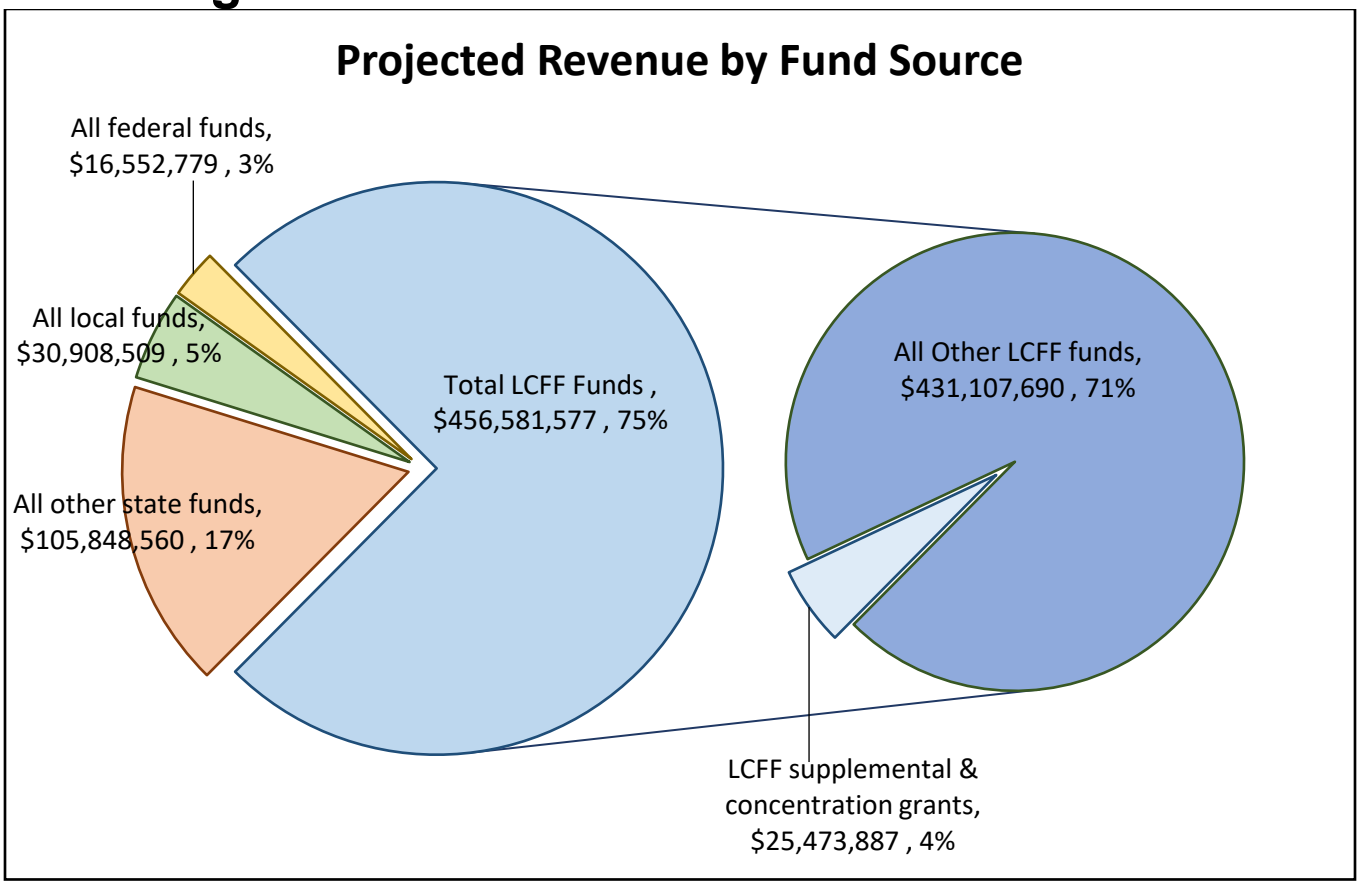
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine Unified School District
CDS Code: 30 73650 0000000
School Year: 2025-26
LEA contact information:
Tammy Blakely
Executive Director, Student Support Services
tammyblakely@iusd.org
949-936-5079

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

Budget Overview for the 2025-26 School Year

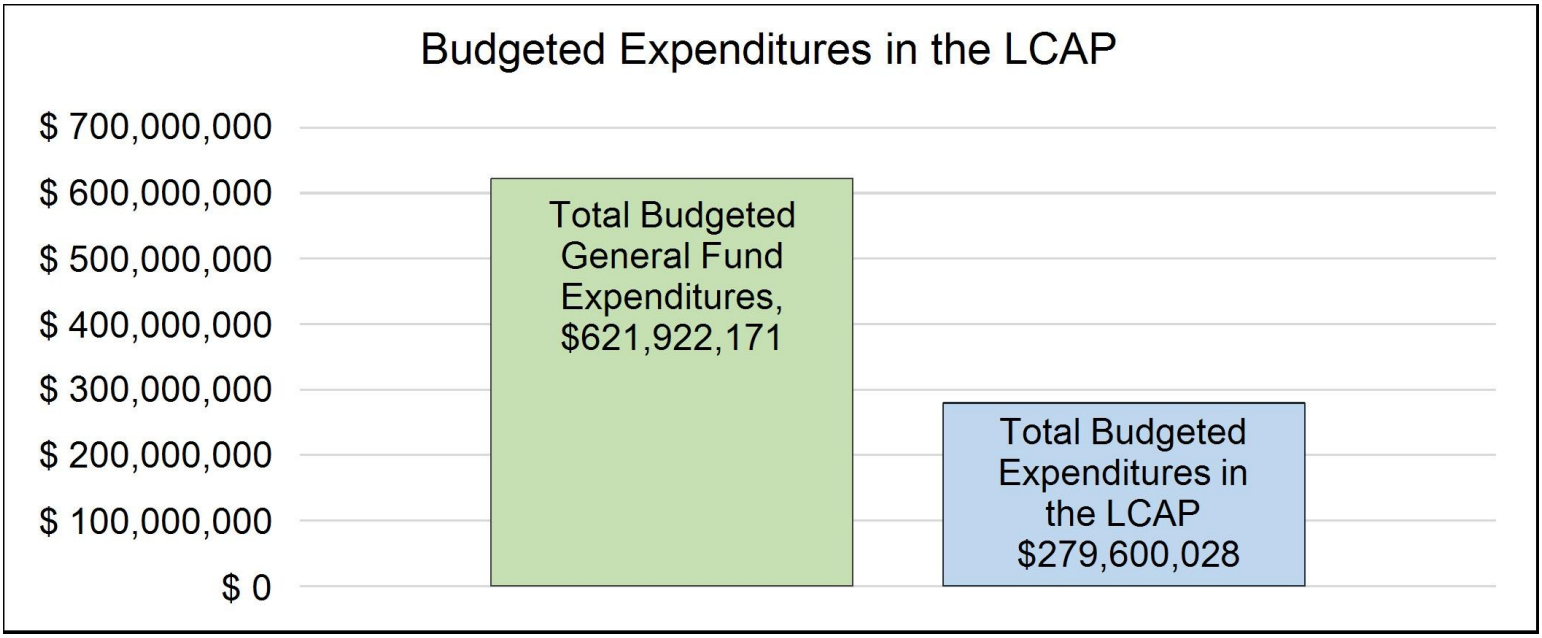


This chart shows the total general purpose revenue Irvine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine Unified School District is $612,792,136, of which $456,581,577 is Local Control Funding Formula (LCFF), $105,848,560 is other state funds, $30,908,509 is local funds, and $16,552,779 is federal funds. Of the $456,581,577 in LCFF Funds, $25,473,887 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 Irvine Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Irvine Unified School District plans to spend $621,922,171 for the 2025-26 school year. Of that amount, $279,600,028 is tied to actions/services in the LCAP and $342,322,143 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

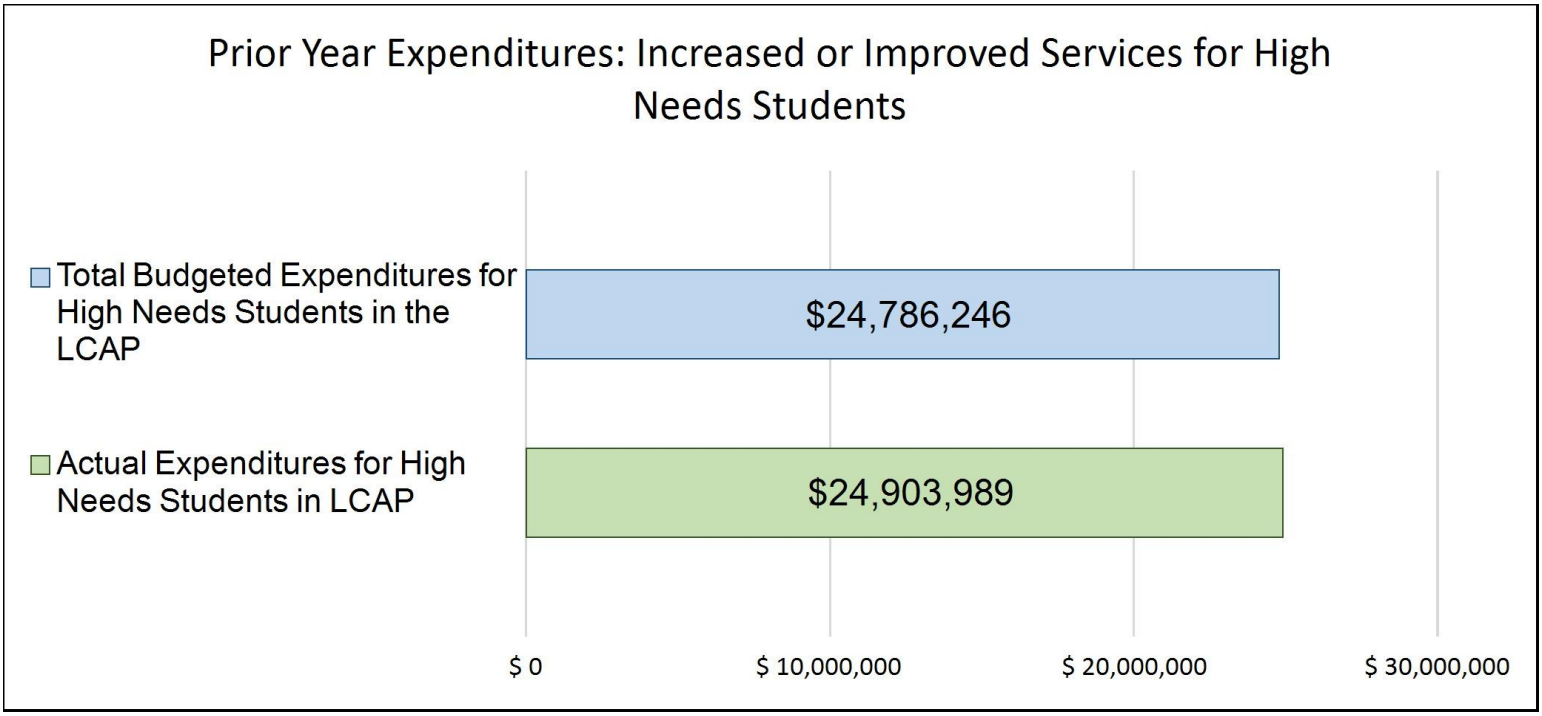
The General Fund supports programs with additional spending in the following categories:
Certificated /Classified Salaries and Benefits: $243,264,823
Books and Supplies: $30,224,831
Services/Other Operating Expenditures: $68,016,966
Capital Outlay: $815,523

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

In 2025-26, Irvine Unified School District is projecting it will receive $25,473,887 based on the enrollment of foster youth, English learner, and low-income students. Irvine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Unified School District plans to spend $27,641,152 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Irvine 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 Irvine 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 2024-25, Irvine Unified School District's LCAP budgeted $24,786,246 for planned actions to increase or improve services for high needs students. Irvine Unified School District actually spent $24,903,989 for actions to increase or improve services for high needs students in 2024-25.

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
Irvine Unified School District	Tammy Blakely Executive Director, Student Support Services	tammyblakely@iusd.org 949-936-5079

Plan Summary 2025-2026

General Information

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

The Irvine Unified School District is located in Orange County, California and serves a diverse population of more than 38,000 PK-12 students. This district-wide strategic plan outlines our mission to enable all students to become contributing members of society, empowered with the skills, knowledge and values necessary to meet the challenges of a changing world. A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

District Overview:
Students Enrolled: 38,028
Teachers: 1,925
Administrators: 215
Support Staff: 2,072

Schools:
Early Childhood Center: 1
Elementary Schools: 24
K-8 Schools: 5
Middle Schools: 6
High Schools: 5
Alternative High School: 1
Virtual Academies: 2

Equity Multiplier Site:
Creekside High

Subgroups:
Low Income: 20.7%
English Learners: 13.8%
Homeless: 0.16%
Foster Youth: 0.10%
Advanced Learners: 18.3%
Special Ed: 9.83%
Long Term English Learners: 0.86%

District Awards:
Designated Best Community for Music Education for the 14th consecutive year by the National Association of Music Merchants Foundation (NAMM)
Ranked No. 1 district in Orange County by Niche.com
Leroy F. Greene Design Planning Award of Honor for New Builds
Ranked No. 1 in California for State Standardized Testing for public school districts of 35,000 or more students
IUSD Received the Award of Excellence for the “Connect with IUSD” campaign in the Community Outreach and Public Engagement Initiative Category from the California School Public Relations Association

Student and School Awards:
California Distinguished Award for Jeffrey Trail MS, South Lake MS, Venado MS, and Northwood HS
Irvine High School awarded first place at National Stellar Explores competition
Woodbridge High School student awarded first place in Film at Holocaust Art and Writing Contest
48 IUSD projects win at National History Day-Orange County
Rancho San Joaquin MS student placed third place in the Orange County Spelling Bee
Sierra Vista MS Science Olympiad team placed first at county competition and Southern California Science Olympiad
Woodbridge HS Academic Decathlon Team won county championship
Northwood HS honored at Boston Invitational Model United Nations Conference
University HS placed first at Science Bowl and Ocean Science Bowl Competitions
Three IUSD seniors named Regeneron Science Talent Search Scholars
Five Arts Educators honored by the Orange County Music and Arts Administrators (OCMAA)
Northwood, Portola, and Woodbridge High Schools took top honors at Orange County Journalism Education Association competition
Portola was recognized as a Green Ribbon School
All five high schools earned AP Honor Roll award

District Support Systems:

Multi-Tiered System of Supports (MTSS): MTSS in IUSD is a systemic process that helps schools align resources, programs, and supports to meet the needs of all students. MTSS is guided by a shared belief that all students can learn at high levels and a collective responsibility to ensure that every student is successful in the academic, behavioral, health, and social emotional realms. Through a systemic process based On assessment and data, students are matched to increasingly intensive supports that meet their needs in all areas. This framework not only allows for decisions to be made about individual students, it is also used to drive decision-making across all levels of the school and district.

Professional Learning Communities (PLC): Teachers work collaboratively in Professional Learning Communities (PLC) to positively impact student achievement and performance in IUSD. Working in collaborative content or grade level teams, teachers plan standards aligned instruction and assessments that provide evidence of student learning. During regular meetings and release days, PLC teams analyze evidence of student learning and plan targeted instructional responses to ensure all students reach proficiency on grade level standards.

Supportive School Communities: Each school site develops and implements goals that cultivate an environment in which all students are respected, engaged, and empowered to realize their full potential. These goals are intentionally designed to support the comprehensive development of each student while addressing the specific needs of student populations who have been historically underserved. Site administrators apply this framework to inform the School Plan for Student Achievement (SPSA), which is reviewed and refined on an annual basis to ensure continuous improvement.

Technology-Infrastructure, Support, and Resources: IUSD provides tools and support to enrich learning, keep our community connected, and help our growing district thrive. Our Technology Department focuses on supporting teachers and students in the classroom and offers ongoing professional learning, group training, coaching, and co-teaching opportunities to help staff leverage technology to engage students and enhance learning. The EdTech team facilitates the selection, implementation, and use of education software and maintains communication platforms including the district website and TV.IUSD.. The Information Services team supports the Student Information System and Parent Portal. The Network Services team supports network availability and security, wireless access, email and internet access.

Mental Health and Wellness: The district provides school-based mental health/wellness services and resources to students, and links families to community-based mental health or social services.

Advanced Learning and Differentiation: Ensuring that all students feel a sense of belonging and participate in rigorous and engaging learning is paramount to student success. In IUSD, students have access to differentiated learning experiences in all grades. Differentiation means tailoring learning experiences, or instruction, to meet the need of all students. Teachers may differentiate in the content, process, product, or learning environment to best serve small groups or individuals.

Access to a Broad Course of Study: In IUSD, a broad course of studies for students in grades 1 through 6 includes English, Mathematics, Social Sciences, Physical Education (PE) courses, access to Arts and Wellness Education. A broad course of studies for students in grades 7-12 includes access to English, Social Sciences, Foreign Language, Physical Education (PE), Science, Mathematics, Arts Education, and Career Technical Education courses.

Special Education: Special Education ensures that the unique needs of students with an Individualized Education Program (IEP) are met through additional services, supports, programs, specialized placements, and environment. The core purpose of special education is to provide specialized academic instruction and intervention, as well as give students with an IEP access to the same educational program and/or activities that are available to their non-disabled peers to the maximum extent possible.
Language Development Programs: IUSD welcomes and values the cultural and linguistic diversity of IUSD students and families. We are committed to ensuring that multilingual learners have full and meaningful access to educational programs that result in the attainment of high levels of English proficiency, mastery of grade level content standards, and opportunities to participate in all academic and extracurricular activities.
Parent and Family Engagement: IUSD provides multiple ways for parents/guardians to be involved in the work of the school and the learning of their children. Seminars, workshops and course offerings provide opportunities for parents/guardians to access district and community resources, to develop an understanding of the learning process, to learn and practice effective strategies that support student learning at home, to establish home/school connections, and become active participants of the learning community.
Continuous Improvement Efforts (CIE): IUSD's CIE efforts illustrate our core mission to develop essential capacities in our students and staff, and to evaluate, each day, the impact of our teaching on student learning.

TO THAT END WE ARE DEDICATED TO:
The joy of learning for all
Respect for each individual's worth and uniqueness
A celebration of diversity
An environment that nurtures the quest for quality
A culture founded on relationship and inclusion

OUR MISSION
We will leverage our collective resources in order to make a meaningful difference in the world by:
Nurturing the diverse gifts and capabilities within each individual
Challenging every student and adult learner to persevere for excellence
Developing competent, resourceful, resilient, and empowered learners prepared to meet the challenges of a complex future
Enhancing the human capacity for courage, compassion, and contribution
OUR VALUES
What we believe: As a district, we weave our core values into all that we do. Lived individually and exhibited organizationally they are: * Integrity * Collaboration * Learning * Empowerment * Trustworthiness

Reflections: Annual Performance

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

High-Level Summary: High academic performance was noticeable across several student groups, including Asian, Filipino, Pacific Islander, White, and students of two or more races. Equally important, certain student groups displayed consistent lower performance than the ALL student subgroup, indicating a need for specific and focused intervention. These groups included foster youth, socioeconomically disadvantaged, African American students, American Indian students, students experiencing homelessness, English learners, Asian, Hispanic, White, Students with Disabilities, and the ALL student subgroup at specific school sites. The district responded to these findings by focusing attention on these student groups, developing intervention plans, and formulating effective strategies to improve their learning experiences. While addressing these areas for improvement, the district reported a commendable overall attendance rate, demonstrating student and parent commitment to education. Parents, students, and staff participated in the IUSD Annual School Climate Survey and provided predominantly positive feedback. The survey highlighted the district's role in nurturing both an inclusive and supportive atmosphere for education, focusing on cultural diversity, supportive relationships, and mutual understanding and respect. In addition to academic performance, the district also prioritized mental health and wellness and the cultivation of inclusive learning environments. Support for mental health, social-emotional learning, and resources for English learners, low-income students, and foster youth visibly reinforce this objective. With an emphasis on technology, the district ensures every student has access to devices, advocating for a student-centric approach to education. The district identified specific student groups in need of extra support through the use of the California Dashboard and other local Progress Indicators. Using data from the California Dashboard, Annual Survey, and local data, the focus areas for each school and the whole district have been identified and emphasized. The data collected through the California Dashboard, Annual Survey, and local data inform site decisions and focus areas for individual sites and for the District. As sites develop their School Plan for Student Achievement (SPSA), they will focus on the referenced data to determine focus and improvement areas. Similarly, as the District implements this three-year Local Control Accountability Plan (LCAP) for the 2024-27 cycle, district administration and educational partners use district level data to determine focus areas for improvement.

Throughout the LCAP document, student subgroups will be identified and discussed. For the purposes of effective and efficient communication, the student groups will be identified by the following abbreviations:
ALL Student subgroups: ALL

African American: AA
American Indian: AI
Asian: AS
English Learner: EL
Filipino: FI
Foster Youth: FOS
Hispanic: HI
Homeless: HOM
Long-Term English Learner: LTEL
Pacific Islander: PI
Socioeconomically Disadvantaged: SED
Students with Disabilities: SWD
2+ Races: 2+
White: WH

Celebrations
State and Local indicators indicate that Irvine Unified School District (IUSD) students continue to perform at high levels.
Highest Performance Level (CA Dashboard):
Mathematics: ALL: +49 DFS (Blue). Maintained performance from previous year
Suspension: ALL: 0.9% (Blue). Maintained performance from previous year
College/Career Indicator: 73.6% (Blue). Increased performance from previous year

High Performance Level
English Language Arts (CA Dashboard): +58.5 Distance From Standard (DFS). Declined performance from previous year.
Graduation Rate (CA Dashboard): ALL: 94.5%
Smarter Balanced Summative Assessment (CAASPP) ELA: ALL: 75.84% Met or Exceeded Standard
Smarter Balanced Summative Assessment (CAASPP) Math: ALL: 69.84% Met or Exceeded Standard
English Learner Progress Toward Proficiency (CA Dashboard): 62%
Very low suspension rate (CA Dashboard): ALL: 10.9%

Local Indicators/Progress Indicators
Percentage of Students Passing AP Exams with a 3 or Higher: ALL: 90%
Percentage of Students Meeting UC/CSU Requirements: ALL: 70.5%
Percentage of Students Participating in 2 or More College Prep Courses: ALL: 99.2%
Percentage of Students Participating in 1 or More AP Courses: ALL: 48.7%
All schools previously identified as Year 2 Additional Targeted Support and Improvement (ATSI) have successfully met the criteria for exit, demonstrating meaningful progress in supporting the academic growth of their student groups.
Students with access to standards aligned materials: 100%
Teachers appropriately assigned and credentialed: 100%
Facilities are maintained in good repair: 100%
Previously implemented class-size reduction
Additional secondary sections to reduce class-size
Staffing with full-time assistant principals, 450:1 counseling ratio, support for large elementary school sites and elementary classroom aides
Mental health and wellness, behavioral, and social emotional learning at all sites and grade levels
Interventions and supplemental programs impacting English learners, Socioeconomically Disadvantaged, and Foster Youth
Learning opportunities that every student, regardless of characteristics and identified needs, is presented with the challenge to reach high standards
Equitable access to college and career and advanced coursework for all students
Continued adoption of textbooks and instructional materials
Continued implementation of Career Technical Education (CTE) pathways and Regional Occupation Program (ROP) learning opportunities for students

Annual Survey Data
69% of parent respondents are very satisfied/satisfied with students' overall educational experience
95% of student respondents report that they have friends at school
87% of student respondents strongly agree/agree that they have at least one adult they trust and can talk to on campus if they have a problem
74% of student respondents are very satisfied/satisfied with the sense of community on campus
85% of secondary school respondents strongly agree/agree that they or their child can succeed in school
80% student respondents strongly agree/agree they have been encouraged to pursue academically challenging courses
63% of student respondents strongly agree/agree that they see their culture represented in the curriculum

88% of secondary students strongly agree/agree that their school supports all types of diversity
72% of secondary students strongly agree/agree that their school works to understand families' backgrounds and cultures
84% of parent respondents strongly agree/agree that their school supports effective parent-teacher communication
95% of staff respondents enjoy their jobs and 90% feel supported
55% of parent respondents strongly agree/agree that the District provides interpretation and translation services to families who need them
96% of student respondents strongly agree/agree they have access to enough technology to meet their needs
97% of student respondents, 94% of teacher respondents, and 96% of parent respondents strongly agree/agree their classrooms have needed technology
95% of student respondents strongly agree/agree they use technology to learn

SEL Survey Data
88% of students in grades 3-6 report having supportive relationships
66% of students in grades 3-6 report sense of belonging at school
88% of students in grades 7-12 report having supportive relationships
81% of students in grades 7-12 report a diverse and inclusive climate at their school

District Engagement Data
Parent Square Communication Reports: District posts- 34, School posts- 3,565, Class posts-3,371, Group posts-2,120
Annual Survey Participation Rates: Students- 24,488, Parents- 8,329, Staff- 2,380
LCAP Activity Participation Rates: 1,113 certificated and 153 classified staff, 68 administrators,159 parents,184 students

Equity Multiplier Engagement Activity Participation Rates: 40 certificated/classified staff, 11 parents, 9 students.District professional learning opportunities provided to staff: 1,107
The District has met the requirements of all CA Dashboard Local Indicators including: Implementation of Academic Standards, Access to Broad Course of Study, Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement and Local Climate Survey.

SBE Self-Reflection Indicators
Implementation of Academic Standards: 5-Full Implementation and Sustainability
Professional Development: 5-Full Implementation and Sustainability
English Language Arts-Common Core State Standards for English Language Arts: 5-Full Implementation and Sustainability
Mathematics: 5-Full Implementation and Sustainability
History-Social Science: 5-Full Implementation and Sustainability
English Language Development (ELD): 5-Full Implementation and Sustainability
Next Generation Science Standards: 5-Full Implementation and Sustainability

Instructional Materials
English Language Arts-Common Core State Standards for English Language Arts: 5-Full Implementation and Sustainability
Mathematics: 5-Full Implementation and Sustainability
History-Social Science: 5-Full Implementation and Sustainability
English Language Development (ELD): 5-Full Implementation and Sustainability
Next Generation Science Standards: 5-Full Implementation and Sustainability

Policy and Program Support
English Language Arts-Common Core State Standards for English Language Arts: 5-Full Implementation and Sustainability
Mathematics: 5-Full Implementation and Sustainability History-Social Science: 5-Full Implementation and Sustainability
English Language Development (ELD): 5-Full Implementation and Sustainability
Next Generation Science Standards: 5-Full Implementation and Sustainability

Implementation of Standards
Career Technical Education: 5-Full Implementation and Sustainability
Physical Education Model Content Standards: 5-Full Implementation and Sustainability
World Languages: 4-Full Implementation
Health Education Content Standards: 5-Full Implementation and Sustainability
Visual and Performing Arts: 5-Full Implementation and Sustainability

Parent and Family Engagement

Building Relationships Between School Staff and Families: 5-Full Implementation and Sustainability
Building Partnerships for Student Outcomes: 5-Full Implementation and Sustainability
Seeking Input for Decision-Making: 5-Full Implementation and Sustainability

Areas of Needed Growth

State and local indicators also highlight areas for growth and improvement for student groups within the LEA, schools within the LEA, and student groups within schools within the LEA. The 2024-27 LCAP is designed to focus on multi-tiered levels of support to meet the needs of all student groups over time, so the data will be highlighted for each academic year of the 2024-27 LCAP cycle.

2024-25 School Year

The schools and student groups identified as RED (Very Low Performing) within each school are identified as follows:
Alderwood (ALL student subgroup, EL, SED, AS, HI, WH), Alternative Education-San Joaquin High (ALL student subgroup), Bonita Canyon (HI, EL), Brywood Elementary (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), College Park (SWD, HI), Creekside High (ALL, SED, SWD, HI, WH), Culverdale (SWD, AA), Cypress Village (2+), Deerfield Elementary (SED), Eastshore (HI), Eastwood (SWD, HI), Greentree (SWD), Irvine High (SWD, AA), Jeffrey Trail (SED), Lakeside (SWD, WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Northwood High (SWD), Oak Creek (SWD, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin Middle (SED, HI, WH), Sierra Vista (SWD), South Lake (SED, AA, WH), Springbrook (ALL students, EL, HI, SED, SWD, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (SED, EL, WH), Woodbridge High (SWD), Woodbury (EL, WH).

2023 Dashboard Red Indicators/State Indicator Areas of Needed Growth:

In alignment with the 2023 California School Dashboard requirements, LEAs must identify any student group within the LEA, any school within the LEA, or any student group within a school that received a Red performance level. To support this analysis, IUSD also defines a ‘significant gap’ as a student group performing two tiers below the ‘all students’ group on the Dashboard and at least 5% below on local indicators. Using these criteria, the following list highlights student groups identified for additional support based on performance across the six state indicators.

English Language Arts (CA Dashboard): Culverdale (SWD), Greentree (SWD), Irvine High (SWD), Lakeside (SWD), Northwood High (SWD), Springbrook (SWD), Venado (SWD), Woodbridge High (SWD)
Mathematics (CA Dashboard): District (FOS), Culverdale (SWD), Irvine High (SWD), Lakeside (SWD), Springbrook (SWD),
Smarter Balanced Summative Assessment (CAASPP) English Language Arts: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)
Smarter Balanced Summative Assessment (CAASPP) Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)
CSU/UC Requirements (DataQuest): District (AA, EL, HOM, SED, SWD)
College/Career Indicator (CA Dashboard): Creekside (ALL, SED, SWD, HI, WH)
Graduation Rates (CA Dashboard): Alternative Education, San Joaquin High School (ALL)
Chronic Absenteeism (CA Dashboard): District (AA, AI, FOS, SED), Alderwood (ALL, EL, AS, SED, HI, WH), Bonita Canyon (HI), Brywood (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), Cypress Village (2+ Races), Deerfield (SED), Eastshore (HI), Eastwood (SWD, HI), Jeffrey Trail (SED), Lakeside (WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Oak Creek (SED, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin (SED, HI, WH), Sierra Vista (SWD), Southlake (SED, AA, WH), Springbrook (ALL, EL, SED, SWD, HI, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (EL, SED, WH), Woodbury (EL, WH)
Suspension Rates (CA Dashboard): District (HOM), Bonita Canyon (EL), College Park (SWD, HI), Creekside (ALL, SED, SWD, HI, WH), Culverdale (AA), Irvine High (AA)
Percentage of Students Completing at Least One CTE Pathway: District (AA)
Percentage of Students Completing CTE Pathways and UC/CSU Requirements: District (AA)
Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD)

Additional Targeted Support and Intervention (ATSI)
6 IUSD schools were identified for Year 2 of Additional Targeted Support and Intervention (ATSI) based on California Dashboard data. Schools qualify for ATSI if a student group has all or all but one indicator in the lowest status level. The schools below have been identified for the following reasons:
Canyon View Elementary: Chronic Absenteeism (SWD)
Creekside High School: Suspension Rate (HI, SED, SWD, WH)
Culverdale Elementary: Suspension Rate (AA)
Eastwood Elementary: Chronic Absenteeism (HI)
Loma Ridge Elementary: Chronic Absenteeism (HI)
Southlake Middle School: Chronic Absenteeism (AA)

Schools identified for ATSI conduct comprehensive needs assessments and data reviews to understand the scope of support needed for each subgroup. Evidence-based supports and services are identified and implemented based on the unique culture and subgroup need at each school site, and are identified in site School Plan for Student Achievement (SPSA).

2025-26 School Year

The schools and student groups identified as RED (Very Low Performing) within each school are identified are as follows:
Brywood (SWD), Culverdale (SWD), Greentree (HI, SWD), Irvine HS (EL), Jeffrey Trail (HI), Northwood (HI, SWD), Oak Creek (AS), Loma Ridge (EL, WH), Northwood HS (EL, SWD), Portola HS (SWD), Rancho San Joaquin MS (HI, SWD), Southlake (EL, SED, SWD, WH), Stonecreek (WH), Turtle Rock (HI, WH), University HS (AA, EL), University Park (SED, SWD, 2+), Venado MS (WH), Westpark (SWD), Woodbridge HS (EL, SWD)

2024 Dashboard Red Indicators/State Indicator Areas of Needed Growth:
English Language Arts (CA Dashboard): District (FOS, LTEL), Culverdale (SWD), Greentree (SWD), Jeffrey Trail (LTEL), Irvine HS (EL), Northwood HS (EL, SWD), University HS (EL), Woodbridge HS (SWD)
Mathematics (CA Dashboard): District (FOS), Culverdale (SWD), Greentree (SWD), Northwood HS (SWD), Irvine HS (SWD), Lakeside (SWD), Springbrook (SWD)
Smarter Balanced Summative Assessment (CAASPP) English Language Arts: District (EL, FOS, HOM, LTEL, SED, SWD)
Smarter Balanced Summative Assessment (CAASPP) Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)
CSU/UC Requirements (DataQuest): District (AA, EL, HOM, HI, LTEL, SED, SWD)
College/Career Indicator (CA Dashboard): None
Graduation Rates (CA Dashboard): Portola HS (SWD), Woodbridge HS (SWD)
Chronic Absenteeism (CA Dashboard): District (FOS, HOM), Brywood (SWD), Greentree (HI), Northwood ES (SWD), Oak Creek (AS), Turtle Rock (HI), University Park (ALL, 2+, SWD, SED), Lakeside (WH), Jeffrey Trail (HI), Rancho MS (SWD, HI), Southlake (SED, WH, EL)
Suspension Rates (CA Dashboard): District (FOS), Rancho San Joaquin MS (SWD), University HS (AA)
Percentage of Students Completing at Least One CTE Pathway: District (AA, LTEL, SWD)
Percentage of Students Completing CTE Pathways and UC/CSU Requirements: District (AA, FOS, HOM, SWD)
Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD)
Additional Targeted Support and Intervention (ATSI): None

In reviewing the progression from the 2024–25 to the 2025–26 school year, several schools and student groups previously identified for targeted support no longer appear among those requiring intensified intervention. This shift may indicate meaningful progress in academic outcomes, school climate, or student group performance, resulting in movement out of the lowest performance levels (e.g., from "RED" on the California School Dashboard). These patterns represent promising outcomes of strategic efforts to address local needs and advance educational equity.

Notably, several schools that were identified in 2024–25 with multiple student groups—including Bonita Canyon (HI, EL), Brywood (HI), Cadence Park (SED, HI), College Park (SWD, HI), and Eastshore (HI)—do not reappear in the 2025–26 focus list. This may reflect improvements in outcomes for EL, HIS, and SED students. Similarly, Cypress Village (2+) and Turtle Rock (EL) were identified in 2024–25 but are not listed in 2025–26 for the same student groups, suggesting potential academic or engagement gains.

Among high schools, Creekside High and Irvine High were both broadly identified in 2024–25 (e.g., ALL, SWD, HI, WH, SED), yet Creekside is no longer listed for 2025–26, and Irvine High shows a reduction in student group identification. This trend may reflect effective site-level practices and interventions aimed at narrowing achievement gaps and enhancing support for historically underserved populations.

These developments suggest that targeted strategies, including differentiated instruction, student support services, and professional development for culturally responsive teaching, may be contributing to positive changes in student outcomes. Continued monitoring and replication of effective practices across school sites will be critical in sustaining this momentum.

A year-over-year comparison of the CA School Dashboard, CAASPP, and DataQuest data reveals several encouraging trends in the reduction of significant performance gaps, as defined by student groups performing at least two tiers below the "All Students" subgroup or at least 5% below on local indicators. These positive outcomes highlight effective district and site-based interventions aimed at advancing educational equity and access.

Reduction in Number of Schools Identified for Academic Gaps in English Language Arts

The number of schools with Students with Disabilities (SWD) identified with significant gaps in English Language Arts declined slightly, with Lakeside and Springbrook no longer listed in 2024. Venado Middle School, also previously flagged for SWD in ELA in 2023, is not listed in 2024. This may reflect the early impact of targeted literacy interventions, co-teaching models, and specialized academic support for SWD.

Positive Movement in the College/Career Indicator

On the 2023 CA Dashboard, Creekside High had multiple student groups (ALL, SED, SWD, HI, WH) identified with performance gaps on the College/Career Indicator. In 2024, no schools were flagged in this domain.This suggests strong gains in career readiness initiatives, pathway completion, and post-secondary preparation for students at alternative and comprehensive high schools.

Graduation Rate Improvements at Alternative Education Sites

San Joaquin High School (Alternative Ed) was identified in 2023 for low graduation rates among all students. In 2024, this school is no longer flagged. This indicates progress in re-engagement strategies, individualized graduation planning, and credit recovery programs for students in alternative settings.

Decline in the Number of Schools with Elevated Suspension Rates

On the 2023 CA Dashboard, five schools were identified (Bonita Canyon, College Park, Creekside High, Culverdale, Irvine High). In 2024, only two schools (Rancho San Joaquin MS and University HS) appear. The reduction points to effective implementation of restorative practices and positive behavioral supports districtwide.

Targeted Improvements in Chronic Absenteeism

Several schools with previously identified chronic absenteeism issues—Alderwood, Bonita Canyon, Cadence Park, Canyon View, College Park, Eastshore, Eastwood, Cypress Village, Meadow Park, Plaza Vista, Springbrook, Stonegate, Venado, Westpark, and Woodbury—no longer appear in the 2024 data. This demonstrates promising outcomes from increased efforts in attendance monitoring, tiered intervention systems, and home-school communication improvements.

English Language Arts Progress for District-Level Subgroups

At the district level, AA and HI student groups were removed from the list of groups with significant ELA gaps on the 2024 CAASPP, having been present on the 2023 Dashboard. This reflects early positive impact from EL and equity-focused instructional supports across the district.

College and Career Readiness Metrics Show Broader Participation

While new groups (FOS, LTEL, and SWD) appear in 2024 under CTE + A-G completion, the consistent participation of AA students in CTE and AP coursework suggests sustained outreach and academic opportunity. Continued expansion of dual enrollment, AP offerings, and CTE

pathway access appears to be supporting broader readiness outcomes.

The year-over-year data analysis indicates clear signs of progress in multiple areas, particularly in reducing chronic absenteeism, improving college/career readiness, and narrowing achievement gaps for specific subgroups in ELA and graduation rates. These positive outcomes should be recognized while also informing continuous improvement efforts for sustaining and scaling effective practices.

2024-25 Annual Survey Data: Areas of Needed Growth
31% of student respondents agree/strongly agree that they have experienced racism at school. This reflects a 6% increase from the previous year.
55% of student respondents agree/strongly agree that students treat each other with respect. This reflects a 9% increase from the previous year, although more work is needed in this area.
23% of secondary school respondents have missed school due to chronic stress.
57% of secondary student respondents report symptoms of depression in the last 12 months. This reflects a 9% decrease from the previous year, and supports work we have been doing in this area.

SEL Survey Data: Gaps in Performance Between Subgroups
Grades 3-6:
Self Management: ALL: 77%, EL: 73%, SED: 71%, AA: 64%
Emotional Regulation: ALL: 49%, EL: 49%, SED: 47%, AA: 48%
School Climate: ALL: 60%, EL: 63%, SED: 59%, AA: 55%

Grades 7-12:
Self-Management: ALL: 67%, EL: 66%, SED: 64%, AA: 61%
Social Awareness: ALL: 69%, EL: 66%, SED: 66%, AA: 64%
Emotional Regulation: ALL: 54%, EL: 52%, SED: 52%, AA: 53%
Diversity and Inclusion: ALL: 81%, EL: 81%, SED: 78%, AA: 74%
Cultural Awareness and Action: ALL: 71%, EL: 74%, SED: 69%, AA: 62%
Sense of Belonging: ALL: 64%, EL: 65%, SED: 61%, AA: 54%

STEPS TAKEN TO ADDRESS GAPS: The District will implement the following strategies in an effort to eliminate the achievement gaps:
+Continue implementation of high quality professional learning and maintain focus on recruiting and retaining highly qualified professionals as

the highest leverage strategy to support positive student outcomes.
+Specific professional learning targeting Tier 3 academic interventions in English Language Arts (ELA) and Mathematics will be provided to support student achievement principally focused toward closing the achievement gap for our subgroups performing two tiers or more below the 'all student' Dashboard and/or at least (5%) below the 'all student' subgroup on local indicators (AA, HI, SWD, SED, FOS, HOM)
+District Mental Health Specialist (MHS) staff will provide targeted support to African-American students and families to address specific barriers to student achievement, attendance, and college/career readiness.
+Partner with Equal Opportunity Schools to identify low income students and students of color who qualify but are not enrolled in Advanced Placement courses.
+Support best practices that elicit excellence, an inclusive and engaging school climate, and honor equity, diversity, and inclusion.
+Review grading and reporting, testing, and homework practices that create barriers to student learning.
+Address performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroups' performance per state and local indicators (AA, HI, HOM, SED, SWD).
+Continue examination of graduation supports: Implementation of interventions for students who need additional support to meet graduation requirements; Examination of courses accepted from transfer students (national and international), expanded use of blended/online programs and creative problem solving to find unique options for students to access different classes and curricula (SWD, HOM).
+ Language Development staff will focus on increasing support provided to English learners and Long-Term English learners (LTELs) to increase progress toward proficiency and closing achievement gaps.
+Special Education staff will collaborate and coordinate with district and site teams to support academic achievement for students with exceptional needs to reduce the performance gaps that exist between different student groups.
+Student Services staff will focus on evidence based attendance practices and will work closely with sites to support student engagement and connection to school through School Attendance Review Teams (SART) and District SARB practices, with targeted support for schools identified with student groups in RED on the CA Dashboard.
+Student Services staff will provide training, professional development, and consultation for sites regarding discipline practices to reduce suspension, build alternatives to suspension, and implement restorative practices with particular focus on subgroups with disproportionate suspension rates (AA, FOS, HOM, SWD).
+District teams will support school sites in addressing school climate and implicit bias to enhance student perceptions surrounding students treating each other with respect.
+Student Support Services staff will track and monitor homeless and foster youth students and provide access to additional resources and supports to ensure regular attendance and ability to participate in a quality educational program.
+MTSS will continue to be implemented and expanded, with particular emphasis on Tier 3 academic interventions to close the achievement

gap for under-performing students and/or subgroups (AA, FOS, HI, HOM, SED, SWD).

Learning Recovery and Emergency Block Grant (LREBG)
IUSD has unexpended LREBG funds for the 2025-26 school year.

Action items that are connected to LREBG funds may be found in Goal 2 (action items 2.12 and 2.16).

The IUSD needs assessment confirmed findings from the 2024 California Dashboard regarding English Language Arts (ELA) performance. A review of state and local data reveals significant gaps in ELA performance across all student groups, with particular challenges identified for students with disabilities (SWD). In response to these findings, Goal 2, Actions 2.12 and 2.16 specifically aim to support students facing foundational gaps in reading skills, particularly those with disabilities. These actions align with the permissible use of funds in areas such as small group instruction, learning recovery, closing learning gaps, and expanding learning opportunities.

Goal Analysis and Updates

<u>Goal One</u>
-Limited modifications to metrics were made in goal one; the plan remains as originally designed.
-Midyear updates indicate that spending is on track and progress is being met as expected.
-No major implementation challenges were reported; staffing is closer to previous years and funding details suggest minimal issues.
-Although some student groups initially identified as very low performing (RED) on the CA Dashboard have increased performance, the associated actions remain unchanged.

<u>Goal Two</u>
-Modifications to metrics were made in goal two; the plan remains as originally designed.
- Action 2.2 will shift focus to address declines in ELA scores across all student groups by incorporating more targeted professional development in ELA.
-Two new metrics have been added to address action items 2.12 and 2.16, which are partially funded with LREBG funds based on a needs assessment. One for the ESY summer school program (action item 2.16) and another for the Tier 3 program (action item 2.12), with separate tracking for each.
-The two partially LREBG-funded actions (ESY summer school and Tier 3) are being tracked; overall goal two items are at roughly 60%

progress, although the summer school item lags due to timing issues.
-No challenges in using LREBG funds; the district is on track to spend the planned budget.
-The two Learning Recovery Block Grant (LREBG funded actions (ESY summer school and Tier 3) are being tracked; overall goal two items are at roughly 60% progress, although the summer school item lags due to timing issues.
-The district is encouraged by the data, which show that the actions taken are successfully achieving their intended outcomes. This success aligns with the assigned metrics, strategic initiatives, and feedback from educational partners. Additionally, it underscores our commitment to continuous improvement and collaborative decision-making.

Goal Three
-No modifications or LREBG-funded actions are planned for goal three.
-The College and Career Readiness component has shown outstanding progress with notable improvements reflected in the metrics (specific figures mentioned include numbers such as 3.6 and 3.11 that indicate increased performance).
-The actions under goal three are considered effective based on the improved outcomes observed.

Goal Four
-The FOS student group, comprising approximately 60 students across 46 school sites, continues to experience persistent challenges, including decreased rates of regular school attendance, an upward trend in chronic absenteeism, and increased suspension rates.
-Although the full allocation of funding for Goal Four has been expended as planned, the impact of the implemented action items remains under evaluation. Given that only one year of implementation has occurred, it may be premature to draw definitive conclusions regarding effectiveness or to expect measurable improvement at this stage.
-While implementation is underway, additional time is needed to fully evaluate the impact of action items. The District is committed to ongoing monitoring and data analysis to determine action item effectiveness in advancing intended outcomes.

Goal Five
-A new goal is being added to provide targeted support for Creekside High School in its role as an equity multiplier school.
-The key action is to provide transportation support by paying for a bus, addressing the barrier that many students face.
-Effectiveness for this goal will be measured using student attendance and graduation rate metrics.
-Focus on providing targeted support for Creekside High School as an equity multiplier school.

Reflections: Technical Assistance

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

All necessary technical assistance is being provided based on identified needs, including Differentiated Assistance-Foster Youth, manifesting in areas such as Mathematics, Suspension, and Chronic Absenteeism. A Differentiated Assistance Plan is currently being implemented to offer enhanced support to Foster Youth. Measures include support across school sites to improve engagement of chronically absent Foster Youth students. A mental health specialist focuses on the needs of foster youth and students experiencing homelessness, providing staff training, professional development, and individual support to students and families as needed. District policies and practices are under review, with modifications being made based on educational partner input and an extensive root cause analysis exercise. Comprehensive training is provided to all staff members to assist them in understanding and responding to the distinctive needs and challenges Foster Youth students face, including lessons on intervention strategies for these students and those displaying at-risk attendance patterns.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
All Educational Partners	The district announced LCAP meeting dates through various channels including social media, emails, and the district website. An online school climate survey was conducted from January 12 to February 2, 2025, and during this period, students, parents, and staff were actively encouraged to participate in the survey. The primary goal of the survey was to collect comprehensive feedback on several facets of the school environment. These included school culture, climate, communication, student successes and challenges, the quality of instruction, interventions, and the level of parental involvement in decision-making processes. Throughout the survey window, the district diligently monitored the participation rates of students, parents, and staff to ensure a wide range of responses. Year-over-year, through the annual survey, as well as listening tours, district leaders have heard the voices of tens of thousands of parents, students, and staff. Consistently positive responses validate IUSD's ongoing strategic priorities and positive momentum. Student Participation: 24,488 Parent Participation: 8,329 Staff Participation: 2,380

Educational Partner(s)	Process for Engagement
	Feedback from educational partners has highlighted class size and mental health as high priority action items, which are consistent with trends over the last five years.
District Administrators	In winter 2024, a series of needs assessment meetings were conducted with site administrators to gather input on LCAP priorities. The insights derived from these meetings played a significant role in planning the 2024-27 LCAP cycle.
Teachers, Counselors, Classified staff, Union Representatives	In Winter 2024, District staff met with site administrators to conduct a needs assessment aimed at gathering input and suggestions regarding LCAP priorities. Information gathered from a needs assessment was instrumental in informing planned LCAP action items for the 2024-27 LCAP cycle. In addition, the District held meetings with principals to gather input and suggestions regarding priorities for site School Plans for Student Achievement (SPSA) as the guiding document for the 2024-25 school year to align site priorities with the District LCAP. ITA 2/10/25 CSEA 1/27/25 Elementary Principals 1/16/25 Middle School Principals 1/16/25 High School Principals 1/15/25 District Leadership (including SELPA) 2/5/25
Parents Representing Schools Throughout the District. IUCPTA, DELAC, AA/B, LGBTQ+	Stakeholder feedback sessions were conducted with groups such as DELAC, IUCPTA, SPED CAC, and the LGBTQ+ and AA/B Parent/Advisory Group from January to March 2025. These sessions allowed for reflection and feedback on the draft 2025-26 LCAP action items. In January 2025, a district-wide climate survey was implemented. The target audience included students, parents, and staff. The goal was to gather opinions

Educational Partner(s)	Process for Engagement
	and perceptions about the school district's environment. Participation rates were monitored for students, staff, and parents in both the climate survey and LCAP activities. This was done to assess representation and engagement. This was followed by proactive outreach to these underrepresented groups through local meetings. Meetings were facilitated with different parent groups with the goal of soliciting input to inform the development of the LCAP. Surveys were sent out to school district staff to gather input related to student needs, possible actions to address these needs, and potential updates to the LCAP. IUCPTA Advisory Committee 1/22/25, DELAC 1/14/25, SPED CAC 1/23/25, AA/B Parent Advisory Group 2/12/25, LGBTQ+ Parent/Advisory Group: 2/25/25, and District Office staff 2/3/25. Annual Survey: District-wide climate survey for students, parents, and staff (January 2025) Student Participation: 24,488 Staff Participation: 2,380
Students	In January and February of 2025, school climate surveys were conducted to gauge school connectedness, safety, course evaluations, instructional effectiveness, equity, diversity, inclusion, and to identify areas of concern and success. During this same period, district and site staff engaged district student groups in Local Control and Accountability Plan (LCAP) activities, inviting input for potential action points. In January 2025, meetings were scheduled with the IUSD Student Advocacy Group and the Irvine Unified Council Parent Teacher Association (IUCPTA). The purpose of these meetings was to guide decision-making for the LCAP. Throughout this period, student participation in the specific LCAP activities was carefully monitored to ensure active involvement. Finally, the data collected was

Educational Partner(s)	Process for Engagement
	thoroughly analyzed to identify any gaps. Annual Survey Student Participation: 24,488 and the 2025-26 LCAP Thought Exchange activity: 184
Special Education/SELPA	Stakeholder feedback sessions were conducted with Special Education educational partners from January to March 2025. These sessions allowed for reflection and feedback on the draft 2025-26 LCAP action items. In January 2025, a district-wide climate survey was implemented. The target audience included students, parents, and staff. The goal was to gather opinions and perceptions about the school district's environment. Participation rates were monitored for students, staff, and parents in both the climate survey and LCAP activities. This was done to assess representation and engagement. 598 parents of students with exceptional needs responded to the survey. On February 20, 2025, a meeting was held with the Special Education parent advisory committee and SELPA Director to gather input regarding LCAP action items. Meeting participants were asked to participate in a ThoughtExchange to share quantitative and qualitative feedback relating to student/parent needs, potential actions to address these needs and possible updates to the LCAP. The feedback from these surveys was also taken into consideration in the planning and development process. Local Control Accountability Plan (LCAP) Activity Total Participants: 1,695, Student: 184, Staff: 1,113, Administrator: 68 Parents: 159. District Special Education/SELPA staff engage parents through the Special Education Community Advisory Committee (SPED CAC) in a variety of activities to ensure educational partnership input and feedback which includes: Receiving annual goals from the CAC on which the CAC and SELPA collaborate and receive input from the CAC and parents concerning the development of the Local Plan Receive input from the CAC regarding priorities during the development of the 2025-26 LCAP The SELPA Director participated in leadership meetings and exercises to understand educational partner perspectives during meetings that

Educational Partner(s)	Process for Engagement
	informed the development of the 2025-26 LCAP, and the 2025-26 draft was presented to the SELPA Administrator on June 10, 2025.
Creekside High School (Equity Multiplier Site)	Staff meeting 3/24/25 to conduct needs assessment and gather quantitative and qualitative input. Input was sought from new students and parents during Orientation. 3/28/25 Creekside High students participated in a ThoughtExchange activity to provide input and feedback. Current Creekside High parents were provided an opportunity to share qualitative and quantitative input between 3/24/25 and 3/28/25.
Governing Board	On February 22, 2025, the Mid-Year Report was presented to the Governing Board during a regularly scheduled meeting. This report detailed the progress and goals of the school district. On June 10, 2025, a Public Hearing was conducted in which the draft of the LCAP was presented to the Governing Board. This platform facilitated constructive dialogue and feedback. June 24, 2025, the 2024-25 LCAP was presented to the Board for adoption at a Board of Education meeting, marking the finalization of the plans and objectives for the upcoming school year. The 2025-26 LCAP draft was posted publicly on the district website within 5 days of board approval.
Community Members	February 18, 2025, the Mid-Year Report was presented to the Governing Board during a scheduled meeting. This report detailed the progress and goals of the school district. On June 10, 2025, a draft LCAP was presented to the Board for a public hearing where members of the public were able to provide feedback. On June 24, 2025, the LCAP was adopted at a regularly scheduled Board of

Educational Partner(s)	Process for Engagement
	Education meeting.

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

Educational Partners provided feedback that influenced the following actions:

Staff (Certificated and Classified):
Class Size Reduction (action items 3.1, 3.2, 3.3)
Instructional Support (action items 1.20, 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14, 2.20, 3.4, 3.11, 3.14)
Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23)
English Learner Support (action items 1.12, 1.14, 1.20, 1.21, 2.1, 2.13, 2.15, 2.16, 2.19, 2.20, 2.21, 2.22, 2.23, 3.14)
Special Education Support (action items 1.1, 1.3, 1.4, 1.10, 1.13, 2.1, 2.8, 2.9, 2.18, 3.1)

Administrators:
Student Mental Health/Social Emotional Support (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17)
Student Behavior Support (action items 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.17, 1.18, 1.19, 4.2)
Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23)
English Learner Support (action items 1.12, 1.14, 1.20, 1.21, 2.1, 2.13, 2.15, 2.16, 2.19, 2.20, 2.21, 2.22, 2.23, 3.14)

Parents:
Class Size (action items 3.1, 3.2, 3.3)
Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.17, 4.2)
Intervention Support (action items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, 3.14)
Staff Training (action items 1.3, 1.4, 1.10, 1.16, 2.1, 2.2, 2.3, 2.7, 2.9, 2.20, 3.4)
Parent Engagement Opportunities (action items 1.6, 1.12, 1.17, 1.18, 1.19, 1.21, 4.1)

Students:
Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17)
Intervention Support (action items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, 3.14)
Class Size (action items 3.1, 3.2, 3.3)
Equity/Access (action items 1.1, 1.7, 1.17, 1.21, 2.4, 2.5, 2.11, 2.16, 2.19, 3.5, 3.6, 3.7, 3.9, 3.12, 3.14, 4.1)
Student Wellness (action items 1.1, 1.3, 1.4, 1.7, 1.8, 1.12, 1.17, 1.18, 1.19, 3.4, 4.1, 4.2)

District Administrators:
Support for Student Groups in Red (action items 1.3, 1.5, 1.9, 1.11, 1.17, 1.18, 1.19, 1.20, 2.1, 2.2, 2.4, 2.9, 2.10, 2.12, 2.13, 2.14, 2.15, 2.18, 2.21, 3.5, 3.6, 3.7, 3.9, 3.11, 4.1, 4.2, 4.3, 4.4)
Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17, 4.1)
Instructional Support (action items 1.20, 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14, 2.20, 3.4, 3.11, 3.14)
Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23, 5.2)
Class Size (action items 3.1, 3.2, 3.3)

Creekside High: (Equity Multiplier Site):
Transportation (action item 5.1)
Attendance Support (action 5.1)
Student transportation needs and reliable bus routes were the highest ranked priorities across all stakeholder groups participating in the ThoughtExchange activity (Certificated- 4.6/5, Classified- 4.6/5, Administrator- 4.4/5, Parents 3.9/5, Students- 4.0/5).

College and Career Readiness Support (action item 2.14, 2.15, 3.5, 5.2)
The second collectively highest ranked priority across all stakeholder groups participating in the ThoughtExchange activity was support for increased student engagement/college & career readiness and ensuring students had access to courses that interest them ((Certificated- 4.4/5, Classified- 4.2/5, Parents 3.7/5, Students- 3.2/5).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create an engaging, inclusive school climate and a multi-tiered system of support to ensure personal and academic growth for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad goal to encompass key elements that foster student engagement, promote a positive school climate, and enhance parent involvement. This goal guides district efforts throughout the 2024–2027 LCAP cycle.

In support of parent involvement, the State Board of Education (SBE) adopted the Parent Engagement Self-Reflection Tool, which has served as a critical resource in defining effective practices and identifying areas for continuous improvement. IUSD values its strong partnerships with families, recognizing them as essential contributors to our mission of delivering the highest quality educational experience. The self-reflection process has provided a clear framework to evaluate and strengthen school-family partnerships districtwide.

To monitor pupil engagement, IUSD utilizes multiple state and local data sources. Key state indicators on the California School Dashboard—Chronic Absenteeism, Suspension Rate, and Graduation Rate—serve as primary metrics. Additionally, middle and high school dropout rates and the CALPADS Student Absenteeism Counts report offer disaggregated attendance data to support site-level analysis and intervention. Efforts to promote a positive school climate are measured through three primary tools: the California Healthy Kids Survey, the Panorama

Social Emotional Learning (SEL) Survey, and IUSD's annual School Climate Survey. These instruments collectively inform our understanding of students' connectedness, well-being, and perceptions of school culture.

School sites align their School Plans for Student Achievement (SPSA) with the LCAP goals to ensure coherence in focus, resource allocation, and instructional strategies across the PK–12 continuum. This alignment supports a unified system approach to improving student outcomes throughout the 2024–2027 LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	P1 Attendance Rates Aeries LCFF Priority 5: Student Engagement	P1 2023 Attendance Rates ALL: 95.3% AA: 93% AI: 93% AS: 96.4% EL: 95% FOS: 90.7% HI: 93% HOM: 88.9% SED: 93.8% SWD: 92.6% 2+: 95.2% WH: 94%	2023-24 Attendance Rates ALL: 95.7% AA: 93.6% AI: 93.8% AS: 96.8% EL: 95.7% FOS: 90.6% HI: 93.8% HOM: 88.6% SED: 94.5% SWD: 93.4% 2+: 95.5% WH: 94.8%	None	2026 P1 Attendance Rate ALL: +1% AA: +2% AI: +2% AS: +0% EL: +0% FOS: +2% HI: +2 % HOM: +2% SED: +2% SWD: +2% 2+: +0% WH: +2%	ALL: +0.40% AA: +0.60% AI: +0.80% AS: +0.40% EL: +0.70% FOS: -0.10% HI: +0.80% HOM: -0.30% SED: +0.70% SWD: +0.80% 2+: +0.30% WH: +0.80%
1.2	Attendance Rates CALPADS 14.1	2022-23 CALPADS 14.1 Students Absent	2023-24 CALPADS 14.1 Students Absent	N/A	2025-26 Students Absent 0%: + 2%	Students Absent 0%: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Absenteeism Count LCFF Priority 5: Student Engagement	0%: 10% Students Absent less than 5%: 52.8% Students Absent more than 5% but less than 10%: 25.5% Students Absent more than 10% but less than 20%: 9.7% Students Absent more than 20%: 2.2%	0%: 11.5% Students Absent less than 5%: 56.7% Students Absent more than 5% but less than 10%: 22.3% Students Absent more than 10% but less than 20%: 7.8% Students Absent more than 20%: 1.87%		Students Absent less than 5%: +2% Students Absent more than 5% but less than 10%: -2% Students Absent more than 10% but less than 20%: - 2% Students Absent more than 20%: -2%	Students Absent less than 5%: +3.9% Students Absent more than 5% but less than 10%: -3.2% Students Absent more than 10% but less than 20%: -1.9% Students Absent more than 20%: -0.33%
1.3	Chronic Absenteeism Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard ALL: 12.3% (Orange) AA: 25.7% (Red) AI: 23.7% (Red) AS: 7.5% (Orange) EL: 14.2% (Orange) FI: 9% (Green) FOS: 46.3% (Red) HI: 24.1% (Orange) HOM: 45.7%	2024 CA Dashboard ALL: 9.7% (Green) AA: 22% (Yellow) AI: 22.00% (Orange) AS: 5.6% (Green) EL: 11.1% (Yellow) FI: 6.6% (Green)	N/A	2026 CA Dashboard: ALL: -2% AA: -2% AI: -2% AS: -2% EL: -2% FI: -2% FOS: -2% HI: -2% HOM: -2%	ALL: -2.6% (Green) AA: +20.90% (Yellow) AI: -1.7% (Orange) AS: -1.9% (Green) EL: -3.1% (Yellow) FI: -2.4% (Green) FOS: +2.8% (Red) HI: -4.6% (Yellow) HOM: +0.3% (Red) LTEL: -2.0% (Yellow) PI: -3.2% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Orange) LTEL: N/A PI: 17.5% (Orange) SED: 21.5% (Red) SWD: 22% (Orange) 2+: (2+): 11.4% (Yellow) WH: 15.7% (Orange) Schools With Student Groups in Red: Alderwood: ALL: 18% EL: 18% AS: 13.4% SED: 24.6% HI: 25.7% WH: 20.6% Bonita Canyon: HI: 23.3% Brywood: HI: 25.5% Cadence Park: SED: 17.7%	FOS: 49.10% (Red) HI: 19.5% (Yellow) HOM: 45.9% (Red) LTEL: 17.1% (Yellow) PI: 14.30% (Yellow) SED: 17.7% (Yellow) SWD: 18.2% (Yellow) 2+: 9.6% (Green) WH: 12.8% (Yellow) Schools With Student Groups in Red: Alderwood: ALL: 16.7% EL: 13.4% AS: 7.8% SED: 16.3% HI: 14.3% WH: 14.8% Bonita Canyon: HI: 11.9%		LTEL: -2% PI: -2% SED: -2% SWD: -2% 2+: -2% WH: -2% Schools with Student Groups in Red: Alderwood: ALL: -2% EL: -2% AS: -2% SED: -2% HI: -2% WH: -2% Bonita Canyon: HI: -2% Brywood: HI: -2% Cadence Park: SED: -2% HI: -2% Canyon View: SED: -2% *SWD: -2%	SED: -3.8% (Yellow) SWD: -3.8% (Yellow) 2+: -1.9% (Green) WH: -2.9% (Yellow) Schools With Student Groups in Red: Alderwood: ALL: -1.3% EL: -4.6% AS: -5.6% SED: +8.3% HI: -11.4% WH: -5.8% Bonita Canyon: HI: -11.4% Brywood: HI: -4.7% Cadence Park: SED: -1.8% HI: -2.8% Canyon View: SED: -16.1% *SWD: -16.2% WH: -12.4% Cypress Village:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 22.8% Canyon View: SED: 24.5% *SWD: 37.9% WH: 25.4% Cypress Village: 2+: 22.5% Deerfield: SED: 33.6% Eastshore: HI: 30.8% Eastwood: SWD: 24.3% *HI: 32.1% Jeffrey Trail: SED: 17.0% Lakeside: WH: 15% Loma Ridge: *HI: 25.8% Meadow Park: EL: 29.4%	Brywood: HI: 20.8% Cadence Park: SED: 15.9% HI: 20.0% Canyon View: SED: 8.4% *SWD: 21.7% WH: 13% Cypress Village: 2+: 11.3% Deerfield: SED: 26.2% Eastshore: HI: 16.0% Eastwood: SWD: 20.5% *HI: 25.4% Jeffrey Trail: SED: 13.9% Lakeside: WH: 9.3%		WH: -2% Cypress Village: 2+: -2% Deerfield: SED: -2% Eastshore: HI: -2% Eastwood: SWD: -2% *HI: -2% Jeffrey Trail: SED: -2% Lakeside: WH: -2% Loma Ridge: *HI: -2% Meadow Park: EL: -2% SED: -2% AS: -2% HI: -2% Oak Creek: SED: -2%	2+: -11.2% Deerfield: SED: -7.4% Eastshore: HI: -14.8% Eastwood: SWD: +3.8% *HI: -6.7% Jeffrey Trail: SED: +3.1% Lakeside: WH: +5.7% Loma Ridge: *HI: -18.3% Meadow Park: EL: -14.3% SED: -5.8% AS: -4.2% HI: -6.2% Oak Creek: SED: -5.9% WH: -7.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 24.4% AS: 14.5% HI: 20.5% Oak Creek: SED: 26.5% WH: 22.7% Plaza Vista: SWD: 21.6% Portola Springs: SWD: 30.6% HI: 20.3% Rancho San Joaquin: SED: 23.5% HI: 31% WH: 15% Sierra Vista: SWD: 23.3% Southlake: SED: 22.9% *AA: 38.2% WH: 20.1% Springbrook: ALL: 24%	Loma Ridge: *HI: 7.5% Meadow Park: EL: 15.1% SED: 18.6% AS: 10.3% HI: 14.3% Oak Creek: SED: 20.6% WH: 15.7% Plaza Vista: SWD: 19.5% Portola Springs: SWD: 22.5% HI: 19.1% Rancho San Joaquin: SED: 20.4% HI: 30.8% WH: 14.0% Sierra Vista: SWD: 20.0% Southlake:		WH: -2% Plaza Vista: SWD: -2% Portola Springs: SWD: -2% HI: -2% Rancho San Joaquin: SED: -2% HI: -2% WH: -2% Sierra Vista: SWD: -2% Southlake: SED: -2% *AA: -2% WH: -2% Springbrook: ALL: -2% EL: -2% SED: -2% SWD: -2% HI: -2% WH: -2% Stonegate:	Plaza Vista: SWD: -2.1% Portola Springs: SWD: -8.1% HI: +1.2% Rancho San Joaquin: SED: -3.1% HI: -0.2% WH: -0.7% Sierra Vista: SWD: -3.3% Southlake: SED: +0.7% *AA: -9.6% WH: +1.9% Springbrook: ALL: -3.7% EL: -4.2% SED: -2.9% SWD: -3.5% HI: -2.2% WH: -7.3% Stonegate: SED: -4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 25% SED: 30.6% SWD: 38.3% HI: 38.5% WH: 25.5% Stonegate: SED: 18.8% Turtle Rock: EL: 14.5% University Park: SED: 26.6% HI: 32.5% Venado: SED: 27.2% SWD: 37% WH: 20.2% Westpark: EL: 24.7% SED: 33.9% WH: 16.7% Woodbury: EL: 11.8% WH: 11% Schools with	SED: 23.6% *AA: 28.6% WH: 22% Springbrook: ALL: 20.3% EL: 20.8% SED: 27.7% SWD: 34.8% HI: 36.3% WH: 18.2% Stonegate: SED: 14.2% Turtle Rock: EL: 12.2% University Park: SED: 28.1% HI: 28.4% Venado: SED: 18.8% SWD: 27.1% WH: 21.7% Westpark: EL: 16.2% SED: 26.2% WH: 15.6%		SED: -2% Turtle Rock: EL: -2% University Park: SED: -2% HI: -2% Venado: SED: -2% SWD: -2% WH: -2% Westpark: EL: -2% SED: -2% WH: -2% Woodbury: EL: -2% WH: -2% Schools with Student Groups in Orange: Cadence Park: ALL: -2% SWD: -2% AS: -2% WH: -2%	Turtle Rock: EL: -2.3% University Park: SED: +1.5% HI: -4.1% Venado: SED: -8.4% SWD: -9.9% WH: +1.5% Westpark: EL: -8.5% SED: -7.7% WH: -8.4% Woodbury: EL: -3.7% WH: +0.5% Schools With Student Groups in Orange: Cadence Park: ALL: -5.4% SWD: -8.7% AS: -5.1% WH: -9.2% 2+: +0.9% Deerfield:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups in Orange: Cadence Park: ALL: 15.8% SWD: 20.3% AS: 12.4% WH: 18% 2+: 15.4% Deerfield: ALL: 15.3% EL: 18.1% HI: 35.9% SWD: 21.7% 2+: 13.3% WH: 19.1% Jeffrey Trail: ALL: 6.9% EL: 10.5% HI: 16.5% SWD: 17.8% WH: 11.9% Oak Creek: ALL: 17.9% EL: 19.3% HI: 32.1% SWD: 28.2%	Woodbury: EL: 8.1% WH: 11.5% Schools With Student Groups in Orange: Cadence Park: ALL: 10.4% SWD: 11.6% AS: 7.3% WH: 8.8% 2+: 15.9% Deerfield: ALL: 11.7% EL: 14.8% HI: 20.9% SWD: 19.8% 2+: 8.3% WH: 10.7% Jeffrey Trail: ALL: 7% EL: 10.9% HI: 23.2% SWD: 12.2% WH: 8.2%		2+: -2% Deerfield: ALL: -2% EL: -2% HI: -2% SWD: -2% 2+: -2% WH: -2% Jeffrey Trail: ALL: -2% EL: -2% HI: -2% SWD: -2% WH: -2% Oak Creek: ALL: -2% EL: -2% HI: -2% SWD: -2% Rancho San Joaquin: ALL: -2% EL: -2% SWD: -2% Santiago: ALL: -2% EL: -2%	ALL: -3.6% EL: -3.3% HI: -15.0% SWD: -1.9% 2+: -5.0% WH: -8.4% Jeffrey Trail: ALL: +0.1% EL: +0.4% HI: +6.7% SWD: -5.6% WH: -3.7% Oak Creek: ALL: -2.7% EL: -2.2% HI: -12.6% SWD: -5.3% Rancho San Joaquin: ALL: -0.8% EL: +4.2% SWD: +1.5% Santiago: ALL: -4.7% EL: -9.1% SED: -5.1% WH: -5.9% 2+: -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rancho San Joaquin: ALL: 12.3% EL: 13.8% SWD: 26.3% Santiago: ALL: 9% EL: 14.6% SED: 12.9% WH: 17.1% 2+: 8.9% Sierra Vista: ALL: 9% EL: 12.5% HI: 23.8% WH: 19% 2+: 11.3% Stonegate: ALL: 9.1% EL: 8.4% SWD: 14% AS: 6.8% HI: 16.2% 2+: 15.1% Venado: ALL: 12.5% HI: 30.6%	Oak Creek: ALL: 15.2% EL: 17% HI: 19.4% SWD: 22.8% Rancho San Joaquin: ALL: 11.5% EL: 16.5% SWD: 27.8% Santiago: ALL: 4.3% EL: 5.5% SED: 7.9% WH: 11.2% 2+: 1.6% Sierra Vista: ALL: 8.2% EL: 12.7% HI: 22.3% WH: 16.8% 2+: 14% Stonegate: ALL: 6.8% EL: 9.3% SWD: 11.2% AS: 4.4%		SED: -2% WH: -2% 2+: -2% Sierra Vista: ALL: -2% EL: -2% HI: -2% WH: -2% 2+: -2% Stonegate: ALL: -2% EL: -2% SWD: -2% AS: -2% HI: -2% 2+: -2% Venado: ALL: -2% HI: -2% 2+: -2% Westpark: ALL: -2% SWD: -2% AS: -2% HI: -2% 2+: -2% Woodbury:	Sierra Vista: ALL: -0.8% EL: +0.2% HI: -1.5% WH: -2.2% 2+: +2.7% Stonegate: ALL: -2.3% EL: +0.9% SWD: -2.8% AS: -2.4% HI: +1.4% 2+: -2.5% Venado: ALL: -3.1% HI: -12.4% 2+: +0.5% Westpark: ALL: -3.2% SWD: +1.8% AS: -2.0% HI: -3.6% 2+: -0.2% Woodbury: ALL: -4.1% SED: -3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 7.9% Westpark: ALL: 17.4% SWD: 25.3% AS: 10.2% HI: 29% 2+: 16.7% Woodbury: ALL: 11.6% SED: 20.8% AS: 7.1% FI: 16.7% HI: 20.2% 2+: 11% *ATSI School/Student Group	HI: 17.6% 2+: 12.6% Venado: ALL: 9.5% HI: 18.2% 2+: 8.5% Westpark: ALL: 14.2% SWD: 27.1% AS: 8.2% HI: 25.4% 2+: 16.8% Woodbury: ALL: 7.6% SED: 17.4% AS: 4.8% FI: 2.7% HI: 16.7% 2+: 8.5%		ALL: -2% SED: -2% AS: -2% FI: -2% HI: -2% 2+: -2%	AS: -2.3% FI: -14.0% HI: -3.5% 2+: -2.5%
1.4	Graduation Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard ALL: +94.5% (Green) AA: +89.1% (Yellow) EL: 87.9% (Yellow) FI: 98.6% (Blue) FOS: 90.9%	2024 CA Dashboard ALL: +95.5% (Blue) AA: 90.1% (Green) EL: 91.4% (Green)	N/A	2026 CA Dashboard Increase % (+%) ALL: +2% AA: +2% EL: +2% FI: +0% FOS: +2%	ALL: +1.0% (Blue) AA: +1.0% (Green) EL: +3.6% (Green) FI: -2.2% (Blue) FOS: -9.1% (NC) HI: -1.3% (Yellow) HOM: -3.4% (Orange) LTEL: 0- New Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Green) HI: 94.9% (Green) HOM: 90.9% (Green) LTEL: No Data on 2023 Dashboard SED: 92% (Green) SWD: 77.7% (Yellow) WH: 93.1% (Green) School with Student Group in Red: Alternative Education- San Joaquin High School: ALL: 66.2%	FI: 96.5% (Blue) FOS: 81.8% (NC) HI: 93.7% (Yellow) HOM: 87.5% (Orange) LTEL: 91.3% (Green) SED: 93.1% (Green) SWD: 77.2% (Orange) WH: 94.3% (Green) Alternative Education- San Joaquin High School: ALL: 74.4% (Yellow) School with Student Group in Red: Portola High: SWD: 63.6%		HI: +0% HOM: +2% LTEL: +2% SED: +2% SWD: +2% WH: +2% Alternative Education-San Joaquin High School: minimum +10% Portola High: SWD: +3%	Group 2024 Dashboard SED: +1.2% (Green) SWD: -0.5% (Orange) WH: +1.2% (Green) Alternative Education-San Joaquin High School: ALL: +8.3% (Yellow) Portola High: SWD: 0
1.5	Drop Out Rates Middle School CALPADS 8.1.C	Middle School: 2022-23 CALPADS 8.1.C	Middle School: 2023-24 CALPADS 1.14	N/A	2025-26 CALPADS 1.14 Middle School:	Middle School HI: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	High School Four-Year Adjusted Cohort Outcome LCFF Priority 5: Student Engagement	HI: 0.15% 2+: 0.19% WH: 0.45% High School 2022-23 Data Quest: Four-Year Adjusted Cohort Outcomes AA: 7.3% EL: 9.6% FI: 1.4% HI: 1.5% HOM: 4.8% SWD: 6.9% SED: 4.4% WH: 3.4% 2+: 2.6%	AS: .07% AA: 1.5% HI: 0.13% 2+: 0% WH: 0% High School 2023-24 Data Quest: Four-Year Adjusted Cohort Outcomes AS: .38% AA: .77% FI: .3% HI: .42% HOM: 0% SWD: 0% SED: 0% WH: 0% 2+: 0%		Decrease subgroup dropout rates (-%) AS: -.07% AA: -.05% HI: -.05% 2+: -.1% WH: -.1% 2025-26 Data Quest: Four Year Adjusted Cohort Outcomes High School: Decrease subgroup dropout rates (-%) AA: -2% EL: -2% FI: -.2% HI: -.2% HOM: -2% SWD: -2% SED: -2% WH: -2% 2+: -2%	2+: -0.19% WH: -0.45% AS: 0 AA: 0 High School AS: +0.38% AA: 0.77% FI: +.3% HI: +0.42% HOM: -4.8% SWD: -6.9% SED: -4.4% WH: -3.4% 2+: -2.6%
1.6	Suspension Rate Indicator CA Dashboard LCFF Priority:	2023 Dashboard ALL: 1% (Blue) AA: 6.5% (Orange)	2024 Dashboard Suspension Rate ALL: 0.9% (Blue)	N/A	2026 CA Dashboard: ALL: 0% AA: -2%	ALL: -0.1% AA: -1.6% EL: -0.1% FI: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Climate	EL: 1.3% (Yellow) FI: 0.2% (Blue) FOS: 5.4% (Orange) HI: 2% (Yellow) *HOM: 8% (Red) LTEL: N/A SED: 2.5% (Green) SWD: 3% (Orange) 2+: 0.9% (Blue) WH: 1.3% (Green) District Student Group in Red: * HOM: 8% Schools with Student Groups in Red: Bonita Canyon: EL: 6.5% College Park: SWD: 16.4% HI: 6.5% Creekside: ALL: 26% *SED: 27.6% *SWD: 27%	AA: 4.9% (Yellow) EL: 1.2% (Green) FI: 0.6% (Green) FOS: 9% (Red) HI: 1.8% (Green) HOM: 3.3% (Green) LTEL: 3.7% (Green) SED: 1.9% (Green) SWD: 2.8% (Yellow) 2+: 0.9% (Blue) WH: 1.1% (Green) District: HOM: 3.3% (Green) 2023 Dashboard Schools with Student Groups in RED: Bonita Canyon: EL: 0% College Park: SWD: 10.8%		EL: -.2% FI: 0% FOS: 0% HI: -2% *HOM: -2% LTEL: -1% SED: -2% SWD: -2% 2+: 0% WH: -.2% District: HOM: -2% Schools with Student Groups in Red: Bonita Canyon: EL: -2% College Park: SWD: -2% HI: -2% Creekside: ALL: -2% *SED: -2% *SWD: -2% *HI: -2% *WH: -2%	FOS: +3.6% HI: -0.2% HOM: -4.7% LTEL: 0 SED: -0.6% SWD: -0.2% 2+: +0% WH: -0.2% District Student Group in Red: *HOM: +8% 2023 Dashboard Schools with Student Groups in Red: Bonita Canyon: EL: -6.5% College Park: SWD: -5.6% HI: -0.7% Creekside: ALL: -11% *SED: -10% *SWD: -13.1% *HI: -11.3% *WH: -16% Culverdale:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*HI: 25.6% *WH: 38.9% Culverdale: *AA: 9.1% Irvine High: AA: 10.5%	HI: 5.8% Creekside High: ALL: 15% *SED: 17.4% *SWD: 14% *HI: 14.3% *WH: 22.9% Culverdale: *AA: 0% Irvine High: AA: 7% 2024 Dashboard Schools with Student Groups in RED: Rancho San Joaquin: SWD: 14.1% University High: AA: 11.7%		Culverdale: *AA: -2% Irvine High: AA: -2% Rancho San Joaquin: -2% University High: -2%	*AA: -9.1% Irvine High: AA: -3.5% 2024 Dashboard Schools with Student Groups in Red: Rancho San Joaquin: SWD: 0 University HS: AA: 0
1.7	Expulsion Rate Indicator Data Quest LCFF Priority 6:	2022-23 Data Quest Expulsion Rate: 0.04% Expulsion Count: 17	2023-24 Data Quest Expulsion Rate: 0.0%	N/A	2025-26 Data Quest -0%	Expulsion Rate: -0.5% Expulsion Count: -12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Climate		Expulsion Count: 5			
1.8	CA Healthy Kids Survey LCFF Priority 6: School Climate	2023-24 Total Participation Rate: 7,269 School Connectedness Gr 7: 67% Gr 9: 66% Gr 11: 66% Sense of School Safety Gr 7: 70% Gr 9: 72% Gr 11: 77%	2024-25 Total Participation Rate: Data Not Available	N/A	2026-27 School Connectedness Gr 7: +2% Gr 9: +2% Gr 11: +2% Sense of School Safety Gr 7: +2% Gr 9: +2% Gr 11: +2%	2024-25 CHKS Data Not Available. Survey is Biennial
1.9	School Climate Survey LCFF Priority 6: School Climate LCFF Priority 3: Parent Engagement	Spring 2024 Results Sense of Community on Campus (Student): 71% Strongly Agree/Agree School/District Supports Effective Communication with Parents (Parent): 78% Strongly	Spring 2025 Results Favorability % Score: Strongly Agree/Agree Sense of Community on Campus (Student): 47% School/District	N/A	Spring 2027 Results Favorability % Score: Strongly Agree/Agree Sense of Community on Campus Student: +2% Strongly Agree/Agree	Favorability % Score: Strongly Agree/Agree Sense of Community on Campus (Student): -24% School/District Supports Effective Communication with Parents (Parent): +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agree/Agree My family feels welcome participating in school activities (Student): 71% Strongly Agree/Agree Student can explain feelings to others (Student): 53% Strongly Agree/Agree Satisfaction addressing student discipline Student: 59% Strongly Agree/Agree Parent: 69% Strongly Agree/Agree Staff: 60% Strongly Agree/Agree Student has at least one adult at school they trust	Supports Effective Communication with Parents (Parent): 84% My family feels welcome participating in school activities (Student): 72% Student can explain feelings to others (Student): 67% Satisfaction addressing student discipline Student: 36% Strongly Agree/Agree Parent: 76% Strongly Agree/Agree Staff: 49% Strongly Agree/Agree Student has at		School/District Supports Effective Communication with Parents Parent: +2% Strongly Agree/Agree My family feels welcome participating in school activities Student: +2% Strongly Agree/Agree Student can explain feelings to others Student: +2% Strongly Agree/Agree Satisfaction addressing student discipline Student: +2% Strongly Agree/Agree	My family feels welcome participating in school activities (Student): +7% Student can explain feelings to others (Student): +14% Student can explain feelings to others Student: +14% Strongly Agree/Agree Satisfaction addressing student discipline Student: -23% Strongly Agree/Agree Parent:+7% Strongly Agree/Agree Staff: -11% Strongly Agree/Agree Student has at least one adult at school they trust Student: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student: 87% Parent: 89% District provides translation and interpretation services to families who need them Parent: 83% Strongly Agree/Agree School/District works to understand family backgrounds and cultures Student: 73% Strongly Agree/Agree Parent: 80% Strongly Agree/Agree Student has healthy strategies to manage stress Student: 57% Strongly Agree/Agree Parent: 72%	least one adult at school they trust Student: 87% Parent: 84% District provides translation and interpretation services to families who need them Parent: 55% Strongly Agree/Agree School/District works to understand family backgrounds and cultures Student: 72% Strongly Agree/Agree Parent: 73% Strongly Agree/Agree Student has healthy strategies to		Parent: +2% Strongly Agree/Agree Staff: +2% Strongly Agree/Agree Student has at least one adult at school they trust Student: +2% Parent: +2% District provides translation and interpretation services to families who need them Parent: +2% Strongly Agree/Agree School/District works to understand family backgrounds and cultures Student: +2% Strongly Agree/Agree	Parent: -5% District provides translation and interpretation services to families who need them Parent: -28% Strongly Agree/Agree School/District works to understand family backgrounds and cultures Student: -1% Strongly Agree/Agree Parent: Maintain -7% Strongly Agree/Agree Student has healthy strategies to manage stress Student: +9% Strongly Agree/Agree Parent: Maintain/Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree/Agree	manage stress Student: 66% Strongly Agree/Agree Parent: 79% Strongly Agree/Agree		Parent: Maintain 80% Strongly Agree/Agree Student has healthy strategies to manage stress Student: +2% Strongly Agree/Agree Parent: Maintain/Increase +5% Strongly Agree/Agree	+7% Strongly Agree/Agree
1.10	Social Emotional Learning Panorama Survey- School Climate LCFF Priority 6: School Climate	Gr 3–6 Supportive Relationships (District): ALL: 87% EL: 85% SED: 86% AA: 88% Self-Management (District): ALL: 78% EL: 73% SED: 73% AA: 67% Bonita Canyon:	Gr 3–6 Supportive Relationships (District): ALL: 88% EL: 87% SED: 87% AA: 86% Self-Management (District) ALL: 77% EL: 73% SED: 71% AA: 64% Bonita Canyon:	N/A	Gr 3–6 Supportive Relationships (District): ALL: +2% EL: +2% SED: +2% AA: +2% Self-Management (District): ALL: +2% EL: +2% SED: +2% AA: +2% Bonita Canyon:	Gr 3–6 Supportive Relationships (District): ALL: +1% EL: +2% SED: +1% AA: -2% Self-Management (District) ALL: -1% EL: +0% SED: -2% AA: -3% Bonita Canyon EL: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 67% College Park SWD: 71% HI: 64% Culverdale: AA: 55% Social Awareness (District): ALL: 70% EL: 67% SED: 69% AA: 69% Emotional Regulation (District): ALL: 50% EL: 48% SED: 46% AA: 47% Bonita Canyon: EL: 43% College Park: SWD: 45% HI: 37% Culverdale: AA: 47%	EL: 68% College Park: SWD: 75% HI: 74% Culverdale: AA: 58% Social Awareness (District): ALL: 70% EL: 66% SED: 67% AA: 67% Emotional Regulation (District): ALL: 49% EL: 49% SED: 47% AA: 48% Bonita Canyon: EL: 42% College Park: SWD: 48% HI: 45%		EL: +2% College Park: SWD: +2% HI: +2% Culverdale: AA: +2% Social Awareness: ALL: +2% EL: +2% SED: +2% AA: +2% Emotional Regulation (District): ALL Students: +2% EL: +2% SED: +2% AA: +2% Bonita Canyon: EL: +2% College Park: SWD: +2% HI: +2%	College Park SWD: +4% HI: +10% Culverdale AA: +3% Social Awareness ALL: +0% EL: -1% SED: -2% AA: -2% Emotional Regulation (District): ALL: -1% EL: +1% SED: +1% AA: +1% Bonita Canyon: EL: -1% College Park: SWD: +3% HI: +8% Culverdale: AA: +20% Sense of Belonging (District):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sense of Belonging (District): ALL: 66% EL: 66% SED: 64% AA: 63% School Climate (District): ALL: 61% EL: 66% SED: 64% AA: 63% Gr 7–12 Supportive Relationships (District): ALL: 86% EL: 87% SED: 85% AA: 83% Self-Management (District): ALL: 69% EL: 68% SED: 66% AA: 64% Creekside High:	Culverdale: AA: 67% Sense of Belonging (District): ALL: 66% EL: 64% SED: 64% AA: 59% School Climate (District): ALL: 60% EL: 63% SED: 59% AA: 55% Gr 7–12 Supportive Relationships (District) ALL: 88% EL: 88% SED: 87% AA: 85% Self-Management (District): ALL: 67% EL: 66% SED: 64%		Culverdale: AA: +2% Sense of Belonging (District): ALL: +2% EL: +2% SED: +2% AA: +2% School Climate (District): ALL: +2% EL: +2% SED: +2% AA: +2% Gr 7–12 Supportive Relationships (District): ALL: +2% EL: +2% SED: +2% AA: +2% Self-Management (District): ALL: +2% EL: +2% SED: +2%	ALL: +0% EL: -2% SED: +0% AA: -4% School Climate (District): ALL: -1% EL: -3% SED: -5% AA: -8% Gr 7–12 Supportive Relationships (District): ALL: +2% EL: +1% SED: +2% AA: +2% Self-Management (District): ALL: -2% EL: -2% SED: -2% AA: -3% Creekside High: ALL: +9% SED: +13% SWD: -8% HI: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 38% SED: 32% SWD: 53% HI: 52% WH: 27% Irvine High: AA: 60% Social Awareness (District): ALL: 68% EL: 67% SED: 66% AA: 63% Emotional Regulation (District): ALL: 54% EL: 54% SED: 51% AA: 52% Creekside: ALL: 38% SED: 32% SWD: 53% HI: 52% WH: 27% Irvine High:	AA: 61% Creekside High: ALL: 47% SED: 45% SWD: 45% HI: 44% WH: 47% Irvine High: AA: 66% Social Awareness (District): ALL: 69% EL: 66% SED: 66% AA: 64% Emotional Regulation (District): ALL: 54% EL: 52% SED: 52% AA: 53% Creekside: ALL: 32% SED: 29% SWD: 35%		AA: +2% Creekside High: ALL: +2% SED: +2% SWD: +2% HI: +2% WH: +2% Irvine High: AA: +2% Social Awareness (District): ALL: +2% EL: +2% SED: +2% AA: +2% Emotional Regulation (District): ALL: +2% EL: +2% SED: +2% AA: +2% Creekside: ALL: +2% SED: +2% SWD: +2% HI: +2%	WH: +20% Irvine High AA: +6% Social Awareness ALL: +1% EL: -1% SED: +0% AA: +1% Emotional Regulation (District) ALL: +0% EL: -2% SED: +1% AA: +1% Creekside ALL: -6% SED: -3% SWD: -18% HI: -27% WH: +1% Irvine High AA: -4% Diversity and Inclusion ALL: +1% EL: +1% SED: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 60% Diversity and Inclusion (District): ALL: 80% EL: 80% SED: 76% AA: 66% Cultural Awareness and Action (District): ALL: 69% EL: 72% SED: 68% AA: 60% Sense of Belonging (District): ALL: 61% EL: 63% SED: 59% AA: 51%	HI: 25% WH: 28% Irvine High: AA: 56% Diversity and Inclusion (District): ALL: 81% EL: 81% SED: 78% AA: 74% Cultural Awareness and Action (District): ALL: 71% EL: 74% SED: 70% AA: 62% Sense of Belonging (District): ALL: 64% EL: 65% SED: 61% AA: 54%		WH: +2% Irvine High: AA: +2% Diversity and Inclusion (District): ALL: +2% EL: +2% SED: +2% AA: +2% Cultural Awareness and Action (District): ALL: +2% EL: +2% SED: +2% AA: +2% Sense of Belonging (District): ALL: +2% EL: +2% SED: +2% AA: +2%	AA: +8% Cultural Awareness and Action ALL: +2% EL: +2% SED: +2% AA: +2% Sense of Belonging ALL: +3% EL: +2% SED: +2% AA: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	SBE Parent Engagement Self Reflection LCFF Priority 3: Parent Engagement	Spring 2024 Results Building Relationships: 5- Full Implementation and Sustainability Building Partnerships for Student Outcomes: 4- Full Implementation Seeking Input for Decision Making: 5- Full Implementation and Sustainability	Spring 2025 Building Relationships: 5- Full Implementation and Sustainability Building Partnerships for Student Outcomes: 5- Full Implementation and Sustainability Seeking Input for Decision Making: 5- Full Implementation and Sustainability	N/A	Spring 2027 Building Relationships: Maintain 5-Full Implementation and Sustainability Building Partnerships for Student Outcomes: Increase to 5-Full Implementation and Sustainability Seeking Input for Decision Making: Maintain 5- Full Implementation and Sustainability	Building Relationships: +0% Building Partnerships for Student Outcomes: +0% Seeking Input for Decision Making: +0%
1.12	Parent Square Communication Reports	Spring 2024 # District Posts: 34 # School Posts: 3,565 # Class Posts: 3,371 # Group Posts: 2,120	Spring 2025 # District Posts: 45 # School Posts: 3,996 # Class Posts: 4,615 # Group Posts: 2,258	N/A	Spring 2027 Increase # Posts District: +2% School: +2% Class: +2% Group: +2%	# District Posts: +11 # School Posts: +431 # Class Posts: +1,244 # Group Posts: +138

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	IUSD Professional Learning Logs Compass Registration System	Spring 2024 # Professional Learning Opportunities Mental Health & Wellness: 45 Student Services: 38 Special Education: 152 Attendance # Mental Health & Wellness: 1,840 Student Services: 1,353 Special Education: 1,168	Compass Log July 1- April 23, 2025 Professional Learning Opportunities Mental Health and Wellness: 16 Student Support Services: 23 Special Education: 104 Attendance # Mental Health & Wellness: 435 Student Services: 286 Special Education: 1,999	N/A	Spring 2027 Maintain or Increase Professional Learning Opportunities Mental Health and Wellness: +2% Special Education: Maintain +2% Attendance # Mental Health and Wellness: +2% Student Services: +2% Special Education: +2%	PL Opportunities Mental Health & Wellness: -29 Student Support Services: -15 Special Education: -48 Attendance # Mental Health & Wellness: -1,405 Student Support Services: -1,067 Special Education: +831
1.14	Number of Long-Term English Learners Data Quest	2023 Data Quest Number of Long-Term English Learners: 328	2024 Data Quest Number of Long-Term English Learners: 305	None	2026: Data Quest Number of Long-Term English Learners: - 1%	Number of Long-Term English Learners: -23

Goal Analysis for 2025-2026

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

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

The implementation of Goal 1 in the school district's Local Control and Accountability Plan (LCAP) was characterized by a combination of successes and challenges, as evidenced by both data-driven metrics and educational partner input and feedback. The actions aimed at enhancing student behavior, engagement, health, and mental wellness were largely successful, with several metrics reflecting positive outcomes. Action 1.1, which focused on staffing to support these areas, was associated with a suspension rate of .09% (Blue) on the 2024 Dashboard, indicating a positive impact on student behavior and engagement. Staff feedback corroborates this success, highlighting that staffing levels were much closer to the desired levels compared to previous years, which likely contributed positively to the implementation of Goal 1. This improvement in staffing was crucial for executing educational goals effectively, as adequate staffing is a fundamental component of successful implementation.

Actions 1.3 and 1.8, which involved behavior systems and targeted mental health support, respectively, also correlated with the low suspension rate, suggesting that these actions collectively contributed to maintaining low suspension rates. Furthermore, Action 1.16, which provided alternatives to suspension, reinforced this outcome by offering other means of correction. Educational partner feedback identified behavior support as ranking in the top ten high priority themes, so the quantitative and qualitative data analysis underscores their importance in achieving the desired outcomes.

Attendance and chronic absenteeism were addressed through Actions 1.5, 1.11, and 1.17, all of which targeted improving attendance rates and reducing absenteeism. Metric 1.3 on the 2024 CA Dashboard showed a chronic absenteeism rate of 9.36% (Green), While this rate indicates that we have continued room for improvement in this area, it is important to note the significant improvement in chronic absenteeism rates from 2023 CA Dashboard baseline data of 12.3% and the fact that six student groups (AA, EL, HI, SED, SWD, WH) made significant improvements with chronic absenteeism. Two student groups (FOS, HOM) remain in RED, indicating that further efforts may be needed to achieve more significant progress. Staff interviews did not highlight district-wide challenges related to these action items, suggesting that the implementation proceeded without major obstacles in this area.

The district’s strategic focus on social-emotional learning (SEL) and supportive relationships—reflected in Actions 1.4, 1.7, 1.9, 1.10, and 1.15—demonstrates a high level of effectiveness in promoting student well-being and engagement. These actions are aligned with Metric

1.10, which showed a strong attendance rate of 95.7% for grades 3–6, underscoring the positive influence of SEL initiatives on student connectedness and school participation. Spring 2025 Panorama Survey results further affirm this impact: 88% of students in both grades 3–6 and 7–12 reported having supportive relationships at school, reflecting a +2% increase for grades 3–6 and a +1% increase for grades 7–12 from the prior year. In the area of self-management, 77% of students in grades 3–6 and 67% of students in grades 7–12 expressed favorable perceptions, indicating stronger self-regulation skills, particularly at the elementary level.

Additionally, Action 1.7 contributed to academic outcomes as evidenced by Metric 1.4, which reported a graduation rate of 95.5% (Blue). This suggests that SEL-focused supports may be indirectly contributing to academic success. Qualitative data from stakeholder feedback also noted improvement in student outcomes, with some groups moving out of the Red performance level on the CA Dashboard.
Parent engagement was a key focus in Actions 1.6, 1.12, 1.19, and 1.20, with the goal of building relationships and increasing partnerships. 2024-25 Annual Survey data indicates that 77% of parents strongly agree/agree that the District provides translation and interpretation services to families who need them and 70% of parents strongly agree/agree that school/district works to understand family background and cultures.

Action 1.18, which provided support for Long Term English Learners (LTELs), was directly linked to Metric 1.14, which indicates that IUSD has 328 LTEL students. This metric highlights the ongoing need to address language development and support for LTELs, as the data indicates a specific number of students requiring continued assistance. Staff feedback did not mention specific challenges related to this action, suggesting the implementation proceeded smoothly.

As part of the ongoing evaluation of Goal 1, Metric 1.5 – Dropout Rate was updated to reflect the most recent data and support continuous improvement efforts aligned with LCFF Priority 5: Student Engagement. Middle and high school dropout data from CALPADS and DataQuest indicate positive trends overall, with notable decreases across nearly all student groups. In middle school, dropout rates were already low in 2022–23, including HI at 0.15%, 2+ at 0.19%, and WH at 0.45%. These rates further declined in 2023–24, with AS at 0.07%, AA at 1.5%, HI at 0.13%, and all other student groups—including WH and 2+—at 0%.

Finally, no Learning Recovery and Emergency Block Grant (LREBG) funds were allocated for Goal 1, meaning that any challenges or successes related to these funds do not pertain to this goal. A combination of data-driven analysis and interview insights highlights the importance of maintaining focus on these actions to achieve the desired educational outcomes.

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

Based on the most recent analysis, there are some material differences between the budgeted and estimated actual expenditures for Goal 1.

Overall, financial tracking and spending remain closely aligned with the planned budget, as supported by the midyear update. Consistent budgeting, particularly related to staffing, has contributed to expenditures that generally reflect anticipated costs. While no significant financial barriers were identified, a few variances in specific action items resulted in minor adjustments:

- Action 1.4.2: The cost of administering Panorama surveys was lower than projected, resulting in modest savings for this action.
- Action 1.13.1: Expenditures were slightly higher than budgeted due to the midyear hiring of additional School Psychologists, which enhanced student support services.
- Action 1.15.1: Staffing vacancies during the year led to reduced expenditures for this action, contributing to a minor budget variance.

These differences are considered minor in scope and do not impact the overall implementation or intended outcomes of Goal 1.

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

Action 1.1: Staffing: Student Behavior, Engagement, Health, and Mental Wellness - Actions to Support All Students
Noted Level of Effectiveness: High
The action aimed to support positive student behavior, engagement, health, and mental wellness, which is directly reflected in the suspension rate metric (Metric 1.6). The 2024 Dashboard shows a suspension rate of 0.09% (Blue), indicating a positive outcome. The reduction in suspension rates suggests that the staffing efforts have successfully enhanced student behavior and engagement. The absence of major challenges or modifications further supports the effectiveness of this action.

Action 1.2: Student Support Services Staff
Noted Level of Effectiveness: High
Student Support Services staff support the infrastructure to support School Climate, Social Emotional Learning and continued implementation of Multi-tiered Systems of Support (MTSS). The positions are needed to ensure the coordination of support within Student Services, Language Development, Health Services, and Mental Health and Wellness. While the nature of the positions supports all students, the needs of unduplicated students are considered first and are best met with a coordinated and systemic approach. 2024-25 Annual Survey data indicates that 84% of parents strongly agree/agree that their school/district supports effective communication and 78% feel welcome participating in school activities.

Action 1.3: Behavior Systems - Actions to Support All Students
Noted Level of Effectiveness: High

The implementation of behavior support systems is directly aligned with Metric 1.6 (Suspension Rate), which reflects a 0.09% suspension rate (Blue) on the 2024 CA Dashboard. This outcome demonstrates the effectiveness of the district's proactive behavior supports in maintaining positive school climates and minimizing exclusionary discipline. Furthermore, behavior support was identified as a high-priority area by educational partners during the 2025–26 LCAP ThoughtExchange engagement process, underscoring strong stakeholder endorsement for continued investment in this action.

Action 1.4: School Climate Social Emotional Learning - Actions to Support All Students
Noted Level of Effectiveness: High
Action 1.4 centers on the district's commitment to cultivating a positive school climate and strengthening students' social-emotional competencies through comprehensive, Tier 1 support. The impact of this work is measured using data from the Panorama Student Survey, which captures students' perceptions of key SEL domains such as supportive relationships and self-management. These social-emotional factors also contribute to overall student engagement, as reflected in attendance outcomes (Metric 1.10).

Results from the Spring 2024 Panorama Survey indicate strong levels of effectiveness in this area. 88% of students in both grades 3–6 and grades 7–12 reported having supportive relationships at school. This represents a 2% increase for students in grades 3–6 and a 1% increase for students in grades 7–12 compared to the previous year. In terms of self-management, 77 % of students in grades 3–6 reported favorable perceptions, while 67 % of students in grades 7–12 responded similarly. These results affirm that the district's focus on social-emotional learning is fostering strong connections between students and staff and supporting the development of critical self-regulation skills, particularly at the elementary level.

Action 1.5: School Attendance and Chronic Absenteeism
Noted Level of Effectiveness: High
This action was designed to improve student attendance and reduce chronic absenteeism through coordinated prevention and early intervention strategies. Progress is measured using Metric 1.3: Chronic Absenteeism Rate, as reported on the California School Dashboard. According to the 2024 California Dashboard, the district's chronic absenteeism rate decreased to 9.7% (Green), a substantial improvement from the 2023 rate of 12.3% (Orange). This notable reduction reflects successful implementation of districtwide attendance initiatives and indicates meaningful progress toward the district's attendance goals.

Action 1.6: Parent Engagement - Actions to Support All Students
Noted Level of Effectiveness: High

The action focuses on building relationships with parents and increasing partnerships, which is measured by the School Climate Survey (Metric 1.9). 2024-25 Annual Survey data highlights that 88% of parents with EL students report their student's school supports effective communication. This reflects a 20% increase from the 2023-24 Annual data for EL parents and is encouraging.

Action 1.7: Increased/Improved Staffing Support: Student Behavior, Engagement, Health, and Mental Wellness
Noted Level of Effectiveness: High
The action aimed to improve social-emotional learning and supportive relationships, as measured by the Panorama Survey (Metric 1.10) and the 2024 CA Dashboard (Metric 1.4). The impact of this work is measured using data from the Panorama Student Survey, which captures students' perceptions of key SEL domains such as supportive relationships and self-management. These social-emotional factors also contribute to overall student engagement, as reflected in attendance outcomes (Metric 1.10).
Results from the Spring 2025 Panorama Survey indicate strong levels of effectiveness in this area. 88% of students in both grades 3–6 and grades 7–12 reported having supportive relationships at school. This represents a 2% increase for students in grades 3–6 and a 1% increase for students in grades 7–12 compared to the previous year. In terms of self-management, 77 % of students in grades 3–6 reported favorable perceptions, while 67 % of students in grades 7–12 responded similarly. These results affirm that the district's focus on social-emotional learning is fostering strong connections between students and staff and supporting the development of critical self-regulation skills, particularly at the elementary level. The attendance rate for Grades 3-6 is 95.7%, and the graduation rate is +95.5% (Blue), indicating that the staffing support has positively influenced both social-emotional competencies and academic success.

Action 1.8: Targeted Staffing: Student Mental Health and Wellness - Actions to Support Some Students
Noted Level of Effectiveness: High
The action targeted mental health and wellness to reduce suspensions, directly impacting the suspension rate metric (Metric 1.6). The 2024 Dashboard shows a suspension rate of 0.09% (Blue), demonstrating the action's success in supporting student mental health and reducing disciplinary actions.

Action 1.9: Behavior Systems - Strategic/Targeted Actions to Support
Noted Level of Effectiveness: High

This action supports the development of students' self-management and social awareness through integrated social-emotional learning practices. Progress is measured using Metric 1.10, based on Panorama Student Survey data. Spring 2025 results show that 77% of students in grades 3–6 and 67% in grades 7–12 reported favorable self-management skills. In addition, 70% of students in grades 3–6 and 67% in grades 7–12 demonstrated strong social awareness, placing the district in the 70th percentile nationally. These outcomes reflect the effectiveness of districtwide SEL efforts in promoting positive behavior and emotional regulation across grade levels.

Action 1.10: School Climate and Social Emotional Learning - Strategic/Targeted
Noted Level of Effectiveness: High
This action focused on delivering targeted SEL training and support for English Learners (EL) and Students with Disabilities (SWD). Data from the Spring 2025 Panorama Survey indicates strong outcomes in student connectedness and well-being. Among EL students, 88% in both grades 3–6 and 7–12 reported having supportive relationships, reflecting a 2% increase from the prior year. Similarly, 88% of SWD in grades 3–6 and 87% in grades 7–12 reported supportive relationships, rates comparable to the overall student population.
Regarding sense of belonging, 64% of EL students in grades 3–6 and 65% in grades 7–12 reported favorable perceptions. For SWD, 63% in grades 3–6 and 61% in grades 7–12 reported a strong sense of belonging. These results indicate that targeted SEL efforts are effectively supporting student connection and inclusion among key student groups.
Action 1.11: School Attendance and Chronic Absenteeism - Targeted
Noted Level of Effectiveness: High
The action specifically targeted reducing chronic absenteeism, as measured by Metric 1.3. The 2024 CA Dashboard shows a chronic absenteeism rate of 9.36% (Green), indicating significant progress toward meeting the desired target. Continued efforts are necessary to achieve more substantial reductions in absenteeism.

Action 1.12: Parent Education/Engagement - Strategic Actions
Noted Level of Effectiveness: Medium
78% of students strongly agree/agree that their family feels welcome participating in school activities, and 84% of parents strongly agree/agree that their school/district supports effective communication as indicated by the annual school climate survey (Metric 1.9).

Action 1.13: Staffing: Student Behavior, Engagement, Health, and Mental Wellness - Strategic/Intensive Actions
Noted Level of Effectiveness: High

This action provides staffing—including school psychologists, a behavior intervention specialist, and ERMHS providers—to support the mental health and behavioral needs of students receiving special education services. The targeted support has contributed to a positive impact on student behavior and disciplinary outcomes. Aligned with Metric 1.6, the 2024 CA Dashboard reports a suspension rate of 0.09% (Blue), reflecting the action's effectiveness in promoting student well-being and reducing exclusionary discipline.

Action 1.14: Staffing: Language Development Department - Strategic/Intensive Actions
Noted Level of Effectiveness: High
This action provides dedicated staffing to support the infrastructure of the Language Development Program (LDP). The coordinated approach enhances student engagement, academic progress, and family-school connections for multilingual learners. The action has been effective in supporting program implementation and family outreach, as evidenced by Metric 1.9, with 88.1% of parents of English Learners indicating agreement that their school supports effective communication, according to the 2024–25 Annual Survey.

Action 1.15: Staffing: Mental Health and Wellness - Strategic/Intensive Actions
Noted Level of Effectiveness: High
This action expanded Mental Health Specialist (MHS) support to address SEL needs among EL, FOS, and SED students. Services included targeted counseling, wellness center support, and trauma-informed practices to promote self-management, emotional regulation, and school connectedness. Spring 2025 Panorama Survey results (Metric 1.10) show that in grades 3–6, self-management was reported at 73% (EL) and 71% (SED), with emotional regulation at 49% (EL) and 47% (SED). In grades 7–12, self-management was 66% (EL) and 64% (SED), while sense of belonging reached 65% (EL) and 61% (SED). FOS data remains limited due to small sample size but is actively monitored. Additionally, student well-being is reflected in a 95.7% attendance rate for grades 3–6 and a suspension rate of 0.09% (Blue) on the 2024 Dashboard (Metric 1.6), demonstrating a positive impact on engagement and reduced disciplinary incidents.

Action 1.16: Behavior System Support - Intensive Actions
Noted Level of Effectiveness: Medium to High
The action provides alternatives to suspension programs, directly impacting the suspension rate by offering alternatives to traditional disciplinary actions (Metric 1.6). The 2024 Dashboard shows a suspension rate of 0.09% (Blue), indicating the action's effectiveness in reducing suspensions through alternative disciplinary measures.

Action 1.17: School Attendance and Chronic Absenteeism - Strategic/Intensive Actions
Noted Level of Effectiveness: Medium

The action targets improving attendance and reducing chronic absenteeism, directly measured by Metric 1.3. The 2024 CA Dashboard shows a chronic absenteeism rate of 9.36% (Green), indicating substantial progress toward meeting the desired target. Further efforts are needed to achieve more significant reductions in absenteeism.

Action 1.18: LTEL Support - Language Development Teachers on Special Assignment (TOSA)
Noted Level of Effectiveness: High
This action is specifically designed to support Long-Term English Learners (LTELs) and has had a direct impact on the number of LTELs (Metric 1.14). According to the 2024 DataQuest, there are 328 Long-Term English Learners in total. This highlights the need for targeted professional development for teachers, especially since the number of LTEL students is small across all district school sites.

Action 1.19: Parent Engagement Actions - Strategic/Intensive
Noted Level of Effectiveness: High
The action item is effectively making progress toward its targeted outcome based on 2024 SBE Parent Engagement Self-Reflection Tool (Metric 1.11). District and site teams have moved to full implementation and sustainability in the areas of building partnerships for student outcomes and building relationships.

Action 1.20: Parent Engagement Actions to Support Students with Disabilities
Noted Level of Effectiveness: High
Action 1.20 is effectively making progress toward its targeted outcome based on 2024 SBE Parent Engagement Self-Reflection Tool (Metric 1.11). District and site teams have moved to full implementation and sustainability in the areas of building partnerships for student outcomes, building relationships, and seeking input for decision making.

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

Action Item Revisions
Action Items 1.6 and 1.19 have been reclassified as non-contributing to the associated goal, as items are funded exclusively through non-LCFF sources.

Metric Revisions
Metrics 1.3 (Chronic Absenteeism), 1.4 (Graduation Rate), 1.5 (Dropout Rate), and 1.6 (Suspension Rate) have been revised to align with

student groups identified in the Red performance level on the California School Dashboard. These updates reflect shifts in subgroup performance between the 2023 and 2024 Dashboard reporting cycles. For example, Foster Youth remained in Red for both chronic absenteeism (49.1%) and suspension (9%), while Homeless Youth and Students with Disabilities showed persistent performance concerns across multiple indicators. Additionally, site-level data—such as at Portola High (SWD Graduation Rate: 63.6%) and Rancho San Joaquin (SWD Suspension Rate: 14.1%)—further emphasize the need for targeted support. These revised metrics will be used to monitor progress annually throughout the 2024–27 LCAP cycle, ensuring the district continues to identify and address equity gaps through data-driven actions and continuous improvement.

A key update to Metric 1.11 involves a transition to a new survey platform beginning in the 2024–25 school year. This change enhances the district's ability to capture and analyze educational partner feedback more effectively. The revised platform presents data using a favorability score, which reflects the percentage of respondents selecting "strongly agree" or "agree" on a Likert scale. This improvement provides a clearer and more consistent measure of stakeholder perception and strengthens the district's capacity to monitor engagement and school climate trends over time.

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	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	The District will provide staffing to support positive student behavior, engagement, health, and mental wellness: 1.1.1. Base allocation school counselors 1.1.2. Base allocation Elementary Resource Counselors 1.1.3. Base allocation school nurses 1.1.4. Health assistants	$11,208,262.00	No
1.2	Student Support Services Staff	In order to improve school climate across all school sites, based on data from the CA Healthy Kids Survey	$891,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(CHKS) and Irvine Unified School District (IUSD) Annual School Climate Survey, the District will provide the following: 1.2.1. Student Support Services Executive Director and Administrative Assistant 1.2.2. Mental Health and Wellness Director and Coordinator This action item includes Student Support Services staffing infrastructure to support school climate, social emotional learning and continued implementation of Multi-Tiered Systems of Support (MTSS). While the nature of the positions supports all students, the needs of EL, FOS, and SED students are best met with a coordinated and systemic approach to school climate, social emotional learning, and inclusive behavioral instruction, Social-Emotional Learning instruction and mental health support components of MTSS. Monitoring Metric: 1.8, 1.9 Baseline: CA Healthy Kids Survey (CHKS) School Connectedness: Grade 7: 67%; Grade 9: 66%; Grade 11: 66% IUSD Annual Survey- Sense of Community on Campus: ALL: 71%; EL: 75%; AA: 64%, SED: 67%		
1.3	Behavior Systems-Actions to Support All Students	In order to support all students with positive behavior and decrease student suspension, the District and individual school sites will do the following: 1.3.1. Continued district-wide implementation of MTSS behavior support through Positive Behavior	$96,013.00	No

Action #	Title	Description	Total Funds	Contributing
		Intervention Support (PBIS) 1.3.2. Administrators trained in Restorative Practices and implementation of Restorative Practices as part of site behavior management systems and tiers 1.3.3. Implementation of Calm Classroom as part of elementary site behavior and management systems and tiers 1.3.4. Behavior/SEL Coach stipends for onsite coaching and professional development support 1.3.5. Comprehensive School Threat Assessment Guidelines (CSTAG) training for site administrative and support teams Monitoring Metric 1.6 Suspension Rate		
1.4	School Climate Social Emotional- Learning- Actions to Support All Students	In order to support all students with social emotional learning skills across all school sites, the District and individual school sites will do the following activities: 1.4.1. Continued implementation of Social-Emotional Learning (SEL) Curriculum 1.4.2. Panorama Survey as Social-Emotional learning (SEL) Instrument 1.4.3. Professional development for Social-Emotional Learning Monitoring Metric 1.10: Panorama Survey: Self-Management and Emotional Regulation	$185,000.00	No
1.5	School Attendance and Chronic Absenteeism	In order to support all students in improving positive student attendance and decrease chronic absenteeism, the District and individual school sites will do the following: 1.5.1. Attendance related interventions to re-engage	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students and families, including home visits, automated calls, personal calls, Parent Portal, Student Study Teams, and/or 504/IEP meetings 1.5.2. District Office support for site attendance staff and administrators 1.5.3. Support for struggling families through connections with community based organizations and/or community partners and support with Free and Reduced Priced Lunch Programs ** No expenditures are needed to accomplish actions in 1.5 ** Monitoring Metric: 1.3 Chronic Absenteeism Rate		
1.6	Parent Engagement-Actions to Support All Students	In order to build relationships with parents and increase partnerships for student outcomes, the District will do the following: 1.6.1. Provide Parent education workshops in multiple languages to expand family engagement 1.6.2. Provide Parent education webinars with community partners and service providers This action item includes staffing infrastructure to support parent involvement and engagement and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of EL, SED, and FOS students are considered first with respect to the parent engagement portion of the staffing allocation, and is connected to action item #1.12. Monitoring Metric: 1.9 Baseline IUSD Annual Survey data: School/District Supports Effective Communication	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		with Parents Non-English Learner Parents: 78% Strongly Agree/Agree English Learner Parents: 68% Strongly Agree/Agree		
1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	In order to support all students to improve social-emotional learning and close the gap in social-emotional learning metrics in the area of Supportive Relationships specifically for EL, SED, and FOS students, the District will provide supplemental mental and physical wellness support in the following manner: 1.7.1. Additional School Counselor FTE allocation to reduce caseload ratio to 450:1 1.7.2. Supplemental Elementary Resource Counselor allocation 1.7.3. Guidance Assistants (elementary) and Project Success (secondary) 1.7.4. Supplemental Nurse allocations Mental health and wellness staff support students' academic, behavioral, social emotional and health needs. Panorama survey data shows gaps in student perception of connectedness and social-emotional skills between unduplicated students (EL and SED) compared to the ALL student groups, and 2023 CA Healthy Kids Survey data shows a decline in school connectedness as students matriculate levels (Gr. 7: 67%, Gr 9: 66%, Gr 11: 65%) and supportive relationships (Gr 3-6: ALL: 87%, EL: 85%, SED: 86%, Gr 7-12: ALL: 86%, EL: 87%, and SED: 83%). The district will provide additional school counseling FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative	$5,005,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education programs, to further reduce the caseload ratio to less than 200:1 in order to provide academic, behavioral and social-emotional support related to supportive relationships, college and career readiness,and graduation requirements. Monitoring Metric: 1.4, 1.10, 3.4 Baseline Data: Panorama Gr 3-6: Supportive Relationships ALL: 87%, EL: 85%, SED: 86%		
1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	In order to provide targeted support to students in the area of engagement, close the gap in social-emotional learning metrics in the areas of social awareness and emotional regulation to reduce student suspensions, the District will provide the following: 1.8.1. Base allocation Mental Health Specialists 1.8.2. School Psychologists (20% general education funding item) Baseline Data: Panorama Gr. 3-6: Social Awareness ALL: 70%, EL: 67%, SED: 68%, SWD: 66% Panorama Gr. 3-6: Emotional Regulation ALL: 50%, EL: 48%, SWD: 47% Panorama Gr. 7-12: Social Awareness ALL: 68%, EL: 66%, SED: 66%, SWD: 63% Panorama Gr. 7-12: Emotional Regulation- ALL: 54%, EL: 54%, SED: 51%, SWD: 52%) Metric: 1.6 Baseline: District: ALL: 1%, HOM: 8%	$3,486,808.00	No

Action #	Title	Description	Total Funds	Contributing
		Creekside HS: ALL: 26%, SED: 27.6%, SWD: 27%, HI:: 25.6%, WH: 38.9%, Irvine HS: AA: 10.5%		
1.9	Behavior Systems-Strategic/Targeted Actions to Support	In order to provide targeted support for students exhibiting behavioral challenges, and to close the gap in social-emotional learning in the area of Self-Management, the District will provide the following: 1.9.1. Mental Health Wellness (MHW) Intervention Psychologist 1.9.2. MHW District TOSAs 1.9.3. MHW Behavior Interventionists The Mental Health and Wellness (MHW) Behavior Intervention Team works in collaboration with the Language Development team and Foster Youth/McKinney Vento Mental Health Liaison and utilizes a referral process that prioritizes EL, FOS, SED students identified with behavior challenges, and sites identified as Title I. The Mental Health Behavior Team develops individual behavior support plans, implements culturally responsive and trauma informed practices, and coordinates social- emotional interventions and/or alternative discipline approaches. Monitoring Metric: 1.10 Baseline Data: Panorama Data, Gr 3-6: Self-Management ALL: 78%, EL: 73%, SED: 73% Panorama Gr 7-12: Self-Management	$660,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ALL: 69%, EL: 68%, SED: 66% 2023-24 Behavior Referral Data: EL: 39%, HOM: 8%, SED: 53%		
1.10	School Climate and Social Emotional Learning-Strategic/Targeted	To enhance delivery of service to students with disabilities and English learners, the District will provide the following professional development: 1.10.1. Targeted SEL Training for SPED and EL students 1.10.2. Professional learning for staff-School Climate and Social-Emotional Learning ** No additional expenditures needed to accomplish action 1.10 **	$0.00	No
1.11	School Attendance and Chronic Absenteeism-Targeted	In order to reduce chronic absenteeism and close the performance gap between unduplicated students (EL, SED, FOS) and the ALL student group in the area of chronic absenteeism, the District will provide the following: 1.11.1. Enhance School Attendance Review Process at site and district level through Site Attendance Review Teams (SART) and district School Attendance Review Board (SARB) 1.11.2. Early Warning System for students at risk of reaching chronic absenteeism 1.11.3. HS allocation for Attendance Interventions Based on the CA Dashboard Chronic Absenteeism Rate Indicator, unduplicated (EL, SED, FOS) students had higher rates of chronic absenteeism compared to the ALL student group.	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To close the gap, each site's school attendance review team or site attendance support designee will monitor attendance, identify barriers and solutions to increase attendance. The referral and intervention processes are principally directed at unduplicated students identified with attendance challenges. Sites will use best practices for signs of chronic absenteeism and escalate communication for families using all available communication methods, including but not limited to Parent Square. High school allocations for attendance interventions include but are not limited to positions (Attendance Dean) specifically designed to implement multi-tiered systems of support for EL, FOS, SED students who are chronically absent, attendance software, parent/student engagement workshops, and positive attendance incentives. Monitoring Metric: 1.3 Baseline: ALL: 12.3% (Orange), AA: 25.7% (Red), AI: 23.7% (Red), EL: 14.2% (Orange), FOS: 46.3% (Red), SED: 21.5% (Red)		
1.12	Parent Education/Engagement-Strategic Actions	In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents, the District will provide the following: 1.12.1. Community Liaisons/IPEP Classes 1.12.2. Partial Funding for LDP Coordinator Community Liaisons support parent engagement at the	$513,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district level and at school sites. The Community Liaisons are bilingual staff members that provide the critical link between families and schools. They build relationships with parents and ensure parents are connecting to site, district, and community resources. Community Liaisons provide language and cultural resources primarily to English learner families to support the district's efforts in parent engagement activities as measured by IUSD annual survey data and is principally directed at supporting our EL, FOS, and SED families. This action item includes staffing infrastructure to support parent involvement and engagement and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of unduplicated students are considered first with respect to the parent engagement portion of the staffing allocation, and is connected to action item #1.6. Monitoring Metric 1.9 Baseline Data: Parents (87%) Strongly agree/Agree that the District provides translation and interpretation services to families who need them. Students (73%) and Parents (80%) Strongly agree/Agree that school/district works to understand family backgrounds and cultures.		
1.13	Staffing: Student Behavior, engagement,	To support the mental health and well-being of students with special education needs, the District will provide the	$11,202,434.00	No

Action #	Title	Description	Total Funds	Contributing
	health, and mental wellness- Strategic/Intensive Actions	following staffing: 1.13.1. School Psychologists 1.13.2. Behavior Intervention Specialist 1.13.3. Educationally Related Mental Health Specialists (ERMHS)		
1.14	Staffing: Language Development Department - Strategic/Intensive Actions	To support language acquisition programs and services for the district's English Learner students, the District will implement infrastructure for Language Development Program (LDP) staff to build and sustain programs and services with the following: 1.14.1. LDP Director, Coordinator, Specialist, Administrative Assistant, Office Assistant This action item includes LDP staffing to maintain effective infrastructure to support the language acquisition program. The needs of multilingual students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student. Monitoring Metric: 1.9, 1.11 Baseline: Annual Survey data reflects that English-Learner parents rated the importance of having consistent and systemic support higher than parents of non-English Learner students (English Learner parents: 47%, SED parents: 48%, other parent groups: 33%). SBE Local Indicator: Build relationships between school staff and families: 4- Full Implementation SBE Local	$916,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicator: Build relationships for student outcomes: 5-Full Implementation and Sustainability		
1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	In order to close the gap in social-emotional learning in the area of social emotional awareness and emotional regulation between EL, FOS, SED students compared to the ALL Student group, the District will provide additional MHS allocations, including but not limited to: 1.15.1. Additional Site MHS Support 1.15.2. Family Counseling Center (FCC) MHS 1.15.3. LGBTQ+ MHS 1.15.4. African American/Black (AA) MHS Mental health staff provide a multi-tiered system of support for the well-being of students. Well-being practices include check-ins, trauma-informed short-term school-based therapy, targeted group counseling, family support, wellness centers/sensory areas, intensive support as needed, and referrals to outside agencies. The District will provide additional Mental Health Specialist FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative education programs, to further reduce the caseload ratio to address the students' unique social-emotional needs, including but not limited to social awareness and emotional regulation through Tier 3 trauma-informed care and practices to reduce suspension rates. Monitoring Metric: 1.6, 1.10 Baseline data:	$1,859,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Panorama Gr 3-6: Social Awareness ALL: 70%, EL: 67%, SED: 69% Panorama Gr 3-6: Emotional Regulation ALL: 50%, EL: 48%, SED: 46% Panorama Gr 7-12: Social Awareness ALL: 68%, EL: 67%, SED: 66% Panorama Gr 7-12: Emotional Regulation ALL: 54%, EL: 54%, SED: 51% Suspension Rate Indicator: Creekside: ALL: 26%, *SED: 27.6%, *SWD: 27%, *HI: 25.6%, *WH: 38.9% *Expansion of Action Item 1.8*		
1.16	Behavior System Support-Intensive Actions	In order to support all students with positive behavior and to decrease student suspension, the District will provide the following: 1.16.1. Drug/Alcohol Interventions 1.16.2. Alternative to Suspension Program The District maintains drug and alcohol prevention programs, including but not limited to Brief Intervention Counseling (BIC) and referrals to the Juvenile Alcohol and Drug Education (JADE) for students who have been involved with discipline related to drugs/alcohol to reduce suspensions and expulsions. Staffing (Alternative to Suspension Teacher) to support the Alternative to Suspension program (ATS) and	$136,829.00	No

Action #	Title	Description	Total Funds	Contributing
		Alternative Means to Correction interventions. The ATS teacher provides instruction, coordination, and monitoring to general education and special education students as assigned for disciplinary purposes. The ATS teacher also provides behavioral and mentoring guidance while creating a flexible program and positive school climate conducive to learning and personal growth in accordance with each student's ability. The ATS teacher also coordinates with community partner entities that provide specific workshops and life skills strategies. Due to the disproportionate suspension rates for unduplicated students, a strong alternative to suspension program provides an important support for our unduplicated students and is utilized as another means of correction. In addition, the ATS program is housed at Creekside High School to support Creekside students and reduce suspensions of students enrolled in the alternative education program. Monitoring Metric: 1.6 Baseline: Suspension Rates: ALL: 1%, HOM: 8%, FOS: 5.4%, SWD: 3%, EL: 1.3%, SED: 2.5% Creekside High: ALL: 26%, SED: 27.6%, SWD: 27%, HI: 25.6%, WH: 38.9%		
1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive	In order to support students and EL, FOS, SED student groups in improving positive attendance and decreasing chronic absenteeism, the District and individual school	$209,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Actions	sites will do the following: 1.17.1. Staffing/Planning for students who are chronically absent 1.17.2. Designated Coordinator for Student Services 1.17.3. School Attendance Review Team (SART) at each school site 1.17.4. Targeted attendance campaigns for student groups at risk of chronic absenteeism Staffing/Planning actions include, but are not limited to, coordinated meetings with students/parents to understand specific student/family needs for attendance and re-engagement, coordination of services and/or support for individual students to mitigate barriers impacting attendance, collaboration with site and district staff for resources that may be available at the district and/or community level. Monitoring Metric: 1.3 Baseline CA Dashboard-Chronic Absenteeism Rates: ALL: 12.3% (Orange), AA: 25.7% (Red), AI: 23.7% (Red), FOS: 46.3% (Red), SED: 21.5% (Red)		
1.18	LTEL Support-Language Development Teachers on Special Assignment (TOSA)	In order to provide opportunities, programs and structures for Long Term English learners (LTEL) to demonstrate progress toward English Language Proficiency, the District will provide the following staffing: 1.18.1. Language Development Teachers on Special Assignment (TOSA) will provide professional development and site support for Designated English Language Development (D-ELD) specifically designed	$415,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to meet the needs of LTEL students. 1.18.2. Language Development TOSAs will support placement of LTELs in Designated ELD, intervention, and content area classes and provide guidance as to effective instructional practices. Monitoring Metric: 1.14, 2.7		
1.19	Parent Engagement Actions- Strategic/Intensive	In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our English learner student group, the District will provide the following: 1.19.1. Transperfect- Language support Parents of English learners require information and communication for languages other than English, and services rendered in multiple formats provide in-the-moment support. These services support the district's efforts in parental engagement activities as measured by the self-reflection tool and is principally directed at supporting our English learner families. Monitoring Metric: 1.11 Parent Engagement Baseline: Progress increasing partnerships for student outcomes- 4 Full Implementation Progress seeking input for decision making: 5- Full Implementation and Sustainability	$5,000.00	No
1.20	Parent Engagement	In order to build relationships with parents, increase	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Actions to Support Students with Disabilities	partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our students with disabilities, the District will provide the following: 1.20.1. Receive annual goals from the Special Education CAC on which the CAC and Special Education Department/SELPA will collaborate 1.20.2. The SELPA will provide annual training to parents concerning the IEP process 1.20.3. Receive input from the CAC and parents regarding the development of the LCAP and the Local Plan 1.20.4. The SELPA will support the CAC in conducting an abilities awareness event annually *No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office staff time will be utilized to systemically support these schools.		

Goal

Goal #	Description	Type of Goal
2	Ensure all students attain proficiency in essential standards through the implementation of standards aligned, high quality instruction, assessment for learning, and instructional materials.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal broadly captures elements of student learning, progress on developing English language proficiency and an assortment of options for students to demonstrate College/Career readiness. Our goal is to ensure all students attain proficiency in essential standards by providing them with access to standards aligned, high quality instruction, assessment for learning, and instructional materials. We believe that preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students. We must, therefore, leverage their talent and empower personnel to develop essential capacities within our students. We will accomplish this goal by utilizing PLCs as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. We have included several California Dashboard indicators--English Language Arts, Mathematics, and College/Career related metrics. The inclusion of local metrics also provides strong indicators at the classroom level of student learning. These are critical metrics in our multi-tiered system of support structure in terms of proactively responding to student learning needs on a rapid response basis. Our data indicates a need for additional support for our unduplicated student groups and the actions in Goal 2 highlight a systematic approach to providing them with additional support. Each of the actions for Goal 2 align to the various metrics and monitor our progress in making a difference for students. All school sites have aligned their respective School Plan for Student Achievement to these broad LCAP goals to ensure alignment of focus, resources, and efforts across our TK-12 system.

This goal includes improving outcomes for students receiving Tier 3 literacy support and those eligible for Extended School Year (ESY) services. Focus areas include increasing STAR Reading Score growth beyond national norms, increasing participation in ESY programs, and ensuring consistent attendance during ESY to maintain academic progress. STAR Reading data from 2023-24 indicates that students participating in Tier 3 interventions in grades 3–6 outperformed national norms in fall-to-spring reading growth, demonstrating the effectiveness of targeted instruction. Additionally, ESY participation and engagement (70% participation, 69% maintaining 80% attendance) signal both strong demand and a need to expand access and remove barriers. Educational partners emphasized the importance of continuing these services as part of the district's long-term recovery strategy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELA: Distance From Standard (DFS) ALL: +64.9 DFS (Blue) AA: -15.7 DFS (Yellow) AS: +89.1 DFS (Blue) EL: +33.7 DFS (Green) FOS: -60.2 DFS (Orange) HI: +8.1 DFS (Yellow) HOM: -38.9 DFS (Yellow) LTEL: No	2024 CA Dashboard ELA: Distance From Standard (DFS) ALL: +65.5 DFS (Blue) AA: +56.2 DFS (Blue) AS: +76.6 DFS (Blue) EL: +82.7 DFS (Blue) FOS: +103.6 DFS (Blue) HI: +96.5 DFS (Blue) HOM: -1.3 DFS (Yellow)	N/A	2026 CA Dashboard ELA: DFS ALL: +1 DFS AA: +9 DFS AS: +2 DFS EL: +9 DFS FOS: +9 DFS HI: +9 DFS HOM: +9 DFS LTEL: +9 DFS PI: +9 DFS SED: +9 DFS SWD: +9 DFS 2+: +9 DFS WH: +9 DFS Schools:	Metric 2024 CA Dashboard ELA: Distance From Standard (DFS) ALL: +0.6 DFS AA: +71.9 DFS AS: -12.5 DFS EL: +49.0 DFS FOS: +43.4 DFS HI: +88.4 DFS HOM: +37.6 DFS LTEL: 0 PI: -39.4 DFS SED: -5 DFS SWD: -27.8 DFS 2+: -3.1 DFS WH: -13.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Information on 2023 Dashboard PI: +45 DFS (Green) SED: +17.1 DFS (Green) SWD: -39.5 DFS (Orange) 2+: +68.6 DFS (Blue) WH: +47.4 DFS (Blue) Schools: Culverdale: SWD: -97.8 DFS Greentree: SWD: -70.6 DFS Lakeside: SWD: -76.6 DFS Springbrook: SWD: -90.3 DFS Venado: SWD: -80.3 DFS Irvine High:	LTEL: -86.8 DFS (Red) PI: +5.6 DFS (Green) SED: +12.1 DFS (Green) SWD: -67.3 DFS (Orange) 2+: +65.5 DFS (Blue) WH: +34 DFS (Green) Schools: Culverdale: SWD: -85.6 DFS Greentree: SWD: -159.2 DFS Lakeside: SWD: -90.2 DFS Springbrook: SWD: -84.7 DFS Venado: SWD: -92.6 DFS Irvine High:		Culverdale: SWD: +9 DFS Greentree: SWD: +9 DFS Lakeside: SWD: +9 DFS Springbrook: SWD: +9 DFS Venado: SWD: +9 DFS Irvine High: SWD: +9 DFS Northwood High: SWD: +9 DFS Woodbridge High: SWD: +9 DFS	Schools: Culverdale: SWD: +12.2 DFS Greentree: SWD: -88.6 DFS Lakeside: SWD: -13.6 DFS Springbrook: SWD: +5.6 DFS Venado: SWD: -12.3 DFS Irvine High: SWD: +21.3 DFS Northwood High: SWD: -66.2 DFS Woodbridge High: SWD: +1.6 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -116 DFS Northwood High: SWD: -81.1 DFS Woodbridge High: SWD: -94.6 DFS	SWD: -94.7 DFS Northwood High: SWD: -147.3 DFS Woodbridge High: SWD: -93 DFS			
2.2	English Language Arts Smarter Balanced Summative Assessment	2023 CAASPP ELA: % Met or Exceeded Standard ALL: 75.8% AA: 45.6% AI: 72.7% AS: 83.5% EL: 28% FI: 82.3% FOS: 40% HI: 55% HOM: 32.6% LTEL: 25.9% PI: 72.1% SED: 58.8% SWD: 36.2% 2+: 78.5% WH: 70.3%	2024 CAASPP ELA: % Met or Exceeded Standard ALL: 73.94% AA: 45.62% AI: 70.55% AS: 85.48% EL: 23.7% FI: 83.78% FOS: 40% HI: 54.53% HOM: 32.86% LTEL: 24.56% PI: 73.38% SED: 58.97% SWD: 37.47% 2+: 78.51% WH: 68.66%	N/A	CAASPP ELA: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% LTEL: +2% PI: +2% SED: +2% SWD: +2% 2+: +1.5% WH: +2%	Metric 2024 CAASPP ELA: % Met or Exceeded Standard ALL: -1.86% AA: +0.02% AI: -2.15% AS: +1.98% EL: -4.30% FI: +1.48% FOS: 0.00% HI: -0.47% HOM: +0.26% LTEL: -1.34% PI: +1.28% SED: +0.17% SWD: +1.27% 2+: +0.01% WH: -1.64%
2.3	Academic Mathematics Indicator CA	2023 CA Dashboard Mathematics: Distance From	2024 CA Dashboard Mathematics:	N/A	2026 CA Dashboard Mathematics:	Metric 2024 CA Dashboard Mathematics: Distance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard LCFF Priority 4: Academic Achievement	Standard (DFS) ALL: +50.7 DFS (Blue) AA: -72.4 DFS (Orange) AS: +90.3 DFS (Blue) EL: +36.4 DFS (Blue) FOS: -104.6 DFS (Red) HI: -28.3 DFS (Yellow) HOM: -73.4 DFS (Yellow) LTEL: No Information on 2023 Dashboard SED: -3.6 DFS (Green) SWD: -61.2 DFS (Orange) 2+: +45.6 DFS (Blue) WH: +21.7 DFS (Green) District Student Group in Red: FOS: -104.6 DFS	Distance From Standard (DFS) ALL: +49 DFS (Blue) AA: -59.2 DFS (Yellow) AS: +84.8 DFS (Green) EL: +26.7 DFS (Green) FOS: -84.8 DFS (Yellow) HI: -29.8 DFS (Orange) HOM: -57.5 DFS (Yellow) LTEL: -101.7 DFS (Red) SED: -4.5 DFS (Yellow) SWD: -57.8 DFS (Yellow) 2+: 45.5 DFS (Blue) WH: 18.5 DFS (Green) District Student Group in Red: FOS: -84.8 DFS LTEL: -101.7 DFS		ALL: +2 DFS AA: +9 DFS AS: +9 DFS EL: +9 DFS FOS: +9 DFS HI: +9 DFS HOM: +9 DFS LTEL: +9 DFS SED: +9 DFS SWD: +9 DFS 2+: +9 DFS WH: +9 DFS District Student Group in Red: FOS: + 20 DFS Schools with Students Groups in Red: Culverdale: SWD: +20 DFS Irvine High: SWD: +20 DFS Springbrook: SWD: +20 DFS Lakeside:	From Standard (DFS) ALL: -1.7 DFS AA: +13.2 DFS AS: -5.5 DFS EL: -9.7 DFS FOS: +19,8 DFS HI: +1.5 DFS HOM: +15.9 DFS LTEL: 0 SED: -1.1 DFS SWD: +3.4 DFS 2+: -0.1 DFS WH: -3.2 DFS District Student Group in Red: FOS: +19.8 DFS Schools with Students Groups in Red: Culverdale: SWD: -24.5 DFS Irvine High: SWD: +26.8 DFS Springbrook: SWD: +4.6 DFS Lakeside:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with Students Groups in Red: Culverdale: SWD: -101.3 DFS Irvine High: SWD: -168.8 DFS Springbrook: SWD: -112.9 DFS Lakeside: SWD: -109.6 DFS	Schools with Students Groups in Red: Culverdale: SWD: -125.8 DFS Irvine High: SWD: -142 DFS Springbrook: SWD: -108.3 DFS Lakeside: SWD: -93.1 DFS		SWD: +20 DFS	SWD: +16.5 DFS
2.4	Mathematics Smarter Balanced Summative Assessment LCFF Priority 4: Student Achievement	2023 CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.8% AA: 26.8% AI: 77.2% AS: 82.8% EL: 42.9% FI: 73.5% FOS: 6.3% HI: 40.5% HOM: 23% LTEL: 26.6% PI: 54.8%	2024 CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.4% AA: 70.9% AI: 67.7% AS: 85.5% EL: 42.6% FI: 73.2% FOS: 13.3% HI: 40.1% HOM: 30.5% LTEL: 26.3% PI: 55.6%	N/A	2026 CAASPP Mathematics: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% LTEL: +2% PI: +2%	Metric 2024 CAASPP Mathematics: % Met or Exceeded Standard ALL: -0.45% AA: +44.1% AI: -9.5% AS: +2.7% EL: -0.3% FI: -0.3% FOS: +7% HI: -0.4% HOM: +7.5% LTEL: -0.3% PI: +0.8% SED: -3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED:50% SWD: 32.7% 2+: 69.8% WH: 60.1%	SED: 46.5% SWD: 31.3% 2+: 69.4% WH: 59.36%		SED: +2% SWD: +2% 2+: +2% WH: +2%	SWD: -1.4% 2+: -0.4% WH: -0.74%
2.5	English Learner Progress Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELPI Rates: ELs making progress toward proficiency: 59% ELs Progressed at Least One ELPI Level: 61.8% ELs Maintained ELPI Level 4: 1.2% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 25.3% ELs Decreased at Least One ELPI Level: 11.7%	2024 CA Dashboard ELPI Rates: ELs making progress toward proficiency: 62% ELs Progressed at Least One ELPI Level: 61.95% ELs Maintained ELPI Level 4: 2.34% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 24.28% ELs Decreased at Least One ELPI Level: 12.82%	N/A	2026 CA Dashboard ELPI Rates: Increase % making progress toward proficiency ELs Progressing at Least One ELPI Level: +5% ELs Maintaining ELPI Level 4: +5% ELs Maintaining ELPI Levels 1, 2L, 2H, 3L, 3H: Maintain 25% ELs Decreasing at Least One ELPI Level: -5%	2023 CA Dashboard ELPI Rates: ALL: +3.00% ELs Progressed at Least One ELPI Level: +0.15% ELs Maintained ELPI Level 4: +1.14% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: -1.02% ELs Decreased at Least One ELPI Level: +1.12%
2.6	Summative ELPAC	2022-23 Summative ELPAC: %	2023-24 Summative	N/A	2025-26 Summative	% Proficient Percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement	Proficient Percentage of Students Proficient OVERALL: 26 % Level 4-Well Developed: 26% Level 3- Moderately Developed: 33.3% Level 2- Somewhat Developed: 24% Level 1- Minimally Developed: 16.9% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 37% Level 3- Moderately Developed: 30.4% Level 2- Somewhat Developed: 17.8% Level 1- Minimally Developed: 15.2%	ELPAC: % Proficient Percentage of Students Proficient OVERALL: 23.73% Level 4-Well Developed: 23.73% Level 3- Moderately Developed: 34.94% Level 2- Somewhat Developed: 23.95% Level 1- Minimally Developed: 17.38% ORAL LANGUAGE PERFORMANCE: Level 4- Well		ELPAC: % Proficient OVERALL: +2% Level 4- Well Developed- +2% Level 3- Moderately Developed- +2% Level 2- Somewhat Developed- -2% Level 1- Minimally Developed- -2% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed- +2% Level 3- Moderately Developed- +2% Level 2- Somewhat	Students Proficient OVERALL: -2.27% Level 4-Well Developed: -2.27% Level 3- Moderately Developed: +1.64% Level 2- Somewhat Developed: -0.05% Level 1- Minimally Developed: +0.48% ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: +1.13% Level 3- Moderately Developed: -0.39% Level 2- Somewhat Developed: -1.42% Level 1- Minimally Developed: +0.28% WRITTEN

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 13.5% Level 3- Moderately Developed: 29.5% Level 2- Somewhat Developed: 33.5% Level 1- Minimally Developed: 23.5%	Developed: 38.13% Level 3- Moderately Developed: 30.01% Level 2- Somewhat Developed: 16.38% Level 1- Minimally Developed: 15.48% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 12.74% Level 3- Moderately Developed: 27.81% Level 2- Somewhat Developed:		Developed- -2% Level 1- Minimally Developed- -2% WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed- +10 % Level 3- Moderately Developed-+2% Level 2- Somewhat Developed-+2% Level 1- Minimally Developed- -2%	LANGUAGE PERFORMANCE: Level 4- Well Developed: -0.76% Level 3- Moderately Developed: -1.69% Level 2- Somewhat Developed: +2% Level 1- Minimally Developed: +0.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			35.50% Level 1- Minimally Developed: 23.95%			
2.7	English Learner Reclassification Rate Data Quest >English Learners >Annual Reclassification (RFEP) Counts and Rates LCFF Priority 4: Student Achievement	2022-23 Redesignation: Number of English Learners Reclassified: 57 Percentage: 18.1%	2023-24 Redesignation: Number of English Learners Reclassified: 1252 Percentage:20%	N/A	2025-26 Redesignation: +1% Reclassification Percentage +1%	Number of English Learners Reclassified ALL: +98 Reclassification : Percentage +1.9%
2.8	Percentage (%) of students meeting UC/CSU requirements Data Quest CA Dashboard UC/CSU	2022-23 Data Quest: % Students Meeting UC/CSU Requirements ALL: 73.3% AA: 34.7% AS: 95.2% EL: 48% FOS: TBD	2023-24 Data Quest % Students Meeting UC/CSU Requirements ALL: 54.46% AA: 37.53% AS: 85.75% EL: 54.3%	None	2025-26 Data Quest Students Meeting UC/CSU Requirements ALL: +2% AA: +2% AS: +2% EL: +2	Data Quest ALL: -18.86% AA: +2.83% AS: -9.45% EL: +6.3% FOS: 0 HI: -51.54% HOM: +17.25% SED: -6.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Requirements Additional Reports	HI: 95.1% HOM: 15.8% SED: 54.6% SWD: 22.9% 2+: 94.4% WH: 93.1%	FOS: 33.3% HI: 43.56% HOM: 33.05% SED: 47.88% SWD: 27.68% 2+: 75.81% WH: 54.69% 2024 CA Dashboard: Students Meeting UC/CSU Requirements ALL: 70.5% AA: 29.6% AS: 82.4% EL: 48.8% FOS: 27.3% HI: 48.3% HOM: 25% LTEL: 37.9% SED: 53.7% SWD: 24.8% 2+: 73.4% WH: 62.0%		FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% 2025-26 CA Dashboard Additional Reports % Students Meeting UC/CSU Requirements ALL:+1% AA: +2% AS: +1% EL: +2% FOS: +2% HI: +1% HOM: +2% LTEL: +2% SED: +2% SWD: +2% 2+: +1% WH: +1%	SWD: +4.78% 2+: -18.59% WH: -38.41% CA Dashboard-Additional Reports %Students Meeting UC/CSU Requirements ALL: 0 AA: 0 AS: 0 EL: 0 FOS: 0 HI: 0 HOM: 0 LTEL: 0 SED: 0 SWD: 0 2+: 0 WH: 0
2.9	Percentage (%) of students passing AP	2022-23 College Board: % Passing AP Exams with 3 or	2023-24 College Board % Passing AP Exams with 3	None	2025-26 College Board: % Passing AP Exams with 3	ALL: +6.00% AA: -1.00% AS: +3.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exams with a 3 or higher Additional CA Dashboard Reports College Board AP Central LCFF Priority 8: Outcomes in a Broad Course of Study	Higher ALL: 84% AA: 77% AS: 88% HI: 80% SED: 84% WH: 84%	or Higher ALL: 90% AA: 76% AS: 91% HI: 85% SED: 86% WH: 88%		or Higher ALL: Maintain 84% AA: +2% AS: Maintain 88% HI: +2% SED: Maintain 84% WH: Maintain 84%	HI: +5.00% SED: +2.00% WH: +4.00%
2.10	Percentage (%) of students prepared for college by the CCI Level College/Career Measures Report Data	2022-23 CCI Indicator Percentage Prepared: ALL: 71% AA: 27.3% AS: 84.3% EL: 46.1% FOS: 36.4% HI: 48.9% HOM: 31.8% SED: 51.8% SWD: 19.9% 2+: 68.5% WH: 61% Percentage Approaching	2023-24 CCI Indicator Percentage Prepared: ALL: 73.6% AA: 25.4% AS: 86.1% EL: 44.0% FOS: 18.2% HI: 50% HOM: 29.2% SED: 54.6% SWD: 24.4% 2+: 77.3% WH: 64.1% Percentage Approaching	N/A	2025-26 CCI Indicator Percentage Prepared: ALL: +2% AA: +2% AS: Maintain 84% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Percentage Approaching	2023-24 CCI Indicator Percentage Prepared: ALL: +2.6% AA: -1.9% AS: +1.8% EL: -2.1% FOS: -18.2% HI: +1.1% HOM: -2.6% SED: +2.8% SWD: +4.5% 2+: +8.8% WH: +3.1% Percentage Approaching Prepared: ALL: -1.2% AA: -3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Prepared: ALL: 11.3% AA: 20% AS: 6.1% EL: 13.1% FI: 15% FOS: 27.3% HI: 19.5% HOM: 13.6% SED: 15.8% SWD: 21.8% 2+: 13.8% WH: 15.4% Percentage Not Prepared: ALL: 17.7% AA: 52.7% AS: 9.7% EL: 40.8% FI: 10.8% FOS: 36.4% HI: 31.5% HOM: 54.5% SED: 32.3% SWD: 58.2% 2+: 17.7% WH: 23.7%	Prepared: ALL: 10.1% AA: 16.9% AS: 4.8% EL: 18.9% FI: 8.2% FOS: 9.1% HI: 17.9% HOM: 12.5% SED: 16.2% SWD: 19.1% 2+: 12.4% WH: 14.9% Percentage Not Prepared: ALL: 16.30% AA: 57.70% AS: 9.10% EL: 37.10% FI: 11.80% FOS: 72.7% HI: 32.1 % HOM: 58.3% SED: 29.1% SWD: 56.5% 2+: 10.4% WH: 21%		Prepared: ALL: +2% AA: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Percentage Not Prepared: ALL: -2% AA: -2% AS: -2% EL: -2% FI: -2%	AS: -1.3% EL: +5.8% FI: -6.8% FOS: -18.2% HI: -1.6% HOM: -1.1% SED: +0.4% SWD: -2.7% 2+: -1.4% WH: -0.5% Percentage Not Prepared: ALL: -1.4% AA: +5% AS: -0.6% EL: -3.7% FI: +1% FOS: +36.3% HI: +0.6% HOM: +3.8% SED: +3.1% SWD: -1.7% 2+: -7.3% WH: -2.7%
2.11	SBE Self Reflection Tool:	Spring 2024:	Spring 2025:	N/A	Spring 2027:	ELA: +0% ELD: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of State Standards: Progress Providing Professional Learning for Teaching to Adopted Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability		ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Math: +0% Science: +0% History/Social Science: +0%
2.12	SBE Self Reflection Tool: Implementation of State Standards: Progress Making Instructional Materials that are Aligned to Adopted	Spring 2024 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability	Spring 2025 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability	N/A	Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability	ELA: +0% ELD: +0% Math: +0% Science: +0% History/Social Science: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability		Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.13	SBE Self Reflection Tool: Progress Implementing Policies/Programs to Support Staff: Identify Areas to Improve Delivering Instruction Aligned to State Standards/Frameworks LCFF Priority 2:	Spring 2024: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full	Spring 2025: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full	N/A	Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full	ELA: +0% ELD: +0% Math: +0% Science: +0% History/Social Science: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of State Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability		Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.14	SBE Self-Reflection Tool: Success Engaging in Professional Learning and Support Activities LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support for teachers on	Spring 2025: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support	N/A	Spring 2027: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5- Full	Identifying needs of groups or whole staff: +0% Identifying needs of individual teachers: +0% Providing support for teachers on standards not yet mastered: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards not yet mastered: 5- Full Implementation and Sustainability	for teachers on standards not yet mastered: 5- Full Implementation and Sustainability		Implementation and Sustainability	
2.15	IUSD Professional Learning Logs Compass Registration System	Spring 2024 Number of Professional Learning Opportunities: Curriculum and Instruction: 155 Data and Assessment: 49 Language Development: 48 Literacy: 90 Special Education: 152 STEM: 83	Spring 2025 Number of Professional Learning Opportunities Curriculum and Instruction: 77 Data and Assessment: 53 Language Development: 18 Literacy: 124 Special Education: 104 STEM: 80	N/A	Spring 2027 Maintain/Increase number of Professional Learning Opportunities Curriculum and Instruction: +2% Data and Assessment: +2% Language Development: +2% Literacy: +2% Special Education: +2%	Number of Professional Learning Opportunities Curriculum and Instruction: -78 Data and Assessment: +4 Language Development: -30 Literacy: +34 Special Education: -48 STEM: -3 <u>Attendance #</u> Curriculum and Instruction: -7,606

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<u>Attendance #:</u> Curriculum and Instruction: 13,861 Data and Assessment: 1,556 Language Development: 694 Literacy: 1,902 Special Education: 1,168 STEM: 3,182	<u>Attendance #</u> Curriculum and Instruction: 6,255 Data and Assessment: 1,601 Language Development: 414 Literacy: 1,825 Special Education: 1,999 STEM: 970		STEM: +2% <u>Attendance #:</u> Curriculum and Instruction: +2% Data and Assessment: +2% Language Development: +2% Literacy: +2% Special Education: +2% STEM: +2%	Data and Assessment: +45 Language Development: -280 Literacy: -77 Special Education: +831 STEM: -3
2.16	Ellevation Platform Data	2023-24 Number of English Learners Reclassified Using the Platform: 1,049 Number of Students Receiving RFEP Monitoring: 3,771 Number of Staff	2024-25 Number of English Learners Reclassified Using the Platform: 951 Number of Students	N/A	2026-27 Number of English Learners Reclassified Using the Platform: +10% Number of Students Receiving RFEP	Number of English Learners Reclassified Using the Platform ALL: -98 Number of Students Receiving RFEP Monitoring ALL: -197

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Members Using Instructional Strategies Component: 700	Receiving RFEP Monitoring: 3574 Number of Staff Members Using Instructional Strategies Component: 312		Monitoring: +5% Number of Staff Members Using Instructional Strategies Component: +5%	Number of Staff Members Using Instructional Strategies Component ALL: -388
2.17	STAR Reading Score Growth – Tier 3 Literacy Intervention		IUSD Median, Fall to Spring Growth Grade 3: +64 points Grade 4: +41 points Grade 5: +36 points Grade 6: +34 points National Median Fall-Spring 2023-24 3rd- 44 4th- 31	N/A	IUSD Median + 10 points per grade level. Maintain or increase STAR growth +5%/annually	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th- 24 6th- 19			
2.18	ESY Effectiveness – Participation and Attendance		Students Eligible: 793 Students Participating: 563 (70%) Maintaining 80% Attendance: 69%	N/A	Students Participating: 75% Maintaining 80% Attendance: 75% Focus on improving access and engagement for students with disabilities and other unduplicated students.	0

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Goal Analysis for 2025-2026

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

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

Implementation of Goal 2 during the 2024–25 school year was largely consistent with the planned actions, with all 22 actions carried out and monitored across school sites. Professional Learning Communities (Action 2.1) were implemented across all schools with regular meeting cycles and monitored through instructional walkthroughs and site leadership feedback. Instructional support (Action 2.2) shifted its professional development emphasis to focus more deeply on English Language Arts, prompted by preliminary CAASPP results that indicated

a decline in student performance. Educational technology systems (Action 2.3) were effectively used across classrooms, supporting digital instruction and access to core content.

Academic interventions (Action 2.4) were delivered through Tier 2 and Tier 3 structures. Summer school programming for all students (Action 2.5) was implemented as planned, with consistent student participation. The student online assessment platform (Action 2.6) supported real-time diagnostic data, and its implementation was confirmed through usage analytics and teacher feedback. Professional development for teachers (Action 2.7) aligned with state standards and was supported by positive results in the SBE Self-Reflection Tool. Special education supports (Action 2.8) were provided across inclusion and specialized settings, with site-level fidelity checks confirming service delivery, though academic progress remained limited.

Language acquisition programming (Action 2.9) was embedded into core instruction with support from designated staff and systems like Ellevation. Targeted summer school programming (Action 2.10) was fully implemented, though a challenge emerged around measuring its academic impact due to the absence of a dedicated metric. This led to the design of a new progress measure for future use. The student progress monitoring platform (Action 2.11) was widely used across school sites to support student grouping and progress tracking. Its implementation was verified through log-in frequency and staff training records.

Tier 3 literacy interventions (Action 2.12), partially funded by LREBG, were implemented using STAR Reading assessments and delivered through small-group and pullout models. These interventions exceeded expected growth benchmarks, with IUSD students outpacing national medians in grades 3 through 6. Language acquisition supports (Action 2.13) were delivered through embedded instructional coaching, with reclassification readiness monitored using ELPAC-aligned tools. Site-based allocations for unduplicated students (Action 2.14) were utilized flexibly by schools to support targeted academic and social-emotional learning strategies. Supplemental academic intervention materials (Action 2.15) were procured and integrated into instruction, with sites reporting positive alignment to classroom needs.

Extended School Year (ESY) programming (Action 2.16), also supported by LREBG funds, was successfully implemented. A total of 70 percent of eligible students participated, and 69 percent maintained at least 80 percent attendance, marking this as one of the year’s most successful targeted interventions. These outcomes informed the addition of Metric 2.18. Finally, ELD supplemental summer materials (Action 2.17) were distributed and used to support language instruction continuity. Instructional aides (Action 2.18) were consistently deployed, and their role was positively rated by teachers, contributing to progress toward English proficiency as captured in Metric 2.5.

ELPAC coordination and staffing (Action 2.19) ensured full compliance with state testing requirements. However, proficiency rates declined, prompting the need for enhanced instructional readiness leading into assessments. Professional development for Long-Term English Learner (LTEL) support (Action 2.20) was implemented as planned, though staff identified a need for additional strategies addressing academic language and reclassification. This insight led to adjustments in training content for the subsequent year. Site-based TOSA support for English learners (Action 2.21) was delivered at all schools, with coaching and monitoring provided. Although implementation fidelity was high, reflection on Summative ELPAC outcomes pointed to the need for stronger alignment between TOSA activities and student growth targets.

Instructional supports for SWD student group (Action 2.22) were implemented through co-teaching, resource supports, and inclusion strategies. While academic growth for students with disabilities remained lower than the ALL student group, site leaders affirmed that instructional access and support structures had strengthened compared to the previous year. The district has opted to maintain the current model to allow time for full implementation and outcome realization, with continued monitoring of CAASPP and IEP-aligned progress indicators.

Across Goal 2, implementation fidelity was high overall, and adjustments made mid-year were grounded in both performance data and feedback from educators. Where challenges emerged, particularly in assessing impact or aligning supports with student growth, the district has designed specific action or metric refinements to ensure increased responsiveness in the upcoming year.

Metrics 2.17 and 2.18 have been added to Goal 2 to strengthen progress monitoring of Action 2.12 (Tier 3 Interventions) and Action 2.16 (Extended School Year – ESY Summer School). These metrics will support the evaluation of student participation, intervention effectiveness, and learning outcomes, ensuring that these targeted supports are measured consistently and inform ongoing improvements throughout the 2024–27 LCAP cycle.

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

The variance between budgeted and estimated actual expenditures for this goal is primarily attributed to staffing vacancies and cost savings:

- Action 2.1.1: Expenditures were lower than budgeted due to unfilled staffing positions during the year.
- Action 2.4.1: Actual costs for software licenses were lower than anticipated, resulting in savings.
- Action 2.18.1: Similar to Action 2.1.1, staffing vacancies led to reduced expenditures compared to the original budget.

These differences reflect typical adjustments based on staffing and operational needs that evolved throughout the year. The district continues to monitor expenditures to ensure alignment with planned actions and resource allocation goals.

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

Action 2.1: Professional Learning Communities (PLC)
Noted Level of Effectiveness: High
The number of professional learning opportunities (Metric 2.15) indicates active engagement in professional development, with 78 opportunities recorded for Curriculum & Instruction, 23 for Advanced Learning, 53 for Data & Assessment, 21 for Early Childhood & Primary Instruction, 25 in Health Services, 18 in Language Development, 124 in Literacy, 104 in Special Education, 80 in STEM, 23 in Student Support Services, and 48 in Technology.

Action 2.2: Instructional Support - Actions to Support All Students
Noted Level of Effectiveness: High
CAASPP ELA results (Metric 2.2) show that 73.94% of students met or exceeded standards, reflecting success in instructional support. However, a slight decline in overall ELA performance indicates the action has not fully achieved consistent improvement across all student groups. This suggests a need to refine the action's focus to better support ELA outcomes. In contrast, progress in English Learner achievement is evident, with 951 students reclassified (Metric 2.16), highlighting effectiveness in this area.

Action 2.3: Educational Technology (EdTech) Support - Actions to Support All Students
Noted Level of Effectiveness: High
This action supports District Strategic Initiatives and aligns with Continuous Improvement Efforts by equipping teachers with 21st-century instructional tools and practices. Additionally, it addresses local indicators related to the implementation of programs that support the professional learning needs of staff. Education Technology TOSAs are a critical component in building staff capacity and ensuring instructional technology is used effectively to enhance student outcomes. Continued refinement of evaluation metrics will ensure alignment with local accountability and strategic priorities. The effective use of technology remains a high priority Strategic District initiative for the 2024-27 LCAP cycle. 2024-25 Annual Survey data shows that 95.2% of certificated staff strongly agree/agree that teachers use a variety of strategies and activities to help students learn that include the use of educational technology.

Action 2.4: Academic Interventions - Actions to Support All Students
Noted Level of Effectiveness: High

This action item includes intervention software and stipends for Intervention Lead Teachers. CA Dashboard ELA (+58.5 DFS), Mathematics (+49 DFS), and graduation rates (95.5%) for the ALL student group reflect strong academic intervention practices.

Action 2.5: Summer School Actions to Support All Students
Noted Level of Effectiveness: High
The tracking of actions is reported to be at 60%, with some exceptions due to the timing of summer school, indicating partial implementation. 2024-25 Annual Survey data highlight that students strongly agree/agree that they have access to classes that interest them. Summer enrichment courses are typically offered to allow students to take select courses to expand availability during the school year.

Action 2.6: Student Online Assessment Program
Noted Level of Effectiveness: High
As a high-priority component of the district's strategic efforts to enhance instructional practices and promote data-informed decision-making, Action 2.6 provides an online assessment platform that supports teachers in monitoring student progress. This platform houses district-developed common assessments, facilitates the sharing of assessment tools among Professional Learning Community (PLC) teams across school sites, and offers a centralized system for viewing student assessment results to inform collaborative analysis and instructional planning.

Action 2.7: Professional Learning
Noted Level of Effectiveness: High
The effectiveness of this action is demonstrated by Metric 2.15, which reflects a wide range of professional learning opportunities provided across key areas: 78 for Curriculum & Instruction, 23 for Advanced Learning, 53 for Data & Assessment, 21 for Early Childhood, 25 for Health Services, 18 for Language Development, 124 for Literacy, 104 for Special Education, 80 for STEM, 23 for Student Support Services, and 48 for Technology. This breadth indicates a strong, system-wide commitment to professional growth. Metric 2.14, the SBE Self-Reflection Tool, further supports this, with the district achieving "5 – Full Implementation and Sustainability" in Spring 2024 and Spring 2025 across all categories: identifying staff and individual teacher needs and supporting standards not yet mastered. Together, these results affirm the sustained and effective implementation of professional learning aligned with state standards.

Action 2.8: Instructional Support - Special Education
Noted Level of Effectiveness: Medium

To advance equitable access and improve outcomes for students with exceptional needs, the District has implemented targeted instructional supports aligned with Universal Design for Learning (UDL) principles. A central component of this effort is the integration of the Goalbook Toolkit, a resource designed to enhance the quality and alignment of Individualized Education Program (IEP) goals. Through this initiative, over 200 teachers have been provided access to the Goalbook platform and have accessed it an average of 127 times this school year. Educators are actively using the toolkit to craft individualized, standards-based goals that address a wide range of student needs. The platform also offers embedded professional learning resources to support the implementation of evidence-based practices grounded in UDL.

This strategic support enables teachers to more effectively differentiate instruction, promote student engagement, and ensure that all learners, including those with exceptional needs, receive instruction that is both rigorous and accessible.

Action 2.9: Language Acquisition Program Support
Noted Level of Effectiveness: High
The 2024 ELPI metric (Metric 2.5), highlights 74.19% of students making progress toward proficiency. This suggests effectiveness in supporting language acquisition and progress toward English proficiency.

Action 2.10: Summer School - Targeted/Strategic Actions
Noted Level of Effectiveness: High
To improve access and academic achievement for students with demonstrated learning gaps, Action 2.10 supports Learning Recovery and Credit Recovery programs in grades 1–12. These programs address deficits in ELA and Mathematics based on benchmark assessments, support English learners in progressing toward proficiency, and provide secondary students with opportunities to meet graduation requirements. In Summer 2024, 2,144 high school students, 1,488 K–8 students, and 411 middle school students participated in the Learning Recovery Program based on identified academic need. These targeted supports have played a critical role in accelerating learning and improving student outcomes.

Action 2.11: Student Online Progress Monitoring Platform - Targeted Actions
Noted Level of Effectiveness: High
Results from the ELPI (Metric 2.5), with 74.19% of English learners making progress toward proficiency, and 951 students reclassified (Metric 2.16), indicate effective monitoring and targeted support. These outcomes suggest that the action is contributing positively to English learner achievement.

Action 2.12: Academic Intervention - Intensive Actions

Noted Level of Effectiveness: High
Action 2.12, which provides intensive academic interventions for students with the greatest need, shows promising early results. Students receiving Tier 3 literacy intervention in 2023–24 outperformed national median gains in STAR Reading scores across all grade levels assessed. IUSD median gains were as follows: 3rd grade +64 (vs. national +44), 4th grade +41 (vs. +31), 5th grade +36 (vs. +24), and 6th grade +34 (vs. +19). These outcomes suggest that the intervention is effectively accelerating literacy growth for participating students and is on track to meet or exceed established Year 3 targets. Continued implementation and monitoring will be critical to sustaining these gains and informing broader instructional strategies.

Action 2.13: Language Acquisition Support - Strategic/Intensive
Noted Level of Effectiveness: High
Action 2.13 supports English learners and Long-Term English Learners in language acquisition. With 62%% of students making progress toward proficiency on the ELPI (Metric 2.5), the data indicate effectiveness in advancing English language development.

Action 2.14: Site Based Allocations for Unduplicated Student Support - Strategic Actions
Noted Level of Effectiveness: Medium
Action 2.14 provides support for FOS, EL, and SED students to close the achievement gap. The ELA DFS metric (Metric 2.1) and Mathematics DFS metric (Metric 2.3) indicate effectiveness, with positive distances from the standard, suggesting success in improving academic performance for these student groups.

Action 2.15: Supplemental Academic Intervention Materials - Strategic/Intensive Actions
Noted Level of Effectiveness: Medium
This action has effectively supported student progress toward mastering essential standards by providing targeted supplemental materials in ELA and Mathematics. Programs such as iReady and Lexia have been instrumental in addressing learning gaps, supporting English learners in language development, and assisting secondary students in meeting graduation requirements. In Summer 2024, the Learning Recovery Program served 2,144 high school students, 1,488 K–8 students, and 411 middle school students, identified through benchmark assessments. These resources have significantly contributed to accelerated learning and improved academic outcomes.

Action 2.16: Summer School - Strategic/Intensive Actions
Noted Level of Effectiveness: High

Metric 2.18 has been added to evaluate the effectiveness of the ESY program. Data from Summer 2024 shows that students who participated in ESY maintained progress on 94.25% of their Individualized Education Program (IEP) goals. These outcomes demonstrate the effectiveness of ESY services in supporting continuity of learning, mitigating regression, and promoting the maintenance of goals for students with disabilities. LREBG funds are being used to partially support this program, based on a comprehensive district needs assessment that identified student groups with disabilities (SWD) as disproportionately needing growth in this area.

Action 2.17: Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
Noted Level of Effectiveness: High
This action strengthened summer programs for English learners (ELs) by providing targeted academic resources to support their learning during extended hours. It directly enhances engagement and enrichment for EL students. Notably, 398 students participated in elementary summer schools with an average attendance rate of 91%, while 65 middle school EL students attended with an impressive average attendance of 97% (Metric 2.18). These attendance rates indicate that the provided materials effectively maintained instructional continuity and facilitated language acquisition throughout the summer session.

Action 2.18: Language Acquisition Instructional Aides
Noted Level of Effectiveness: High
Instructional aides supported English learner progress by reinforcing real-time comprehension and scaffolding during classroom instruction. This action directly aligns with Metric 2.5 (ELPI), where 62% of English learners made progress toward English proficiency, a slight improvement from 59% the prior year. The progress supports the continued implementation of this action item for advancing English proficiency in daily instruction.

Action 2.19: Language Acquisition Testing Support - ELPAC Coordinators/Short Term Testers
Noted Level of Effectiveness: Medium
ELPAC testing support through short-term testers and coordinators ensured assessment accessibility and compliance. The overall proficiency rate declined from 25.95% to 23.73%. While this action ensures system-level implementation fidelity, the drop in proficiency highlights a need to provide greater instructional support and test preparation alongside logistical coordination to drive student outcomes upward.

Action 2.20: Professional Development for Teachers Supporting LTEL Students
Noted Level of Effectiveness: High
This action provides targeted professional development for educators of Long-Term English Learners (LTELs). Aligned with Metrics 2.2 and 2.4 (CAASPP ELA and Math), student proficiency in ELA declined from 75.7% to 73.94%, while math performance remained steady at 69.35%. Although there is overall stability, LTEL performance remains lower than the general EL population (Metric 2.2: LTEL ELA 16.37%,

EL overall 24.33%), signaling the need for PD refinement that specifically addresses long-term acquisition challenges and reclassification acceleration.

Action 2.21: Site EL Lead Teacher Support
Noted Level of Effectiveness: Medium
Site-based EL Lead Teachers offered intervention coordination, professional learning, and programmatic support for English learners. Metric 2.6 (Summative ELPAC) shows a decline in overall EL proficiency, suggesting that the current EL Lead teacher model will require more time to showcase effectiveness, with increased intervention alignment, real-time student data usage, and coaching cycles focused on reclassification pathways.

Action 2.22: Instructional Supports - Actions to Support Students With Disabilities
Noted Level of Effectiveness: High
This action has contributed meaningfully toward the District's goal of advancing inclusive practices and improving outcomes for students with disabilities. Special Education Teachers on Special Assignment (TOSAs) have provided critical support in developing curricular resources and delivering professional learning focused on co-teaching and inclusive instructional strategies, ensuring greater access to a broad course of study for all students. While the 2024 California Dashboard data indicates continued strength in English Language Arts for all students (+65.5 DFS, Blue), it also highlights a widening achievement gap for students with disabilities, whose Distance from Standard (DFS) declined from -39.5 (2023) to -67.3 (2024). This underscores the continued need for targeted instructional support and reinforces the value of SPED TOSAs in building the capacity of general and special education staff to implement effective, inclusive practices.

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

Action Item Revisions
Action Items 2.9, 2.11, 2.17, 2.20 have been reclassified as non-contributing to the associated goal, as items are funded exclusively through non-LCFF sources.

Action 2.2: Instructional Support – All Students
Noted Level of Effectiveness: Medium
Refined focus. This action will emphasize improvement in ELA within professional development structures due to a decline in CAASPP ELA performance from 75.8% to 73.94% (Metric 2.2). This adjustment supports more targeted instructional support for literacy

Action 2.12: Academic Intervention – Intensive (Tier 3)
Noted Level of Effectiveness: High
Added Metric 2.17. This new metric tracks median STAR Reading growth for students in Tier 3 interventions, who outperformed national medians in 2024–25. This LREBG-supported action remains LEA-wide with a clear focus on unduplicated students.

Action 2.16: Summer School – Strategic/Intensive (ESY)
Noted Level of Effectiveness: High
Change: Added Metric 2.18. Based on participation (70%) and attendance (69%) results, this new metric was created to measure the impact of ESY for students with disabilities and other unduplicated pupils. This action is partially funded through LREBG.

Metric 2.3: CA Dashboard Mathematics Performance
This metric has been revised to reflect updated student group performance data from the 2024 CA School Dashboard. The revision ensures continued alignment with student groups identified in the Red performance level, supporting the district's focus on addressing persistent equity gaps.

In 2023, FOS students were the only districtwide student group in the Red performance level for Mathematics, with a Distance from Standard (DFS) of -104.6. By 2024, FOS improved to the Yellow level (-84.8 DFS), while LTEL students emerged in the Red level for the first time (-101.7 DFS). This shift necessitates an expansion of focus to include LTEL students under Metric 2.3 to ensure their progress is systematically monitored and supported.

At the school level, SWD students continue to demonstrate Red-level performance in Mathematics at multiple sites across both years. In 2023, SWD were in the Red at Culverdale (-101.3 DFS), Irvine High (-168.8 DFS), Springbrook (-112.9 DFS), and Lakeside (-109.6 DFS). In 2024, SWD remained in the Red at Culverdale (-125.8 DFS), Irvine High (-142.0 DFS), Springbrook (-108.3 DFS), and Lakeside (-93.1 DFS), indicating a persistent and urgent need for targeted site-based support.

Metric 2.8: Percentage of Students Meeting UC/CSU Requirements
This metric has been revised to incorporate data from the California School Dashboard College and Career Additional Reports, in addition to the traditional DataQuest source. Upon evaluation, district staff determined that the Dashboard offers a more accurate and timely representation of student outcomes that are closely aligned with LCAP goals and state accountability indicators under the California School Dashboard.

Notable differences exist between the two data sources due to variations in reporting criteria, cohort definitions, and timing. For instance, in 2023–24, DataQuest reported that 54.46% of all students met the UC/CSU A–G requirements, whereas the 2024 Dashboard reflected a significantly higher rate of 70.5%. Similar discrepancies are observed across student subgroups: AA student group showed a completion rate of 37.53% in DataQuest compared to 29.6% in the Dashboard, and SWD were reported at 27.68% in DataQuest versus 24.8% in the Dashboard.

By prioritizing Dashboard data, the district strengthens alignment with statewide accountability expectations and enhances its capacity to monitor trends in college readiness and address equity gaps. Moving forward, student groups demonstrating lower A–G completion rates—including FOS, HOM, AA, and SWD—will be closely monitored throughout the 2024–2027 LCAP cycle to inform targeted supports and promote equitable access to post-secondary opportunities.

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	Professional Learning Communities (PLC)	In order to ensure a comprehensive approach to high quality first best instruction, the District will implement the following: 2.1.1. Professional Learning Communities (PLC) Facilitator Coaches 2.1.2. Ongoing Professional Development support that includes SPED and language acquisition (ELD) 2.1.3. Teacher PLC Release Days- General Education, Special Education, and Language Development Part-time PLC Facilitator Coaches (PLC FC) at each school support the development of PLCs, including	$2,555,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		using common assessment data to improve instruction. The district provides ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning. The focus is on strengthening our Professional Learning Communities (PLCs) through implementation of The Learning Cycle and using data to make instructional decisions. Professional learning opportunities support access and equity for EL, SED, and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students. Monitoring Metric: 2.14 Baseline: Spring 2024 Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability Identifying needs of individual teachers: 5- Full Implementation and Sustainability Providing support for teachers on standards not yet mastered: 5- Full Implementation and Sustainability		
2.2	Instructional Support-Actions to Support All Students	In order to support teachers in successfully implementing state standards, and to develop and curate curriculum resources to support best instruction, the District will provide the following:	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.2.1. Curriculum TOSAs. District-level curriculum TOSAs and teacher mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards. This action item is principally directed toward the EL, FOS, SED, and LTEL groups to close the achievement gap between the ALL student and the identified unduplicated student groups. Monitoring Metric: 2.2, 2.4, 2.16 Baseline: CAASPP ELA: % Met or Exceeded Standard ALL: 75.8%, EL: 28%, FOS: 40%, LTEL: 25.9%, SED: 58.8% CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.8%, EL: 42.9%, FOS: 6.3%, LTEL: 26.6%, SED: 50%		
2.3	Educational Technology (Ed Tech) Support-Actions to Support All Students	In order to provide professional learning, guidance and support for teachers in integrating technology in classroom, the District will provide the following: 2.3.1. Education Technology (Ed Tech) TOSAs Ed Tech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. TOSAs help teachers design lessons and leverage new facilities and technology to engage students and deepen learning. Each high school receives sections to release teachers who provide instructional technology	$465,588.00	No

Action #	Title	Description	Total Funds	Contributing
		professional learning and support.		
2.4	Academic Interventions - Actions	In order to provide support for academic interventions, the District will provide the following: 2.4.1. Intervention Software (ST Math, Gizmos, Delta Math) 2.4.2. Intervention Lead Teacher stipends	$458,344.00	No
2.5	Summer School Actions to Support All Students	In order to provide students opportunities for enrichment during summer months, the District will provide the following: 2.5.1. Enrichment Courses (Gr 9-12)	$230,000.00	No
2.6	Student Online Assessment Program	In order to provide online assessment technology which provides teachers and other staff support for students with immediate access to information on student understanding of key concepts, progress over time, and the need for learning supports, the District will provide the following: 2.6.1. School City Assessment Platform The license includes access to rich standards-aligned item banks and learning resources to provide teachers with multiple high-quality assessment options.	$178,000.00	No
2.7	Professional Learning	In order to provide professional learning support for all IUSD staff, the District will provide the following: 2.7.1. Professional Learning Software Registration System Funding for professional learning software supports in-person professional learning events and provides rich on-demand learning resources for IUSD staff. The system allows teachers and other staff to provide	$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		valuable resources online to extend learning.		
2.8	Instructional Support-Special Education	In order to provide support for students with exceptional needs, the District will provide the following: 2.8.1 Special Education Instructional Support-Goal Book Instructional support includes Universal Design for Learning (UDL) strategies and a goal writing toolkit.	$101,150.00	No
2.9	Language Acquisition Program Support	In order to provide opportunities, programs, and structures for EL students to demonstrate progress toward English proficiency, the District will provide the following: 2.9.1. English Learner Site Leads/Coordinators EL Site lead teachers/coordinators provide support and monitor progress and achievement of English learners (EL). CA Dashboard English Learner Progress Toward Proficiency (ELPI) data reflects a 4% decline over prior year progress, and 11.7% ELs who decreased at least one ELPI level. The goal is to provide staffing for dedicated support at the school level to increase ELPI rates. Monitoring Metric: 2.5.	$60,191.00	No
2.10	Summer School-Targeted/Strategic Actions	In order to increase access and improve student achievement for students demonstrating academic deficits, the District will provide the following: 2.10.1. Learning Recovery/Credit Recovery Program (grades 1-12)	$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of this action item has been support for students who demonstrate academic deficits in English Language Arts (ELA) and Mathematics based on benchmark indicators in current content standards, support toward English learners (EL) progress in reaching proficiency, and opportunities for secondary students to remediate courses to reach graduation requirements.		
2.11	Student Online Progress Monitoring Platform-Targeted Actions	In order to support the use of data to provide targeted instructional support, the District will provide the following: 2.11.1. Ellevation Platform to support progress monitoring of English learner (EL) students The Ellevation data platform supports site and district leaders in planning and monitoring the EL instructional program. The Ellevation platform supports EL student data analysis, reporting collaboration and instruction, and monitoring student progress toward proficiency. Monitoring Metric: 2.5, 2.16.	$73,500.00	No
2.12	Academic Intervention-Intensive Actions	In order to provide intensive academic interventions for students, the District will provide the following: Tier 3 Elementary Intervention Program This action item includes Tier 3 academic interventions for grades K-6 at the elementary level including 1 certificated teacher (1 FTE) per school to serve as a dedicated Tier 3 Intervention Teacher to organize, oversee, and implement Tier 3 interventions for students in need of foundational skill remediation.	$4,694,716.00	No

Action #	Title	Description	Total Funds	Contributing
		After an initial screening, identified students are assessed with diagnostic assessments to identify specific foundational skill gaps. Students receive targeted instruction using research-based intervention materials in small groups outside of core instruction with progress monitoring occurring at regular intervals. The District provides comprehensive training, a common intervention program, and consistent expectations for implementation at all school sites. Monitoring Metric 2.17: STAR Reading Score Growth **LREBG Alignment Justification:** This action qualifies under EC §32526(c)(2)(B) for accelerating learning recovery through targeted academic support. It directly addresses literacy gaps intensified by the COVID-19 pandemic and is principally directed at unduplicated pupils. Provided LEA-wide, but students served are prioritized based on need. **LREBG Amount:** $50,000		
2.13	Language Acquisition Support-Strategic/Intensive	In order to support English learners and Long-Term English learners with language acquisition, the District will provide the following: 2.13.1. Supplemental Off-Ratio sections for Instructional Support of EL students. English learners receive targeted designated ELD instruction in classrooms with lower teacher to student ratios to support their progress toward proficiency. Off-ratio	$446,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sections provide smaller class sizes for D-ELD sections in grades 6-12. Research shows that reduced class size, targeted instruction, and small group interventions are effective practices to improve academic performance. Long-Term English learners receive targeted D-ELD specifically focused on academic language in classrooms with lower teacher to student ratios to support their progress toward proficiency. Off-ratio sections provide smaller class sizes for D-ELD in grades 6-12. Monitoring Metric: 2.5 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level: 1.2% ELs Maintained ELPI Level 4: 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 11.7% ELs Decreased at Least One ELPI Level.		
2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	In order to provide opportunities, programs, and structures for FOS, EL, and SED students to close the achievement gap in English Language Arts (ELA) and Mathematics, the District will do the following: 2.14.1. Site based allocations (supplemental) to support FOS, EL, and SED student learners specific to the context of each school site. This action item is principally directed to FOS students identified for Differentiated Assistance in Mathematics. This action will also benefit EL and SED students.	$2,170,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School site-based allocations to support FOS, EL, and SED students specific to the context and needs of each school. School teams document and progress monitor actions and allocation through their School Plan for Student Achievement. Monitoring Metric: 2.1, 2.3 Baseline: CA Dashboard, English Language Arts: ALL: +64.9 DFS (Blue), FOS: -60.2 DFS (Orange), EL: +33.7 DFS (Green), SED: +17.1 DFS (Green) CA Dashboard, Mathematics: ALL: +50.7 DFS (Blue), FOS: -104.6 DFS (Red), SED: +3.6 DFS (Green), EL: +36.4 DFS (Blue).		
2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	In order to provide supplemental intervention materials to help students master essential standards, the District will provide the following: 2.15.1. Supplemental Intervention Materials (iReady, Lexia, other intervention programs).	$320,000.00	No
2.16	Summer School-Strategic/Intensive Actions	In order to provide extended school year (ESY) programming for students with exceptional needs per IEP recommendations, the District will provide the following: 2.16.1. Extended School Year (ESY). Summer school action items will be implemented, and metrics will be added to track progress. Monitoring Metric 2.18 **LREBG Alignment Justification:**	$1,683,984.00	No

Action #	Title	Description	Total Funds	Contributing
		Supports allowable use under EC §32526(c)(2)(A) to increase instructional time and support academic continuity. ESY addresses pandemic-related regression risks, particularly for high-needs students. Action is targeted, with outcomes tracked to support continuous improvement. **LREBG Amount:** $50,000		
2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	In order to provide supplemental academic materials for EL summer programming, the District will provide the following: 2.17.1. Supplemental Academic Resources for ELD Summer Programs (Language Power Instructional Materials) Newcomer students (ELPAC Level 1, enrolled 18 months or less) entering grades 1-9 receive instruction and participate in enrichment activities designed to develop language proficiency and promote engagement. Monitoring Metric: 1.10, 1.11.	$25,000.00	No
2.18	Language Acquisition Instructional Aides	In order to support English learner progress toward proficiency, the District will provide support for clustering ELs in the following manner: 2.18.1. Instructional Aides Instructional aides are strategically placed to support ELs during integrated and designated ELD. For LTELs, instructional aides are strategically placed to provide support during content area instruction.	$349,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monitoring Metric: 2.5 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level: 1.2% ELs Maintained ELPI Level 4: 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 11.7% ELs Decreased at Least One ELPI Level.		
2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	In order to support initial ELPAC testing, the District will provide the following: 2.19.1. Short Term ELPAC Testers 2.19.2. ELPAC Coordinator Stipends ELPAC testers support initial ELPAC testing year-round and Summative ELPAC testing during the Feb 1-May 31st window. ELPAC Coordinators facilitate Summative testing at their school sites by scheduling students for computer-based testing and one-on-one testing as appropriate. Monitoring Metric: 2.6 Baseline: Summative ELPAC completion rate: 98% Students Enrolled: 4,959 # Students Tested: 4,877.	$199,270.00	Yes
2.20	Professional Development for Teachers Supporting LTEL Students	In order to support teachers in providing first best instructional strategies to support LTEL students, the District will provide the following: 2.20.1. Professional Learning-GLAD Training GLAD training provides first best instructional strategies to support language acquisition development across all	$96,000.00	No

Action #	Title	Description	Total Funds	Contributing
		grade levels and content areas. Monitoring Metric: 2.2, 2.4 Baseline: EL achievement data on standardized CAASPP ELA/Math/Science: % Met or Exceeded Standard CAASPP ELA: EL: 28%, LTEL: 25.9% CAASPP Math: EL: 42.9%, LTEL: 26.2%.		
2.21	Site English Learner TOSA Support	In order to support site instructional support for teachers working with multilingual learners at the secondary level, the District will provide the following: 2.21.1. Site Instructional support (English learner TOSA sections) Monitoring Metric: 2.6 At secondary sites, teachers support staff and administrators in planning and implementing effective programs and services for English learners. Additionally, they facilitate ELAC meetings, ELPAC testing and RFEP monitoring.	$273,478.00	Yes
2.22	Instructional Supports-Actions to Support Student with Disabilities	In order to support co-teaching and inclusive practices, the District will provide the following: 2.22.1 Special Education TOSAs District-level Special Education (SPED) TOSAs assist in developing curricular resources and providing professional learning opportunities to ensure that students with disabilities have access to a broad course of study. SPED TOSAs also provide support for professional learning concerning co-teaching and inclusive practices.	$600,000.00	No

Goal

Goal #	Description	Type of Goal
3	Identify and mitigate barriers which may limit student access and achievement, provide additional support as needed, and ensure equity in allocation of resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our collective commitment is to identify and proactively address barriers that may limit student access, engagement, and achievement. Through collaborative efforts between school site teams and district departments, we work to ensure that all students are provided with the resources, support, and opportunities necessary to thrive. We believe that every learner deserves access to the highest quality educational experience, characterized by effective, credentialed educators; a rigorous and inclusive curriculum; and comprehensive supports that foster both academic and personal success.

To this end, we strive to equitably allocate qualified staff, safe and well-maintained facilities, instructional materials, relevant technologies, and other essential instructional supports to ensure that all students—regardless of background or learning needs—have what they need to meet and exceed high academic standards. Our school environments are intentionally designed to be inclusive, respectful, and supportive, cultivating a sense of belonging and psychological safety so that students feel empowered to engage in learning and pursue excellence without fear or exclusion.

Furthermore, we are dedicated to ensuring equitable access to all school programs, including advanced coursework, enrichment opportunities, and extracurricular activities. With intentional design and ongoing monitoring by site leadership teams and district departments, we create learning environments where every student is challenged to achieve at high levels and is supported—both academically and socially-emotionally—to reach those standards. Equity in opportunity, access, and outcomes remains central to our mission and vision for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage (%) of Teachers Fully Credentialed and Appropriately Assigned California State Assignment Accountability System LCFF Priority 1: Basic Services	2023 California State Assignment Accountability System (CalSAAS) Report Outcomes 2022-23 Number/percentage of misassignments of teachers of ELs: 0 Total teacher misassignments: 19 Vacant teacher positions: 1 Ineffective teachers: 0 Out-of-field	2024 California State Assignment Accountability System (CalSAAS) Report Outcomes 2023-24 Number/percentage of misassignments of teachers of ELs: 6 Total teacher misassignments: 60 Vacant teacher positions: 0	N/A	2026 California State Assignment Accountability System (CalSAAS) Report Outcomes Number/percentage of misassignments of teachers of ELs: 0 Total teacher misassignments: -5% Vacant teacher positions: 0 Ineffective	Number/percentage of misassignments of teachers of ELs: +6 Total teacher misassignments: +41 Vacant teacher positions: -1 Ineffective teachers: +0 Out-of-field teachers: +157 Inexperienced teachers: +40 Williams Complaint for Teacher Vacancy or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers: 7 Inexperienced teachers: 115 Williams Complaint for Teacher Vacancy or Misassignment: 1 (Resolved)	Ineffective teachers: 0 Out-of-field teachers: 164 Inexperienced teachers: 155 Williams Complaint for Teacher Vacancy or Misassignment: 0		teachers: 0 Out-of-field teachers: -3% Out-of field teachers: - 20% Inexperienced teachers: -25% Williams Complaint for Teacher Vacancy or Misassignment: -50%	Misassignment: -1
3.2	Percentage of Students who have access to standards aligned instructional materials IUSD Board Meeting Resolution	2023 Board Resolution 100%	2024 Board Resolution 100%	None	2026 Board Resolution: 100%	+0%
3.3	Percentage of School facilities maintained and	2022-23 SARC FIT Report: % Facilities in Good	2023-24 SARC FIT Report: % Facilities in	None	2025-26 SARC FIT Report: % Facilities in	+0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in good repair SARC FIT Report	Repair:100%	Good Repair: 100%		Good Repair: 100%	
3.4	Percentage of students prepared by College and Career Inventory (CCI) Level CA Dashboard	2023 CA Dashboard: CCI Indicator ALL: 71% (Very High) AA: 27.3% (Low) AS: 84.3% (Very High) EL: 46.1% (Medium) FOS: 36.4% (No Performance Level) HI: 48.9% (Medium) HOM: 31.8% (Low) SED: 51.8% (Medium) SWD: 19.9% (Low) 2+: 68.5% (High) WH: 60.9% (High) Alternative Education- San Joaquin High School: 9% or lower (Very Low)	2024 CA Dashboard: CCI Indicator ALL: 73.6% (Blue) AA: 25.4% (Orange) AS: 86.1% (Blue) EL: 44% (Yellow) FOS: 18.2% (No Performance Color (NC)) HI: 50% (Yellow) HOM: 29.2% (Orange) SED: 54.6% (Yellow) SWD: 24.4% Orange) 2+: 77.30% (Blue) WH: 64% (Green) Alternative Education- San Joaquin High School: 37.20%	N/A	2026 CA Dashboard: CCI Indicator ALL: +2% AA: +2% AS: +1% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Alternative Education-San Joaquin High School: +3%	ALL: +2.6% AA: -1.9% AS: +1.8% EL: -2.1% FOS: -18.2% HI: +1.1% HOM: -2.6% SED: +2.8% SWD: +4.5% 2+: +8.8% WH: +3.2% Alternative Education-San Joaquin High School: +28.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Orange)			
3.5	Percentage of students completing at least one CTE Pathway CA College/Career Indicator-Student Level Data	2022-23 ALL: 11.7% AA: 3.6% AS: 12.8% EL: 10.1% FOS: 18.2% HI: 10.8% HOM: 9.1% SED: 11.1% SWD: 10.6% 2+: 9.4% WH: 11.9%	2023-24 ALL: 14.3% AA: 7% AS: 17.3% EL: 10% FOS: 0% HI: 11.2% HOM: 12.5% SED: 12.5% SWD: 8.8% 2+: 15.5% WH: 10.6%	N/A	2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%	ALL: +2.6% AA: +3.4% AS: +4.5% EL: -0.1% FOS: -18.2% HI: +0.4% HOM: +3.4% SED: +1.4% SWD: -1.8% 2+: +6.1% WH: -1.3%
3.6	Percentage of students completing CTE pathways AND met UC/CSU Requirements CA College/Career Indicator-Student Level Data	2022-23 ALL: 8.7% AA: 1.8% AS: 11.1% EL: 5% FOS: 18.2% HI: 4.8% HOM: 0% SED: 6.8% SWD: 3.4% 2+: 7.3% WH: 7.4%	2023-24 ALL: 11.4% AA: 4.2% AS: 15.6% EL: 8.6% FOS: 0% HI: 6.6% HOM: 4.2% SED: 8.7% SWD: 3.2% 2+: 10.7% WH: 6.9%	N/A	2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED:+2% SWD: +2% 2+: +2% WH: +2%	ALL: +2.7% AA: +2.4% AS: +4.5% EL: +3.6% FOS: -18.2% HI: +1.8% HOM: +4.2% SED: +1.9% SWD: -0.2% 2+: +3.4% WH: -0.5%
3.7	Percentage of Students Participating in 2	2022-23 ALL: 99.3% AA: 98.3%	2023-24 Aeries ALL: 99.24% AA: 97.87%	N/A	2025-26 ALL: +.05% AA: +.05%	ALL: -0.06% AA: -0.4% AS: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or More College Preparatory Courses Aeries	AS: 99.6% EL: 96.6% FOS: 93.1% HI: 98.1% HOM: 92.5% SED: 98.4% SWD: 91.2% WH: 99.2%	AS: 99.4% EL: 96.2% FOS: 93.1% HI: 98.4% HOM: 92.5% SED: 99.2% SWD: 91.24% WH: 99.3%		AS: +.01% EL: +.05% FOS: +.05% HI: +.01% HOM: + .05% SED: +.01% SWD: +.05% WH: +.01%	EL: -0.4% FOS: 0% HI: +0.3% HOM: 0% SED: +0.8% SWD: +0.04% WH: +0.1%
3.8	Percentage of Students Participating in One or More AP Courses College Board	2022-23 ALL: 43% AA: 17.2% AS: 52.4% EL: 8.7% FOS: 9.1% HI: 25.3% HOM: 17.1% SED: 30.4% SWD: 5.9% WH: 37.3%	2023-24 ALL: 73.6% AA: 25.4% AS: 86.1% EL: 44.0% FOS: 18.2% HI: 50% HOM: 29.2% SED: 54.6% SWD: 24.4% WH: 64.1%	N/A	2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% WH: +2%	ALL: +30.6% AA: +8.2% AS: +33.7% EL: +35.3% FOS: +9.1% HI: +24.7% HOM: +12.1% SED: +24.2% SWD: +18.5% WH: +26.8%
3.9	SBE Self-Reflection Tool: Progress on extent to which all students have access to and are enrolled in a broad course of study	Spring 2024 5- Full Implementation and Sustainability	Spring 2025: 5- Full Implementation and Sustainability	N/A	Spring 2027 Maintain 5- Full Implementation and Sustainability	+0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Professional Learning Logs April 2023 Compass Logs	Spring 2024 Advanced Learning: 30 Early Childhood Primary Instruction: 7 Human Resources: 8 Induction: 49 Attendance # Advanced Learning: 132 Early Childhood Primary Instruction: 400 Human Resources: 410 Induction: 1,316	Spring 2025 Advanced Learning: 23 Early Childhood Primary Instruction: 21 Human Resources: 4 Induction: 37 Attendance # Advanced Learning: 727 Early Childhood Primary Instruction: 460 Human Resources: 286 Induction: 2,252	N/A	Spring 2027 Maintain/Increase number of professional learning opportunities Attendance # Advanced Learning: Increase 2% Early Childhood Primary Instruction: increase 2% Human Resources: Maintain 400 Induction: Maintain 1,000	Advanced Learning: -7 Early Childhood Primary Instruction: +14 Human Resources: -4 Induction: -12 Attendance # Advanced Learning: +595 Early Childhood Primary Instruction: +60 Human Resources: Induction: +936

Goal Analysis for 2025-2026

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

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

The Implementation of Goal 3 during the 2024–25 school year reflected strong alignment between planned actions and actual execution. All twelve actions were implemented across the district, with ongoing monitoring through site leadership reports, assessment data, and system-level tracking. Staffing actions (3.1–3.3) supported both certificated teacher hiring and districtwide class size reduction efforts. According to the 2024 California State Assignment Accountability System (CalSAAS), 91.33% of teachers were fully credentialed and appropriately assigned, affirming effective human resource practices. Class size support efforts helped sustain instructional access and contributed to high engagement in advanced coursework. Specifically, 99.24% of students participated in two or more college preparatory courses in 2023–24, demonstrating the relationship between staffing structures and student opportunity.

Early learning programs (Action 3.4) were implemented at targeted school sites and supported foundational instructional access for younger students. Graduation support (Action 3.5) was maintained through intervention programs and counseling services, with the 2024 College/Career Indicator (CCI) reflecting a 73.6% “Very High” readiness level for all students. College and career readiness efforts (Action 3.6) supported pathway development and exposure, resulting in a 14.3% completion rate for CTE pathways (Metric 3.5) and an 11.4% rate for students completing both a CTE pathway and UC/CSU eligibility (Metric 3.6). While these metrics show moderate progress, they also point to opportunities for continued focus on career-aligned instructional support.

Online tutoring services (Action 3.7) remained available districtwide, supporting supplemental access outside of regular classroom hours. Equal Opportunity Schools (Action 3.8) expanded outreach and enrollment in AP coursework for historically underserved student groups. As a result, overall AP participation reached 73.6% in 2023–24, with notable gains among English learners and students with disabilities, signaling success in increasing access to rigorous academic opportunities. Direct site intervention funding (Action 3.9) was used flexibly by school sites to implement locally relevant academic and wellness strategies. Instructional materials sufficiency (Action 3.10) was confirmed at 100% through the district’s annual Board Resolution, ensuring equitable access to state-aligned curriculum across all schools.

Targeted college and career readiness strategies (Action 3.11) were implemented alongside pathway completion efforts, contributing to multi-point gains across key CCI sub-indicators. Language acquisition supplemental materials (Action 3.12) were distributed to school sites as planned, supporting instructional scaffolds for English learners.

Goal 3 actions did not involve the use of LREBG funds. Across all actions, implementation fidelity remained high, with no substantive deviations from the original LCAP plan. Actions were deployed on schedule and aligned to budget expectations. While gaps persist in subgroup performance—particularly for SWD, FOS, and AA student groups—the district continues to monitor outcomes and refine program alignment to ensure long-term impact. Overall, Goal 3 demonstrates a strong systems-level approach to educational quality, access, and college and career readiness.

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

The variance between budgeted and estimated actual expenditures for this goal reflects adjustments made in response to programmatic needs and finalized contract amounts:

- Action 3.5.1: Higher-than-anticipated costs were incurred due to the addition of extra classes beyond initial projections.
- Action 3.6.2: The final contract amount with Coastline ROP came in lower than originally budgeted for the 2024–25 fiscal year, resulting in cost savings.
- Action 3.11.1: Similar to Action 3.5.1, additional classes were added during implementation, leading to increased expenditures above the initial budget.

These differences reflect responsive adjustments to student program demand and finalized vendor agreements, which impacted actual expenditures relative to budgeted projections.

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

The effectiveness of Goal 3 actions was evaluated using both outcome data and implementation feedback. Most actions demonstrated alignment with target outcomes, while others reflected areas for strategic growth, particularly among underperforming subgroups.

Action 3.1: Staffing – Certificated Teachers
Noted Level of Effectiveness: High
According to the 2024 CalSAAS report, 91.33% of teachers were fully credentialed and appropriately assigned, reflecting strong implementation of hiring and assignment protocols that support instructional quality and access (Metric 3.1).

Action 3.2: District Class Size Support

Noted Level of Effectiveness: High
This action continues to support the District's goal of narrowing achievement gaps for English Learners (EL), Foster Youth (FOS), and Socioeconomically Disadvantaged (SED) students. By maintaining Instructional Aide staffing, the District has reduced the adult-to-student ratio, allowing for increased individualized instruction, engagement, and timely academic support. While ALL students continue to perform well—achieving a 2024 ELA Distance from Standard (DFS) of +65.5 with 73.94% meeting or exceeding standards, and a Math DFS of +49 with 69.4% proficiency—gaps remain among focal groups. Foster Youth scored 40% met/exceeded in ELA and 13.3% in Math (DFS: +103.6 ELA, -84.8 Math). English Learners achieved 23.7% in ELA and 42.6% in Math (DFS: +82.7 ELA, +26.7 Math). SED students reached 58.97% in ELA and 46.5% in Math (DFS: -4.5 Math). Reducing the adult-to-student ratio has strengthened classroom responsiveness and supported differentiated instruction. Instructional Aides remain essential to improving access and outcomes for students most in need of targeted support.

Action 3.3: Class Size Reduction
Noted Level of Effectiveness: High
This action has contributed meaningfully to closing achievement gaps by maintaining reduced class sizes in grades TK–6 (by two students) and grades 7–12 (by one and a half students). Smaller class sizes allow for more individualized attention, increased student engagement, and improved communication between teachers and students—conditions that are especially beneficial for English Learners (EL), Foster Youth (FOS), and Socioeconomically Disadvantaged (SED) students. Assessment data from the 2024 CAASPP illustrate ongoing performance gaps between ALL students and focal groups. While 73.94% of ALL students met or exceeded standards in ELA and 69.4% in Mathematics, EL students scored 23.7% in ELA and 42.6% in Math; SED students reached 58.97% in ELA and 46.5% in Math; and FOS students scored 40% in ELA and 13.3% in Math. Maintaining reduced class sizes has supported more targeted instruction and increased access to academic support, contributing to improved learning conditions for underserved student groups.

Action 3.4: Early Learning
Noted Level of Effectiveness: High
This action has effectively supported the District's goal of establishing Tier 1 inclusive learning environments in PK–1 classrooms, while also addressing the State Board of Education (SBE) Local Indicator for providing professional development for teachers. Early Learning Specialist (ELS) Teachers on Special Assignment (TOSAs) deliver ongoing coaching, modeling, and professional learning focused on inclusive, developmentally appropriate practices that honor cultural, linguistic, and learning diversity. In addition to Tier 1 support, ELS TOSAs engage in Tier 2 interventions by assisting with behavioral and academic concerns through classroom observations, data analysis, and participation in SST, 504, and IEP meetings. This comprehensive support enhances early intervention, strengthens instructional practices, and ensures that

all students receive equitable access to high-quality early learning experiences.

Action 3.5: Graduation Support
Noted Level of Effectiveness: High
This action has been effective in supporting the District's efforts to increase access and readiness for graduation among Foster Youth (FOS), English Learners (EL and LTELs), and Socioeconomically Disadvantaged (SED) students, particularly in light of the expanded graduation requirements in mathematics and science beginning with the Class of 2027. Principally directed to address the needs of FOS students—identified for Differentiated Assistance in Mathematics—this action also benefits other at-risk student groups by providing off-ratio course sections at secondary sites to ensure targeted intervention and credit recovery opportunities. These supports are closely aligned with the District's strong performance on the 2024 College/Career Indicator (CCI), which reports a "Very High" readiness level at 73.6%.

Action 3.6: College and Career Readiness – Broad Actions
Noted Level of Effectiveness: Medium
These actions have supported progress toward providing all students with a broad course of study and meaningful college and career preparation. Through Career Technical Education (CTE) section allocations, ROP funding, and PSAT/PACT testing access, students engage in industry-aligned courses and experiences that build academic and workforce readiness. The District's 2024 College/Career Indicator (CCI) shows a "Very High" readiness level at 73.6%, reflecting overall program effectiveness. However, subgroup disparities remain, including lower readiness rates for FOS (18.2%) and AA students (25.4%), highlighting the need for continued focus on equity in program access and support.

Action 3.7: Online Tutoring
Noted Level of Effectiveness: Medium
The action item proves effective as it facilitates tutoring support for all students in grades 4 through 12, independent of familial financial capacity. Students receive assistance as required, frequently during after-school hours. Complementary to the tutoring, students are offered feedback on essays, college applications, and other reports. This enhances self-assurance and enables students to revise their work prior to submission to teachers or institutions of higher education.

Action 3.8: Equal Opportunity Schools (EOS)
Noted Level of Effectiveness: High
This action has been effective in increasing access to college and career-preparatory courses, particularly for underrepresented student

groups including English Learners (EL), Foster Youth (FOS), and Socioeconomically Disadvantaged (SED) students. Through the Equal Opportunity Schools (EOS) partnership, schools are equipped with data tools, professional learning, and strategic support to identify and enroll capable but underrepresented students in rigorous courses such as Advanced Placement (AP). EOS-supported outreach resulted in strong gains in AP course participation, with district wide participation rising from 43% to 73.6% (Metric 3.8). Participation among English learners increased by 35.3 points and among students with disabilities by 18.5 points, highlighting effective equity outreach.

Action 3.9: Direct Site Funding for Interventions
Noted Level of Effectiveness: High
This action has supported progress toward meeting the academic and intervention needs of Foster Youth (FOS), English Learners (EL), and Socioeconomically Disadvantaged (SED) students through site-specific programs aligned with LCAP and School Plan for Student Achievement (SPSA) goals. Targeted site allocations allow each school to implement customized strategies based on local student data, including those related to ELA and Mathematics performance metrics. This action has been particularly impactful for FOS students, who are identified for Differentiated Assistance in Mathematics, and also benefits EL and SED students through additional academic interventions and support services. By empowering schools to tailor supports, this action has enhanced the District's ability to address achievement gaps and improve outcomes for historically underserved student groups.
Action 3.10: Instructional Material Sufficiency
Noted Level of Effectiveness: High
The 2024 Board Resolution confirmed that 100% of students had access to standards-aligned materials (Metric 3.2), verifying full implementation and access equity across all school sites.

Action 3.11: College and Career Readiness – Targeted Actions
Noted Level of Effectiveness: Medium
This action has supported the District's goal of expanding college and career readiness for unduplicated student groups through the implementation of Advancement Via Individual Determination (AVID). Aligned with the District's Strategic Initiative to empower student agency, AVID provides academic and social-emotional supports that promote success for students traditionally underrepresented in post-secondary pathways. AVID has contributed to improved student outcomes, including increased CTE pathway completion from 11.7% to 14.3% and a rise in dual-completion of CTE and UC/CSU requirements from 8.7% to 11.4%. While these gains reflect overall program impact, students with disabilities (SWD) and Foster Youth (FOS) continue to demonstrate disproportionately lower completion rates, signaling the need for continued focus on equity and differentiated support.

Action 3.12: Language Acquisition Supplemental Materials
Noted Level of Effectiveness: High
These actions have effectively supported English Learners (ELs) in making progress toward language proficiency by providing targeted, research-based instructional resources. Supplemental materials strengthen the Designated English Language Development (D-ELD) components of the adopted ELA curriculum, reinforcing academic language skills across content areas. These supports have enhanced instruction and access to core content, particularly for early-stage English learners, contributing to improved language acquisition and overall academic readiness.
Across all actions in Goal 3, implementation was consistent with the LCAP plan and contribute meaningfully to instructional quality and post-secondary preparation. Actions that showed partial effectiveness will be reviewed for deeper alignment with subgroup needs in the next cycle.

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.

Following analysis of implementation data and reflection on student outcomes, no changes are planned to the goal statement, metrics, target outcomes, or individual actions under Goal 3 for the 2025–26 school year.

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	Staffing: Certificated Teachers	In order to optimize our comprehensive human resources system to select, develop and retain a professional staff that can create, implement and maintain the highest quality education experience for all students, the District will provide: 3.1.1. General Education Teachers 3.1.2. Special Education Teachers	$206,585,184.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	District Class Size Support	In order to close the achievement gap for EL, FOS, SED students compared to the ALL student group, the district will maintain the following class size reduction support: 3.2.1. Instructional Aide staffing to reduce the adult to student ratio for more individualized support Based on the CA Dashboard and Smarter Balanced Summative Assessments in English Language Arts (ELA) and Mathematics, our EL, FOS, SED student groups have a large performance gap compared to ALL students. Reducing the adult to student ratio supports more individualized attention and proactive engagement in the learning process to increase participation and achievement. Monitoring Metric: 2.1, 2.2, 2.3, 2.4 Baseline Data: CA Dashboard: ELA: ALL: +64.9 DFS (Blue), EL: +33.7 DFS (Green), FOS: - 60.2 DFS (Orange), SED: +17.1 DFS (Green) CA Dashboard Mathematics: ALL: +50.7 DFS (Blue), EL: +36.4 DFS (Blue), FOS: -104.6 DFS (Red), SED: - 3.6 DFS (Green) Smarter Balanced Summative Assessment ELA Percentage of Students who have Met or Exceeded Standard: ALL: 75.8%, EL: 28%, SED: 58.8%, FOS: 40%; Smarter Balanced Summative Assessment Math	$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Percentage of Students who have Met or Exceeded Standard: ALL: 69.8%, EL: 42.9%, SED: 50%, FOS: 6.3%		
3.3	Class Size-Reduction	To maintain the reduction of class size in grades TK-6 by two students in each grade, and one and a half students in grades 7-12, the District will provide the following: 3.3.1. Elementary Class Size Reduction FTE Allocation 3.3.2. Secondary Class Size Reduction FTE Allocation The impact of an increased adult to student ratio will be more individual attention, increased participation, and better communication between the instructor and students. Increased individual attention and participation directly benefit and support the needs of district EL, FOS, SED students to close the achievement gap. Monitoring Metric: 2.2, 2.4 Baseline: Smarter Balanced Summative Assessment-ELA Percentage of Students who have Met or Exceeded Standard: ALL: 75.8%, EL: 28%, SED: 58.8%, FOS: 40%; Mathematics ALL: 69.8%, EL: 42.9%, SED: 50%, FOS: 6.3%	$8,510,576.00	Yes
3.4	Early Learning	In order to provide Tier 1 inclusive learning environments in PK-1 grade classrooms, the District will provide the following: 3.4.1. Early Learning Specialist (ELS) Program Early Learning Specialist (ELS) TOSAs model, train, and	$1,065,320.00	No

Action #	Title	Description	Total Funds	Contributing
		support teachers in best practices around creating an inclusive and welcoming environment for all cultures, language abilities, and learning styles. ELS TOSAs may also be involved in Tier 2 support specifically for students struggling with appropriate behaviors and learning difficulties, and participate in observations, data collection and analysis, and staffing meetings (SSTs, 504, IEP, etc.).		
3.5	Graduation Support	In order to support the needs of FOS, EL, and SED students as they experience an increase in the graduation requirements in the areas of science and math, beginning with students who graduate in 2027, the District will provide the following: 3.5.1. Off Ratio sections at secondary sites for intervention/support classes The following action item is principally directed for FOS students who have been identified for Differentiated Assistance in Mathematics. This action will also benefit EL, LTEL, and SED students who are at risk of not meeting graduation requirements based on data from the CA Dashboard	$1,030,000.00	Yes
3.6	College and Career Readiness- Broad Actions	In order to provide a broad course of study and extensive opportunities for all students to demonstrate preparedness for college and career, the District will provide the following: 3.6.1. CTE section allocations for secondary sites 3.6.2. Maintain district funding for ROP 3.6.3. PSAT/PACT College Testing Program	$1,588,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The Career Technical Education (CTE) program supports school sites in the development and implementation of standard-based courses in various industry sectors that provide students with authentic learning experiences conducive to long-term college and career success. This includes the development and acquisition of learning spaces and industry equipment to support CTE courses. In addition, CTE teachers are exposed to ongoing professional development by business and college professionals. Similarly, students are provided field trip opportunities and exposure to industry professionals in the form of speaking engagements, internships, and mentorships. The impact of the CTE program includes the district's ability to provide a diverse selection of college and career programs such as Culinary, Engineering, Medical, and Business to all students to increase their academic and workforce skill set, while increasing high school graduation rates, college admissions, and overall student engagement. College and career readiness has been outstanding, with a notable increase in celebrations in this area.		
3.7	Online Tutoring	In order to provide equitable and timely tutoring for all students, the district will provide the following: 3.7.1. Online Tutoring (Gr 4-12) Paper provides equitable and timely tutoring support to students through a web-based platform in which students can ask for live help from a tutor on any subject, at any time. They communicate with a tutor via	$659,000.00	No

Action #	Title	Description	Total Funds	Contributing
		chat and a digital whiteboard and they can upload files or send a photo directly through the platform. Rather than dispensing answers, tutors are trained to use Socratic-based pedagogy to guide students through solving problems on their own. The tool includes an essay-review feature where a Paper tutor will give feedback on students' drafts within 24 hours. In addition, all help requests and communication between students and tutors are captured on a dashboard that educators can review and see. This can help current teachers understand where learners may be struggling, or which topics remain confusing.		
3.8	Equal Opportunity Schools (EOS)	In order to increase access to college and career-preparatory courses for EL, FOS, SED student groups, the District will provide: 3.8.1. Equal Opportunity Schools Equal Opportunity Schools (EOS) strengthens educators and system capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for all students so that they may thrive in their postsecondary pursuits and life goals. With assistance from EOS, we focus on challenging high school courses, such as Advanced Placement (AP), because the academic intensity of the high school curriculum is the biggest driver of college completion. EOS provides expertise, knowledge, industry research	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with data analysis, and the tools and technology for our schools to address and close their equity and achievement gaps. With the support of EOS, school leaders identify and enroll all students who can succeed in these college ready courses but are not yet enrolled, with an emphasis on enrolling underrepresented students from a low-income background and students of color. Monitoring Metric: 3.4, 3.8 Baseline: Percentage of Students Participating in One or More AP Courses ALL: 43%, EL: 8.7%, FOS: 9.1%, SED: 30.4% CA Dashboard-College and Career Inventory ALL: 71% (Very High), EL: 46.1% (Medium), FOS: NP (No Performance Level), SED: 51.8% (Medium)		
3.9	Direct Site Funding to Support Interventions	In order to provide site specific programs and resources that target the needs of district FOS, EL, and SED student groups, the District will provide: 3.9.1. Site allocations for impacted/intervention supports The action item outlined targets FOS students identified for Differentiated Assistance in Mathematics, providing benefits to EL and SED students as well. To meet the unique needs of each school, supplemental site allocations aligned with LCAP Goals and School Plan for Student Achievement (SPSA) goals will be	$1,456,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided. These funds support academic achievement for site-specific FOS, EL, and SED student needs through customized programs and additional interventions. Each SPSA outlines strategies tailored to the specific needs of unduplicated student groups and uses LCAP ELA and Mathematics metrics to monitor progress. These strategies may include reading and math intervention sections, designated staff for intensive small group reading support, intervention teachers, instructional assistants, and relevant materials and software. Monitoring Metric: 2.1, 2.2, 2.3, 2.4		
3.10	Instructional Material Sufficiency	In order to maintain student accessibility to resources, the District will provide the following: 3.10.1. Textbook adoptions and materials This action item includes the purchase and adoption of textbooks to ensure all students are provided an individual textbook or instructional material, as well as establish reserves for future purchases as needed, access to online tutors, and courses designed to help students recover credits. All core textbooks and instructional materials are state-adopted in Kindergarten through 8th grade, and Board approved in grades 9 -12. The impact of access to standards-aligned resources, textbooks, and additional support to close the achievement gap. Increased individual attention with writing assignments, detailed feedback and coaching as	$2,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		well as opportunities to recover credit directly benefit and support the needs of all students.		
3.11	College and Career Readiness- Targeted Actions	In order to provide a broad course of study and extensive opportunities for unduplicated student groups to demonstrate preparedness for college and careers, the District will do the following: 3.11.1. Advancement Via Individual Determination (AVID) Advancement Via Individual Determination (AVID) is a college and career readiness system that aligns with IUSD's Strategic Initiative "to prepare all students for their respective futures, which requires empowering students to own their learning." AVID accelerates and enhances the work already happening at the district and school site level. More importantly, AVID aims to close opportunity gaps by providing all students, particularly those traditionally underrepresented in higher education, with the academic, career, college, and social-emotional support they need to succeed. AVID brings research-based strategies and curricula to educational institutions and provides educators with training and methodologies that develop students' writing, inquiry, collaboration, organization, and reading skills (WICOR) across all content areas throughout the entire campus. AVID fosters a supportive learning environment where all students are encouraged to set high academic	$622,908.00	No

Action #	Title	Description	Total Funds	Contributing
		goals and support each other in achieving them. Overall, AVID's college and career readiness system supports all student learning by promoting equity and access, fostering college, career, and life readiness, providing support for unduplicated students, offering professional development for educators, and creating a positive school climate and culture.		
3.12	Language Acquisition Supplemental Materials	In order to provide targeted instructional materials for English learners to make progress toward proficiency, the District will provide the following: 3.12.1. Supplemental electronic learning program (Imagine Learning) provided to novice English learners in grades 1-6. 3.12.2. Instructional Materials to supplement the D-ELD components of adopted ELA programs. Monitoring Metric: 2.5, 2.6, 2.7	$130,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Provide strategic and systemic support for Foster Youth students to reduce chronic absenteeism rates and increase academic performance based on California Dashboard data in the areas of Chronic Absenteeism, English Language Arts and Mathematics by the end of the 2024-27 LCAP cycle.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal reflects IUSD's strategic commitment to improving academic outcomes and engagement for foster youth through the end of the 2024–2027 LCAP cycle. It supports the district's broader effort to advance educational equity by addressing persistent disparities and ensuring meaningful access to high-quality learning opportunities.

To monitor progress, the district will utilize key indicators such as attendance and chronic absenteeism rates, which provide critical insight into engagement patterns specific to foster youth. Academic achievement will be measured through multiple data sources, including the California School Dashboard and Smarter Balanced Summative Assessments in English Language Arts and Mathematics.

Site leadership teams will play an essential role in implementing this goal by regularly reviewing disaggregated data, identifying trends, and applying responsive, data-informed supports aligned to students' needs. These efforts, coordinated across school sites and the district, are designed to ensure foster youth receive timely, individualized resources that support their academic growth.

This goal was prioritized based on CA Dashboard data showing FOS students performing at the Red (Very Low) level for both Chronic Absenteeism (46.3% in 2023 and 49.1% in 2024) and the Mathematics Indicator (-104.6 DFS in 2023 and -104.7 DFS in 2024). These metrics, combined with stakeholder input, highlight the urgent need for sustained, focused interventions through the duration of the 2024–2027 LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates Aeries LCFF Priority 5:	2023 P1 Attendance FOS: 90.7%	2024 P1 Attendance FOS: 90.6%	N/A	2026 P1 Attendance FOS: +2%	Metric 2023 P1 Attendance FOS: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Engagement					
4.2	Chronic Absenteeism Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard FOS: 46.3% (Red)	2024 CA Dashboard FOS: 49.10% (Red)	N/A	2026 CA Dashboard FOS: - 2%	Metric 2023 CA Dashboard FOS: +2.8%
4.3	English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard FOS: -60.2 DFS (Orange)	2024 CA Dashboard FOS: 68.70 DFS (Blue)	N/A	2026 CA Dashboard FOS: +10 DFS	Metric 2023 CA Dashboard FOS: +128.9 DFS
4.4	Smarter Balanced Summative Assessment (CAASPP) English Language Arts LCFF Priority 4: Student Achievement	2022-23 CAASPP ELA FOS: 40% Met or Exceeded Standard	2023-24 CAASPP ELA FOS: 40.00% Met or Exceeded Standard	N/A	2025-26 CAASPP ELA FOS: +2%	Metric 2022-23 CAASPP ELA FOS: 0.0%
4.5	Mathematics Indicator CA	2023 CA Dashboard FOS: - 104.6 DFS	2024 CA Dashboard	N/A	2026 CA Dashboard	Metric 2023 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard LCFF Priority 4: Academic Achievement	(Red)	FOS: - 104.70 DFS (Red)		FOS: + 10 DFS	FOS: -0.1 DFS
4.6	Mathematics Smarter Balanced Summative Assessment (CAASPP) LCFF Priority 4: Student Achievement	2022-23 CAASPP Mathematics FOS: 6.3% Met or Exceeded Standard	2023-24 CAASPP Mathematics FOS: 16.1% Met or Exceeded Standard	N/A	2025-26 CAASPP Mathematics +2%	Metric 2022-23 CAASPP Mathematics FOS: +9.7%
4.7	Graduation Rate CA Dashboard	2023 CA Dashboard FOS: 90.9%	2024 CA Dashboard FOS: 81.8%	N/A	2026 CA Dashboard FOS: +2%	Metric 2023 CA Dashboard FOS: –9.1%
4.8	College and Career Readiness (CCI) Indicator CA Dashboard	2023 CA Dashboard FOS: 36.4%	2024 CA Dashboard FOS: 18.2%	N/A	2026 CA Dashboard FOS: +2%	Metric 2023 CA Dashboard FOS: –18.2%

Goal Analysis for 2025-2026

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.

FOS students continue to be among the most vulnerable student groups in the Irvine Unified School District. With only 60 students enrolled across 46 school sites, the highly dispersed and transient nature of this student population presents ongoing challenges to implementing consistent and comprehensive support systems. These unique characteristics necessitate individualized and flexible approaches to service delivery, which are still in the early stages of development and implementation.

Action 4.1 focused on providing dedicated staffing support for FOS students. However, the small number of students at each site limited the effectiveness of uniform strategies. These implementation challenges were reflected in performance outcomes. The Chronic Absenteeism Rate for FOS students was 49.1%, resulting in a Red (Very Low) performance level. Academic indicators also remained areas of concern: the English Language Arts (ELA) Indicator was in the Orange (Low) performance level, and the Mathematics Indicator was in the Red (Very Low) performance level, indicating that students are not yet meeting grade-level standards.

Action 4.2 aimed to evaluate and revise attendance policies and practices to better support FOS students. Despite these efforts, the chronic absenteeism rate remained unchanged at 49.1%, suggesting that the policy updates have not yet translated into improved outcomes. Similarly, Action 4.3, which involved professional learning for staff serving FOS students, did not yet result in measurable changes in attendance or engagement, highlighting the need for sustained implementation and monitoring.

Despite these challenges, there were promising indicators of progress. The district fully expended the funds allocated to Goal 4, demonstrating a strong commitment to supporting FOS students through designated actions and services. Action 4.6, which enhanced district-level academic supports, contributed to a foster youth graduation rate of 81.80%, indicating a positive trajectory in long-term outcomes. Furthermore, the College and Career Readiness Indicator showed an 18.20% outcome, which, while modest, reflects an initial positive impact that can be built upon with continued effort.

Given that the implementation of Goal 4 actions is in its first year, the district recognizes that more time is required to evaluate the full impact of these strategies. At this time, no modifications to the goal or associated actions are being proposed. The district remains committed to ongoing evaluation, fidelity of implementation, and data-informed adjustments as needed in future years.

Overall, while the district encountered notable challenges in addressing chronic absenteeism, academic performance, and behavioral outcomes for foster youth, it remains steadfast in its commitment to equity. The district will continue to prioritize this small but critical student population through targeted support, thoughtful implementation, and ongoing monitoring of effectiveness over time.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for this goal.

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

Action 4.1: Staffing: Support for Foster Youth - Strategic/Intensive Actions
Noted Level of Effectiveness: Low-Medium
Action 4.1 was designed to provide strategic and intensive support through dedicated staffing and service coordination. While implementation efforts have been initiated, available data suggest that the intended outcomes have not yet been realized. Metric 4.2, which measures Chronic Absenteeism, reports a rate of 49.1%, corresponding to the Red performance level. This indicates that, at this stage, staffing supports have not yet yielded reductions in absenteeism among foster youth.

Academic performance also reflects the continued need for targeted intervention. Metric 4.3, which assesses English Language Arts (ELA) performance, shows a Distance from Standard (DFS) of -55.60, placing it in the Orange performance level. Similarly, Metric 4.5, which evaluates Mathematics outcomes, reports a DFS of -32.20, within the Red performance level. These data underscore the urgency of providing consistent academic and engagement support for foster youth, while also highlighting the difficulty of doing so across a dispersed and mobile population.

It is important to note that insufficient data currently exist to determine the full effectiveness of Action 4.1, particularly given that this is the first year of implementation. The district recognizes that further monitoring, refined service delivery, and a stronger longitudinal dataset will be necessary to evaluate the impact of this action more conclusively. A future data collection process is planned to assess outcomes with greater accuracy.

Given the complexity of the needs among foster youth and the initial stage of implementation, the district will continue Action 4.1 without modification at this time. Emphasis will be placed on refining systems of coordination, increasing access to individualized supports, and establishing progress monitoring mechanisms to assess service efficacy. Additional time is required to fully understand the impact of this action and ensure sustained improvement in outcomes for foster youth.

Action 4.2: Attendance Policy and Practice Evaluation to Support Foster Youth
Noted Level of Effectiveness: Low-Medium

Action 4.2 focuses on evaluating and refining attendance policies to better support foster youth, with the objective of improving attendance outcomes. While current data—Metric 4.1 (90.6% attendance rate) and Metric 4.2 (49.1% chronic absenteeism rate, Red)—indicates limited progress, further analysis by the district team has identified a key contributing factor: students who are temporarily placed in county care. To address this, attendance coding practices have been adjusted to more accurately reflect these circumstances. Although initial results suggest the action has yet to produce significant improvement, additional time and ongoing data collection are needed to fully assess its long-term effectiveness.

Action 4.3: Foster Youth Training
Noted Level of Effectiveness: Low-Medium
The intended outcome of this action—improved attendance—has not yet been realized. Metric 4.1, which measures overall attendance, shows a rate of 90.6%, indicating that foster youth continue to face significant barriers to consistent school attendance. Although professional learning was delivered across the district, the data do not yet reflect a measurable change in student outcomes. This suggests that translating training into sustained and effective practice may take more time and may require additional support, reinforcement, and ongoing coaching.

Given the small and highly mobile foster youth population—spread across 46 schools—ensuring consistent, site-based impact from districtwide training is inherently challenging. Furthermore, fostering deep shifts in school climate and staff practice often requires extended time for cultural change and relationship-building to take root.

At this time, insufficient data exist to fully evaluate the impact of Action 4.3, as the implementation is still in the early stages. A more comprehensive data collection process is planned to assess long-term impact and inform any necessary refinements to future training cycles.

The district remains committed to the intent of Action 4.3 and will continue implementation without modification in the coming year. Emphasis will be placed on strengthening the application of training in daily practice, monitoring changes in school climate for foster youth, and developing additional tools to measure the qualitative and relational impacts of professional learning. As data becomes available, the district will assess the extent to which training has contributed to improved outcomes and make adjustments as needed to better serve this vulnerable population.

Action 4.4: Attendance Support for Foster Youth
Noted Level of Effectiveness: Low-Medium

At this early stage of implementation, the intended impact of the action has not yet been realized. Metric 4.2 reports a chronic absenteeism rate of 49.1%, placing it within the Red (Very Low) performance level and indicating that absenteeism remains a significant concern. District analysis suggests several contributing factors, including the frequent mobility and instability experienced by foster youth, which disrupts intervention efforts and challenges consistent communication and follow-up across school sites. The complexity of implementing individualized interventions across multiple locations also demands strong coordination and adaptable systems, both of which are still being developed. Moreover, the small number of foster youth enrolled districtwide compounds the challenge, as it limits trend analysis and makes it more difficult to generalize intervention outcomes.

While early implementation has not yet demonstrated effectiveness, it is important to note that insufficient longitudinal data currently exist to fully assess the impact of Action 4.4. Because this action has only recently been initiated, more time and ongoing data collection are needed to determine whether these protocols can yield improvements in attendance over time.

The district remains committed to refining and strengthening this action. At this time, no modifications are proposed to Action 4.4, as more time is needed to assess its effectiveness. Moving forward, the district will enhance data tracking, improve coordination among site and district-level teams, and explore additional ways to individualize interventions to meet the needs of foster youth. A comprehensive data collection and review process will be used to evaluate impact and inform any necessary adjustments to improve student engagement and reduce chronic absenteeism.

Action 4.5: Family Engagement Actions for Foster Youth
Noted Level of Effectiveness: Low-Medium
This action focuses on engaging families to reduce chronic absenteeism. While implementation efforts have been made, Metric 4.2 indicates a chronic absenteeism rate of 49.1% (Red), suggesting the action has not yet yielded significant improvements. Challenges in sustaining meaningful family engagement and the early stage of implementation have limited measurable impact. At this time, insufficient data exists to fully assess the effectiveness of this action.

Action 4.6: District Support for Foster Youth Students
Noted Level of Effectiveness: Low-Medium

Action 4.6 is designed to support academic achievement for foster youth through strategic resource alignment. While the intent of this action is well-targeted, current outcome data indicate that measurable progress has not yet been realized. Metric 4.3 (-55.6 DFS, Orange) and Metric 4.5 (-32.2 DFS, Red) reflect continued challenges in English Language Arts and Mathematics performance. Similarly, Metric 4.7 reports a graduation rate of 81.8%, and Metric 4.8 shows a college and career readiness rate of 18.2%, highlighting the need for more effective alignment and implementation of supports.

These early results suggest that additional time and refinement are necessary to observe the long-term impact of this action. Contributing factors include challenges in resource coordination and the need for more robust data to fully evaluate effectiveness. Future data collection will provide a clearer picture of this action's outcomes and inform necessary adjustments to better meet the needs of foster youth.

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

Action Item Revisions
Action Item 4.1 has been reclassified as non-contributing to the associated goal, as it is funded exclusively through non-LCFF sources.

Action 4.1 Staffing: Support for Foster Youth - Strategic/Intensive Actions:
No modifications are planned for actions in Goal. The district has determined that the current staffing support for foster youth requires more time to assess its effectiveness. The actions have been in place for one year and need additional time to show results.

Action 4.2 Attendance Policy and Practice Evaluation to Support Foster Youth:
No modifications are planned for this action. While challenges such as declining attendance and increasing chronic absenteeism persist, the district remains committed to refining attendance policies and practices to better support foster youth. Given the transient nature of this student group, accurately measuring progress remains complex. To address these challenges, the district will continue to evaluate and adjust attendance procedures, including coding practices, to more effectively respond to the unique needs of foster youth. Additional time is required to fully implement and assess the impact of these adjustments.

Action 4.3 Foster Youth Training:

No modifications are planned for this action. The district is confident in the current training programs for foster youth, believing that these initiatives need more time to demonstrate their effectiveness. The decision to maintain the current plan is based on the belief that the actions have not been in place long enough to fully assess their impact.

Action 4.4 Attendance Support for Foster Youth:
No modifications are planned for this action. The district acknowledges the challenges with attendance support, and the current strategies require more time to show results. The district is not ready to revise the actions until more data and experience are available.

Action 4.5 Family Engagement Actions for Foster Youth:
No modifications are planned for this action. The district will continue with the current family engagement actions, as more time is needed to assess their effectiveness. The small and transient nature of the foster youth group presents challenges in measuring progress, and the district is allowing more time for the current strategies to show results.

Action 4.6 District Support for Foster Youth Students:
No modifications are planned for this action. The district is confident in the current district support for foster youth students, believing that these actions need more time to demonstrate their effectiveness. Despite the challenges, the district has decided to maintain the current plan without changes, as they are not ready to revise the actions until more data and experience are available.

Overall, the district has elected to maintain the current strategies for Goal 4 without modifications, allowing more time for these actions to show results. The decision is based on the belief that the actions have not been in place long enough to fully assess their impact, and more data and experience are needed to guide future decisions.

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	Staffing: Support for Foster Youth-Strategic/Intensive	In order to provide support, services, and advocacy for foster youth and students experiencing homelessness, the Foster Youth (FOS)/McKinney Vento Liaison will	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Actions	coordinate support/services. 4.1.1. Foster Youth/McKinney Vento Liaison		
4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism among foster youth, the Student Services department will do the following: 4.2.1. Evaluate and Revise Policies and Practices Regarding Attendance coding, Independent Study, and School Attendance Review Board (SARB) to implement consistent and best practices districtwide. Once revised, providing information about practices to foster youth and the adults that support them promotes collaboration between the school and student/support system and provides options as needed to maintain school stability. Monitoring Metric: 4.1, 4.2 Quarterly District Attendance Reports for Foster Youth Baseline: Attendance: FOS: 90.7%, Chronic Absenteeism: FOS: 46.3% (Red)	$0.00	No
4.3	Foster Youth Training	In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to support positive student attendance and sense of belonging with foster youth, the Mental Health and Wellness department, in collaboration with school sites, the District will provide the following: 4.3.1. Provide McKinney Vento/Foster Youth training to ensure a personalized approach with support staff and administrators and tools/resources to address foster youth needs and rights. Monitoring Metric: 4.1 Baseline: FOS: 90.7% **No additional expenditures are needed to accomplish actions in 4.3. The support system is part of Action Item 1.2., 1.5., and 4.1.**		
4.4	Attendance Support for Foster Youth	In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with foster youth, the Mental Health and Wellness department, in collaboration with school sites, will provide the following: 4.4.1. Develop intervention protocol to escalate resources and attention on at-risk attendance histories to ensure proactive rather than reactive approach.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Intervention protocols will include automatic triggers for engagement when foster youth students miss consecutive days of school. Monitoring Metric: 4.2 Baseline: FOS: 46.3% (Red) **No additional expenditures are needed to accomplish actions in 4.4. The support system is part of Action Item 1.2. and 4.1.**		
4.5	Family Engagement Actions for Foster Youth	In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with foster youth, the Student Support Services department, in collaboration with school sites, will do the following: 4.5.1. Build and implement attendance protocols/practices for foster youth and family engagement so staff can re-engage families. Foster Youth and the adults that support them face unique challenges, and therefore need protocols and practices designed specifically to address their needs and concerns. Additionally, practices and protocols may look different at each grade level and school site based on the unique culture of each site and developmental needs of each foster student.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The Student Support Services team, which includes staff from mental health and wellness, student services, language development, and health services will work with site teams to develop protocols and practices that can be individualized to meet the unique needs of foster students. Monitoring Metric: 4.2 Baseline: FOS: 46.3% (Red) **No additional expenditures are needed to accomplish actions in 4.5. The support system is part of Action Item 1.2. and 4.1.**		
4.6	District Support for Foster Youth Students	To ensure site fiscal resource alignment to meet the unique needs of foster youth students to increase student achievement, the District will do the following: 4.6.1. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA) to ensure resource and action/strategy alignment to support foster youth at each school site. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA), especially Title I schools with foster youth students underperforming, and ensure fiscal resource alignment to meet the unique needs of foster youth students and increase student achievement. For non-Title I schools, district mental health and wellness staff will monitor the achievement of foster youth and collaborate with site administrators and Foster Youth Liaison to identify individual student needs and respond	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		with resources to increase student achievement. Monitoring Metric: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 Baseline: CA Dashboard ELA: FOS: -60.2 DFS (Orange) Mathematics: FOS: -104.6 DFS (Red) Graduation Rates: FOS: 90.5% (No Performance Color) College and Career Indicator (% Prepared): FOS: 36.4% *No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office Staff time will be prioritized to systemically support these schools*		

Goal

Goal #	Description	Type of Goal
5	**Implement evidence-based services and supports to enhance the educational experience for Creekside High students to improve absenteeism and college and career readiness indicators on state and local indicators through the 2024-27 LCAP cycle.**	Equity Multiplier Focus Goal: Creekside High

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creekside High School has been designated as an Equity Multiplier site under the Local Control Funding Formula (LCFF) Equity Multiplier, which provides additional funding to local educational agencies (LEAs) for school sites with a prior-year student nonstability rate exceeding 25 percent and a socioeconomically disadvantaged pupil rate exceeding 70 percent.

Based on performance data from the California School Dashboard and local measures, Creekside High demonstrates a clear need for targeted supports to improve student engagement and college and career readiness. In 2023–24, Creekside High Aeries attendance rate was 84.3%, indicating a significant challenge in daily attendance. In addition, 2024 CA Dashboard College and Career Indicator (CCI) results show only 2.1% of students were classified as “Prepared,” 33.3% as “Approaching Prepared,” and 64.6% as “Not Prepared,” placing overall CCI performance within the Orange level.

Root cause analysis, supported by local data and educational partner input, identified transportation barriers as the primary factor contributing to inconsistent attendance. Importantly, teacher assignment, credentialing, and retention were not identified as barriers to student access. In direct response to this analysis, the district will implement supplemental transportation services to support regular attendance and mitigate this critical access barrier.

The goal will be implemented and monitored through June 2026, with progress tracked using annual Aeries attendance rates and California Dashboard College and Career Indicator data. The expectation is that reducing transportation barriers will lead to increased student engagement, improved attendance, and stronger college and career readiness outcomes.

This goal is aligned with LCFF Priority 5 (Pupil Engagement) and Priority 6 (School Climate) and reinforces the district’s ongoing commitment to advancing educational equity. Consultation with students, families, staff, and community members confirmed the significance of addressing transportation needs as a means to support academic achievement and ensure equitable access to educational opportunities for all Creekside High students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Absenteeism Rate Creekside High Aeries		2023-24 Aeries CHS: 84.3%	N/A	2025-26 Aeries Increase +2%	0
5.2	CA Dashboard College and Career Indicator (CCI) Rates Creekside High		2024 CA Dashboard % Prepared: 2.1% % Approaching Prepared: 33.3% % Not Prepared: 64.6%	N/A	CHS College and Career Readiness % Prepared: +2% % Approaching Prepared: +2% % Not Prepared: -2%	0

Goal Analysis for 2025-2026

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.

Not Applicable in Year One of Goal

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

Not Applicable in Year One of Goal

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

Not Applicable in Year One of Goal

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.

Not Applicable in Year One of Goal

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transportation Plan	In order to provide support and services to Creekside High school students, the District will provide: 5.1.1. Transportation Plan to provide supplemental transportation support for Creekside High students Monitoring Metric: Aeries- Attendance Rates Baseline: Attendance: 84.3%	$119,260.00	No
5.2	District Support for Creekside HS Students	To ensure site fiscal resource alignment to meet the unique needs of Creekside students to increase student achievement, the District will do the following: 5.2.1. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA) to ensure resource and action/strategy alignment to support Creekside student achievement. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA), especially Equity Multiplier Funds to support Creekside students who are underperforming, and ensure fiscal resource alignment to meet the unique needs Creekside students and increase achievement. Monitoring Metric: 5.1, 5.2 Baseline: CA Dashboard- CCI Indicator % Prepared: 2.1% % Approaching Prepared: 33.3% % Not Prepared: 64.6% *No Expenditures are needed to accomplish the actions	$0.00	No

		since the support system is part of the general administration of district operations. District Office Staff time will be prioritized to systemically support these schools*		

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$25,473,887.00	$0.00

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
5.947%	0.000%	$0.00	5.947%

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 school wide 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
1.2	**Action:** Student Support Services Staff **Need:** Year 1 implementation data highlights the importance of Student Support Services staff in coordinating districtwide systems such as MTSS, SEL, and school climate efforts. These staff ensure support alignment across Language Development, Mental Health, and Health Services. According to 2024–25 Annual Survey results, 84% of parents agree that their school or district supports effective communication, and 78% report feeling welcome to participate in school activities. These high engagement indicators underscore the value of coordinated infrastructure in meeting the foundational needs of unduplicated students through systemic and accessible support.	While the nature of the positions supports all students, the needs of EL, SED, and FOS students are best met with a coordinated and systemic approach to school climate, social emotional learning, and inclusive behavioral instruction, Social-Emotional Learning instruction and mental health support components of MTSS. Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999) The Differentiated Classroom: Responding to the Needs of All Learners. "Gateway to Success" Program Training: Alhambra Unified School District. UCLA Center for School Mental Health:	1.9, 1.10

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	(Website). Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	
1.7	**Action:** Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness **Need:** Panorama survey data from Spring 2025 reveals a social-emotional learning gap in supportive relationships between all students and unduplicated student subgroups. In grades 3-6, 87% of all students reported favorable perceptions, compared to 85% of English Learners and 86% of Socioeconomically Disadvantaged students. In grades 7-12, the gap widens with 86% of all students reporting supportive relationships, compared to 87% of ELs but only 83% of SED students. These results demonstrate a continuing need to strengthen school-based connections for	This action item is principally directed at our unduplicated students to Improve social-emotional learning in the area of supportive relationships and close the gap in social-emotional learning metrics between ALL student and unduplicated student subgroups. Education Research: Sugai, G., Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website) Stroul, B.A. Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	1.4, 1.10, 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students and sustain SEL staffing to close subgroup gaps in engagement and relationship-building supports. **Scope:** LEA-wide		
1.9	**Action:** Behavior Systems- Strategic/Targeted Actions to Support **Need:** Unduplicated students continue to demonstrate disproportionately high levels of need in chronic absenteeism, suspension, and social-emotional support. These indicators underscore the need for support staffing to provide Tier 2 and Tier 3 interventions at the site level. CA Dashboard – Chronic Absenteeism Rate 2024 ALL: 9.7% (Green) EL: 11.1% (Yellow) FOS: 49.1% (Red) SED: 17.7% (Yellow) CA Dashboard – Suspension Rate 2024 ALL: 0.09% (Blue)	This action item is principally directed at our EL, FOS, and SED student groups to improve social- emotional learning in the area of self-management and close the gap in social-emotional learning metrics between ALL students and EL, FOS, SED student groups. Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website) Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	1.10

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
	FOS: 27.6% (Creekside High, from Action 1.15 notes) Panorama SEL – Supportive Relationships, Grades 3–6 (Spring 2025) ALL: 69% EL: 65% SED: 66% 2024-25 Behavior Consults EL: 22 (31.9%) SED: 30 (43.5%) These results validate the importance of site-based support staff to implement behavior and attendance interventions that specifically address the unique needs of unduplicated students. This action funds intervention paraprofessionals and specialists who provide direct services focused on improving attendance, behavior, and SEL competencies for EL, SED, and Foster Youth across all school levels. **Scope:** LEA-wide		
1.11	**Action:** School Attendance and Chronic Absenteeism- Targeted	Systemic implementation of practices/processes provided by designated staff to re-engage students at risk of chronic	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CA Dashboard data reflects that unduplicated students continue to experience disproportionately high chronic absenteeism rates compared to the All student group. 2024 CA Dashboard Chronic Absenteeism Rates: ALL: 9.7% (Green), EL: 11.1% (Yellow), FOS: 49.1% (Red), SED: 17.7% (Yellow). These gaps highlight an ongoing need to address school engagement and attendance barriers among unduplicated student groups. Additionally, Spring 2025 Panorama Survey data show that only 61% of SED and 54% of AA students report a strong sense of belonging, compared to 64% overall. These metrics reinforce the importance of sustaining inclusive school climate strategies that build emotional connection and support re-engagement for unduplicated students. **Scope:** LEA-wide	absenteeism and reduce chronic absenteeism rates. Annual Survey data reflects parents of unduplicated students (EL: 47%, SED: 48%) having consistent and systemic support for students higher than parents of other student groups (33%). Education Research: Sugai, G., Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Epstein, J.L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools, California Department of Education (2014). PTA National Standards for Family-School Partnerships website	

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
1.15	**Action:** Staffing: Mental Health and Wellness-Strategic/Intensive Actions **Need:** Panorama Survey data for Spring 2025 show persistent SEL gaps in social awareness and emotional regulation for unduplicated students. In grades 3–6, emotional regulation rates were: ALL: 50%, EL: 48%, SED: 46%. In grades 7–12, results were: ALL: 54%, EL 54%, SED 51%. Suspension data at Creekside High School further emphasizes the need for mental health support in alternative settings: SED students had a 27.6% suspension rate, significantly higher than the district average of 0.09% (Blue). These results underscore the need for expanded Tier 2 and Tier 3 services, including trauma-informed care and group	This action item is principally directed at our EL, FOS, SED student groups to improve social- emotional learning in the area of social awareness and emotional regulation and close the gap in social-emotional learning metrics between ALL student and EL, FOS, SED student subgroups. Education Research: Sugai, G., Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999) "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website) Stroul, B.A. Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	1.10

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
	counseling, especially for high-need sites and student groups. **Scope:** LEA-wide		
1.17	**Action:** School Attendance and Chronic Absenteeism- Strategic/Intensive Actions **Need:** CA Dashboard data reflects that unduplicated students continue to have disproportionately high chronic absenteeism rates compared to the all student group. 2024 CA Dashboard – Chronic Absenteeism Rates: ALL: 9.7% (Green), EL: 11.1% (Yellow), FOS: 49.1% (Red), SED: 17.7% (Yellow). While the overall rate has improved since 2023 (12.3%), the deep disparities for FOS SED, and EL students groups confirm the need for targeted strategic actions. This action continues to support systemic interventions through early warning systems, attendance teams, and family	This action item is principally directed at EL, FOS, SED students. Coordinated, consistent and systemic practices and support across all school sites will support the needs of all students, with targeted attention for EL, FOS, SED students. Educational Research: Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Lindsey, Jungwirth, Pahl, Lindsey (2009) Culturally Proficient Learning Communities. Sugai, G., Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999) "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website) Stroul, B.A. Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming	1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement that are crucial for reducing absenteeism barriers specific to unduplicated students. **Scope:** LEA-wide	Mental Health Services for Children, Youth and Families.	
2.1	**Action:** Professional Learning Communities (PLC) **Need:** CA Dashboard academic performance data for 2024 continue to show persistent achievement gaps for FOS/HOM, EL, SED students in both English Language Arts and Mathematics. 2024 CA Dashboard ELA: ALL: +64.9 DFS (Blue), FOS: -60.2 DFS (Orange), HOM: -38.9 DFS (Yellow), EL: +33.7 DFS (Green), SED: +17.1 DFS (Green). Math: ALL: +50.7 DFS (Blue), FOS: -104.6 DFS (Red), HOM: -73.4 DFS (Yellow), SED: -3.6 DFS (Green),	Part-time PLC Facilitator Coaches (PLC FC) at each school supports the development of PLCs, including using common assessment data to improve instruction. The district will provide ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning. The focus is on strengthening our Professional Learning Communities (PLCs) through implementation of The Learning Cycle and using data to make instructional decisions. Professional learning opportunities support access and equity for EL, SED, and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students. Educational Research:	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: +36.4 DFS (Blue). These gaps confirm the need for sustained collaboration and data-driven instruction through PLCs to close performance disparities. Year 1 implementation reflected high engagement across subject areas, including 124 professional learning sessions in Literacy and 104 in Special Education. This action builds staff capacity to address learning needs of EL, SED, FOS, and HOM students across all sites through structured instructional inquiry and common assessment practices. **Scope:** Schoolwide	Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author. Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). Creating and sustaining effective professional learning communities. Retrieved September 28, 2008, from http://www.dcsf.gov.uk/research/data/uploadfiles/RB637.pdf Eaker, R., & Gonzalez, D. (2006). Leading in professional learning communities. National Forum of Educational Administration and Supervision Journal, 24(1), 6-13. Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35. Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.	
2.2	**Action:** Instructional Support-Actions to Support All	District-level curriculum TOSAs and teacher	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students **Need:** Updated CAASPP results prompted the district to shift professional development priorities under this action toward English Language Arts during 2024–25. This instructional adjustment responded to concerns about declining student performance, particularly for unduplicated students. CA Dashboard 2024 academic performance gaps persist, especially in math: Math DFS: ALL: +50.7 (Blue), FOS: -104.6 (Red), HOM: -73.4 (Yellow), SED: -3.6 (Green), EL: +36.4 (Blue). These data confirm the need for sustained, content-focused instructional support aligned to core standards and subgroup achievement gaps, particularly through targeted coaching and real-time instructional modeling.	mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards. This action item is principally directed toward the EL, FOS, SED, and LTEL groups to close the achievement gap between the ALL student and other student groups. EL students and LTELs are enrolled in all schools within the district. District-level curriculum TOSAs develop curricular resources and provide professional learning to support all school sites. Educational Research: Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author. Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35. Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership,	

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
		10(5), 448-463. Supovitz, J. A. (2002). Developing communities in instructional practice. Teachers College Board, 104(8), 1591-1626.	
2.12	**Action:** Provide Tier 3 literacy intervention for students in Grades 3–6 using small group instruction and STAR Reading assessments. **Need:** Local assessments show that many unduplicated students (especially SED and EL) are performing two or more years below grade level in reading. Tier 3 literacy interventions delivered through this program have demonstrated strong effectiveness based on 2023–24 STAR Reading scores. IUSD students in grades 3–6 outpaced national growth medians by wide margins: Grade 3 (+64 vs. +44), Grade 4 (+41 vs. +31), Grade 5 (+36 vs. +24), Grade 6 (+34 vs. +19). These results reflect accelerated progress for	This Tier 3 literacy intervention operates within a Multi-Tiered System of Supports (MTSS) framework, emphasizing small-group instruction, scaffolded learning, and continuous progress monitoring (such as through STAR Reading assessments). These strategies align with evidence-based practices that are recognized for improving reading proficiency among students with the greatest needs (IRIS Center, 2025a). Research from the IRIS Center highlights that effective Tier 3 interventions are characterized by systematic and explicit instruction, immediate corrective feedback, frequent review, and scaffolded support. Instruction targets the core components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension—and is delivered in small groups or individualized settings to maximize intensity and effectiveness (IRIS Center, 2025b; IRIS	2.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students disproportionately impacted by unfinished learning, particularly EL, FOS, and SED students. Continued implementation is necessary to sustain these gains and close persistent early literacy gaps. This action is funded through the Learning Recovery Emergency Block Grant (LREBG) to address learning recovery for students with the most significant foundational gaps. **Scope:** LEA-wide – While available district-wide, services are prioritized for students based on academic need, with unduplicated pupils receiving primary access. **IIS Justification:** This action is principally directed at FOS, EL, SED students who require intensive support to meet grade-level reading benchmarks. Data from 2023-24 shows that students in this program outperformed national STAR Reading growth norms by over 10 points. Because the service is provided using flexible scheduling and available staff across sites, it is offered LEA-wide but targeted in access and design. The action qualifies for LREBG funding under EC §32526(c)(2)(B), as it accelerates academic learning for high-need pupils. Effectiveness is measured	Center, 2025c). By prioritizing unduplicated pupils—such as English learners, foster youth, and low-income students—based on academic need, this intervention ensures equitable access to supports proven to accelerate literacy development (IRIS Center, 2025b).	

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
	through STAR assessment growth.		
2.14	**Action:** Site Based Allocations for Unduplicated Student Support- Strategic Actions **Need:** 2024 CA Dashboard data confirms persistent academic disparities for FOS, EL, SED students. ELA DFS: ALL: +64.9 (Blue), FOS: -60.2 (Orange), EL: +33.7 (Green), SED: +17.1 (Green). Math DFS: ALL: +50.7 (Blue), FOS: -104.6 (Red), EL: +36.4 (Blue), SED: +3.6 (Green). These subgroup gaps demonstrate the need for site-based allocations tailored to each school's unduplicated pupil population. This action ensures that each site can provide responsive support aligned with the specific academic and social-emotional needs of these groups, including Foster Youth identified for Differentiated	School site-based allocations to support EL, FOS, SED students specific to the context and needs of each individual school. School teams will document and progress monitor actions and allocation through their School Plan for Student Achievement, using CA Dashboard ELA/Math and Smarter Balanced Summative Assessment ELA/Math data as progress indicators. Educational Research: DuFour, R. (2003). Building a professional learning community: For system leaders, it means allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mim0JSD/is 5 6 O/ai 101173944 DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree. Hargreaves, A., Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.	2.1,2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assistance in mathematics. **Scope:** LEA-wide	Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.	
2.20	**Action:** Professional Development for Teachers Supporting LTEL Students **Need:** CAASPP results from 2024 indicate significant performance gaps between Long-Term English Learners (LTELs) and all students. In ELA, 73.94% of all students met or exceeded standards, compared to only 16.37% of LTELs. In math, the district maintained 69.35% proficiency overall, while LTEL students met or exceeded standards at just 26.2%. These disparities persist despite overall district stability and confirm that LTELs continue to underperform even relative to other English Learners (EL ELA: 24.33%). This action addresses those gaps by providing GLAD-based professional development to equip teachers with effective instructional strategies for long-term language acquisition and reclassification support.	Training is offered to all teachers supporting multilingual students. While the training is principally directed at English learners, the training incorporates research-based and highly effective instructional strategies that promotes high academic achievement and college/career ready skills that benefits all students. Educational Research: Arellano, Socorro, "Using Project GLAD strategies in the teaching of literacy genres to second grade bilingual students" (2006). Theses Digitization Project. 2997. https://scholarworks.lib.csusb.edu/etd-project/2997 CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.	
3.2	**Action:** District Class Size Support **Need:** Smarter Balanced Summative Assessment data and the 2024 CA Dashboard show persistent performance gaps between unduplicated students and the all student group. ELA DFS: ALL: +64.9 (Blue), EL: +33.7 (Green), SED: +17.1 (Green), FOS: -60.2 (Orange).	Class size reduction and the ability of districts to increase the number of adults supporting the education process of each student have a positive impact on student performance. Research shows 1. Smaller classes in the early grades (K-3) can boost student academic achievement; 2. Minority and low-income students show even more significant gains when placed in small classes in the primary grades; 3. The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs; 4. Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math DFS: ALL: +50.7 (Blue), EL: +36.4 (Blue), SED: -3.6 (Green), FOS: -104.6 (Red). These disparities are also reflected in the percentage of students meeting or exceeding standards: ELA: ALL: 73.94%, EL: 23.7%, SED: 58.97%, FOS: 40%; Math: ALL: 69.4%, EL: 42.6%, SED: 46.5%, FOS: 13.3%. Maintaining reduced adult-to-student ratios through instructional aide support is a critical strategy to provide individualized academic attention, particularly for EL, SED, and Foster Youth students who continue to show the greatest need for differentiated support.	class size on academic achievement. Educational Research: Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37. Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. National Education Policy Center, University of Colorado. Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work is Needed to Reduce Inequities in K-12 Schools. Zyngier, David. (2014). Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities. Evidence Base, issue 1, 2014.	

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		
3.3	**Action:** Class Size-Reduction **Need:** Smarter Balanced Summative Assessment data for 2024 confirm persistent academic disparities between FOS, EL, SED students and the ALL student group. ELA – % Met or Exceeded: ALL: 73.94%, EL: 23.7%, SED: 58.97%, FOS: 40%. Math – % Met or Exceeded: ALL: 69.4%, EL: 42.6%, SED: 46.5%, FOS: 13.3%. These differences are especially pronounced for FOS and EL students, underscoring the need for instructional settings that support individualized attention. This action maintains smaller class sizes (reduction by 2 students in	This action is principally directed at EL, FOS, SED students. Class size reduction and the ability of districts to increase the number of adults supporting the education process of each student have a positive impact on student performance. Research shows: (1) Smaller classes in the early grades (K-3) can boost student academic achievement; (2) Minority and low-income students show even greater gains when placed in small classes in the primary grades; (3) The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs; (4) Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement. Educational Research: Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work is Needed to Reduce Inequities in K-12 Schools. Buffum, A., Mattos, M. Weber, C. (2009) Pyramid Response to Intervention.	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grades TK–6, and 1.5 students in grades 7–12), which enables teachers to better address learning gaps through differentiated instruction and academic intervention targeted to the needs of unduplicated students. **Scope:** Schoolwide	Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms. Mathis, W., (2016) The Effectiveness of ClassSize Reduction. The Center For Public Education Research. National Education Association, “ClassSize Reduction: A Proven Reform Strategy”.	
3.5	**Action:** Graduation Support **Need:** Graduation support is principally directed toward FOS, EL, SED student groups who face disproportionate barriers to credit completion and readiness benchmarks. CA Dashboard Graduation Rate 2024: ALL: 94.5% (Green), EL: 88.9% (Yellow), FOS: 81.8% (Orange), HOM: 90.9% (Green), SED: 92% (Green). College/Career Indicator (CCI) 2024: ALL: 73.6% (Very High), FOS: 18.2% (Very Low).	Additional sections for intensive remediation in the areas of both math and reading are provided at the middle school and high school levels for FOS, EL, LTEL, and SED students identified as most at risk of not completing graduation requirements. At the high school level, allocated sections may also be used to provide instruction at a reduced student to teacher ratio to allow for more individualized instruction and remediation for students who are not demonstrating proficiency in grade level coursework. CA Dashboard Graduation Rate and Smarter Balanced Summative (CAASPP) ELA and Mathematics data show that EL, FOS, LTEL, SED student groups are disproportionately identified as being at risk of not meeting graduation requirements.	1.4, 2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP 2024 – ELA % Met/Exceeded: ALL: 73.94%, EL: 23.7%, FOS: 40%, SED: 58.97%; Math: ALL: 69.4%, EL: 42.6%, FOS: 13.3%, SED: 46.5%. These gaps confirm the need for targeted remediation and credit recovery options. This action maintains off-ratio sections and interventions at middle and high school levels to provide more individualized instruction and support, aligned with recommendations from RTI and equity-focused research. **Scope:** Schoolwide	Educational Research: Buffum, A., Mattos, M., & Malone, J. (2018). Taking Action: A Handbook for RTI at work. Bloomington, IN: Solution Tree Press. Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree Press. Mattos, M. (2017). Timebomb: The Cost of Dropping Out [DVD]. Bloomington, IN: Solution Tree Press. Mattos, M., & Buffum, A. (2015). It's About Time: Planning Interventions and Extensions in Secondary School. Bloomington, IN: Solution Tree Press.	
3.8	**Action:** Equal Opportunity Schools (EOS) **Need:** DataQuest and CA Dashboard data reflect persistent disparities in college and career	EOS provides expertise, knowledge, industry research with data analysis, and the tools and technology for our schools to address and close their equity and achievement gaps. With the support of EOS, school leaders identify and enroll all	3.4, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	readiness for FOS, EL, SED student groups. 2024 College/Career Indicator (CCI): ALL: 73.6% (Very High), EL: 44% (Low), FOS: 18.2% (Very Low), SED: 54.6% (Medium). AP course participation also remains disparate: ALL: 73.6%, EL: 44%, SWD: 32.5%. These results highlight the need to proactively identify and enroll academically capable but underrepresented students in rigorous coursework. Equal Opportunity Schools (EOS) equips schools with the data tools, strategic support, and professional learning needed to address these gaps. Grounded in research on academic intensity and culturally responsive engagement (Hammond, 2015), this action strengthens systems that increase access and belonging in college-prep pathways for EL, FOS, and SED students. **Scope:** Schoolwide	students who can succeed in these college ready courses but are not yet enrolled, with an emphasis on enrolling underrepresented students from a low-income background and students of color. Educational Research: Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse 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
3.9	**Action:** Direct Site Funding to Support Interventions **Need:** Direct site funding is required to address persistent achievement disparities among FOS, EL, SED student groups. CA Dashboard 2024 performance data confirms these gaps: CA Dashboard – English Language Arts (DFS) ALL: +64.9 (Blue) FOS: -60.2 (Orange) EL: +33.7 (Green) SED: +17.1 (Green) CA Dashboard – Mathematics (DFS) ALL: +50.7 (Blue) FOS: -104.6 (Red) EL: +36.4 (Blue) SED: +3.6 (Green) FOS students remain identified for Differentiated Assistance in math and show the largest proficiency gap. This action provides site-based allocations to fund flexible, locally tailored interventions aligned to each school's context, allowing teams to target literacy, math, and	School site-based allocations to support FOS, EL, and SED students specific to the context and needs of each individual school. School teams will document and progress monitor actions and allocation through their School Plan for Student Achievement, using CA Dashboard ELA/Mathematics and Smarter Balanced Summative Assessment ELA/Mathematics data as progress indicators. Educational Research: DuFour, R. (2003). Building a professional learning community: For system leaders, it means allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mi m0JSD/is 5 6 O/ai 101173944 DuFour, R., Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree. Hargreaves, A., Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement support through their School Plan for Student Achievement (SPSA). This locally responsive design empowers school sites to accelerate progress for FOS, EL, and SED students by embedding support into the school day and tracking impact through CAASPP and local formative data. **Scope:** Schoolwide	Huffman, J. B., Hipp, K. A., Pankake, A. M., Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	**Action:** Parent Education/Engagement-Strategic Actions **Need:** Community Liaisons play a vital role in connecting families, especially English Learner households, to site and district resources. According to the 2024–25	Across 45 school sites, there are over 70 languages spoken by our English Learner families, with Mandarin, Korean, Japanese, Farsi, Arabic, and Spanish being the top 6 languages. The district must continue to provide resources that enable and support diverse languages to make information accessible to a wider audience.	1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Annual Survey, 87% of parents agree that the district provides translation and interpretation services, and 80% of parents agree that the school/district works to understand their family background and culture. Additionally, 73% of students report that their families feel welcome participating in school activities. With over 70 languages spoken across the district, this action remains critical for ensuring equitable access to school engagement opportunities through culturally and linguistically responsive communication. **Scope:** Limited To Unduplicated Student Group(s)	Education Research: Lindsey, Jungwirth, Pahl, Lindsey (2009) Culturally Proficient Learning Communities. Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Archer, A.L., Hughes, C.A. (2011) Explicit Instruction: Effective and Efficient Teaching. Family Engagement Toolkit, Continuous Improvement Through an Equity Len (CDE, 2017). Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.	
1.14	**Action:** Staffing: Language Development Department - Strategic/Intensive Actions	EL students are enrolled in all school sites in the district, and the needs of the students are best met with a coordinated and systemic approach to student engagement	1.9, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Effective and inclusive school-home communication is essential for supporting EL families. Survey data show that parents of EL students continue to express a stronger need for systemic outreach and culturally responsive engagement than the overall parent population. Annual Parent Survey 2024–25 – Communication Support (Metric 1.9) EL: 88.1% agree their school supports effective communication Annual Parent Survey 2024–25 – Cultural Understanding (Metric 1.10) EL: 80.6% agree the district understands their family background and culture These data reflect improvement from the prior year and validate the impact of EL outreach staffing. However, continued investments are needed to sustain language access and ensure strategic, personalized outreach—especially as new EL students and families enroll. This action maintains centralized support for multilingual family engagement and connects families with resources critical to student success.	and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student. Education Research: Buffum, A., Mattos, M., Malone, J. (2018) Taking Action: A Handbook for RTI at Work. Stroul, B.A. Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families. CA English Language Development Standards:ELA/ELD Framework CA English Learner Roadmap CA Practitioners' Guide for Educating English Learners with Disabilities	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.18	**Action:** LTEL Support- Language Development Teachers on Special Assignment (TOSA) **Need:** According to 2024 DataQuest, there are 328 Long-Term English Learners (LTELs) enrolled across the district. LTELs are distributed across multiple sites, requiring sustained, site-based instructional support and targeted professional development. Site feedback indicates a continued need for teacher capacity building in Designated ELD instruction and accurate LTEL placement in intervention and content courses. This action addresses those needs through Language Development TOSAs who provide coaching and structural support to ensure LTELs make progress toward English proficiency. **Scope:** Limited To Unduplicated Student Group(s)	Long-Term English Learners are enrolled in all schools within the district. The support provided by these services are intended to support the district's efforts to support teachers/staff working with LTEL students and LTEL students reaching proficiency. Educational Research: LeMoine, N.R. & Soto, I. (2017) Academic Language Mastery: Culture in Context. Calderon, M. & Soto, I. (2017) Academic Language Mastery: Vocabulary in Context. Freeman, D.E., Freeman, Y., & Soto, I. (2017) Academic Language Mastery: Grammar and Syntax in Context. Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context. California English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve, (CDE, 2014). California English Language Development	2.14, 2.15

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Standards: Kindergarten Through Grade 12 (CDE, 2014).	
1.19	**Action:** Parent Engagement Actions-Strategic/Intensive **Need:** Families of English Learners continue to require support accessing school information and engagement opportunities in languages other than English. This includes communication in multiple formats and culturally responsive outreach, particularly as new immigrant families enter the district. Survey and self-reflection data confirm the need to deepen partnerships for student outcomes and decision-making. SBE Local Indicator: Parent Engagement (2024 Self-Reflection) Building Relationships: 5 – Full Implementation and Sustainability Partnerships for Student Outcomes: 5 – Full Implementation and Sustainability Seeking Input for Decision Making: 5 – Full Implementation and Sustainability	This action is principally directed at our unduplicated students (English Learners) due to the extensive language diversity in the district and the communication gap between English learners and non-English learner families. This effectively meets this need because it supports English learner students and families in accessing information and resources for their child's education. Education Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/	1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Annual Parent Survey 2024–25 77% of all parents strongly agree/agree that the district provides translation and interpretation services to families who need them 70% of all parents strongly agree/agree that the school/district works to understand family background and cultures While full implementation has been achieved systemically, a deeper, targeted approach is still needed for English Learner families who may not access engagement opportunities without proactive outreach. This action supports the expansion of strategic engagement systems through translated resources, in-person support, and bilingual community liaison staffing focused specifically on EL family participation in school planning and student support processes. **Scope:** Limited to Unduplicated Student Group(s)		
2.9	**Action:** Language Acquisition Program Support **Need:** Progress toward English proficiency	EL Site lead teachers/coordinators provide support and monitor progress and achievement of English learners (EL). CA Dashboard English Learner Progress Indicator (ELPI) data reflects a 4% decline	2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	remains a critical measure for the success of EL students, especially those receiving embedded instructional support. Data from the English Learner Progress Indicator (ELPI) shows continued need for focused programmatic support. Metric 2.5 – English Learner Progress Indicator (ELPI, 2024) 74.19% of English learners made progress toward English proficiency This represents a sustained improvement in EL progress, supported by language acquisition programming embedded into core instruction and enhanced by staff training and tools such as Ellevation. Continued support for these programs is essential to maintaining this momentum and ensuring EL students receive consistent, high-quality instruction aligned with ELD standards and reclassification goals. **Scope:** Limited to Unduplicated Student Group(s)	over prior year progress, and 11.7% ELs who decreased at least one ELPI level. The goal is to provide staffing for dedicated support at the school level to increase ELPI rates. Educational Research: Five Essential Practices to Teach Designated ELD Integrated ELD into Content, SFUSD Multilingual Pathways Department CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab278 5guide.pdf	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.11	**Action:** Student Online Progress Monitoring Platform- Targeted Actions **Need:** Ongoing progress monitoring is essential to supporting English Learners (ELs) in meeting language development and academic goals. The district's online platform is used to track student proficiency and monitor reclassification readiness across all sites. Metric 2.5 – English Learner Progress Indicator (ELPI, 2024) 74.19% of English Learners made progress toward English proficiency Metric 2.16 – Number of Students Reclassified as Fluent English Proficient (2024) 951 English Learners were reclassified Platform Usage (2024) 3,771 students actively monitored 700 staff members using instructional strategies tools within the system	English learners are enrolled in all schools within the district and benefit from the support. The Ellevation platform supports EL student data analysis, reporting collaboration and instruction, and monitoring student progress toward proficiency and reclassification. Educational Research: CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstnd spublication14.pdf ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeado pted.asp CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab278 5guide.pdf	2.5, 2.17

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	These data confirm that the platform plays a critical role in reclassification support, instructional grouping, and monitoring individual EL progress. Continued implementation of this system ensures site and district teams have timely access to the data needed to deliver aligned instruction and close achievement gaps for English Learners. **Scope:** Limited to Unduplicated Student Group(s)		
2.13	**Action:** Language Acquisition Support-Strategic/Intensive **Need:** EL and LTEL students require targeted language development support, particularly in designated ELD instruction, to accelerate progress toward proficiency. This action addresses those needs through smaller class sizes and focused instructional design. Metric 2.5 – English Learner Progress	MS and HS sections are staffed at a specified ratio. Funding provides sites with an additional ELD section that supplements site funded sections and allows for smaller class sizes. Educational Research: Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms. Mathis, W., (2016) The Effectiveness of Class-Size Reduction. The Center For Public Education research.	2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Indicator (ELPI, 2024) 74.19% of English Learners made progress toward English proficiency 25.3% maintained ELPI Level 4 11.7% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H 1.2% progressed at least one ELPI level These results reflect overall upward movement for ELs, but a sizable number still require intensive support. Smaller class sizes for Designated ELD in grades 6–12 enable personalized instruction aligned with academic language development. This action remains necessary to close the language acquisition gap and support reclassification readiness, particularly for LTELs who continue to struggle with academic language complexity despite years in the system. **Scope:** Limited to Unduplicated Student Group(s)	National Education Association, "Class-Size Reduction: A Proven Reform Strategy". Buffum, A., Mattos, M. Weber, C. (2009) Pyramid Response to Intervention.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.17	**Action:** Supplemental Academic Resources for ELD Summer Programs- Intensive Actions **Need:** Newcomer English Learners face significant linguistic and cultural transitions during their first years in U.S. schools. These students are often navigating new academic environments, social-emotional adjustments, and early language development milestones. Targeted instructional materials are essential to help sustain growth during extended breaks such as summer. 2024 Panorama SEL Survey – Supportive Relationships (Grades 3–6) All Students: 69% English Learners: 65% Educational Partner Feedback (DELAC, 2022–24) • Rated summer ELD programs and resources as high-priority supports for newcomer engagement Program Participation (Metric 2.18, Summer 2024) 63% of invited elementary EL students participated 62% of invited middle school EL students	Instructional materials and summer programs are available for newcomer students throughout the district. DELAC Educational Partner feedback rated supplemental summer programs as high priority action items to increase EL student engagement during the 2022-23 and 2023-24 school year. In addition, Panorama survey data shows a gap in perception of supportive relationships between the ALL student group and English learners. The goal is to increase EL student engagement and provide opportunities to build supportive relationships for Newcomer students. Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014). Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J. & Soto, I. (2017) Academic	1.10,1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	participated These rates indicate strong engagement and confirm the need for sustained access to developmentally aligned materials that reinforce academic vocabulary, language production, and reading comprehension. This action ensures newcomer ELs (particularly ELPAC Level 1 students enrolled less than 18 months) receive accessible, engaging materials to support continued learning over the summer. **Scope:** Limited to Unduplicated Student Group(s)	Language Mastery: Conversational Discourse in Context.	
2.18	**Action:** Language Acquisition Instructional Aides **Need:** English Learners, especially those performing at lower ELPAC levels, benefit from targeted in-class scaffolding to build language proficiency across academic content. Instructional aides play a critical role in supporting real-time comprehension, vocabulary development, and content access during integrated and designated ELD instruction.	Instructional aides are allocated according to the number of English learners at Overall Levels 1 2 on the ELPAC. Instructional aides are strategically placed to support ELs during integrated and designated ELD. For LTELs, instructional aides are strategically placed to provide support during content area instruction. Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/California English Language Development Standards: Kindergarten Through Grade 12 (CDE,	2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Metric 2.5 – English Learner Progress Indicator (ELPI, 2024) % of ELs Making Progress: 62% % Progressed at Least One ELPI Level: 1.2% % Maintained ELPI Level 4: 25.3% % Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 11.7% These data reflect incremental growth from the previous year and demonstrate that while overall proficiency is improving, a considerable number of ELs—particularly LTELs—remain at the lower levels of proficiency. Instructional aides strategically assigned to SEI classrooms help close these gaps by reinforcing instruction and supporting content access, thereby accelerating reclassification readiness and language mastery. **Scope:** Limited to Unduplicated Student Group(s)	2014). Five Essential Practices to Teach Designated ELD Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J. Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.	
2.19	**Action:** Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers **Need:**	Short term testers are hired to support the one-on-one testing required for Initial and Summative ELPAC testing. ELPAC site coordinators receive a stipend	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Timely and accurate English Language Proficiency Assessments for California (ELPAC) are critical for appropriate placement, reclassification, and service delivery for EL students. Coordinated staffing and logistical support is essential to ensure all EL students are assessed within required testing windows. Summative ELPAC Completion Rate (2024) Students Enrolled: 4,959 Students Tested: 4,877 Completion Rate: 98% Proficiency Rate (Summative ELPAC) 2023: 25.95% 2024: 23.73% While test administration completion rates remain high, the drop in overall proficiency highlights the continued need for aligned instructional readiness and expanded pre-assessment supports. This action supports short-term testers and site-based ELPAC coordinators to facilitate both initial and summative assessments efficiently and accurately, ensuring that all ELs receive assessments that drive proper placement and instructional decisions.	to schedule and coordinate the summative testing for all English learners at the site. Supporting Documentation: Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab278 5guide.pdf California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.21	**Action:** Site English Learner TOSA Support **Need:** Secondary teachers working with multilingual learners continue to need instructional coaching and planning support to implement effective integrated and designated ELD. This is particularly important for addressing the needs of LTEL students, who often require differentiated instruction aligned with content standards and language acquisition goals. ELPAC Summative Proficiency Rate (2024) 2023: 25.95% 2024: 23.73% Implementation Reflection (2024) • High fidelity of TOSA coaching and monitoring • Ongoing need to align activities with EL student growth and reclassification targets Despite full implementation, a drop in overall proficiency on the 2024 Summative ELPAC suggests that instructional impact	TOSAs support staff and administrators in planning and implementing effective programs and services specifically for English Learners. Educational Research/Supporting Documentation: CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstnd spublication14.pdf ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeado pted.asp CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab278 5guide.pdf	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	must be further strengthened. This action maintains site-based TOSA support to provide real-time coaching, model lessons, and facilitate data-driven planning—all designed to accelerate academic and language growth for ELs and LTELs at secondary school sites. **Scope:** Limited to Unduplicated Student Group(s)		
3.12	**Action:** Language Acquisition Supplemental Materials **Need:** English Learners need instructional materials that are specifically targeted to meet their learning needs in order to make progress toward proficiency. **Scope:** Limited to Unduplicated Student Group(s)	Supplemental materials specifically designed to support the needs of EL students target language development needs of students at different proficiency levels to make progress toward proficiency. Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014). Five Essential Practices to Teach Designated ELD Integrated ELD into Content, SFUSD Multilingual Pathways Department Echevarria, J., Vogt, M.E., and Short, D.	2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		(2017), Making Content Comprehensible for English Language Learners: The SIOP Model. Zwiers, J. Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.	
4.1	**Action:** FOS students in IUSD face persistent and multifaceted barriers to academic success due to frequent school mobility, dispersed enrollment, and a need for intensive, individualized support. Performance data from 2024 confirms continued challenges: CA Dashboard – Graduation Rate 2024 ALL: 94.5% (Green) FOS: 81.8% (Orange) CA Dashboard – College/Career Indicator (CCI) 2024 ALL: 73.6% (Very High) FOS: 18.2% (Very Low) CA Dashboard – Chronic Absenteeism 2024 FOS: 49.1% (Red) CA Dashboard – ELA DFS 2024 FOS: -55.6 (Orange)	Implementing organizational structures, including a designated district liaison, to support FOS students best supports cross-system collaboration to meet individual student needs. Designated specialists working directly with foster youth and their Educational Rights Holders (ERH) in schools can provide knowledge about student needs and barriers and collaborate with site teams. Educational Research: Best Practices Guide For Developing a District System to Improve Education Outcomes for Youth in Foster Care: https://allianceforchildrensrights.org/wp-content/uploads/Education DistrictBestPracticesGuide Final.pdf Foster Youth Education Toolkit: https://allianceforchildrensrights.org/resourc	4.2, 4.3, 4.5, 4.7, 4.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CA Dashboard – Math DFS 2024 FOS: -32.2 (Red) These indicators demonstrate the continued need for specialized staffing to coordinate and implement strategic and intensive services for Foster Youth. The small, highly mobile nature of this group (60 students across 46 schools) makes centralized support staffing critical to ensure equitable access to academic, attendance, and wellness interventions. This action is designed to directly address these disproportionalities by delivering individualized support to improve academic progress, attendance, and college/career readiness. **Scope:** Limited to Unduplicated Student Group(s)	es/foster-youth-education-toolkit/ CA Foster Youth Education Resource Hub: https://www.cdss.ca.gov/inforesources/california-foster-youth-education-resource-hub	

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025	$428,346,362.00	$25,473,887.00	5.947%	0.000%	5.947%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	$266,285,843.00	$12,047,181.00	$124,270.00	$1,142,734.00	$279,600,028.00	$273,764,524.00	$5,835,504.00

(Continued on the following page)

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 % of Improved Services
1	1.1	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	All	No	LEA-Wide	None	All Schools	Ongoing	$11,208,262.00	$0.00	$11,208,262.00	$0.00	$0.00	$0.00	$11,208,262.00	
1	1.2	Student Support Services Staff	English Learners Foster Youth Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$891,140.00	$0.00	$891,140.00	$0.00	$0.00	$0.00	$891,140.00	
1	1.3	Behavior Systems- Actions to Support All Students	All Students with Disabilities, HOM, EL, SWD, HI, ALL, SED, WH, AA	No	LEA-Wide	None	All Schools	Ongoing	$91,013.00	$5,000.00	$96,013.00	$0.00	$0.00	$0.00	$96,013.00	
1	1.4	School Climate Social Emotional-Learning- Actions to Support All Students	All, EL, SWD, HI, ALL (Creeksid	No	LEA-Wide	None	All Schools Specific Schools: Bonita Canyon, College	Ongoing	$0.00	$185,000.00	$85,000.00	$0.00	$100,000.00	$0.00	$185,000.00	

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 % of Improved Services
			e), SED, HI, WH, AA				Park, Creekside High, Culverdale, Irvine High									
1	1.5	School Attendance and Chronic Absenteeism	All Students with Disabilities, FOS, SED, AA, AI, All Student Group (Alderwood), EL, SED, AS, HI, WH, MR, SWD	No	LEA-Wide	None	All Schools Specific	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Parent Engagement-Actions to Support All Students	English Learners, Low Income	No	LEA-Wide	None	All Schools Specific Schools: Meadow Park, Woodbury, Westpark Turtle	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside, Bonita Canyon, Alderwood, Cadence Park, Canyon View, Deerfield, Jeffrey Trail, Meadow Park, Oak Creek, Rancho San Joaquin, Southlake, Springbrook, Stonegate, Turtle Rock, Venado, Westpark, Woodbury	Ongoing	$5,005,961.00	$0.00	$5,005,961.00	$0.00	$0.00	$0.00	$5,005,961.00	
1	1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	All Students with Disabilities, HI, WH,	No	LEA-Wide	None	All Schools Specific Schools: Creekside, Bonita Canyon, College	Ongoing	$3,486,808.00	$0.00	$3,486,808.00	$0.00	$0.00	$0.00	$3,486,808.00	

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 % of Improved Services
			AA, HOM, EL, FOS				Park, Culverdale, Creekside, Irvine High									
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$660,428.00	$0.00	$470,174.00	$0.00	$0.00	$190,254.00	$660,428.00	
1	1.10	School Climate and Social Emotional Learning-Strategic/Targeted	All Students with Disabilities, EL, SED, AS, HI, WH, 2+ Races, AI	No	LEA-Wide	None	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
							Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark Woodbury									
1	1.11	School Attendance and Chronic Absenteeism-Targeted	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey	Ongoing	$230,000.00	$0.00	$230,000.00	$0.00	$0.00	$0.00	$230,000.00	

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 % of Improved Services
							Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark Woodbury									
1	1.12	Parent Education/Engagement-Strategic Actions	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$513,369.00	$0.00	$513,369.00	$0.00	$0.00	$0.00	$513,369.00	
1	1.13	Staffing: Student Behavior, engagement,	Students with Disabilitie	No	LEA-Wide	None	All Schools	Ongoing	$11,202,434.00	$0.00	$9,271,041.00	$1,931,393.00	$0.00	$0.00	$11,202,434.00	

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 % of Improved Services
		health, and mental wellness-Strategic/Intensive Actions	s													
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$916,377.00	$0.00	$916,377.00	$0.00	$0.00	$0.00	$916,377.00	
1	1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside HS, San Joaquin Alternativ e High School	Ongoing	$1,859,697.00	$0.00	$226,836.00	$1,536,901.00	$0.00	$95,960.00	$1,859,697.00	
1	1.16	Behavior System Support-Intensive Actions	All, UPP, Creeksid e HS students, AA	No	LEA-Wide	None	All Schools Specific Schools: Creekside, Irvine high 6-12	Ongoing	$131,829.00	$5,000.00	$5,000.00	$0.00	$0.00	$131,829.00	$136,829.00	
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence	Ongoing	$209,865.00	$0.00	$209,865.00	$0.00	$0.00	$0.00	$209,865.00	

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 % of Improved Services
							Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury									

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 % of Improved Services
1	1.18	LTEL Support-Language Development Teachers on Special Assignment (TOSA)	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$415,111.00	$0.00	$415,111.00	$0.00	$0.00	$0.00	$415,111.00	
1	1.19	Parent Engagement Actions-Strategic/Intensive	English Learners	No	LEA-Wide	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
1	1.20	Parent Engagement Actions to Support Students with Disabilities	Students with Disabilities	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Professional Learning Communities (PLC)	English Learners, Foster Youth, Low Income	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,555,000.00	$0.00	$2,555,000.00	$0.00	$0.00	$0.00	$2,555,000.00	
2	2.2	Instructional Support- Actions to Support All Students	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,500,000.00	$0.00	$900,000.00	$600,000.00	$0.00	$0.00	$1,500,000.00	
2	2.3	Educational Technology (EdTech) Support-Actions to Support All Students	All	No	LEA-Wide	None	All Schools	Ongoing	$465,588.00	$0.00	$465,588.00	$0.00	$0.00	$0.00	$465,588.00	
2	2.4	Academic	All	No	LEA-Wide	None	All Schools	Ongoing	$153,344.	$305,000.	$153,344.	$305,000.	$0.00	$0.00	$458,344.00	

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 % of Improved Services
		Interventions - Actions	Students with Disabilities				Specific Schools: Culverdale,		00	00	00	00				
2	2.5	Summer School Actions to Support All Students	Students is grades 9-12	No	LEA-Wide	None	All Schools Gr 9-12	Ongoing	$230,000.00	$0.00	$0.00	$230,000.00	$0.00	$0.00	$230,000.00	
2	2.6	Student Online Assessment Program	All	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$178,000.00	$178,000.00	$0.00	$0.00	$0.00	$178,000.00	
2	2.7	Professional Learning	All	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$180,000.00	$0.00	$0.00	$0.00	$180,000.00	$180,000.00	
2	2.8	Instructional Support- Special Education	Students with Disabilities	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$101,150.00	$0.00	$101,150.00	$0.00	$0.00	$101,150.00	
2	2.9	Language Acquisition Program Support	English Learners	No	LEA-Wide	English Learners	All Schools	Ongoing	$60,191.00	$0.00	$0.00	$0.00	$0.00	$60,191.00	$60,191.00	
2	2.10	Summer School-Targeted/Strategic Actions	Students demonstrating academic deficits in ELA and Mathematics based on benchmark indicators	No	LEA-Wide	None	All Schools	Ongoing	$600,000.00	$0.00	$600,000.00	$0.00	$0.00	$0.00	$600,000.00	

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 % of Improved Services
			in content standards.													
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	English Learners	No	LEA-Wide	English Learners	All Schools	Ongoing	$0.00	$73,500.00	$0.00	$0.00	$0.00	$73,500.00	$73,500.00	
2	2.12	Academic Intervention-Intensive Actions	All Students with Disabilities	No	LEA-Wide	None	All Schools Specific Schools: Culverdale, Greentree, Irvine	Ongoing	$4,694,716.00	$0.00	$1,163,451.00	$3,531,265.00	$0.00	$0.00	$4,694,716.00	
2	2.13	Language Acquisition Support-Strategic/Intensive	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$446,605.00	$0.00	$446,605.00	$0.00	$0.00	$0.00	$446,605.00	
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	English Learners, Foster Youth, Low Income	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,032,739.00	$138,167.00	$2,170,906.00	$0.00	$0.00	$0.00	$2,170,906.00	
2	2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	Students with Disabilities, SED, SWD, HI,	No	LEA-Wide	None	All Schools Specific Schools: Culverdale, College Park, Creekside,	Ongoing	$0.00	$320,000.00	$0.00	$320,000.00	$0.00	$0.00	$320,000.00	

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 % of Improved Services
			WH, FOS				Greentree, Irvine High, Jeffrey Trail, Lakeside, Meadow Park, Springbrook, Venado, Woodbridge, Northwood									
2	2.16	Summer School-Strategic/Intensive Actions	Students with Disabilities	No		None	None	Ongoing	$1,098,557.00	$585,427.00	$0.00	$1,683,984.00	$0.00	$0.00	$1,683,984.00	
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	English Learners	No	LEA-Wide	English Learners	All Schools	Ongoing	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	$25,000.00	
2	2.18	Language Acquisition Instructional Aides	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$349,754.00	$0.00	$349,754.00	$0.00	$0.00	$0.00	$349,754.00	
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$199,270.00	$0.00	$175,000.00	$0.00	$24,270.00	$0.00	$199,270.00	
2	2.20	Professional	English	No	LEA-Wide	English	All Schools	Ongoing	$0.00	$96,000.0	$0.00	$0.00	$0.00	$96,000.0	$96,000.00	

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 % of Improved Services
		Development for Teachers Supporting LTEL Students	Learners, LTEL			Learners				0				0		
2	2.21	Site English Learner TOSA Support	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	Ongoing	$273,478.00	$0.00	$273,478.00	$0.00	$0.00	$0.00	$273,478.00	
2	2.22	Instructional Supports-Actions to Support Student With Disabilities	Students with Disabilities	No	LEA-Wide	None	All Schools Specific Schools: Culverdale, Greentre e, Irvine HS, Lakeside, Northwood HS, Springbrook, Venado, Creekside HS, Woodbridge	Ongoing	$600,000.00	$0.00	$600,000.00	$0.00	$0.00	$0.00	$600,000.00	
3	3.1	Staffing: Certificated Teachers	All	No	LEA-Wide	None	All Schools	Ongoing	$206,585,184.00	$0.00	$206,585,184.00	$0.00	$0.00	$0.00	$206,585,184.00	
3	3.2	District Class Size Support	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$800,000.00	$0.00	$800,000.00	$0.00	$0.00	$0.00	$800,000.00	

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 % of Improved Services
3	3.3	Class Size-Reduction	English Learners, Foster Youth, Low Income	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,510,576.00	$0.00	$8,510,576.00	$0.00	$0.00	$0.00	$8,510,576.00	
3	3.4	Early Learning	Students in grades PK-1	No		None	Pk-1	Ongoing	$1,065,320.00	$0.00	$0.00	$1,065,320.00	$0.00	$0.00	$1,065,320.00	
3	3.5	Graduation Support	English Learners, Foster Youth, Low Income	Yes	School Wide	English Learners Foster Youth Low Income	Specific Schools: Secondary school sites grades 7-12	Ongoing	$1,030,000.00	$0.00	$1,030,000.00	$0.00	$0.00	$0.00	$1,030,000.00	
3	3.6	College and Career Readiness- Broad Actions	All Grades 7-12	No	LEA-Wide	None	All Schools Specific Schools: Creekside Grades 7-12	Ongoing	$1,453,000.00	$135,000.00	$1,588,000.00	$0.00	$0.00	$0.00	$1,588,000.00	
3	3.7	Online Tutoring	Students in grades 4-12	No	LEA-Wide	None	All Schools Grades 4-12	Ongoing	$0.00	$659,000.00	$659,000.00	$0.00	$0.00	$0.00	$659,000.00	
3	3.8	Equal Opportunity Schools (EOS)	English Learners, Foster Youth, Low Income	Yes	School Wide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	Ongoing	$0.00	$90,000.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	
3	3.9	Direct Site Funding	English	Yes	School	English	All Schools	Ongoing	$1,456,00	$0.00	$1,456,00	$0.00	$0.00	$0.00	$1,456,000.00	

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 % of Improved Services
		to Support Interventions	Learners, Foster Youth, Low Income		Wide	Learners Foster Youth Low Income			0.00		0.00					
3	3.10	Instructional Material Sufficiency	All	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$2,500,000.00	$2,500,000.00	$0.00	$0.00	$0.00	$2,500,000.00	
3	3.11	College and Career Readiness-Targeted Actions	Secondary Students	No		None	Specific Schools: Secondary Schools Grades	Ongoing	$622,908.00	$0.00	$0.00	$622,908.00	$0.00	$0.00	$622,908.00	
3	3.12	Language Acquisition Supplemental Materials	English Learners	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$130,000.00	$5,000.00	$0.00	$0.00	$125,000.00	$130,000.00	
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	FOS	No	LEA-Wide	Foster Youth	All Schools	Ongoing	$160,000.00	$0.00	$0.00	$0.00	$0.00	$160,000.00	$160,000.00	
4	4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	All FOS	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Foster Youth Training	All FOS, MKV	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Attendance Support	All	No		None	None	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
		for Foster Youth	FOS													
4	4.5	Family Engagement Actions for Foster Youth	All FOS	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	District Support for Foster Youth Students	All FOS	No	LEA-Wide	None	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	Transportation Plan	All	No		None	Specific Schools: Creekside	One-time	$0.00	$119,260.00	$0.00	$119,260.00	$0.00	$0.00	$119,260.00	
5	5.2	District Support for Creekside HS Students	All	No		None	Specific Schools: Creekside	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

(Continued on the following page)

2025-26 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)	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)
$428,346,362.00	$25,473,887.00	5.947%	0.00%	$27,641,152.00	0.00%	6.453%

Totals by Type	Total LCFF Funds
Total:	$27,641,152.00
LEA-wide Total:	$8,733,976.00
Limited Total:	$3,094,694.00
Schoolwide Total:	$15,812,482.00

(Continued on the following page)

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Support Services Staff	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	$891,140.00	
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside, Bonita Canyon, Alderwood, Cadence Park, Canyon View, Deerfield, Jeffrey Trail, Meadow Park, Oak Creek, Rancho San Joaquin, Southlake, Springbrook, Stonegate, Turtle Rock, Venado, Westpark, Woodbury	$5,005,961.00	
1	1.9	Behavior Systems- Strategic/Targeted Actions to Support	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	$470,174.00	
1	1.11	School Attendance and Chronic Absenteeism-Targeted	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark Woodbury	$230,000.00	

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	1.12	Parent Education/Engagement-Strategic Actions	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	$513,369.00	
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	School Wide	English Learners	All Schools	$916,377.00	
1	1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside HS, San Joaquin Alternativ e High School	$226,836.00	
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury	$209,865.00	
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	Limited To Unduplicated Student Group(s)	English Learners	All Schools	$415,111.00	
2	2.1	Professional Learning Communities (PLC)	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	$2,555,000.00	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Instructional Support- Actions to Support All Students	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
2	2.13	Language Acquisition Support-Strategic/Intensive	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$446,605.00	
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	$2,170,906.00	
2	2.18	Language Acquisition Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$349,754.00	
2	2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$175,000.00	
2	2.21	Site English Learner TOSA Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	$273,478.00	
3	3.2	District Class Size Support	Yes	LEA-Wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
3	3.3	Class Size-Reduction	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	$8,510,576.00	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Graduation Support	Yes	School Wide	English Learners Foster Youth Low Income	Specific Schools: Secondary school sites grades 7- 12	$1,030,000.00	
3	3.8	Equal Opportunity Schools (EOS)	Yes	School Wide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	$90,000.00	
3	3.9	Direct Site Funding to Support Interventions	Yes	School Wide	English Learners Foster Youth Low Income	All Schools	$1,456,000.00	
3	3.12	Language Acquisition Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	$272,794,123.00	$275,224,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.1	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	No	$11,068,730.00	$11,236,592.00
1	1.2	Student Support Services Staff	Yes	$874,612.00	$890,612.00
1	1.3	Behavior Systems-Actions to Support All Students	No	$96,013.00	$91,725.00
1	1.4	School Climate & Social-Emotional Learning Actions to Support All Students	No	$234,500.00	$167,850.00
1	1.5	School Attendance and Chronic Absenteeism	No	$0.00	$0.00
1	1.6	Parent Engagement- Actions to Support All Students	Yes	$50,649.00	$50,649.00
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	$4,941,618.00	$4,889,005.00
1	1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	No	$3,344,149.00	$3,333,714.00
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	Yes	$614,559.00	$644,082.00
1	1.10	School Climate and Social Emotional Learning-Strategic/Targeted	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.11	School Attendance and Chronic Absenteeism- Targeted	Yes	$245,000.00	$245,000.00
1	1.12	Parent Education/Engagement-Strategic Actions	Yes	$450,342.00	$438,086.00
1	1.13	Staffing: Student Behavior, engagement, health, and mental wellness-Strategic/Intensive Actions	No	$8,791,092.00	$9,415,779.00
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	$804,235.00	$805,376.00
1	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	$1,881,569.00	$1,758,427.00
1	1.16	Behavior System Support-Intensive Actions	No	$141,673.00	$137,692.00
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	Yes	$101,297.00	$107,920.00
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	$415,111.00	$422,888.00
1	1.19	Parent Engagement Actions-Strategic/Intensive	Yes	$40,000.00	$49,000.00
1	1.20	Parent Engagement Actions to Support Students with Disabilities	No	$0.00	$0.00
2	2.1	Professional Learning Communities (PLC)	Yes	$2,255,000.00	$2,154,477.00
2	2.2	Instructional Support-Actions to Support All Students	Yes	$1,500,000.00	$1,500,000.00
2	2.3	Educational Technology (EdTech) Support-Actions to Support All Students	No	$450,000.00	$468,983.00
2	2.4	Academic Interventions -Actions to Support All Students	No	$495,380.00	$457,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
2	2.5	Summer School Actions to Support All Students	No	$230,000.00	$230,000.00
2	2.6	Student Online Assessment Program	No	$165,000.00	$169,054.00
2	2.7	Professional Learning	No	$180,000.00	$186,219.00
2	2.8	Instructional Support-Special Education	No	$101,150.00	$101,150.00
2	2.9	Language Acquisition Program Support	Yes	$60,191.00	$60,191.00
2	2.10	Summer School- Targeted/Strategic Actions	No	$600,000.00	$600,000.00
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	Yes	$61,000.00	$65,500.00
2	2.12	Academic Intervention- Intensive Actions	No	$4,617,902.00	$4,720,971.00
2	2.13	Language Acquisition Support-Strategic/Intensive	Yes	$408,116.00	$408,116.00
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	Yes	$2,155,398.00	$2,155,398.00
2	2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	No	$315,000.00	$328,076.00
2	2.16	Summer School-Strategic/Intensive Actions	No	$1,400,000.00	$1,400,000.00
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	Yes	$25,000.00	$21,804.00
2	2.18	Language Acquisition Instructional Aides	Yes	$355,221.00	$304,201.00
2	2.19	Language Acquisition Testing Support- ELPAC Coordinators/Short Term Testers	Yes	$192,570.00	$199,070.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
2	2.20	Professional Development for Teachers Supporting LTEL Students	Yes	$96,000.00	$95,600.00
2	2.21	Site English Learner TOSA Support	Yes	$336,196.00	$334,629.00
2	2.22	Instructional Supports-Actions to Support Student With Disabilities	No	$600,000.00	$600,000.00
3	3.1	Staffing: Certificated Teachers	No	$203,600,161.00	$205,248,075.00
3	3.2	District Class Size Support	Yes	$800,000.00	$800,000.00
3	3.3	Class Size-Reduction	Yes	$8,444,569.00	$8,510,576.00
3	3.4	Early Learning	No	$1,021,397.00	$1,071,418.00
3	3.5	Graduation Support	Yes	$949,500.00	$1,074,004.00
3	3.6	College and Career Readiness-Broad Actions	No	$1,688,000.00	$1,570,642.00
3	3.7	Online Tutoring	No	$659,000.00	$658,125.00
3	3.8	Equal Opportunity Schools (EOS)	Yes	$90,000.00	$90,000.00
3	3.9	Direct Site Funding to Support Interventions	Yes	$1,456,000.00	$1,456,000.00
3	3.10	Instructional Material Sufficiency	No	$2,500,000.00	$2,500,000.00
3	3.11	College and Career Readiness-Targeted Actions	No	$538,050.00	$628,370.00
3	3.12	Language Acquisition Supplemental Materials	Yes	$200,000.00	$218,919.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	Yes	$153,173.00	$153,173.00
4	4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	No	$0.00	$0.00
4	4.3	Foster Youth Training	No	$0.00	$0.00
4	4.4	Attendance Support for Foster Youth	No	$0.00	$0.00
4	4.5	Family Engagement Actions for Foster Youth	No	$0.00	$0.00
4	4.6	District Support for Foster Youth Students	No	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$24,119,832.00	$24,786,246.00	$24,903,988.00	-$117,742.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.2	Student Support Services Staff	Yes	$874,612.00	$890,612.00	0.000%	0.000%
1	1.6	Parent Engagement- Actions to Support All Students	Yes	$50,649.00	$50,649.00	0.000%	0.000%
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	$2,723,141.00	$2,723,141.00	0.000%	0.000%
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	Yes	$429,485.00	$465,312.00	0.000%	0.000%
1	1.11	School Attendance and Chronic Absenteeism-Targeted	Yes	$245,000.00	$245,000.00	0.000%	0.000%
1	1.12	Parent Education/Engagement-Strategic Actions	Yes	$450,342.00	$438,086.00	0.000%	0.000%
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	$804,235.00	$805,376.00	0.000%	0.000%
1	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	$224,074.00	$223,884.00	0.000%	0.000%
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	Yes	$101,297.00	$107,920.00	0.000%	0.000%
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	$415,111.00	$422,888.00	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.19	Parent Engagement Actions-Strategic/Intensive	Yes	$0.00	$0.00	0.000%	0.000%
2	2.1	Professional Learning Communities (PLC)	Yes	$2,255,000.00	$2,154,477.00	0.000%	0.000%
2	2.2	Instructional Support-Actions to Support All Students	Yes	$900,000.00	$900,000.00	0.000%	0.000%
2	2.9	Language Acquisition Program Support	Yes	$0.00	$0.00	0.000%	0.000%
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	Yes	$0.00	$0.00	0.000%	0.000%
2	2.13	Language Acquisition Support-Strategic/Intensive	Yes	$408,116.00	$408,116.00	0.000%	0.000%
2	2.14	Site Based Allocations for Unduplicated Student Support-Strategic Actions	Yes	$2,155,398.00	$2,155,398.00	0.000%	0.000%
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	Yes	$0.00	$0.00	0.000%	0.000%
2	2.18	Language Acquisition Instructional Aides	Yes	$355,221.00	$304,201.00	0.000%	0.000%
2	2.19	Language Acquisition Testing Support- ELPAC Coordinators/Short Term Testers	Yes	$168,300.00	$174,800.00	0.000%	0.000%
2	2.20	Professional Development for Teachers Supporting LTEL Students	Yes	$0.00	$0.00	0.000%	0.000%
2	2.21	Site English Learner TOSA Support	Yes	$336,196.00	$334,629.00	0.000%	0.000%
3	3.2	District Class Size Support	Yes	$800,000.00	$800,000.00	0.000%	0.000%
3	3.3	Class Size-Reduction	Yes	$8,444,569.00	$8,510,576.00	0.000%	0.000%
3	3.5	Graduation Support	Yes	$949,500.00	$1,074,004.00	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
3	3.8	Equal Opportunity Schools (EOS)	Yes	$90,000.00	$90,000.00	0.000%	0.000%
3	3.9	Direct Site Funding to Support Interventions	Yes	$1,456,000.00	$1,456,000.00	0.000%	0.000%
3	3.12	Language Acquisition Supplemental Materials	Yes	$150,000.00	$168,919.00	0.000%	0.000%
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	Yes	$0.00	$0.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$411,786,696.00	$24,119,832.00	0.000%	5.857%	$24,903,988.00	0.000%	6.048%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of

this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **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 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's

LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-25

Date of Board Approval
6/24/25

LEA Name
Irvine Unified School District

CDS Code:
30 73650 0000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Irvine Unified School District (IUSD) Local Control and Accountability Plan (LCAP) is guided by five overarching goals designed to promote equitable outcomes and academic excellence for all students:

1. Foster an engaging and inclusive school climate supported by a Multi-Tiered System of Support (MTSS) to ensure the personal and academic growth of every student.

2. Ensure all students achieve proficiency in essential standards through the implementation of standards-aligned, high-quality instruction, formative assessment practices, and the use of appropriate instructional materials.

3. Identify and address barriers that may impede student access and achievement, provide targeted support as needed, and ensure equitable allocation of resources.

4. Deliver strategic and systemic support to Foster Youth in order to reduce chronic absenteeism and improve academic performance in English Language Arts and Mathematics, as measured by the California School Dashboard over a three-year cycle.

5. Implement evidence-based programs and supports to improve the educational experience at Creekside High School, specifically aiming to enhance attendance and college & career readiness outcomes as reflected on the California Dashboard and local indicators.

The actions embedded within the LCAP have significantly enriched the educational experiences of all IUSD students. Initiatives such as summer learning programs, teacher mentoring, Teachers on Special Assignment (TOSAs), and college and career readiness efforts have bolstered student learning and engagement. Additionally, districtwide efforts including Professional Learning Communities (PLCs), MTSS, Supportive Learning Environments for all students, and wellness supports have been especially impactful in improving outcomes for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students.

IUSD strategically utilizes federal funds to enhance outcomes for unduplicated students—specifically English Learners, Foster Youth, and SED students. Title I funding is primarily directed toward elementary and middle schools, with a particular focus on foundational skills in literacy and numeracy. District data indicate that achievement gaps for SED students emerge early; therefore, supplemental federal resources are allocated to sites with the highest SED student populations. Centralized Title I services include staffing, support for students experiencing homelessness, transportation assistance, parent engagement initiatives, and professional learning.

Title II funding is utilized to release teachers for participation in PLCs—an essential component of the LCAP. This professional learning model fosters a positive and collaborative instructional environment and equips teachers with the tools to deliver differentiated instruction aligned with state standards and local assessments.

Title III funding is consolidated to provide direct support to English Learners. Services include professional development, supplementary curricular materials, site-based instructional assistants, and parent outreach. IUSD educators are committed to ensuring that all English Learners—including newcomers and Long-Term English Learners (LTELs)—receive instruction that both supports English language development and ensures access to rigorous, grade-level content. The integration of Title I, II, and III resources strengthens support for both immigrant and English Learner programs districtwide.

Federal funds are distributed and expended in accordance with federal laws and guidelines. Both the District and individual school sites determine funding allocations to align with LCAP priorities and School Plan for Student Achievement (SPSA) goals. District staff review all federal expenditures for compliance and alignment with strategic initiatives. Site administrators receive targeted professional learning and individualized coaching on SPSA development. Resources, including checklists and planning timelines, are provided to ensure coherence and best practices. Upon submission, each SPSA is reviewed with personalized feedback prior to Board approval.

At this time, IUSD has not elected to transfer any federal funds from their original allocations.

Additionally, the District maintains ongoing, meaningful consultation with nonprofit private schools to provide equitable services to eligible students and educators. IUSD hosts biannual meetings to review program requirements, support implementation, and oversee funding plans. An approval process is in place to ensure proper use of allocations, and staff remain available throughout the year to assist participating private schools in implementing Title I, II, III, and IV programs effectively.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

IUSD shares its mission and vision with stakeholders through various platforms, including the LCAP, Strategic Initiatives Document, Continuous Improvement Plan, district website, and social media.

Federal funds are distributed and spent in accordance with federal regulations and guidelines. The District and individual school sites decide how to use these federal funds to align with the priority areas outlined in the district LCAP and individual School Plan for Student Achievement (SPSA) plans. Educational partner groups have opportunities to provide feedback through the Annual Survey, LCAP activities, board meetings, School Site Councils (SSC), the District English Learner Advisory Committee (DELAC), and the Irvine Unified Council Parent Teacher Association (IUCPTA). The District reviews the site SPSAs to ensure they align with the LCAP, and district staff examines individual purchase orders using federal funds for compliance and alignment with district initiatives.

Data from the District, school sites, and subgroups, as reported through the California Dashboard, DataQuest, and local data collections, are regularly reviewed to identify key focus areas. In cabinet and department-level meetings, state and federal resources are allocated to address the educational needs of at-promise and underserved students. This information is communicated to principals through bi-monthly meetings and updates from district departments, ensuring that administrators understand district priorities and expectations for the services provided at their sites. The McKinney-Vento/Foster Youth Liaison and support staff are available to assist site administrators in helping underserved families access appropriate support and services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Irvine Unified School District (IUSD) identifies low-income families using eligibility for free and reduced-price meals as the primary indicator. In accordance with federal guidelines, Title I, Part A funds are allocated to schools through the Consolidated Application and Reporting System (CARS). Schools with a percentage of eligible students that meets or exceeds the district average qualify for Title I funding, with an emphasis on supporting early intervention and academic enrichment programs. All qualifying elementary, K-8, and middle school sites are eligible to receive Title I, Part A funds. Additionally, schools previously designated as Title I that fall below the threshold are provided a one-year grace period to maintain programmatic continuity and sustain critical student support efforts.

IUSD strategically allocates a portion of Title I funds to offer centralized services that promote equitable academic opportunities and outcomes for students from low-income backgrounds. These centralized supports include resources for McKinney-Vento and foster youth, supplemental academic programs, and parent engagement initiatives. By centralizing select services, the district ensures that all students, regardless of school site, have access to high-quality support that addresses their unique needs.

Family and student engagement remain a cornerstone of IUSD's approach to improving academic success. Title I funds are used to enhance student learning through tutoring services and the distribution of summer learning toolkits at Title I schools. These initiatives are designed to help students master state standards, accelerate learning, and close achievement gaps.

IUSD remains deeply committed to supporting students experiencing homelessness and those in foster care. Title I, Part A funds are specifically reserved to provide targeted assistance and wraparound services to McKinney-Vento and foster youth. The district's McKinney-Vento support team partners directly with students and families to offer consistent support, helping to stabilize their educational experiences and ensure continuity of learning.

Recognizing the importance of educational stability, IUSD upholds the right of McKinney-Vento students to remain in their school of origin whenever feasible. This practice helps maintain consistent academic progress and social-emotional well-being, minimizing the disruption often associated with residential transitions. This approach reflects IUSD's unwavering commitment to the academic success, equity, and holistic support of all students.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will use the following tools to help identify if any disparities exist in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:

1. District results to the Comparability Report
2. School Accountability Report Card (SARC) indicates if sites have teacher mis-assignments or vacancies, students without access to standards-aligned materials, and safe, clean, and functional school facilities
3. California Dashboard reviewing state and local indicators to identify underperforming student groups compared to their peers
4. Local indicators to identify underperforming student groups compared to their peers
5. Districts and sites will use the Annual Survey summary information to identify areas of concern or portions of the learning process where student groups are underperforming compared to their peers

IUSD currently has 164 out-of-field teachers, which makes up 9.4% of their teaching staff. The overall rate of teachers classified as "ineffective" or "out-of-field" is reported to be low at <10%. However, the District does not display any disparities in minority or low-income students being taught by ineffective or out-of-field teachers. It has also been noted that inexperienced teachers do not teach socioeconomically disadvantaged (SED) students at higher rates than their peers. There is a small difference in the rates of minority students being taught by inexperienced teachers, with a rate of 12% compared to 9.2% for other students, showing a slight increase from the previous year. Solis Park K-8 and Jeffrey Trail Middle School have moderate rates of inexperienced teachers at 14% and 13% respectively, but these schools do not have higher-than-average minority student enrollments.

The District is committed to addressing these disparities through established processes aimed at supporting continuous improvement:

1. Continuous Improvement Council
2. District LCAP focuses on improving state-identified and district-selected metrics for all subgroups
3. The SPSA process is aligned with the District LCAP, and sites develop goals that reflect the performance of all students and specifically identify actions and strategies to support low-income students, English language learners, and foster youth
4. PLCs are looking at the academic performance of all students
5. The District will implement MTSS to support a child's academic, behavioral, and social-emotional needs
6. Use Title II, Part A funds to support all teachers' professional growth and improvement (see Provisions Not Addressed in the LCAP—Title II Part A for details)
7. IUSD has an in-house induction program and training for beginning teachers, which includes in-person training, online content and resources, and individual mentoring through an assigned support provider (experienced teacher)

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

IUSD uses the following strategies to implement effective parent and family engagement:

1. Needs Assessments—The LEA conducts surveys to gather parents' feedback and understand their preferences for parent and family engagement. This process ensures that engagement strategies are tailored to the specific needs of each community, fostering more effective and meaningful involvement.
2. Development of a Family Engagement Plan—Each site develops a family engagement plan to outline goals, strategies, and activities that families can participate in to support their child's education. The School Site Council provides feedback and approves the policy each year.
3. Clear Communication Channels—Clear and accessible communication between schools and families is established. These include newsletters, emails, phone calls, websites, academic progress reports, family resources, and Parent Square communication.
4. Family workshops and training—The District provides at least one training session annually to families on topics such as understanding academic standards, fostering literacy at home, and utilizing technology for learning. The sessions are developed based on parent feedback and empower families with the knowledge and skills to participate actively in their children's education.
5. Parent-teacher conferences—These meetings allow families and educators to dialogue openly, set goals, and collaborate. Teachers discuss students' strengths, areas for improvement, and strategies for support both at home and in school.
6. Volunteer Opportunities—Families are encouraged to volunteer in various school activities, such as classroom assistance, school events, and parent-led initiatives. Volunteering fosters a sense of ownership and investment in the school community and strengthens the relationship between families and staff.
7. Cultural Competency and Inclusivity—IUSD respects our community's diversity. We provide language translation services/technology, culturally relevant materials, and accommodations to ensure equitable access and participation for all families.
8. Feedback Mechanisms - Feedback is solicited in surveys and regular meetings with parent advisory groups to provide information to refine family engagement in IUSD.

IUSD values parents' and families' engagement in education and the importance of student achievement and well-being.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD's Parent and Family Engagement Policy represents a collaborative effort between Title I and Title III administrators. With contributions from parents and site representatives, revisions were made and subsequently submitted to the IUSD Board of Education for final approval on September 11, 2024.

Each Title I school site allocates 1% of its Title I funding specifically for parent and family engagement activities. IUSD district staff collaborates closely with Title I school site teams to provide support and technical assistance aimed at enhancing the school's capacity to develop effective parent and family engagement policies and activities. This collaboration occurs through quarterly Title I meetings involving district staff, site representatives, and on-site consultations.

Title I school sites are required to hold at least one annual meeting for parents and families to explain the Title I program requirements and provide information about the curriculum, assessments, and standards. Based on input from parents, sites must develop and distribute a School/Parent Compact. School sites are encouraged to solicit feedback from parents and families within their communities to identify flexible meeting times and topics of interest, thereby empowering parents to support their children's education. Additionally, Title I school sites conduct an annual review and evaluation of the effectiveness of their parent and family engagement activities, identify barriers, and collaborate on actions and strategies to enhance parent participation and engagement.

In addition to the Title I parent and family engagement requirements, IUSD provides various opportunities for parents and guardians of Title I, EL, and immigrant students to engage in their children's education. The Irvine Parent Education Programs (IPEP) offer seminars, workshops, and courses designed to help parents and guardians access district and community resources, gain insight into the learning process, and learn effective strategies to support student learning at home. These programs also aim to strengthen home-school connections and encourage active participation in the learning community through volunteering and committee involvement.

IUSD has established a district-level collaboration involving staff from various programs, including Language Development, Early Childhood Learning Center, Title I, McKinney-Vento, and Student Support Services, to coordinate programs and communication efforts. The District leverages multiple funding sources to facilitate parent education and engagement activities. Additionally, IUSD employs the messaging platform Parent Square and maintains a comprehensive district website to provide timely information about activities, programs, services, graduation requirements, identification and reclassification procedures, student assessments, program placements, and achievement results.

To enhance access to notifications and resources for parents and guardians, IUSD offers translated information and liaison support in the six most common languages spoken in the district. Furthermore, the IUSD website is accessible in

over 70 languages. The District has also invested in translation technology to facilitate presentations and one-on-one conversations.

To fulfill stakeholder engagement requirements as part of the LCAP process, the state has designated key stakeholder groups to represent the needs of IUSD's student groups. The District English Learner Advisory Committee (DELAC) serves English learners; the Special Education Community Advisory Committee (SPED CAC) advocates for Special Education students; and the Irvine Unified Council Parent Teacher Association (IUCPTA) represents low-income and foster youth, along with various parent communities within IUSD. Furthermore, IUSD has established a comprehensive process for engaging diverse stakeholder groups and encouraging their input during the LCAP process, which includes:

1. Educating parents in the fall about the Local Control Funding Formula (LCFF) and the LCAP.
2. Conducting feedback sessions with parent groups such as DELAC, IUCPTA, SPED CAC, AA/B, and LGBTQ+ Parent Advisory Groups from January to April 2025.
3. Gathering staff input during ITA, CSEA, Principal Meetings, and District Leadership meetings, including those involving SELPA.
4. Conducting an Annual Survey in January 2025, with participation from 2,380 staff members, 8,329 parents, and 24,488 students. Additionally, we will reflect on draft LCAP actions through the Spring LCAP Investment Survey in March 2025, targeting 1,117 Certificated and 157 Classified staff, 165 parents, and 182 students, and the Equity Multiplier LCAP Activity.
5. During the approval process, stakeholders have the opportunity to participate in public hearings at regularly scheduled board meetings. (For more detailed information on stakeholder engagement in the IUSD LCAP, please see the accompanying documentation.)

See LCAP Actions:
1.2 Student Support Services Staff
1.6 Parent Engagement - Actions to Support All Students
1.12 Parent Education/Engagement - Strategic Actions
1.12.2 Partial Funding for LDP Coordinator
1.14 Staffing: Language Development Department - Strategic/Intensive Actions
1.19. Parent Engagement Actions - Strategic/Intensive
4.2 Differentiated Assistance Plan - Foster Youth
5.1 Transportation Plan- Creekside High School (Equity Multiplier Site)

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools within the IUSD that receive Title I funds are designated as Schoolwide Programs. Following a recommendation from their School Site Councils (SSC) and approval from the IUSD Board of Education, all Title I schools have been granted a waiver from CDE to operate as Schoolwide Programs. As part of their School Plan for Student Achievement (SPSA), Title I sites are required to conduct a thorough needs assessment with input from essential educational partners. This assessment includes analyzing the academic performance of all students at the school, with a focus on those who are struggling or at risk of not meeting state academic standards. Based on the results of the needs assessment, schools identify actions and strategies that will be implemented to provide a comprehensive education to all students, specifically targeting opportunities for students encountering challenges in meeting state

academic standards. For instance, schools may use funds to create additional learning opportunities during the school day or through extended learning time to address the specific instructional needs of struggling students. This may involve selecting and implementing evidence-based intervention programs and hiring instructional support staff (such as Intervention Teachers and Instructional Assistants). Schools outline in their School Plan for Student Achievement (SPSA) the actions and strategies supported by Title I funds. The SPSA is developed with input from crucial educational partners and approved by the SSC. Schools are required to conduct an annual review of their SPSA using updated student data to assess the overall effectiveness of their plan and the strategies and actions in supporting students to meet state academic standards, with input from their SSC. This annual needs assessment informs decisions on which initiatives will be continued, modified, or discontinued for the following school year.

To oversee the Schoolwide Program at IUSD sites, district staff collaborate closely with Title I school sites to ensure compliance with the requirements of a Title I Schoolwide Program. District staff offer assistance and guidance to school sites in developing their Title I programs through regular meetings and on-site coaching. During these meetings, district staff lead discussions on specific site needs, best practices for providing support, and delivering high-quality instruction and intervention to students who are struggling academically. The district conducts annual monitoring and collects all necessary documents to meet Federal and State requirements. The SSC actively contributes to the development and implementation of the Schoolwide Program at the school site.

See LCAP Actions:
1.1 Staffing: Student Behavior, Engagement, Health and Mental Wellness - Actions to Support All Students
1.2 Student Support Services Staff
1.3 Behavior Systems - Actions to Support All Students
1.4 School Climate & Social Emotional Learning - Actions to Support All Students
1.5 School Attendance and Chronic Absenteeism
1.6 Parent Engagement-Actions to Support All Students
1.7 Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness
1.9 Behavior Systems - Strategic/Targeted Actions to Support
1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions
2.1 Professional Learning Communities (PLC)
3.3 Class Size Reduction
3.9 Direct Site Funding To Support Interventions
4.1 Staffing: Support for Foster Youth
4.2 Differentiated Assistance Plan - Foster Youth
4.3 District Support for Foster Youth Students
4.4 Academic Intervention Support: School Site Allocations

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district ensures that students experiencing homelessness are not segregated or stigmatized. Placement decisions are based on the student's best interests. Students experiencing homelessness are given school of origin rights to enhance school stability unless parents request otherwise or it is deemed the student would be better served elsewhere. They can continue attending their school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing. District policies also ensure immediate enrollment, the right to participate in school activities, and access to services comparable to those of other students.

In the event of a dispute regarding school selection and enrollment, the district has a McKinney-Vento Homeless Education Dispute Resolution Process in place, conducted by the McKinney Vento/Foster Youth liaison. Additionally, children experiencing homelessness have the right to receive full or partial credits for all work satisfactorily completed before transferring schools. When partial credit is awarded in a specific course, the student should be enrolled in the

same or an equivalent course, if applicable, to enable completion of the entire course. Also, when a student experiencing homelessness transfers schools any time after the completion of the student's second year of high school, the student may be exempt from coursework/requirements that are in addition to statewide requirements unless the student is reasonably able to complete the requirements by the end of their fourth year of high school.

To ensure McKinney Vento students are supported, annual training is provided to site staff regarding enrollment, support for students experiencing homelessness, and the McKinney Vento liaison responsibilities. District policy and administrative regulations outline the role and responsibilities of the district liaison, which includes ensuring that:

1. Students experiencing homelessness are identified by parent reports, school personnel, and through coordination activities with other entities and agencies
2. Students experiencing homelessness enroll in district schools and have a full and equal opportunity to succeed
3. Families and students experiencing homelessness receive educational services for which they are eligible
4. Parents/guardians are informed of education-related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of children experiencing homelessness is disseminated at places where children receive services, such as schools, shelters, and support agencies
6. Enrollment disputes are mediated under law, board policy, and administrative regulation
7. Parents/guardians are informed of transportation services

IUSD uses Title I, Part A funds to support children and youth experiencing homelessness by funding direct administrative and classified support, transportation, clothing, and school supplies (e.g., backpacks).

IUSD partners with Family Promise of Orange County to provide access to housing support services and housing navigation services to families that are homeless or at risk of homelessness. Family Promise of Orange County additionally provides family support services and budgeting support to help families secure stable housing. The District offers additional referrals to other agencies that support students and families with case management, access to healthcare, behavioral/counseling support, and other supportive services within the community. IUSD helps connect students and families with low to no-cost medical and healthcare facilities through Medi-Cal or OC Health's Family Health Clinic. The district's McKinney-Vento liaison meets with families to determine each family's needs. It refers to the most appropriate agencies (i.e., Family Solutions Collaborative, Family Resource Centers, South County Outreach, Family Promise of Orange County, etc.). The district liaison is available to meet with students and families throughout the week at a convenient time for the family. Transportation, hygiene, and school supplies are also provided to help support student attendance, overall educational outcomes, and wellness.

See LCAP Actions:
1.2 Student Support Services Staff
1.5 School Attendance and Chronic Absenteeism
4.1 Staffing: Support for Foster Youth
4.2 Differentiated Assistance Plan - Foster Youth
4.3 District Support for Foster Youth Students
4.4 Academic Intervention Support: School Site Allocations

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although the District does not use Title I, Part A funds to support, coordinate, and integrate services for the transition of students, IUSD does facilitate effective transitions for students from early childhood education through postsecondary education in the following ways:

Early Childhood to Elementary Transitions:
Each year, IUSD's Early Childhood Learning Center (ECLC) transitions approximately 400+ students into pre-kindergarten (PK) or Kindergarten (K) programs located in one of IUSD's elementary schools. The transition process is multifaceted and involves parents, students, and both receiving and sending school teams.

ECLC preschool teachers gather data on programming, class schedules, and instructional practices through school site visits and opportunities for collaboration. This information is used in preschool instructional planning to support the development of the foundational skills necessary for school success in PK/K and beyond. In the spring of each year, PK and K instructional teams visit ECLC to learn more about the environments students will be transitioning from, support the implementation of accommodations, and promote smooth transitions for all students. Additional planning and preparation for Special Education and at-risk students occurs by sending and receiving school teams throughout the school year.

Starting in January each year, parent information nights are held throughout IUSD to facilitate family access to information supporting smooth transitions for all students. In January, parent events focus on sharing relevant and procedural information. In February, the annual parent education workshop "Preparing for the Transition to PK/K" builds parent knowledge around best practices that support student readiness. Also, in February, IUSD hosts a parent information night on pre-kindergarten at one of the 31 elementary school sites. Each elementary school will host a kindergarten round-up event in March to inform families about site-specific kindergarten information. In May each year, the Language Development Department hosts a parent information meeting regarding IUSD English Language programming and support. Irvine Public School Foundation hosts summer enrichment opportunities for incoming PK/K students each summer through their JumpStart Kindergarten program.

In collaboration with the Children and Families Commission of Orange County (First 5 OC) and the City of Irvine Child Care Coordination Office, IUSD hosts the Pre-K - Kindergarten Articulation Committee multiple times yearly. The team comprises IUSD PK or K teachers from each elementary school, and preschool teachers or directors from ECLC and private programs throughout Irvine. The goal is to provide an opportunity to network, communicate, and learn from one another to support all students and their families in transitioning to and throughout school. ECLC, in partnership with the Children and Families Commission of OC, offers School Readiness Enrichment classes and funds a full-time Early Learning Specialist (ELS) and Parent Educator. The role of the ELS and Parent Educator includes providing early learning services to local community preschool providers, including the IUSD ECLC team, and supporting IUSD preschool educators and parent education to families.

Elementary to Middle School Transitions:
Our elementary students transition to middle school from 6th to 7th grade at most IUSD schools, except for four K-8 schools, where little transition is necessary as the students stay at the same school. To support readiness transitions, 6th-grade teachers present transition topics to students in the classroom, especially in the spring of the school year. The 6th-grade classes visit middle schools and see performances or have tours as part of the transition process. Site administrators, counselors, and some staff from the middle schools also visit elementary schools to share opportunities that students will have in middle school, and share registration steps with students and parents, getting them excited about the elective options from which they will choose. In the spring, each middle school hosts a Family Night/Open House in the evening to familiarize families with their new school. The first day of school on each middle school campus is set aside for 7th graders to orient them to the secondary-level setting. This special orientation day for 7th graders involves 8th graders taking leadership roles and welcoming new students. In addition to tours of the school, and meeting each of their teachers, the incoming 7th-grade students are informed of the PBIS practices on each campus, especially learning the expectations at key places, such as behaviors when arriving or leaving school, at lunch, during passing periods, in PE, and classrooms. Schools support transitions for special groups of students in addition to activities and events for all students. Core MTSS middle school staff meets with elementary staff to make plans for transition with students who may be at risk. Transition meetings for 504 and Special Education students are held at the elementary schools, with middle school staff participating. In addition, summer school adds support for students needing additional time for middle school readiness in English Language Arts or Mathematics.

Middle to High School Transitions:
IUSD high schools host a Family Night each spring for incoming 9th graders and parents. During this evening, students and parents are introduced to activities and electives that students can participate in and to high school expectations,

opportunities, and PBIS practices. After the Family Night kickoff, high school staff (counselors, administrators, and advisors) participate in registration sessions, are available one-on-one to answer questions and work through options with each student and their parent/guardian. Throughout the year, high schools invite students and families to special activities on campus, including drama, music, and sports events. Middle school counselors provide guidance lessons for students in readiness for high school and begin the process of career exploration with students. Each high school has a special orientation day for incoming 9th graders before the school year begins. During this day, a Link Crew program, or one similar to it, provides a structured event in which new students are supported by junior and senior students who lead activities. They remain connected with smaller groups of students throughout the school year. Similar to the transition to middle school, high schools also support transitions for special groups of students. Core MTSS staff meets with middle school staff to make plans for the transition of at-risk students. Meetings are held for 504 and special education students, with middle and high school staff participating alongside parents and students. In addition, summer school supports students needing additional support for high school readiness within English Language Arts or Mathematics, or by getting a head start with an elective opportunity. Many students also take advantage of summer athletic camps or other transition camps that may be offered, to help acclimate to high school life.

High School Transition to Post-Secondary and Career:
High school students prepare for their educational journey through high school and beyond, starting their 9th-grade year with guidance lessons provided by counselors and through resources such as the Naviance program. In the 10th grade year, each sophomore and their parents/guardians meet individually to review their four-year academic plan and further explore college and career goals. Students can take CTE/ROP courses throughout high school during the day, after school, and during the summer. These courses provide a valuable introduction to career opportunities and support the development of industry-specific and general professional skills. Specialists at high schools further this work as Career Link and College & Career Specialists connect students to jobs and other work-based learning opportunities. PTSA groups on each high school campus facilitate career speakers at PTSA meetings or during lunchtime for students. In addition, each year, the district holds a College & Career Fair and invites students and families to learn about options directly from representatives of colleges, the military, and various business sectors, including the opportunities available to them in high school.

College and career readiness is a priority goal for all IUSD students. In addition to the efforts listed, schools provide college testing for all students during the school day so all students have access to this opportunity. During the 23-24 school year, 9th-grade students took the PSAT 8/9, 10th-grade students took the PreACT, and 11th-grade students took the PSAT/NMSQT. This helps provide additional data for students, families, and staff to support college and career pathways. Each high school offers additional counseling sessions for families who require support beyond the sophomore counseling and annual registration meetings. Each high school also provides access to college and military representatives on campus and offers organized trips to local colleges. High schools also provide college application workshops and informational meetings each year, including help with filling out the FAFSA. Counselors attend UC, Cal State, and community college forums each year to stay informed of changes in the college application processes within the different schools. IUSD has formal agreements with Irvine Valley College and Saddleback Valley College to offer dual enrollment courses for our students. IUSD students may access college classes in high school through this dual enrollment agreement, which allows them to take a class or two concurrently with their full high school schedule. During the 2023-2024 school year, students could take Biotechnology, Business, Math, World Language, Human Development and Manufacturing courses. Additional courses are being explored and planned, including courses in design, business, and communications offered through Irvine Valley College. In addition, IUSD offers CTE courses in Engineering, Manufacturing, Medical Graphic/Digital Design, Hospitality, Horticulture, Healthcare, and Work-Based Learning, among other educational programs. Through our partnerships with the Coastline Regional Occupational Program, we offer various courses within the bell schedule and after school.

IUSD has actively developed relationships with community partners, including local universities, colleges, and industry and business professionals. Curriculum leaders have connected with professors and professionals in their areas of expertise. A CTE Advisory Committee made up of industry partners, post-secondary representatives, students, parents, and staff has been instrumental in providing guidance in developing our programs as we prepare students for the changing workplace. The District collaborates with the City of Irvine to infuse middle school student leadership opportunities into the school year. Relationships with local businesses, including OC Pathways group membership, have helped cultivate, grow, and launch high-quality CTE programs. These partnerships have allowed for the building of opportunities in work-based learning for students and staff members. These include internships, field trips, speakers, and shadowing opportunities.

See LCAP Actions:

1.1.Staffing: Student Behavior, Engagement, Health and Mental Wellness
3.4 Early Learning Support
3.5 Graduation Support

3.6 College and Career Readiness-Broad Actions
3.11 College and Career Readiness

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District supports schools with funding, staffing, and resources for identifying and serving advanced learners and assisting schools in developing effective school library programs. However, IUSD does not use Title I, Part A funds to support these programs.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

IUSD implements a comprehensive professional development and improvement system for all staff members, including required and optional training. Administrators and TOSAs (Teachers On Special Assignment) receive regular training in adult learning theory, principles of effective professional learning delivery, and best practices surrounding the planning and assessment of professional development through frequent Professional Learning Zen meetings. All professional learning throughout the district is continually evaluated through the systematic collection and analysis of the evidence of effectiveness. This evidence includes comprehensive evaluation surveys aligned to the standards of professional practice, presenter anecdotal observation and reflection, follow-up surveys to determine if the content application has occurred, and classroom observation data. This data is analyzed through two processes: the presenting team determines if the professional learning planning, delivery, and implementation were effective for individual events and by district office Professional Learning Communities, who analyze the data across multiple events and departments.

Teachers receive various professional development offerings based on experience level, individual need and/or interest, content area, or grade level. IUSD offers an in-house Induction program and training for beginning teachers and administrators, including in-person training, online content/resources, and individual mentoring through an assigned Support Provider (experienced teacher). All teachers, regardless of content area or experience, receive three full-day mandated professional learning days scheduled at the start of each school year, in October and in February/March. Examining student achievement data determines the content for these district-wide, non-student, professional learning days, needs assessment surveys, and data collected from previous professional learning offerings. In addition to these district-wide days, all classroom teachers are released for a full day of additional training that is content or grade-level-specific. All teachers can access after-school professional learning across various instructional topics, content areas, and programs. Many trainings provide specific strategies for developing leadership skills for IUSD teacher leaders at both the district and site levels, including our Professional Learning Communities Facilitator Coach (PLC FC) training, which includes approximately 90 teacher leaders.

Both district office administrators and principals are encouraged to attend all teacher professional learning offerings to deepen their instructional leadership knowledge and skill set. Additionally, an in-house induction program is available for all beginning administrators to clear their credentials and receive additional support during this critical time of transition. District-wide, we require members of the leadership team, both certificated and classified, to attend a year-long training series as part of our Continuous Leadership Academy. After this initial training series, all leadership team members participate in leadership coaching groups led by peer facilitators and coaches. Before becoming a CLA group coach, administrators participate in coaching training to develop their facilitation skills and coaching pedagogy. Multiple times each year, CLA Boosters are offered to all leadership to provide a review of crucial leadership assets and an opportunity to practice these skills in a supported environment. Participation in the Continuous Leadership Academy ensures that all district leaders receive ongoing leadership skill development throughout their careers. Each summer, the entire leadership team participates in an Administrative Advance, which provides an overview of district progress, identifies critical focus areas for the coming year, and offers conference-style professional learning offerings focused on leadership issues.

Other district staff also receive regular training and professional development based on their specific role within the district. All instructional classified staff participate in a full day of training during the October district-wide professional learning day, which provides a variety of sessions focused on effective instructional and classroom management strategies. Our Irvine Paraprofessional Learning Academy is offered once a trimester after school hours and allows instructional assistant staff to self-select training sessions and receive compensation for attending. Additionally, each instructional classified staff member has an individual subscription to an online learning program, Master Teacher, that provides over 300 online self-paced modules available on-demand to all staff. Non-instructional classified staff members are offered a modified version of our Continuous Leadership Academy to provide essential leadership skills and strategies for effectively working with and supporting others.

See LCAP Actions:

1.3 Behavior Systems - Actions to Support All Students
1.4 School CLimate & Social Emotional Learning - Actions to Support All Learners
1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
2.1 Professional Learning Communities (PLC)
2.2 Instructional Support - Actions to Support All Students
2.3 Educational Technology (Ed Tech) Support - Actions to Support All Students
2.7 Professional Learning
2.20 Professional Development for Teachers Supporting EL Students

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD does not currently have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

The District is committed to ensuring equity in education and provides support to site staff in designing professional learning programs for the effective implementation of selected strategies. This entails working through Professional Learning Communities (PLCs) for implementation, common assessments, and progress monitoring. An appropriate portion of Title II funds, supplemented by district base or additional funds, will be allocated to augment resources specifically addressing the needs of subgroups requiring extra support. This commitment underscores the dedication to providing every student with the necessary resources for success.

Stakeholders play a crucial role in the improvement process, with multiple opportunities to provide input and feedback on funding and priorities, including survey data, LCAP meetings, collective bargaining teams, principals, and the District Instructional Leadership Team. This ensures that all voices are heard and valued. As state assessment and CA Dashboard data are released, staff analyze the data to identify strengths and areas of improvement, which in turn inform budget development, revising of Title II actions, and strategies to target high-need areas for continuous improvement.
See LCAP actions:

1.4 School Climate & Social Emotional Learning - Actions to Support All Students
1.5 School Attendance and Chronic Absenteeism
1.6 Parent Engagement-Actions to Support All Students

1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

IUSD uses data and evidence from various sources to drive continuous improvement. Student achievement data from the California Dashboard, CAASPP state assessment results, ELPAC, district assessments, and universal screening results are analyzed at the classroom, school, and district levels. The District Annual Survey collects perceptual and experiential data from students, teachers, and educational partners. This data is used to develop School Plans for Student Achievement (SPSA) and inform areas for improvement.

IUSD values collaboration and regular feedback. The district consults with educational partners including the DELAC, Special Education Advisory Committee, and Health Advisory Committees. These groups meet regularly to receive program information and provide feedback.

The Continuous Improvement Council, comprised of teachers, principals, district office administrators, parents, and students, plays a crucial role in the district's improvement efforts. The council meets multiple times a year to review student achievement and offer guidance.

See LCAP Actions:

1.2.Student Support Services Staff
2.1 Professional Learning Communities (PLC)

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers are provided professional learning opportunities to develop the best instructional practices to meet the needs of EL and immigrant students. District-facilitated cross-curricular PLC team collaboration focuses on using research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency, 2) development of the academic language/literacy skills needed across content areas, and 3) creating inclusive learning environments. Professional learning ensures the development of integrated programs, the implementation of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring student progress toward language proficiency and content mastery. Paraprofessionals and parent outreach facilitators are provided professional learning opportunities to develop the strategies needed to assist EL and immigrant students in the classroom and develop the skills needed to facilitate parent seminars and family engagement activities.

Actions and Strategies:

Provide ongoing professional learning for elementary and secondary teachers so that they can engage in the following practices:
1. Scaffold language instruction to meet the needs of ELs, effectively moving them from one level of language proficiency to the next
2. Engage in the further development and refinement of best practices, including effective SDAIE strategies for providing sheltered and differentiated instruction in the Structured English Immersion (SEI) classroom
3. Create Integrated ELD instructional plans using the CA ELD standards with content area standards and learning activities to support student engagement and interaction
4. Create Designated ELD lessons in which instruction is focused on CA ELD standards and assists ELs in developing the critical English language skills needed for academic content learning in English
5. Develop and implement a comprehensive progress monitoring system for EL achievement and proficiency
6. Develop common formative and summative assessments that inform instruction and intervention decisions and ensure students do not incur irreparable academic deficits
7. Utilize additional site PLC collaboration time for data review, analysis of assessment results, and discussion of the implications for EL student performance in each assessment part
8. Analyze equitable access for ELs to the broad course of study and determine how to remove barriers so students can participate at higher levels of rigor and complexity
9. Provide teachers and support staff opportunities to participate in professional learning that supports effective learning strategies, use technology that facilitates student learning and engagement, have frequent academic conversations and collaboration opportunities, and access challenging text and content
10. Provide training and facilitation needed to support parent and family engagement activities at school sites, expanding programs district-wide

See LCAP Actions:
1.10 School Climate and Social-Emotional Learning - Strategic/Targeted

1.12 Parent Education/Engagement -Strategic Actions
1.14 Staffing: Language Development Department - Strategic/Intensive Actions
1.18 Language Development Teachers on Special Assignment (TOSA)
1.19 Parent Engagement Actions - Strategic/Intensive
2.1 Professional Learning Communities
2.9 Language Acquisition Program Support
2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
2.20 Professional Development for Teachers Supporting EL Students

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD continues to develop and provide Intersession Opportunity Programs with various learning options for EL and immigrant students. These opportunities serve as a transitional and extended learning program for EL and immigrant students who arrive "off cycle" from the IUSD academic year. For students in grades 9-12, IUSD offers graduation credit recovery in these programs. For Grades 1-9 students, IUSD continues to provide summer programs for academic language and literacy skill development. Site team collaboration and professional learning opportunities support curriculum development and instructional design for these programs.

Our dedicated paraprofessionals are assigned to classrooms, intersession, and extended learning programs, providing valuable supplemental instructional support. We also offer training specifically for our bilingual staff, focusing on the strategies needed to assist students in the school and develop the necessary skills to conduct parent courses and family engagement activities. Our certificated and bilingual classified employees facilitate parent and family activities, ensure access to community programs, parent education courses, and support programs for immigrant parents.

See LCAP Actions:
1.6 Parent Engagement - Actions to Support All Students
1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
1.12 Parent Education/Engagement -Strategic Actions
1.18 Language Development Teachers on Special Assignment (TOSA)
1.19 Parent Engagement Actions - Strategic/Intensive
2.9 Language Acquisition Program Support
2.10 Summer School - Targeted/Strategic Actions
2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
2.13 Language Acquisition Support - Strategic/Intensive
2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
2.16 Summer School - Strategic/Intensive Actions
2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
2.18 Language Acquisition Instructional Aides
2.20 Professional Development for Teachers Supporting EL Students
3.12 Language Acquisition Supplemental Materials

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All classrooms in which IUSD English learners are enrolled are considered Structured English Immersion (SEI) settings. SEI is a language acquisition program where almost all classroom instruction is in English, but the curriculum and presentation are designed to support students learning English. Students are provided with Designated English Language Development (ELD) and access to grade-level academic subject matter content through Integrated ELD. The subject matter content is presented in a way that is accessible to all learners, and students are given the appropriate instructional support (substantial, moderate, or light) to access and master grade level standards. The coursework aligns with the California English Language Arts (ELA), History/Social Studies, Math, and Science standards. Various instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy development. Paraprofessionals, off-ratio sections, and co-teaching models reduce student-to-teacher ratios, providing more personalized instruction and targeted assistance.

See LCAP Actions:
1.6 Parent Engagement - Actions to Support All Students
1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
1.18 Language Development Teachers on Special Assignment (TOSA)
2.9 Language Acquisition Program Support
2.12 Academic Intervention - Intensive Actions
2.13 Language Acquisition Support - Strategic/Intensive
2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
2.18 Language Acquisition Instructional Aides
2.20 Professional Development for Teachers Supporting EL Students
2.21 Site English Learner TOSA Support
3.12 Language Acquisition Supplemental Materials

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD continues to provide site team collaboration and professional learning opportunities that:

1. Focus specifically on research-based strategies and supplemental materials designed to facilitate and improve the attainment of English language proficiency and academic language/literacy skills needed across the curricular areas.

2. Ensure the replication of best instructional practices for differentiation, integrated and designated ELD, and sheltered instruction (SDAIE) in all content areas, formative assessment, and monitoring of EL student progress towards language fluency/proficiency and content knowledge development.
3. Provide for and facilitate program development, curriculum design (language targets for learning in all areas), and implementation of newly adopted and supplemental materials to support learning.
4. Facilitate the development and analysis of common formative assessments to effectively monitor student progress toward language proficiency, grade-level mastery, and content knowledge development.
5. Facilitate the inside-out approach to personal and organizational change that leads to implementing culturally and linguistically responsive teaching and learning.

Replication of Best Practice

IUSD continues to increase the focus on the replication of best and sound instructional practices for academic language development through professional learning opportunities:
1. Purposeful design and implementation of language learning targets, success criteria, progression of learning at different proficiency levels, and effective scaffolding
2. Daily opportunities for introducing, modeling, practicing, and applying newly learned language skills
3. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
4. Instructional delivery that is systematic, intentional, and robust while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review

Monitoring and Evaluating Program Effectiveness

Program staff (Coordinators, TOSAs, and Site EL Lead Teachers) use observation protocols to monitor and support teachers in implementing professional learning, integrating the CA ELD standards, and using effective learning strategies (SDAIE) in all content areas. Program staff and teachers review data collected to identify instruction that specifically targets and facilitates skill development needed for meeting state achievement expectations. Site leadership is required to analyze the achievement data of English learners and include the evaluation of site-specific programs in their School Plan for Student Achievement. District-level Directors review the Title programs.

Monitoring and Evaluating Student Progress

Teachers continue to develop local formative and summative assessments that measure and monitor academic language skill development and guide the development of effective Tier 1 instruction for English learners in all content areas. LEA and site administrators will provide collaboration time, facilitation, and support for classroom teachers to develop the common assessments and engage in an ongoing process of reading, discussing, and analyzing available student data during PLC collaboration.

Tier I Instruction and Intervention

At the district and site levels, IUSD staff continue to refine the process for identifying students who require additional support and/or intervention and then proceed to implement appropriate instructional programs accordingly.

Intersession Opportunity Programs

IUSD continues to offer Intersession opportunities during the summer months for English Language Learners grades 1-12 that:
1. Provide targeted instruction for academic language and literacy skill development
2. Provide extended learning and targeted intervention for conceptual development needed in content area courses
3. Ensure an instructional design that engages and meets the needs of EL students at varying proficiency levels (Newcomers - LTELS)
4. Utilizes formative assessments to monitor student progress toward mastery of the curriculum

Stakeholder Input

Program staff continues to engage stakeholder groups in reviewing and evaluating instructional services and programs through surveys and community collaborative forums.

See LCAP Actions:
1.12 Parent Education/Engagement - Strategic Actions
1.18 Language Development Teachers on Special Assignment (TOSA)

1.19 Parent Engagement Actions - Strategic/Intensive
2.9 Language Acquisition Program Support
2.10 Summer School - Targeted/Strategic Actions
2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
2.13 Language Acquisition Support - Strategic/Intensive
2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
2.16 Summer School - Strategic/Intensive Actions
2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
2.18 Language Acquisition Instructional Aides
2.20 Professional Development for Teachers Supporting EL Students
3.12.Language Acquisition Supplemental Materials

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As part of Irvine Unified School District's commitment to supporting the whole child, Title IV, Part A funds are strategically allocated to promote a well-rounded education, improve school conditions for student learning, and support the effective use of technology. These activities align with the District's Local Control and Accountability Plan (LCAP), which serves as a comprehensive framework for advancing student achievement and well-being. Each year, IUSD collects and analyzes key data on school climate, academic outcomes, engagement, graduation rates, and access to appropriately credentialed staff and instructional materials. This data is shared with educational partners, including staff, families, and community members, to inform transparent and effective decision-making.

The District has recommended, and the Board of Education has approved, the following Title IV, Part A priorities:
Part 1 Access to a Well-Rounded Education - 20% or more to be targeted to Part 1
Action 1: Provide specialized academic intervention TOSA
Action 2: Provide professional learning for language acquisition to promote high academic achievement
IUSD is targeting over 40% of funding for this action.

Part 2 School Conditions - 20% or more to be targeted to Part 2
Action 1: Provide Comprehensive School Threat Assessment (CSTAG), violence prevention consultation, and professional learning for site and district staff to foster safe, healthy, and supportive environments
Action 2: Social Emotional Learning resources, books, and stipends
Action 3: District Stipends to support interventions, professional learning communities at school sites.
IUSD is targeting over 45% of funding for this action.

Part 3 Effective Use of Technology - some % of the funding targeted to Part 3
Action 1: Ellevation- Strategies component for school sites
IUSD is targeting 15% or less of funding for this action.

Consultation and Stakeholder Engagement
IUSD values input from a wide range of stakeholders in designing and implementing Title IV, Part A programs. The District has consulted extensively with parents, students, staff, and school and district administrators to identify student needs and design responsive programs that promote the development of the whole child. This input was gathered

through surveys and direct consultation with site leadership and advisory groups, including the Irvine Unified Council Parent Teacher Association (IUCPTA) and the District English Learner Advisory Committee (DELAC).

Community Partnerships
IUSD actively collaborates with local organizations to enhance program effectiveness and student outcomes. Key partnerships include the Irvine Police Department, City of Irvine Youth Action Teams, Families Forward, Families at Promise, Irvine Public Schools Foundation (IPSF), University of California, Irvine (UCI), Concordia University, and the Irvine Company. These partnerships support the implementation of safe, inclusive, and academically enriching learning environments for all students.

See LCAP Actions:
1.1 Staffing: Student Behavior, Engagement, Health and Mental Wellness-Actions to Support All Students
1.2 Student Support Services Staff
1.3 Behavior Systems - Actions to Support All Students
1.5 School Attendance and Chronic Absenteeism
1.7 Increased/Improved Staffing Support: Student behavior, engagement, health and mental wellness
1.8 Targeted Staffing: Student mental health and wellness - Actions to Support Some Students
1.9 Behavior Systems - Strategic/Targeted Actions to Support
1.11 School Attendance and Chronic Absenteeism - Targeted
1.14 Staffing: Student Behavior, engagement, health, and mental wellness - Strategic/Intensive Actions
1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions
2.2 Instructional Support - Actions to Support All Students
2.9 Language Acquisition Program Support
2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
2.18 Language Acquisition Instructional Aides
2.20 Professional Development for Teachers Supporting EL Students

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Irvine Unified School District (IUSD) employs a comprehensive approach to identifying areas for improvement in student access to a well-rounded education, school climate, and student engagement. As part of the Title IV, Part A needs assessment process, the District systematically reviews multiple data sources to ensure alignment with student needs and district priorities. Notably, both the District's Annual School Climate Survey and LCAP-aligned activities are explicitly included as foundational components of the Title IV needs assessment.

The following indicators and data points are analyzed to inform strategic planning and the allocation of resources:
California School Dashboard: The Dashboard provides multiple academic and non-academic indicators used to evaluate school and district performance. Relevant measures include:
Progress of English Learners toward language proficiency
Graduation rates
College and career readiness
Performance in English Language Arts (ELA) and Mathematics
Chronic absenteeism

These measures help identify disparities in outcomes and inform targeted actions to enhance academic equity and opportunity for all students.
California Healthy Kids Survey (CHKS): Administered to students at key grade levels, the CHKS provides valuable insight into school climate and student well-being. IUSD uses this data to examine:
Student perceptions of academic and behavioral expectations
Opportunities for meaningful participation and decision-making
Feelings of school connection and engagement
Overall perceptions of school climate and safety

These indicators support efforts to foster inclusive, supportive learning environments that contribute to academic and social-emotional success.
Districtwide Annual Survey: IUSD conducts an annual survey of parents, students, and staff to gain feedback on the instructional environment and areas for growth.
Key data points include:
Perceptions of support for student learning
Equitable access to courses of study, resources, and programs
Overall impressions of school climate

This input is critical to understanding the lived experiences of educational partners and shaping responsive and equitable educational practices.
Social Emotional Learning (SEL) Data – Panorama: IUSD utilizes the Panorama SEL platform to measure student competencies in areas such as self-awareness, social awareness, and emotional regulation.
Data from Panorama is used to:
Assess student well-being
Monitor progress in SEL development
Inform the design of supportive interventions and wellness programs

Together, these data sources provide a robust and multidimensional understanding of student needs and district strengths. They also ensure that Title IV, Part A activities remain aligned with IUSD's commitment to providing safe, supportive, and academically enriching environments for all students.

What activities will be included within the support for a well-rounded education?

Activities that support a well-rounded education in IUSD include:

Action 1: Specialized academic intervention TOSA
Action 2: Professional Learning for Language Acquisition

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Chronic Absenteeism and Attendance rates will help us determine if we are creating an inclusive environment where families feel welcomed and valued.

CAASPP data will indicate if our at-promise students receive the required instruction to increase academic achievement. District Survey data will provide feedback on how our parents, staff, and students feel about their health and wellness in IUSD.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators or data points that can be examined for IUSD to determine the need for improvement in the area of safe and healthy students are:

California (CA) Dashboard: Chronic absenteeism, suspension, expulsion
Local Indicators: Attendance
CA Healthy Kids Survey: School climate, social-emotional and physical health, substance use and other risk behaviors, school connectedness, personal strengths and social-emotional competencies
District Annual Survey: Respondent's perception of respect, school connectedness, inclusivity, equity, cultural responsiveness
District Social Emotional Learning (SEL): Panorama

What activities will be included within the support for safety and health of students?

Irvine Unified School District (IUSD) utilizes Title IV, Part A funds to implement programs and activities that promote the safety, health, and overall well-being of students. Activities are grounded in the District's commitment to the development of the whole child and include the following key actions:

Social Emotional Learning (SEL) Resources and Materials: Developmentally appropriate classroom books and resources are provided to support SEL instruction aligned with research-based competencies such as self-awareness, social awareness, and emotional regulation.

Site-Based Stipends for Intervention and Professional Learning Communities (PLCs): Stipends are allocated to support certificated staff engaged in collaborative work focused on school climate, wellness, and student intervention strategies. These stipends allow school teams to engage in data-driven discussions, design targeted supports, and enhance Tier 1 and Tier 2 systems within a Multi-Tiered System of Supports (MTSS) framework.

District-Level Stipends for SEL and Intervention Support: District personnel provide coaching, consultation, and direct support to schools to guide SEL implementation and student wellness efforts across sites.

These activities contribute to building safe, supportive, and inclusive environments in which students can thrive socially, emotionally, and academically.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

To ensure effectiveness and guide future program planning, IUSD uses multiple state and local data indicators:

California School Dashboard: Chronic absenteeism, suspension rates, and academic achievement data (including English Language Arts, Mathematics, and English Learner progress) are reviewed to monitor student outcomes and determine areas for targeted support.
District Attendance and Behavior Data: Local attendance reports, chronic absenteeism trends, and behavior referral data are used to assess the impact of wellness strategies on student engagement and school climate.
Annual School Climate Survey: IUSD conducts an annual survey of students and parents that includes items related to school connectedness, perceptions of safety, respect, and equitable treatment. This stakeholder input directly informs program refinement.
Panorama SEL Screening Tool: Students complete SEL surveys through the Panorama platform, measuring growth in competencies such as self-management, relationship-building, and sense of belonging. These data inform intervention planning and system-level improvements.

By analyzing these data sources, the District ensures that Title IV-funded activities remain aligned with identified needs and supports continuous improvement efforts aimed at enhancing student safety, health, and connectedness.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Irvine Unified School District (IUSD) utilizes data-driven decision-making to identify areas of need and guide future planning for the effective use of educational technology. As part of the Title IV, Part A needs assessment process, the District reviews both state and local indicators to evaluate how technology is being used to enhance instruction, particularly for student groups requiring additional support, such as English Learners (ELs).

One key strategy supported by Title IV funds is the implementation of the Ellevation platform, which provides teachers with tools, student-specific data, and research-based instructional strategies to support English Learners. To assess the effectiveness of this platform and identify areas for improvement, IUSD considers the following indicators and measurable data points:
-California School Dashboard EL Progress Indicator: This state indicator measures the percentage of English Learners progressing toward English language proficiency, and is used to evaluate whether technology-supported interventions are positively impacting student outcomes.
-Teacher Usage and Engagement Data from Ellevation: Platform analytics are reviewed to determine the frequency and quality of teacher engagement with Ellevation strategies. Data on logins, strategy implementation rates, and user feedback help assess the degree to which the platform is being integrated into classroom practice.
-Classroom Implementation Evidence: School site administrators and instructional coaches provide qualitative feedback and conduct observations to assess how Ellevation strategies are being applied in instruction and how they are supporting EL access to core content.
-Professional Learning Participation Data: Participation rates in training related to the use of Ellevation and instructional technology are reviewed to determine staff readiness and capacity for effectively integrating digital supports into classroom instruction.
-Student Academic Performance: Local assessments, English Language Arts (ELA) and Math achievement data, and reclassification rates are monitored to understand how effective technology tools, such as Ellevation, are contributing to closing achievement gaps for English Learners.

Together, these data sources inform IUSD’s ongoing evaluation of technology use in support of instructional equity and effectiveness. Findings guide professional development priorities, the refinement of digital tools, and the strategic allocation of Title IV resources to ensure all students—especially those learning English—benefit from innovative and accessible technology-enhanced instruction.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

To support the effective use of technology in instruction, Irvine Unified School District (IUSD) will implement the Ellevation platform, a digital tool specifically designed to support teachers working with English Learner (EL) students. The platform provides teachers with student-specific data, evidence-based instructional strategies, and progress monitoring tools that integrate seamlessly into classroom instruction. As part of this initiative, IUSD will also provide professional learning opportunities to ensure staff are trained in the effective use of Ellevation, with an emphasis on how technology can enhance instruction and accelerate English language development.

This activity aligns with the District's goal of using technology to increase equitable access to high-quality instruction, particularly for student groups with identified achievement gaps. By equipping educators with user-friendly tools and targeted strategies, IUSD aims to strengthen instructional practices and improve academic outcomes for English Learners.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Indicators and Measures Used to Examine Needs and Monitor Improvement:

To evaluate both the need for and the impact of this technology-based support, IUSD will review the following indicators and measurable data points:

-California School Dashboard – English Learner Progress Indicator: Monitors the percentage of EL students making progress toward English language proficiency and serves as a primary metric for determining the impact of instructional strategies supported by Ellevation.
-Ellevation Platform Analytics: Usage reports will be reviewed to assess teacher engagement, including login frequency, time spent in the system, and the use of strategy modules. These metrics will help determine the extent to which the platform is being utilized to support instruction.
-Professional Learning Participation: Records of staff participation in Ellevation-specific and instructional technology training sessions will be used to gauge staff readiness and identify areas where additional support may be needed.
-Classroom Implementation and Feedback: Qualitative feedback from school site administrators and instructional coaches will provide insight into how Ellevation strategies are being implemented in classrooms and their perceived effectiveness in supporting EL students.
-Student Achievement and Reclassification Rates: Local assessment results and annual reclassification rates of English Learners will be monitored to determine whether the integration of Ellevation is contributing to improved academic performance and English language development.

Through ongoing data review and stakeholder input, IUSD will refine its approach to ensure that technology investments—such as the Ellevation platform—are effectively supporting instructional goals and improving outcomes for all learners, especially English Learners.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

May 2025

February 2022