervention supports.

Action 5.2 – Additional Support/Case Management

Additional case management, mentoring, and individualized academic supports were partially effective in improving student engagement and graduation outcomes. Olympic High School implemented the Senior Success Program (Phoenix Mentor), providing over 180 hours of individualized mentoring and graduation support for seniors at risk of not graduating. The site reported a 12.4% increase in graduation rates in 2025, along with increased student engagement and stronger student-staff relationships. Crossroads High School demonstrated a 57.3% increase in graduation rates since 2023 through individualized supports for pregnant and parenting teens, including flexible academic planning, tutoring with childcare, and ongoing case management. Continued challenges related to chronic absenteeism, credit deficiencies, mental health needs, and balancing parenting responsibilities with school participation indicate that ongoing individualized intervention and flexible academic supports remain necessary.

Action 5.3 – Transportation and Basic Needs Supports

Transportation and basic needs supports were partially effective in reducing barriers to attendance and increasing student access to instruction. Olympic High School implemented a new Monument Corridor bus route during the 2025–2026 school year, contributing to a 3.32% decrease in chronic absenteeism during Fall 2025. Crossroads High School expanded transportation supports for pregnant and parenting teens, including transportation accommodations for students and their babies when required through IEP supports. Access to transportation, food resources, school supplies, clean clothing, and wraparound supports increased student access to school and instructional time. Staff identified continued challenges related to poverty, housing instability, transportation reliability, and parenting responsibilities, indicating that transportation and basic needs supports remain necessary to improve attendance and engagement outcomes.

Action 5.4 – Incentives and Recognition Activities

Recognition systems, wellness-centered engagement activities, and family engagement opportunities were partially effective in strengthening school connectedness and positive student engagement. Olympic High School expanded implementation of the PHOENIX RISING Positive Referral Incentive Program, resulting in 162 positive referrals during the 2025–2026 school year recognizing student growth in attendance, credit acquisition, and positive behavior. Olympic also increased Wellness Center lunch activities from 21 events in Fall 2024 to 42 events in Fall 2025 and increased participation in the Back-to-School Night Resource Fair by 18.26%. Crossroads High School implemented attendance and academic recognition systems for students, including specialized recognition for parenting teens. Glenbrook Academy expanded family engagement opportunities and received positive educational partner feedback regarding family night activities. Despite increased engagement opportunities, schools continued to experience challenges related to chronic absenteeism, disengagement, and maintaining consistent participation among students experiencing significant personal and social-emotional barriers.

Overall Summary of Effectiveness of Planned Actions

Effective Actions:

- * No actions were fully effective based on continued suspension and credits earning challenges at Equity Multiplier school sites, although significant improvements were seen in attendance rates and graduation rates.

Partially Effective Actions:

- * Student Outreach and Support (improved attendance through outreach, home visits, attendance monitoring, and coordinated case management)
- * Additional Support/Case Management (improved graduation outcomes and student-staff relationships through mentoring, flexible planning, tutoring, and individualized support)

- * Transportation and Basic Needs Supports (reduced barriers to attendance and instructional access through transportation, food, clothing, supplies, and wraparound supports)
- * Incentives and Recognition Activities (strengthened school connectedness through positive referrals, wellness activities, family engagement, and recognition systems)

Progress toward Goal 5 is evident in improved attendance, engagement, graduation outcomes, and school connectedness across Equity Multiplier school sites. However, increased suspension rates at some sites, persistent chronic absenteeism, credit earning gaps, and other barriers continue to limit overall effectiveness. Future refinement will focus on strengthening behavioral, wellness, attendance, transportation, and individualized intervention supports, as well as more clearly identifying the specific actions to be implemented at each site.

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.

Changes were made to Goal 5 language because the original goal for Crossroads High School, Glenbrook Academy, and Olympic High School was time-bound through June 2026. The goal timeframe was revised to align with the conclusion of the current three-year LCAP cycle. Goal 5 was also revised to address the Equity Multiplier eligibility of a fourth school site, Sunrise.

Changes were informed by analysis of implementation effectiveness, review of metric outcomes, and educational partner feedback identifying ongoing attendance, engagement, behavioral, and wellness needs at Equity Multiplier school sites.

Local metrics were added to strengthen ongoing monitoring of student academic achievement and engagement. Actions were reorganized by school site to improve clarity, support monitoring of implementation and effectiveness, and more accurately align budget expenditures to site-based actions and services. Action language was also revised and simplified to improve clarity and implementation monitoring.

Changes to Metrics: Metrics 5.6, 5.7, 5.8, 5.9, 5.10, and 5.11 were added to strengthen the district's ability to monitor ongoing student academic achievement and engagement throughout the school year. The inclusion of Star Reading, Star Math, and mCLASS screener metrics provides more timely internal data to assess student progress, identify areas of need, and support continuous improvement efforts. These screeners are administered three times annually, and the added metrics will allow the district to monitor both student outcomes and assessment participation rates to support more timely identification of student needs, monitor assessment participation, and improve equitable access to interventions and supports. Metric 5.12 was added to monitor the chronic absenteeism rate for Sunrise as an added metric for this newly-eligible school site. Chronic absenteeism rate is a Dashboard metric for grades K-8.

Action 5.1: Has been revised to reflect actions supporting only Crossroads High School. Actions are continuing from last year. Educational partner engagement continues to support these actions: 62.5% of Crossroads educational partners feel that social-emotional support is a priority; and more parenting classes and more mental health/emotional support would be most helpful.

Action 5.2: Has been revised to reflect actions only supporting Glenbrook Academy. Some actions are continuing from last year, but new actions have been added, based on analysis of data and educational partner engagement, including a contract to provide socioemotional and physical health support; a contract for Alcohol and Other Drug (AOD) counseling services; furniture and equipment for student and wellness

spaces; and after-hours virtual mental health support and academic tutoring. Glenbrook Academy educational partners prioritized community and parent engagement opportunities; AOD support on campus; after hours mental health support; providing access and connection to community resources; academic tutoring (virtual and in person); physical breaks for emotional regulation; and gardening opportunities.

Action 5.3: Has been revised to reflect actions only supporting Olympic High School. Most actions are continuing from last year, as Olympic High School educational partners expressed overall satisfaction with current supports, and families continue to indicate that mental health supports are a priority. Based on educational partner feedback indicating interest in the addition of sports or athletic activities, a new action to explore options for students to participate in athletics has been added. Based on the addition of a new bus route through central district support, site-based support to remove transportation barriers has been revised and added as bus passes in the action supporting basic needs.

Action 5.4: Sunrise has been added as an eligible Equity Multiplier site. As part of this eligibility, Sunrise educational partner input has been included and integrated, and metrics have been updated to include baseline data for Sunrise. Action 5.4 has been revised to reflect the actions supporting Sunrise. All actions associated with Action 5.4 were newly developed to address the identified attendance, engagement, and social-emotional needs of students attending Sunrise. Sunrise educational partners strongly prioritized increasing hands-on, elective learning opportunities for students; bringing in outside contractors to provide learning opportunities such as art and structured physical activity; and focusing attendance and engagement in metrics and actions, which is reflected in the actions of Action 5.4.

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	Supports for Crossroads High School	Provide designated staff to monitor student attendance, wellness, increase parent and family engagement, and help connect families and students with resources and support.	\$51,697.00	No
5.2	Supports for Glenbrook Academy	Provide incentives and other recognition activities, such as wellness center activities, awards, family nights, etc., that support students in reaching their attendance, behavior, and graduation goals and recognize their progress. Support students with basic needs to remove barriers to school attendance (ex: purchase washer and dryer to support students with clean school clothing; food pantry). Contract with AOD (Alcohol and Other Drug) counselor to support student wellness.	\$51,697.00	No

Action #	Title	Description	Total Funds	Contributing
		Contract with Feet First to provide socioemotional and physical health support. Provide furniture and other equipment for the Student Social and Wellness rooms to support student connections and school engagement. Funding for after-hours virtual mental health support and academic tutoring.		
5.3	Supports for Olympic High School	Provide designated staff to monitor student attendance, wellness, increase parent and family engagement, and help connect families and students with resources and support. Additional pay and/or additional personnel/sections on the master schedule for teachers and other support staff to monitor individual student progress, including credits earnings and attendance, as well as provide more specialized programs to support students to become on-track for graduation. Support students with basic needs to remove barriers to school attendance (ex: food pantry, bus passes). Provide incentives and other recognition activities, such as wellness center activities, awards, family nights, etc., that support students in reaching their attendance, behavior, and graduation goals and recognize their progress. Explore options for students to participate in athletics.	\$422,576.00	No
5.4	Supports for Sunrise School	Provide student incentives focused on increasing attendance, positive engagement, and respectful interactions with staff and peers, including on the bus Collaborate with support staff, including bus drivers, to initiate and establish positive incentive program	\$51,697.00	No

Action #	Title	Description	Total Funds	Contributing
		Family engagement activities and student recognition activities Explore options to provide family wellness support sessions Contract with service provider to engage students in physical wellness and enrichment activities Provide substitutes to support every student completing academic assessments, including local and state assessments. Provide furniture and other equipment for the Student Social and Wellness rooms to support student connections and school engagement. Establish a behavior tracking system to identify amount of time students are outside of the classroom learning environment. Data will be used to establish baseline for future metric tracking.		

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
\$38,192,208.00	\$433,687

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
11.509%	0.000%	\$0.00	11.509%

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: Standards-based Instruction and Materials Need: Year 2 outcome data indicates that unduplicated pupils—particularly English learners (EL), foster youth (FY), and low-income (LI) students—continue to experience significantly lower outcomes in English Language Arts (ELA) and mathematics. In 2024–25, 48% of all students met or exceeded	To address this need, the district will provide high-quality, standards-aligned instructional materials and supplemental resources, including culturally relevant materials and resources in languages other than English. This action addresses the need because it increases consistent access to grade-level content across classrooms. Standards-aligned materials reduce variability in instruction, while culturally relevant and language-accessible resources	We will monitor progress on the CAASPP ELA and math assessment for our LI, EL and FY students as well as use local indicator data (i.e. mClass, STAR)

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
	standards in ELA and 40% in mathematics, compared to 3% of EL students in ELA (4% math), 19% of FY students in ELA (9% math), and 35% of LI students in ELA (27% math). These results indicate that unduplicated pupils continue to face barriers in accessing grade-level standards-based instruction, including inconsistent access to high-quality, standards-aligned instructional materials and culturally relevant resources across classrooms and school sites. Scope: LEA-wide	improve comprehension and engagement for unduplicated pupils. These services increase and improve access to rigorous instruction for EL, FY, and LI students, which leads to improved literacy and numeracy outcomes. Effectiveness will be measured through CAASPP and local assessment data. These actions are being provided on an LEA-wide basis because the purchase of additional reading and math materials and culturally diverse curriculum will enhance the inclusivity of the educational experience for all students. Likewise, the monitoring of the use of district-adopted standards-aligned curriculum across school sites and grade levels ensures more equitable access to grade-level standards and instruction for unduplicated students.	
1.2	Action: TK-12 Literacy Need: Year 2 outcome data indicates that unduplicated pupils continue to demonstrate lower literacy outcomes and require additional academic support to meet grade-level standards. Spring 2026 local literacy data showed that only 54% of Kindergarten students met benchmark expectations. In addition, 67% of Grade 1 students, 66% of Grade 2 students, and 47% of Grade 3 students met literacy benchmarks on local measures.	To address this need, the district will strengthen Tier I literacy instruction across all grade levels through the use of district-adopted curriculum, standards-based scaffolds, reteaching strategies, classroom-based interventions, progress monitoring systems, and professional learning focused on evidence-based literacy practices. This action addresses the need because it increases access to high-quality literacy instruction and earlier identification of students requiring additional support. The use of progress monitoring and intervention systems allows staff to identify literacy needs earlier and provide targeted instructional supports for unduplicated pupils. Training in evidence-based literacy practices and dyslexia identification improves teacher capacity to	Effectiveness will be measured using local literacy measures, including mClass and STAR Reading benchmark data in grades TK–3, with a focus on the percentage of our LI, EL and FY students meeting benchmark expectations.

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
	CAASPP data also demonstrates continued literacy gaps for unduplicated pupils. In grades 3–8, only 3% of English learners (EL), 19% of foster youth (FY), and 35% of low-income (LI) students met or exceeded ELA standards in 2024–25, compared to 48% of all students. These data indicate a continued need for strong Tier I literacy instruction, targeted intervention, early identification of reading difficulties, including dyslexia risk factors, and consistent use of data-informed instructional practices to support unduplicated pupils in accessing grade-level literacy standards. Scope: LEA-wide	meet the needs of struggling readers, including English learners and students experiencing academic risk factors. Family literacy and preschool programs increase access to early literacy development opportunities and strengthen school-home partnerships for families of unduplicated pupils. These actions are being provided on an LEA-wide and schoolwide basis because literacy outcomes and achievement gaps for unduplicated pupils exist across the district. Providing consistent literacy instruction, intervention systems, screening practices, and professional learning across all schools increases equitable access to foundational literacy instruction and support for unduplicated students while benefiting all students.	
1.3	Action: Strategic Targeted Supplemental Support Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disparities in academic achievement, attendance, and school engagement. In 2024–25, only 3% of English learners (EL), 19% of foster youth (FY), and 35% of low-income (LI) students met or exceeded standards in ELA in grades 3–8, compared to 48% of all students. Chronic absenteeism also remained significantly higher for unduplicated student groups, including foster youth at 39.6%, homeless students at 53.6%, low-income students at 28.7%, and English learners at 28.5%.	To address this need, the district will strategically provide supplemental staffing and targeted support positions to schools based on identified student needs, including behavioral, academic, and intervention supports. The district will also continue negotiated class size reductions in Kindergarten and secondary mathematics classes and provide training for support personnel and site teams. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils are enrolled across the district and experience academic and engagement needs in multiple school settings. Providing staffing supports, reduced class sizes, and behavioral and instructional support systems across schools increases equitable access to learning conditions	Effectiveness will be measured using CAASPP ELA and mathematics results, including percentage meeting or exceeding standards and distance from standard for EL, FY, and LI students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension data also reflects continued disparities for unduplicated pupils, including foster youth (11.1%), homeless students (7.7%), low-income students (4.2%), and English learners (4.1%), compared to 3.1% overall. These data indicate a continued need for additional targeted academic, behavioral, and social-emotional supports for unduplicated pupils, including increased access to instructional support, behavioral intervention, and smaller learning environments that allow for more individualized support. Scope: LEA-wide	and targeted assistance for unduplicated students while benefiting all students.	
1.4	Action: Social Emotional Learning Initiatives Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disproportionately high rates of chronic absenteeism, suspension, and barriers to school engagement that impact academic outcomes. In 2025, chronic absenteeism rates remained elevated for homeless students (53.6%), foster youth (39.6%), low-income students (28.7%), English learners (28.5%), and students with disabilities (30.9%), compared to 21% overall.	These actions address the need by increasing access to social-emotional, behavioral, academic, and mental health supports for unduplicated pupils. SEL instruction, counseling services, and MTSS processes support student engagement, improve school connectedness, and help identify and address barriers to learning earlier. Parent workshops and partnerships with community-based organizations further expand support for students and families. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils experiencing attendance, behavioral, and social-emotional challenges are enrolled across the district. Consistent implementation of SEL instruction, counseling supports, and wellness	Effectiveness will be measured using chronic absenteeism rates, suspension rates, and SEL screener results, with data disaggregated for EL, FY, LI, homeless students, and students with disabilities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension data also reflects continued disparities for unduplicated pupils, including foster youth (11.1%), homeless students (7.7%), low-income students (4.2%), and English learners (4.1%), compared to 3.1% overall. These data indicate a continued need for social-emotional learning (SEL), mental health supports, coordinated MTSS systems, and Tier 1 behavioral and engagement supports to improve school connectedness, engagement, attendance, and access to learning for unduplicated pupils. Scope: LEA-wide	services across schools increases equitable access to supportive learning environments for unduplicated pupils while benefiting all students.	
1.5	Action: Health & Wellness Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disproportionately high rates of chronic absenteeism and barriers to school engagement that impact access to instruction and academic success. In 2025, chronic absenteeism rates remained significantly elevated for homeless students (53.6%), foster youth (39.6%), low-income students (28.7%), English learners (28.5%), and students with disabilities (30.9%), compared to 21% overall. These data indicate a continued need for coordinated health, attendance, and welfare	These actions address the need by helping remove health, attendance, and family-related barriers that disproportionately impact unduplicated pupils and limit consistent access to instruction and school engagement. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils experiencing health, attendance, and welfare-related challenges are enrolled across the district. Providing coordinated health and attendance supports across schools increases equitable access to educational services and supports improved student engagement and attendance outcomes for unduplicated pupils while benefiting all students.	Effectiveness will be measured using chronic absenteeism rates and attendance data, with data disaggregated for EL, FY, LI, homeless students, and students with disabilities.

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
	supports to address barriers that prevent unduplicated pupils from consistently accessing school and instructional services. Scope: LEA-wide		
1.6	Action: Positive School Climate & Safety Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disproportionately high suspension rates and challenges related to school climate, student engagement, and behavioral supports. In 2025, suspension rates remained elevated for foster youth (11.1%), homeless students (7.7%), low-income students (4.2%), English learners (4.1%), and students with disabilities (6.4%), compared to 3.1% overall. Chronic absenteeism rates also remained high for several unduplicated student groups, including homeless students (53.6%), foster youth (39.6%), and low-income students (28.7%), indicating continued barriers to school connectedness and engagement. These data indicate a continued need for positive behavior supports, restorative practices, coordinated student services, and consistent school climate systems to improve engagement, safety, and access to learning for unduplicated pupils.	These actions address the need by increasing positive behavior supports, strengthening student relationships and engagement, improving classroom management practices, and reducing exclusionary discipline practices that disproportionately impact unduplicated pupils. Restorative practices, embedded coaching, and coordinated support systems help create safer and more supportive school environments that improve access to instruction and school connectedness. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils experiencing behavioral, engagement, and school climate challenges are enrolled across the district. Consistent implementation of restorative practices, behavioral supports, and school climate systems across schools increases equitable access to safe and supportive learning environments for unduplicated pupils while benefiting all students.	Effectiveness will be measured using suspension rates, chronic absenteeism rates, SEL screener data, with data disaggregated for EL, FY, LI, homeless students, and students with disabilities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	Action: Specialized Programs of Choice College and Career Readiness Need: Year 2 outcome data indicates that unduplicated pupils continue to experience lower levels of college and career readiness, access to postsecondary pathways, and participation in advanced academic opportunities. In 2025, only 38.8% of graduates met UC/CSU eligibility requirements, including 11.3% of English learners (EL), 28.1% of low-income (LI) students, and 15.4% of foster youth (FY). CTE pathway completion rates also remained below desired levels for unduplicated pupils, including 7.6% for EL students, 13.3% for LI students, and 5.3% for FY students. In addition, only 6.6% of students completed both a CTE pathway and UC/CSU eligibility requirements, with lower rates for EL students (2.2%) and LI students (5.8%). These data indicate a continued need to expand equitable access to college and career pathways, multilingual programs, hands-on learning opportunities, and specialized educational supports for unduplicated pupils.	These actions address the need by increasing access to multilingualism, college and career exploration, career pathway participation, and flexible educational supports that improve engagement and postsecondary readiness for unduplicated pupils. Specialized programs and alternative education options help address barriers to participation and access for students with unique academic, social-emotional, or family needs. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district benefit from increased access to college and career pathways, multilingual programs, and specialized supports. Providing these opportunities across schools increases equitable access to postsecondary preparation and engaging learning experiences for unduplicated pupils while benefiting all students.	Effectiveness will be measured using UC/CSU eligibility rates, CTE pathway completion rates, and graduation rates with data disaggregated for EL, FY, LI, and other focal student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	Action: High School Credit Recovery Need: Year 2 outcome data indicates that unduplicated pupils continue to experience lower graduation rates, lower college and career readiness outcomes, and higher rates of disengagement that place students at risk of not completing graduation requirements. In 2025, graduation rates remained lower for English learners (EL) at 81.2%, compared to 89.9% overall. In addition, only 38.8% of graduates met UC/CSU eligibility requirements, including 11.3% of EL students and 28.1% of low-income (LI) students. Chronic absenteeism rates also remained elevated for unduplicated pupils, including homeless students (53.6%), foster youth (39.6%), and low-income students (28.7%), increasing the likelihood of credit deficiency and course failure. These data indicate a continued need for expanded credit recovery, academic intervention, attendance supports, and alternative pathways to graduation and postsecondary readiness for unduplicated pupils. Scope:	These actions address the need by increasing access to flexible pathways for students to recover credits, improve attendance, complete graduation requirements, and remain engaged in school. Supplemental academic and attendance supports help reduce barriers that disproportionately impact unduplicated pupils and increase opportunities for students to successfully graduate and prepare for postsecondary options. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils experiencing credit deficiency, chronic absenteeism, and academic risk are enrolled across the district. Providing consistent credit recovery and attendance support systems across schools increases equitable access to graduation pathways and academic support for unduplicated pupils while benefiting all students.	Effectiveness will be measured using graduation rates, chronic absenteeism rates, and UC/CSU eligibility rates with data disaggregated for EL, FY, LI, homeless students, and students with disabilities.

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		
2.1	Action: Training for Standards-based Instruction Need: Year 2 outcome data indicates that unduplicated pupils continue to experience significantly lower academic outcomes in English Language Arts (ELA) and mathematics, indicating a continued need for consistent, high-quality Tier I instruction and effective use of student data to guide instruction and intervention. In grades 3–8, only 3% of English learners (EL), 19% of foster youth (FY), and 35% of low-income (LI) students met or exceeded standards in ELA in 2024–25, compared to 48% of all students. In mathematics, only 4% of EL students, 9% of FY students, and 27% of LI students met or exceeded standards, compared to 40% overall. Educational partner feedback identified a need for stronger staff preparation, practical job-embedded professional development, increased collaboration time, and more consistent implementation of standards-based instruction across school sites. These data and feedback indicate a continued need to strengthen educator capacity to implement standards-aligned curriculum, analyze student data, differentiate instruction, and provide targeted supports for unduplicated pupils.	To address this need, the district will provide professional development focused on implementation of district-adopted curriculum, strong Tier I instruction, data analysis practices, PLC collaboration, instructional planning, differentiation strategies, and use of district assessment systems to guide acceleration and intervention. These actions address the need by strengthening educator capacity to provide consistent, standards-based instruction and targeted supports for unduplicated pupils. Data cycles and collaborative instructional planning increase the ability of teachers to identify learning needs earlier, adjust instruction, and implement scaffolds and interventions aligned to student performance data. Training for special education teachers in the new math curriculum further supports differentiated instruction and access to grade-level standards. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district experience academic achievement gaps and benefit from consistent implementation of high-quality instruction across classrooms and school sites. Providing districtwide professional learning and aligned data cycles increases equitable access to rigorous instruction and targeted academic support for unduplicated pupils while benefiting all students.	Effectiveness will be measured using CAASPP ELA and mathematics results, including percentage meeting or exceeding standards and distance from standard for EL, FY, and LI students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Instructional Coaching Need: Year 2 outcome data indicates that unduplicated pupils continue to experience lower academic outcomes and inconsistent access to high-quality instruction across classrooms and school sites. In grades 3–8, only 3% of English learners (EL), 19% of foster youth (FY), and 35% of low-income (LI) students met or exceeded standards in ELA in 2024–25, compared to 48% of all students. In mathematics, only 4% of EL students, 9% of FY students, and 27% of LI students met or exceeded standards, compared to 40% overall. Educational partner feedback identified the need for increased instructional coaching, practical job-embedded professional development, stronger collaboration systems, culturally responsive instructional practices, and more consistent implementation of standards-based instruction across school sites. Educational partners also emphasized the importance of targeted supports for high-need schools and newer teachers. These data and feedback indicate a continued need to strengthen instructional coaching systems, educator collaboration, and	To address this need, instructional coaches, TOSAs, and site administrators will provide professional learning focused on district-adopted curriculum, collaborative data cycles, culturally responsive instruction, cycles of inquiry, and positive learning environments. The district will also strengthen coaching systems, instructional walkthroughs, and tiered supports for schools and teachers, including targeted support for Bay Point feeder pattern schools and newer teachers. These actions address the need by strengthening educator capacity to implement consistent, standards-based, and culturally responsive instruction aligned to student needs. Coaching, collaborative inquiry structures, and walkthrough systems support teachers in analyzing student data, refining instructional practices, and implementing targeted supports for unduplicated pupils. Focused support for high-need schools and newer teachers increases implementation consistency and strengthens instructional systems serving unduplicated student groups. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district experience achievement gaps and benefit from improved instructional consistency, coaching support, and culturally responsive instructional practices. Providing districtwide coaching and targeted instructional support systems increases equitable access to	Effectiveness will be measured using CAASPP ELA and mathematics results, including percentage meeting or exceeding standards and distance from standard for EL, FY, and LI students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implementation consistency to improve outcomes for unduplicated pupils. Scope: LEA-wide	high-quality instruction for unduplicated pupils while benefiting all students.	
2.3	Action: Leadership Training Need: Year 2 outcome data indicates that unduplicated pupils continue to experience significant disparities in academic achievement and access to consistent, high-quality instruction. In grades 3–8, English learners (EL) remained 143 points below standard in ELA and 156 points below standard in mathematics in 2024–25. Foster youth (FY) remained 122 points below standard in ELA and 154 points below standard in mathematics, while low-income (LI) students remained 46 points below standard in ELA and 73 points below standard in mathematics. Educational partner feedback identified the need for stronger instructional leadership, improved consistency across school sites, increased support for culturally responsive practices, and stronger use of student data to guide instructional decision-making. Educational partners also identified high-quality supervision and coaching for site leaders as a highly valued strategy to improve student outcomes, college and career readiness, and positive school climates.	To address this need, site and district leaders will receive professional learning focused on instructional leadership, coaching and supervision, culturally responsive practices, data analysis, science of learning research, and identification of effective instructional practices for English learners, students with disabilities, and other student groups. These actions address the need by strengthening leadership capacity to support consistent, equitable, and standards-based instruction across classrooms and school sites. Training in data analysis, bias awareness, instructional walkthroughs, and the science of learning supports leaders in identifying inequitable practices, improving teacher support systems, and increasing access to effective instruction for unduplicated pupils. Site administrators will also regularly present student outcome data and progress monitoring connected to SPSA goals to the District Leadership Team (DLT) throughout the school year so that additional supports, coaching, and resources can be provided based on identified student and site needs. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district experience disparities in academic outcomes and benefit from stronger	Effectiveness will be measured using CAASPP ELA and mathematics results, including percentage meeting or exceeding standards and distance from standard for EL, FY, and LI students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There continues to be access gaps for FY, LI, EL, and African American students when compared to all students. Analysis of local data, including the LREBG needs assessment, indicates that schools across the district, including schools performing above district averages overall, continue to demonstrate disproportionately lower outcomes for unduplicated pupils and students with disabilities. These data and feedback indicate a continued need to strengthen leadership capacity to support equitable instructional practices, analyze student data, identify inequitable practices, and improve instructional systems serving unduplicated pupils. In particular, the district will continue focused coaching and leadership support within the Bay Point feeder pattern, which serves some of the district's highest percentages of unduplicated pupils, in order to strengthen implementation of effective instructional practices and scale successful strategies across additional schools and feeder patterns. Scope: LEA-wide	instructional leadership systems and more consistent implementation of effective instructional practices. Providing districtwide leadership training, data review systems, and targeted support structures increases equitable access to high-quality instruction and supportive learning environments for unduplicated pupils while benefiting all students.	
2.5	Action: Recruitment & Retention of Diverse Staff Need: There continues to be a significant difference between the racial and linguistic diversity of	To address this need, the district will continue expanding recruitment partnerships and outreach efforts, including partnerships with local colleges, Historically Black Colleges and Universities (HBCUs), and residency programs targeting native Spanish speakers. The district will also continue	Effectiveness will be measured using the percentage of certificated and classified staff by race and ethnicity and the percentage of teachers

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
	the district's student population and certificated and classified staff. In 2025–26, the percentage of certificated and classified staff by race and ethnicity was: African American: 5.57% Asian: 5.70% Hispanic: 19.69% White: 57.62% Two or More Races: 4.05% These percentages continue to differ from the diversity of the district's student population, particularly for Hispanic, multilingual, and other unduplicated student groups. In addition, the percentage of teachers teaching with a clear credential declined from 84.9% in 2021–22 to 78.4% in 2023–24, indicating continued staffing challenges, particularly in hard-to-fill positions and high-need schools serving larger percentages of unduplicated pupils. Educational partner feedback identified recruitment and retention of diverse, highly qualified staff as a high priority. Educational partners also emphasized the importance of culturally responsive practices, multilingual communication, staff stability, and increasing representation among educators and school staff. These data and feedback indicate a continued need to recruit, develop, and retain diverse and highly qualified staff who are prepared to	recruitment and retention incentives for hard-to-fill positions, strengthen onboarding and employee support systems, and implement employee lifecycle surveys to improve long-term retention. These actions address the need by increasing access to highly qualified, culturally responsive, and linguistically diverse staff who better reflect and support the diversity of the district's student population. Diverse staffing and improved staff retention strengthen culturally responsive instructional practices, improve communication and relationships with families, and increase consistency and stability in learning environments serving unduplicated pupils. Recruitment and retention efforts targeting high-need credential areas also improve access to qualified teachers and support staff for schools serving high percentages of unduplicated students. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district benefit from access to stable, highly qualified, and diverse staff. Districtwide recruitment and retention systems increase equitable access to supportive, culturally responsive, and standards-based learning environments for unduplicated pupils while benefiting all students.	teaching with a clear credential.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support the academic, social-emotional, cultural, and linguistic needs of unduplicated pupils.. Scope: LEA-wide		
3.1	Action: School Connectedness Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disproportionately high rates of chronic absenteeism, suspension, and lower levels of school connectedness. In 2025, chronic absenteeism rates remained elevated for foster youth (39.6%), homeless students (53.6%), low-income (LI) students (28.7%), English learners (EL) (28.5%), and African American students (38.1%). Suspension rates also remained disproportionately high for foster youth (11.1%), African American students (10.3%), homeless students (7.7%), and students with disabilities (6.4%). California Healthy Kids Survey data showed that student belonging improved across grade spans, but outcomes remain below Year 3 targets. In addition, parent survey data showed that high school family responses to the statement, “My child’s school encourages me to be an active partner with the school in educating my child,” declined from 85% to 78%.	To address this need, school leaders, School Site Councils, community service staff, and school teams will implement strategies to strengthen school connectedness, improve communication, increase family engagement, expand student voice opportunities, and build trusting partnerships with families. Staff will also receive cultural competence training, and schools will provide low- or no-cost fingerprinting services to increase family volunteer access and participation. These actions address the need by improving relationships between schools, students, and families and reducing barriers to participation and engagement for unduplicated pupils and their families. Community service supports, culturally responsive engagement practices, and consistent communication strengthen trust and collaboration between families and schools, which supports improved attendance, engagement, and school connectedness. Increased student voice opportunities and family participation further strengthen inclusive school environments and student belonging. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils across the district experience barriers related to school connectedness, attendance, and	Effectiveness will be measured using attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey student belonging data, and parent survey responses related to school partnership and connectedness, with data disaggregated for EL, FY, LI, African American students, homeless students, and students with disabilities.

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
	Educational partner feedback indicated that families do not yet consistently experience schools as welcoming or connected environments and identified the need for stronger relationships, more consistent communication across school sites, increased opportunities for family involvement, and culturally responsive engagement practices. These data and feedback indicate a continued need to strengthen school connectedness, trusting relationships, student voice, and family partnership systems for unduplicated pupils and their families. Scope: LEA-wide	family engagement. Providing consistent relationship-building, communication, and engagement systems across schools increases equitable access to welcoming and supportive school environments for unduplicated pupils while benefiting all students.	
3.3	Action: Translation Support Need: Year 2 outcome data and educational partner feedback indicate a continued need to improve language access, communication systems, and engagement opportunities for multilingual families. Educational partner listening sessions identified translation and interpretation services as highly valued supports and emphasized that families who speak languages other than English continue to experience barriers in accessing district information, participating in meetings, and engaging in school decision-making processes.	To address this need, the district will expand translation and interpretation services beyond English and Spanish, provide interpretation at Board and advisory meetings, continue contracted interpretation services, explore digital translation tools, and collaborate with community partners to support culturally responsive engagement opportunities. These actions address the need by increasing access to school and district information, meetings, programs, and engagement opportunities for multilingual families of unduplicated pupils. Expanded language access services and multilingual communication tools help reduce barriers to participation, strengthen family understanding of student supports and district initiatives, and improve opportunities for	Effectiveness will be measured using California Healthy Kids Parent Survey parent partnership data, participation rates in district advisory meetings, surveys, and the percentage of families connected through Parent Square and other communication systems.

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
	Parent and family feedback also indicated that not all communication methods work effectively for all families and that additional multilingual communication options and culturally responsive engagement opportunities are needed to strengthen family-school partnerships. These barriers can limit family engagement, school connectedness, and access to academic and support services for unduplicated pupils, particularly English learners (EL) and multilingual families. These data and feedback indicate a continued need to expand translation and interpretation services, improve multilingual communication systems, and strengthen culturally responsive engagement opportunities for unduplicated pupils and their families. Scope: LEA-wide	meaningful family engagement and partnership. Collaboration with community partners further strengthens culturally responsive outreach and support systems for families. These services are being provided on an LEA-wide and schoolwide basis because multilingual families and unduplicated pupils are enrolled across the district and benefit from equitable access to information, communication, and engagement opportunities. Providing districtwide translation and interpretation systems increases accessibility, family participation, and school connectedness for unduplicated pupils while benefiting all students.	
3.4	Action: Family Nights & Education Need: Year 2 outcome data indicates that unduplicated pupils continue to experience disproportionately high rates of chronic absenteeism, suspension, and lower levels of school connectedness. In 2025, chronic absenteeism rates remained elevated for foster youth (39.6%), homeless students (53.6%), low-income (LI) students (28.7%), English learners (EL) (28.5%), and African American students (38.1%). Suspension rates	To address this need, the district will provide diverse family nights and workshops, expand multilingual offerings through Loma Vista Adult Education, provide Parent/Teen and Parent Support workshops, and host a start-of-year Parent/Family Conference and Resource Fair that includes school supply and backpack distribution. These actions address the need by increasing family access to educational resources, school information, relationship-building opportunities, and support services that strengthen families' ability to support student learning and engagement. Multilingual workshops and culturally	Effectiveness will be measured using California Healthy Kids Parent Survey parent partnership data, attendance rates, chronic absenteeism rates, and participation rates in Loma Vista family workshops, conferences, and engagement events.

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
	also remained disproportionately high for foster youth (11.1%), African American students (10.3%), homeless students (7.7%), and students with disabilities (6.4%). Although overall attendance rates improved from 91.3% in 2022–23 to 93.1% in 2024–25, disparities in attendance and engagement continue for unduplicated student groups. California Healthy Kids Survey data showed improvements in student belonging across grade spans, including increases from 52% to 61% for 7th grade students and from 43% to 53% for 11th grade students; however, results remain below Year 3 targets. Parent survey data also showed that high school family responses to the statement, “My child’s school encourages me to be an active partner with the school in educating my child,” declined from 85% to 78%. Educational partner feedback identified inconsistency in communication and engagement practices across school sites and emphasized the need for stronger relationships, welcoming environments, culturally responsive engagement, increased opportunities for student voice, and more accessible family involvement opportunities. Additional feedback and participation trends indicate that continued outreach and engagement opportunities remain necessary for historically underrepresented families, multilingual families, and families experiencing	responsive family engagement opportunities help reduce barriers to participation for unduplicated pupils and their families while strengthening school connectedness and family partnership. Resource fairs and school supply distribution also support equitable access to school readiness resources for families experiencing economic barriers. These services are being provided on an LEA-wide and schoolwide basis because unduplicated pupils and their families across the district benefit from increased access to educational workshops, community resources, and culturally responsive engagement opportunities. Providing districtwide family education and engagement opportunities increases equitable access to supportive school-family partnerships and learning resources for unduplicated pupils while benefiting all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers to participation in school activities and decision-making processes. These data and feedback indicate a continued need to strengthen school connectedness, trusting relationships, student voice, and family partnership systems for unduplicated pupils and their families. Scope: LEA-wide		
4.6	Action: Supplemental Funding & Accountability for Schools Need: Year 2 outcome data, California School Dashboard indicators, and educational partner feedback indicate a continued need to strengthen systems of accountability, continuous improvement, and targeted support for schools serving focal scholar student groups and student groups performing in the red or orange performance levels on the California School Dashboard. District analysis of academic achievement, attendance, graduation, chronic absenteeism, suspension, and college and career readiness data demonstrated persistent outcome gaps for African American students, English Learners, Long-Term English Learners, foster youth, students experiencing homelessness, and students with disabilities.	To address these needs, the district will implement Plan-Do-Study-Act (PDSA) cycles of continuous improvement, with focused support provided to Bay Point feeder pattern schools and schools serving focal scholar student groups. District staff, in collaboration with technical assistance partners, will support school sites in planning, implementing, monitoring, and refining actions and services aligned to the LCAP and School Plans for Student Achievement (SPSAs). Site leadership teams will receive coaching, guidance, and accountability measures focused on improving outcomes for student groups identified in the red or orange performance levels on the California School Dashboard, including district-identified focal scholar groups. Schools will utilize supplemental funding to implement targeted interventions, monitor student outcomes, and strengthen alignment between site actions, district goals, and continuous improvement efforts. These actions address identified needs because consistent continuous improvement cycles,	Effectiveness will be measured using CAASPP English language arts and mathematics performance data, graduation rates, attendance rates, chronic absenteeism rates, suspension rates, dropout rates, College and Career Indicator (CCI) data, UC/CSU eligibility rates, and social-emotional learning survey results, with data disaggregated for focal scholar student groups and student groups identified in the red or orange performance levels on the California School Dashboard.

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
	Educational partner feedback from site leadership teams, staff, families, technical assistance partners, and advisory groups identified a need for stronger alignment between district LCAP goals, school site plans, supplemental funding use, and continuous improvement systems focused on improving outcomes for focal scholar student groups. Educational partners also identified the need for increased coaching, monitoring, and accountability structures to ensure that school sites consistently implement evidence-based strategies and utilize data to guide intervention planning and resource allocation. Additional district analysis identified Bay Point feeder pattern schools as requiring focused support because focal scholar student groups within these schools continue to experience disproportionately lower academic achievement, attendance, and engagement outcomes compared to district averages. These data and feedback indicate a continued need to strengthen continuous improvement systems, data-driven planning, accountability structures, and targeted support for schools serving focal scholar student groups in order to improve equitable outcomes and effective implementation of supplemental services. Scope: LEA-wide	targeted coaching, data analysis, and accountability systems strengthen school capacity to identify barriers, implement evidence-based interventions, monitor effectiveness, and improve academic, attendance, engagement, and college and career readiness outcomes for unduplicated pupil groups. These services are being provided on an LEA-wide basis because focal scholar student groups and student groups identified for additional support are enrolled across the district, and districtwide implementation of continuous improvement systems, accountability structures, and targeted technical assistance is necessary to improve equitable outcomes while also strengthening instructional and organizational systems that benefit all students.	

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
4.2	Action: Supports for Foster Youth & Students Experiencing Homelessness Need: Year 2 outcome data, California School Dashboard indicators, and educational partner feedback indicate a continued need to improve academic achievement, attendance, graduation outcomes, school stability, and access to coordinated supports for foster youth and students experiencing homelessness. In 2025, students experiencing homelessness scored 153.1 points below standard in English language arts and 179.4 points below standard in mathematics on the CAASPP. Foster youth scored 120.7 points below standard in ELA and 158.2 points below standard in mathematics. Chronic absenteeism remained significantly elevated for students experiencing homelessness at 53.6% and for foster youth at 39.6%. Graduation rates also remained disproportionately lower for these student groups, with students experiencing homelessness at 69.9% and foster youth at 73.7%. Educational partner feedback from students, families, counselors, community agencies, and staff identified a continued need for coordinated academic, behavioral, social-	To address these needs, the district will implement quarterly monitoring of academics, attendance, behavior, and social-emotional well-being for foster youth and students experiencing homelessness. School counselors will conduct regular check-ins and empathy interviews to strengthen relationships, identify barriers early, and connect students to needed supports and interventions. The district will provide school supplies, supplemental educational materials, tutoring, transportation, technology, enrollment assistance, and coordinated social-emotional and case management supports through SOAR and community partnerships. The district will also continue contracting with Foster Focus to improve timely access to student records and support continuity of services during school transitions. These actions address identified needs because coordinated academic, behavioral, and wraparound supports reduce barriers caused by housing instability, mobility, and unmet social-emotional needs, while increasing school connectedness, attendance, engagement, and access to educational opportunities for foster youth and students experiencing homelessness. These services are being provided on an LEA-wide basis because foster youth and students experiencing homelessness are enrolled across	Effectiveness will be measured using CAASPP English language arts and mathematics performance data, graduation rates, attendance rates, chronic absenteeism rates, suspension rates, dropout rates, UC/CSU eligibility rates, and College and Career Indicator (CCI) data, with data disaggregated for foster youth and students experiencing homelessness.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	emotional, enrollment, transportation, and basic needs supports because housing instability, school transitions, inconsistent access to resources, and unmet social-emotional needs continue to create barriers to school engagement, attendance, and academic success for foster youth and students experiencing homelessness. Educational partners also identified a need for stronger systems for monitoring student progress, timely access to records during school transitions, expanded tutoring supports, and increased coordination between schools, district staff, and community agencies to ensure students and families receive consistent and responsive support services. These data and feedback indicate a continued need to strengthen coordinated intervention systems, academic and social-emotional supports, school stability, and family support services designed to improve attendance, engagement, connectedness, and academic outcomes for foster youth and students experiencing homelessness. Scope: Limited to Unduplicated Student Group(s)	the district, and consistent districtwide systems of support are necessary to improve equitable access to academic, behavioral, and social-emotional services for these unduplicated pupil groups while also benefiting other high-needs students across the district.	
4.3	Action: Supports for English Learners Need: Year 2 outcome data, California School Dashboard indicators, and educational partner	To address these needs, the district will monitor implementation of adopted ELD materials and standards-based instruction and ensure that English Learners receive high-quality designated and integrated ELD instruction across all grade spans. Teachers and administrators will participate	Effectiveness will be measured using CAASPP English language arts and mathematics performance data, English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	feedback indicate a continued need to improve academic achievement, English language proficiency, reclassification outcomes, and access to consistent high-quality English language development instruction for English Learners. In 2025, English Learners scored 84.5 points below standard in English language arts and 113.5 points below standard in mathematics on the CAASPP. English Learners also demonstrated lower college and career readiness outcomes and lower UC/CSU eligibility rates compared to district averages. While graduation rates improved to 81.2%, educational partners and staff identified continued concerns regarding inconsistent implementation of designated and integrated ELD instruction across school sites and grade spans. Educational partner feedback from families, teachers, administrators, DELAC representatives, and multilingual learner staff identified a need for stronger implementation of adopted ELD curriculum and standards-based instruction, increased staff training related to effective ELD practices, improved support for reclassification processes, and expanded communication and training opportunities for families regarding ELPAC, reclassification, and multilingual learner supports. Educational partners also identified a need for increased supports for newcomer students because students new to the country and school system often experience challenges	in professional learning focused on ELD standards, curriculum implementation, and use of the Observation Protocol Tool for Teachers of English Learners (OPTEL). English Language Support Teachers and Teachers on Special Assignment (TOSAs) will provide coaching, walkthrough support, and professional development to strengthen instructional practices for multilingual learners. The district will also monitor reclassification progress for English Learners scoring Level 4 on the ELPAC and provide parent training related to ELPAC, OPTEL, reclassification, and ways families can support student success. Additional newcomer supports will include implementation of a Bilingual Peer Ambassadors Program, Newcomer Student Support Toolkit, and “Who Can Help Me?” support maps at school sites. These actions address identified needs because consistent implementation of high-quality ELD instruction, targeted instructional coaching, family engagement, and newcomer support systems increase access to language development, academic instruction, school connectedness, and reclassification opportunities for English Learners. These services are being provided on an LEA-wide basis because English Learners are enrolled across the district, and consistent districtwide implementation of ELD instruction, multilingual learner supports, family engagement systems, and staff professional learning is necessary to improve equitable access and educational outcomes for	data, reclassification rates, graduation rates, attendance rates, chronic absenteeism rates, UC/CSU eligibility rates, College and Career Indicator (CCI) data, and suspension rates, with data disaggregated for English Learners and Long-Term English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	related to language acquisition, school connectedness, navigation of school systems, and access to peer and adult support networks. These data and feedback indicate a continued need to strengthen consistent implementation of high-quality designated and integrated ELD instruction, staff capacity to support multilingual learners, reclassification systems, family engagement, and targeted newcomer supports designed to improve academic achievement, English language proficiency, engagement, and educational access for English Learners. Scope: Limited to Unduplicated Student Group(s)	English Learners while also benefiting other unduplicated pupil groups across the district.	
4.4	Action: Supports for Long Term English Learners Need: Year 2 outcome data, California School Dashboard indicators, and educational partner feedback indicate a continued need to improve academic achievement, English language proficiency, reclassification outcomes, and graduation readiness for Long-Term English Learners (LTELs). In 2025, LTELs scored 124.8 points below standard in English language arts and 187 points below standard in mathematics on the CAASPP. LTEL students also demonstrated low rates of students meeting or exceeding standards in ELA and mathematics, elevated suspension	To address these needs, all schools will use the English Learner Roadmap Self-Reflection Rubric to assess implementation of the EL Roadmap principles, identify areas for improvement, and develop action plans to strengthen supports for Long-Term English Learners. The district will monitor implementation of adopted ALD materials and standards-based instruction and provide professional development and coaching to support integrated and designated ELD instructional practices. The district will also implement English Learner Review Team (ELRT) meetings to monitor student progress toward reclassification, provide strategic interventions for students not making adequate progress, and ensure appropriate placement in	Effectiveness will be measured using CAASPP English language arts and mathematics performance data, English Learner Progress Indicator (ELPI) data, reclassification rates, graduation rates, attendance rates, chronic absenteeism rates, suspension rates, UC/CSU eligibility rates, College and Career Indicator (CCI) data, and the percentage of students identified as at risk of becoming Long-Term English Learners,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	rates, lower college and career readiness outcomes, and lower UC/CSU eligibility rates compared to district averages. The percentage of English Learners identified as at risk of becoming Long-Term English Learners remained elevated at 15.9%. Educational partner feedback from families, ELAC representatives, multilingual learner staff, counselors, teachers, and administrators identified a need for stronger systems to monitor English Learner progress toward reclassification, increased consistency in integrated and designated ELD instruction, expanded intervention supports, and improved access to academic pathways that support graduation and college readiness for Long-Term English Learners. Educational partners also identified a need for increased collaboration between counselors, administrators, teachers, and multilingual learner staff to ensure students are appropriately scheduled into ALD and ELD courses, receive timely interventions, and have access to academic planning and language development supports that accelerate progress toward reclassification and graduation. These data and feedback indicate a continued need to strengthen instructional systems, intervention supports, reclassification monitoring, integrated ELD practices, and family engagement designed to improve academic achievement, English language	ALD and ELD courses. Secondary administrators and counselors will support academic planning, graduation pathway access, and scheduling practices designed to improve language development and graduation outcomes for LTEL students. English Learners will also have access to intervention programs designed to accelerate language acquisition and support reclassification. Schools will provide presentations and family engagement opportunities through ELACs focused on English Learner supports and the importance of reclassification. These actions address identified needs because consistent implementation of high-quality ELD instruction, targeted interventions, progress monitoring, academic planning, and family engagement increase access to language development, improve academic achievement, strengthen graduation readiness, and support progress toward reclassification for Long-Term English Learners. These services are being provided on an LEA-wide basis because Long-Term English Learners are enrolled across the district, and districtwide implementation of instructional supports, intervention systems, progress monitoring, and family engagement strategies is necessary to improve equitable access and educational outcomes for LTEL students while also benefiting other multilingual learner student groups across the district.	with data disaggregated for Long-Term English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency, graduation readiness, and reclassification outcomes for Long-Term English Learners. Scope: Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

MDUSD expects to receive \$433,687 in additional concentration grant funding. These concentration grant funds will be used to fund additional personnel who will provide student social-emotional wellness and counseling services, as outlined in Goal 1, Action 1.4. Schools with a high concentration of foster youth, English learners, and low-income students will receive additional days of service to expand access to these supports and better address the identified needs of these student groups.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:44	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:21	1:18

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	\$331,857,863.00	\$38,192,208.00	11.509%	0.000%	11.509%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$44,214,993.00	\$11,817,885.00	\$243,863.00	\$9,100,441.00	\$65,377,182.00	\$55,236,079.00	\$10,141,103.00

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	Standards-based Instruction and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,770,091.00	\$280,042.00	\$3,600,059.00	\$0.00	\$0.00	\$450,074.00	\$4,050,133.00	0
1	1.2	TK-12 Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$565,932.00	\$32,529.00	\$498,461.00	\$0.00	\$0.00	\$100,000.00	\$598,461.00	0
1	1.3	Strategic Targeted Supplemental Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$7,500,000.00	\$250.00	\$7,500,250.00	\$0.00	\$0.00	\$0.00	\$7,500,250.00	0
1	1.4	Social Emotional Learning Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,204,897.00	\$7,100.00	\$3,768,256.00	\$3,194,019.00	\$0.00	\$249,722.00	\$7,211,997.00	0
1	1.5	Health & Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,105,279.00	\$443,435.00	\$959,130.00	\$300,000.00	\$0.00	\$289,584.00	\$1,548,714.00	0
1	1.6	Positive School Climate & Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,577,941.00	\$0.00	\$1,339,784.00	\$238,157.00	\$0.00	\$0.00	\$1,577,941.00	0
1	1.7	Expansion of Electives	All	No			6th-12th grades		\$1,191,873.00	\$481,267.00	\$398,664.00	\$1,274,476.00	\$0.00	\$0.00	\$1,673,140.00	0
1	1.8	Specialized Programs of Choice College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,266,479.00	\$2,958,503.00	\$1,558,664.00	\$1,832,940.00	\$0.00	\$1,833,378.00	\$5,224,982.00	0
1	1.9	Expanded Learning	All	No			All Schools		\$1,158,656.00	\$955,132.00	\$0.00	\$1,850,988.00	\$0.00	\$262,800.00	\$2,113,788.00	0
1	1.10	High School Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Secondary schools		\$1,046,793.00	\$179,618.00	\$203,738.00	\$797,167.00	\$0.00	\$225,506.00	\$1,226,411.00	0

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
						Low Income	9-12									
2	2.1	Training for Standards-based Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,958,955.00	\$1,067,278.00	\$3,098,968.00	\$0.00	\$0.00	\$1,927,265.00	\$5,026,233.00	0
2	2.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,122,736.00	\$35,241.00	\$1,079,998.00	\$0.00	\$0.00	\$77,979.00	\$1,157,977.00	0
2	2.3	Leadership Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$413,283.00	\$5,300.00	\$54,425.00	\$0.00	\$0.00	\$364,158.00	\$418,583.00	0
2	2.4	Classified Training	All	No			All Schools		\$6,814.00	\$80,000.00	\$6,814.00	\$80,000.00	\$0.00	\$0.00	\$86,814.00	0
2	2.5	Recruitment & Retention of Diverse Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$207,591.00	\$0.00	\$207,591.00	\$0.00	\$0.00	\$0.00	\$207,591.00	0
2	2.6	Teacher Induction and Support	All	No			All Schools		\$697,471.00	\$132.00	\$697,603.00	\$0.00	\$0.00	\$0.00	\$697,603.00	0
3	3.1	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$962,085.00	\$93,060.00	\$651,801.00	\$0.00	\$0.00	\$403,344.00	\$1,055,145.00	0
3	3.2	Family & Community Communication	All	No			All Schools		\$178,965.00	\$0.00	\$178,965.00	\$0.00	\$0.00	\$0.00	\$178,965.00	0
3	3.3	Translation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$536,941.00	\$285,300.00	\$822,241.00	\$0.00	\$0.00	\$0.00	\$822,241.00	0
3	3.4	Family Nights & Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,820,176.00	\$51,333.00	\$1,871,509.00	\$0.00	\$0.00	\$0.00	\$1,871,509.00	0
3	3.5	Intentionally Welcoming and Inclusive Environments	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
4	4.1	Support for African American Students	All African American Students	No			All Schools		\$645,865.00	\$33,800.00	\$5,800.00	\$673,865.00	\$0.00	\$0.00	\$679,665.00	0
4	4.2	Supports for Foster Youth & Students Experiencing Homelessness	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$540,674.00	\$14,109.00	\$18,221.00	\$0.00	\$161,304.00	\$375,258.00	\$554,783.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
4	4.3	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,816,173.00	\$8,859.00	\$2,298,944.00	\$400,657.00	\$82,559.00	\$42,872.00	\$2,825,032.00	0
4	4.4	Supports for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,070,312.00	\$69,983.00	\$1,392,280.00	\$254,111.00	\$0.00	\$493,904.00	\$2,140,295.00	0
4	4.5	Support for students with IEPs	Students with Disabilities	No			All Schools		\$147,572.00	\$361,685.00	\$165,419.00	\$343,838.00	\$0.00	\$0.00	\$509,257.00	0
4	4.6	Supplemental Funding & Accountability for Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,722,525.00	\$2,104,480.00	\$11,822,408.00	\$0.00	\$0.00	\$2,004,597.00	\$13,827,005.00	0
5	5.1	Supports for Crossroads High School	All	No			Specific Schools: Crossroads High School 9-12	2024-2027	\$0.00	\$51,697.00	\$0.00	\$51,697.00	\$0.00	\$0.00	\$51,697.00	0
5	5.2	Supports for Glenbrook Academy	All Students with Disabilities	No			Specific Schools: Glenbrook Academy 6-12	2024-2027	\$0.00	\$51,697.00	\$0.00	\$51,697.00	\$0.00	\$0.00	\$51,697.00	0
5	5.3	Supports for Olympic High School	All	No			Specific Schools: Olympic High School 10-12		\$0.00	\$422,576.00	\$0.00	\$422,576.00	\$0.00	\$0.00	\$422,576.00	
5	5.4	Supports for Sunrise School	All Students with Disabilities	No			Specific Schools: Sunrise K-5		\$0.00	\$51,697.00	\$0.00	\$51,697.00	\$0.00	\$0.00	\$51,697.00	

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
\$331,857,863.00	\$38,192,208.00	11.509%	0.000%	11.509%	\$42,746,728.00	0.000%	12.881 %	Total:	\$42,746,728.00
								LEA-wide Total:	\$39,037,283.00
								Limited Total:	\$3,709,445.00
								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	Standards-based Instruction and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600,059.00	0
1	1.2	TK-12 Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income		\$498,461.00	0
1	1.3	Strategic Targeted Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,500,250.00	0
1	1.4	Social Emotional Learning Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,768,256.00	0
1	1.5	Health & Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$959,130.00	0
1	1.6	Positive School Climate & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,339,784.00	0

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	1.8	Specialized Programs of Choice College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,558,664.00	0
1	1.10	High School Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools 9-12	\$203,738.00	0
2	2.1	Training for Standards-based Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,098,968.00	0
2	2.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,079,998.00	0
2	2.3	Leadership Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,425.00	0
2	2.5	Recruitment & Retention of Diverse Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,591.00	0
3	3.1	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$651,801.00	0
3	3.3	Translation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$822,241.00	0
3	3.4	Family Nights & Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,871,509.00	0
4	4.2	Supports for Foster Youth & Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$18,221.00	0
4	4.3	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,298,944.00	0
4	4.4	Supports for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,392,280.00	0
4	4.6	Supplemental Funding & Accountability for Schools	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$11,822,408.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$67,140,761.00	\$68,288,559.00

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	1.1	Standards-based Instruction and Materials	Yes	\$3,307,690.00	3,789,046.00
1	1.2	Foundational Literacy	Yes	\$1,151,324.00	591,486.00
1	1.3	Class Size Reduction	Yes	\$6,500,000.00	6,499,700.00
1	1.4	Social Emotional Learning Initiatives	Yes	\$6,429,273.00	5,531,940.00
1	1.5	Health & Wellness	Yes	\$1,667,939.00	1,568,866.00
1	1.6	Positive School Climate & Safety	Yes	\$2,115,186.00	2,066,338.00
1	1.7	Expansion of Electives	No	\$2,859,878.00	2,193,699.00
1	1.8	Specialized Programs of Choice College and Career Readiness	Yes	\$3,987,200.00	4,898,329.00
1	1.9	Expanded Learning	No	\$2,110,637.00	2,320,801.00
1	1.10	High School Credit Recovery	Yes	\$2,397,369.00	1,503,076.00
2	2.1	Training for Standards-based Instruction	Yes	\$6,997,024.00	6,966,967.00

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	2.2	Instructional Coaching	Yes	\$923,168.00	1,200,517.00
2	2.3	Coaching and Supervision	Yes	\$732,389.00	404,823.00
2	2.4	Classified Training	No	\$96,463.00	175,112.00
2	2.5	Recruitment & Retention of Diverse Staff	Yes	\$298,742.00	258,902.00
2	2.6	Teacher Induction and Support	No	\$562,791.00	655,903.00
3	3.1	School Connectedness	Yes	\$646,039.00	454,377.00
3	3.2	Family & Community Communication	No	\$168,805.00	172,919.00
3	3.3	Translation Support	Yes	\$1,606,544.00	1,101,241.00
3	3.4	Family Nights & Education	Yes	\$1,708,980.00	2,225,600.00
4	4.1	Support for African American Students	No	\$804,899.00	399,818.00
4	4.2	Supports for Foster Youth & Students Experiencing Homelessness	Yes	\$299,237.00	727,196.00
4	4.3	Supports for English Learners	Yes	\$2,298,993.00	2,994,011.00
4	4.4	Supports for Long Term English Learners	Yes	\$2,228,961.00	2,792,512.00

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	4.5	Support for students with IEPs	No	\$573,134.00	390,696.00
4	4.6	Supplemental Funding & Accountability for Schools	Yes	\$14,193,157.00	15,664,132.00
5	5.1	Student outreach and support	No	\$66,666.00	277,641.00
5	5.2	Additional support/case management	No	\$239,939.00	56,464.00
5	5.3	Transportation and basic needs supports	No	\$151,667.00	361,526.00
5	5.4	Incentives and Recognition Activities	No	\$16,667.00	44,921.00

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)
32,936,566	\$39,871,470.00	\$40,107,894.00	(\$236,424.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-based Instruction and Materials	Yes	\$2,932,650.00	2,932,650.00	0	
1	1.2	Foundational Literacy	Yes	\$474,973.00	474,973.00	0	
1	1.3	Class Size Reduction	Yes	\$6,500,000.00	6,500,000.00	0	
1	1.4	Social Emotional Learning Initiatives	Yes	\$1,254,800.00	1,254,800.00	0	
1	1.5	Health & Wellness	Yes	\$807,219.00	807,219.00	0	
1	1.6	Positive School Climate & Safety	Yes	\$1,843,407.00	1,843,407.00	0	
1	1.8	Specialized Programs of Choice	Yes	\$1,330,656.00	1,567,080.00	0	
1	1.10	College and Career Readiness					
1	1.10	High School Credit Recovery	Yes	\$201,331.00	201,331.00	0	
2	2.1	Training for Standards-based Instruction	Yes	\$4,576,901.00	4,576,901.00	0	
2	2.2	Instructional Coaching	Yes	\$765,325.00	765,325.00	0	
2	2.3	Coaching and Supervision	Yes	\$282,908.00	282,908.00	0	
2	2.5	Recruitment & Retention of Diverse Staff	Yes	\$136,500.00	136,500.00	0	
3	3.1	School Connectedness	Yes	\$36,883.00	36,883.00	0	

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	Translation Support	Yes	\$1,606,544.00	1,606,544.00	0	
3	3.4	Family Nights & Education	Yes	\$1,708,980.00	1,708,980.00	0	
4	4.2	Supports for Foster Youth & Students Experiencing Homelessness	Yes	\$17,490.00	17,490.00	0	
4	4.3	Supports for English Learners	Yes	\$1,908,199.00	1,908,199.00	0	
4	4.4	Supports for Long Term English Learners	Yes	\$1,195,966.00	1,195,966.00	0	
4	4.6	Supplemental Funding & Accountability for Schools	Yes	\$12,290,738.00	12,290,738.00	0	

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)
\$317,466,148	32,936,566	1.065%	11.440%	\$40,107,894.00	0.000%	12.634%	\$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 *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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