

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Monte Union High School District

CDS Code: 19-64519-0000000

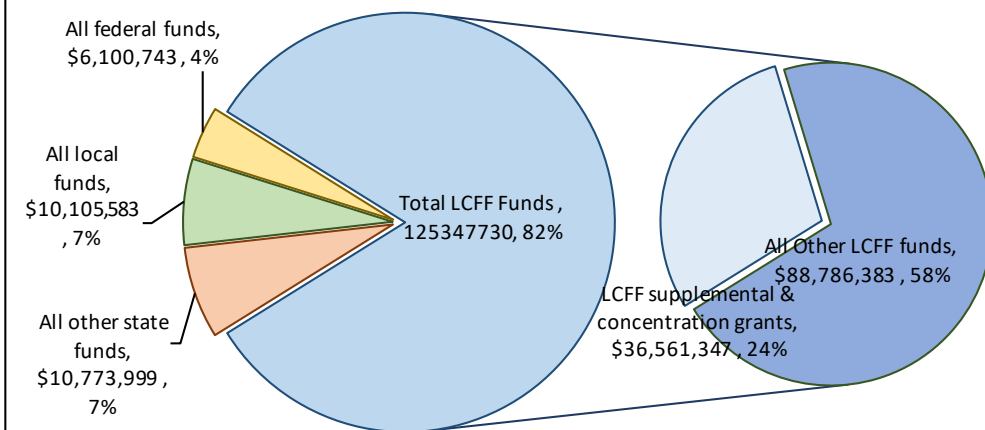
School Year: 2025-2026

LEA contact information: Edith Echeverria: (626) 444-9005, ext. 9915, edith.echeverria@emuhsd.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

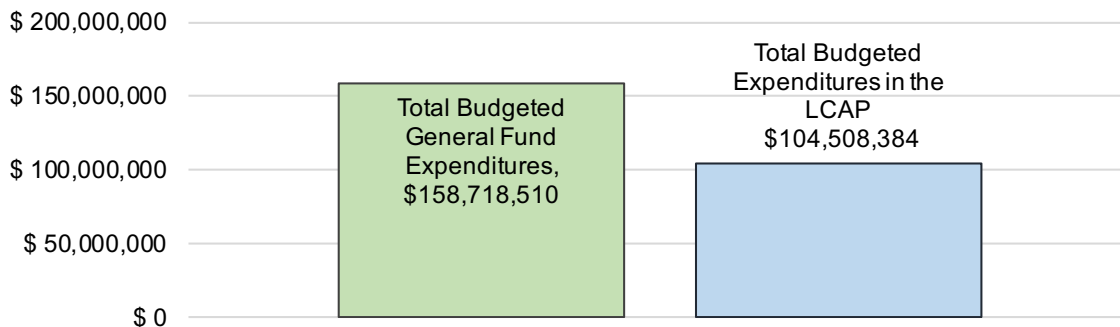


This chart shows the total general purpose revenue El Monte Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Monte Union High School District is \$152,328,055.00, of which \$125,347,730.00 is Local Control Funding Formula (LCFF), \$10,773,999.00 is other state funds, \$10,105,583.00 is local funds, and \$6,100,743.00 is federal funds. Of the \$125,347,730.00 in LCFF Funds, \$36,561,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP



LCFF Budget Overview for Parents

This chart provides a quick summary of how much El Monte Union High School District plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

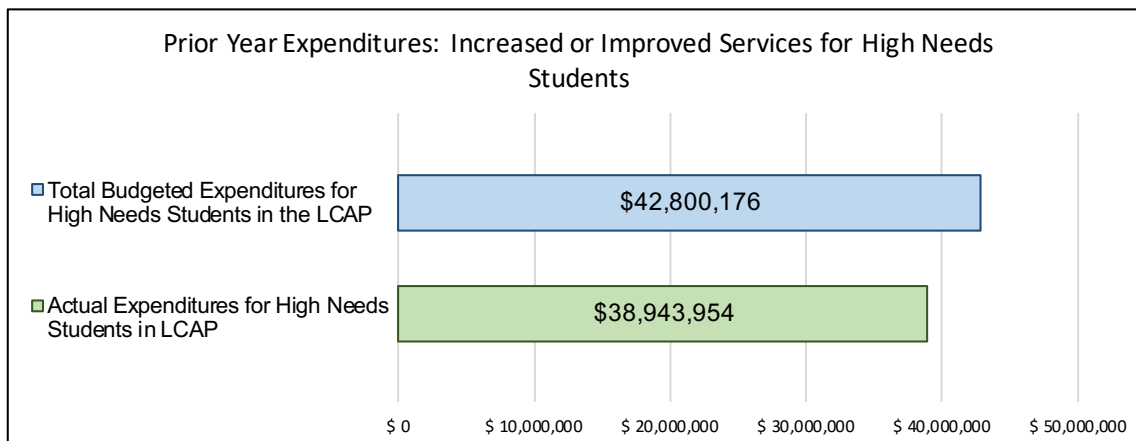
The text description of the above chart is as follows: El Monte Union High School District plans to spend \$158,718,510.00 for the 2025-2026 school year. Of that amount, \$104,508,384.00 is tied to actions/services in the LCAP and \$54,210,126.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salaries and benefits for District and Site Management: \$6.24 million; 2. Special Education Services: \$15.65 million; 3. Salaries and Benefits for Classified Support Staff (including clerks/secretaries at the District Office and sites, gardeners, custodians, etc.): \$12.95 million; 4. Utility Costs: \$2.59 million; 5. Transportation: \$4.56 million; 6. Legal/Audit: \$1.12 million; 7. Other Operating Services (phones, postage, rentals, repairs, copiers): \$4.43 million; 8. Supplies: \$1.26 million; 9. Federal Funds: \$5.41 million

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, El Monte Union High School District is projecting it will receive \$36,561,347.00 based on the enrollment of foster youth, English learner, and low-income students. El Monte Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Monte Union High School District plans to spend \$40,417,569.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, El Monte Union High School District's LCAP budgeted \$42,800,176.00 for planned actions to increase or improve services for high needs students. El Monte Union High School District actually spent \$38,943,954.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of \$3,856,222.00 had the following impact on El Monte Union High School District's ability to increase or improve services for high needs students:

The actions and services for high needs students were not impacted during the 2024-2025 school year. EMUHSD used other funds to support actions in the LCAP. Actions and services remained the same or were increased through the use of other funds.

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
El Monte Union High	Edith Echeverria Director, Assessment and Accountability	edith.echeverria@emuhsd.org 626-444-9005 ext 9915

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 El Monte Union High School District (EMUHSD) was established in 1901 and is located in the heart of the San Gabriel Valley. The EMUHSD is committed to the success of all students through a collaborative effort among district and school staff, parents and families, and community members and organizations that focus on promoting college and career readiness. The District is comprised of five (5) comprehensive high schools, a continuation high school, and a Community Day School. The following is a list of the high schools and their enrollment in the Fall of 2024:

- Arroyo High School (AHS): 1,638
- El Monte High School (EMHS): 1,383
- Mountain View High School (MVHS): 1,123
- Rosemead High School (RHS): 1,691
- South El Monte High School (SEMHS): 1,125
- Fernando R. Ledesma High School (FRLHS): 293
- El Monte Union Community Day School (CDS): 25

There continues to be a decline in student enrollment, however, the population of our students with disabilities has remained steady over the years.

The unique academic, behavioral, and social-emotional needs of each student in the District are supported through programs and services provided by the collaborative work of our staff. The District currently employs 448.7 FTE certificated and 481.7 FTE classified staff.

The District's student enrollment includes students in each of the unduplicated student groups: 19.8% are English learners (ELs), and 91.0% are Socio-Economically Disadvantaged (SED) with 90.4% qualifying for Free and Reduced Meals. Less than one percent of our population is identified as Foster Youth (FY) with about 14.4% being identified as homeless. Due to the increased cost of housing, the District has seen a significant increase in the past two years in the number of students identified as homeless. In addition, about 15.2% of our students are identified as Students With Disabilities (SWDs).

The demographic composition of the District's student body consists of 77.8% Hispanic, 20.0% Asian, 0.8% White, and 1.4% Other ethnicities, including multiple ethnicities. The student population is also represented by over 30 different languages, including Spanish (53.5%), English (28.1%), Vietnamese (8.0%), Cantonese (6.1%), Mandarin

(2.0%), and other languages (2.2%).

The vision of the El Monte Union High School District is to empower and motivate our students to be resilient, college and career-ready, lifelong learners, and contributing members of our global society.

The Mission of the El Monte Union High School District is to:

- Advocate, nurture, and sustain a positive school culture through a challenging and rigorous, standards-based curriculum that promotes achievement for all students;
- Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment that is conducive to student learning and staff professional growth;
- Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
- Model a personal and institutional code of ethics and develop professional leadership capacity; and
- Promote college and career readiness skills for all students.

The District's philosophy of education calls for the school, home, and community to work collaboratively toward the achievement of the educational goals of the students. With this level of commitment underlying these goals, the Board of Trustees constantly strives to provide outstanding educational programs to the youth and adults of the communities served by the District.

Through a collaborative process, the EMUHSD identified the following as the Instructional Vision:

In the El Monte Union High School District classrooms, our teachers:

- *Provide a physically and emotionally safe classroom environment with the necessary routines, climate, and culture conducive to learning,
- *Intentionally plan differentiated learning opportunities that are aligned to the appropriate content and grade level standards and are reflective and responsive to the needs of all students,
- *Actively engage students in meaningful and rigorous learning activities that promote student interaction and demonstrations of learning,
- *Regularly engage in the process of assessing and reviewing evidence of student learning in order to adjust instruction and provide support to a diverse student population.

This leads to students who:

- *Are empowered to persevere in learning that develops collaboration, critical thinking, and problem-solving skills,
- *Understand and effectively articulate learning goals,
- *Are actively engaged in academic discourse, activities, and tasks that develop content knowledge and skills,
- *Demonstrate their knowledge and skills in various and innovative ways.

Both alternative high schools, Fernando R. Ledesma and Community Day School, continue to meet the criteria for 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.

Students within the El Monte Union High School District have demonstrated notable progress across multiple programs and indicators. The District takes particular pride in the successes evidenced in the following areas: English Learner Progress Indicator, Graduation Rate, and AP Enrollment and Passing rates.

The 2023 Dashboard for the English Learner Progress Indicator reflected "red", as there was a 13.6% drop from the prior year in the percentage of English Learners who made progress towards English language proficiency and/or maintained the highest level on the English Language Proficiency Assessments for California (ELPAC). The district, along with EMHS, MVHS, and FRLHS, all received the lowest performance level on this indicator in 2023. The 2024 Dashboard for the ELPI reflected "yellow", showing a progress of two levels. There was an increase of 2.1% of English Learners who made progress towards English language proficiency and/or maintained the highest level on the ELPAC. English Learners will continue to receive support through EL TOSAs, EL Counselors (at EMHS and MVHS), and paraeducators in classes with a high percentage of ELs.

The 2023 Dashboard for EMUHSD indicated "orange" for graduation rate, with an 81.3% graduation rate overall. In 2023, the EMUHSD Dashboard also displayed a huge need in the Graduation rate for many of our student subgroups as they received the lowest performance level, including the EL, FY, Homeless, SWD, and Hispanic subgroups districtwide. Additionally, the EL subgroup received the lowest performance level at AHS, EMHS, MVHS, SEMHS, and FRLHS. The SWDs student subgroup also received the lowest performance level at EMHS, MVHS, RHS, and SEMHS. FRLHS also saw the "all students", SED, and Hispanic subgroup receive the lowest performance level in the Graduation rate indicator. The 2024 Dashboard displays "green" and an increase of two levels, as the overall graduation rate increased by 3.8% from the prior year. We will continue to support mentoring of students through teachers, counselors, and career guidance coordinators. Both in-person and online tutoring will continue to be made available to assist students who are struggling in class and support their successful completion of classes with a "C" grade or higher. The Online and Personalized Learning (OPL) program will continue to provide credit recovery opportunities to allow our students to meet graduation requirements.

The Advanced Placement (AP) exam passing rate (a score of 3 or higher) for the 2023–2024 academic year was 51.3% for all students, while it was 60.1% for low-income students. This represents a notable improvement compared to the 2022–2023 school year, during which only 58.9% of all students who took an AP exam achieved a passing score. Additionally, the most recent passing rate for students identified as low-income also increased from 57.7% in the prior year. This progress can be attributed, in part, to targeted professional development opportunities provided to AP teachers, which equipped them with the tools and strategies necessary to support student success. Furthermore, AP Boot Camps offered students the opportunity to build the skills required to perform well on AP exams. These initiatives will continue, with teachers having access to local AP Summer Institutes for instructional support, and students benefiting from targeted support in AP Boot Camps to enhance their preparedness for AP coursework and assessments.

There was also a slight increase in enrollment in AP classes, going from 26.1% of students enrolled in at least one AP class during the 2022-2023 school year to 29.1% of students enrolled in at least one AP class during the 2023-2024 school year. Counselors and Career Guidance Coordinators will continue to promote student enrollment in AP courses.

Additional local data indicates that all district schools continue to maintain a "Good Repair" status, ensuring that students have access to clean, safe, and functional learning environments. Professional Development (PD) days have been incorporated into the certificated staff contractual calendar, offering all staff members the opportunity to engage in structured professional learning. These PD days have been strategically scheduled throughout the academic year to support instructional planning and to provide educators with dedicated time to analyze assessment data and develop targeted lesson plans based on identified student needs.

Staff will continue to have access to these Professional Development opportunities. Additionally, the District continues to compensate substitute teachers at a higher daily rate than most surrounding districts in an effort to expand the substitute pool. This initiative is intended to provide teachers with greater opportunities for release time to engage in collaborative planning and professional growth activities.

Overall, parent and family engagement within the El Monte Union High School District (EMUHSD) continues to show year-over-year growth. The District has observed a steady increase in the number of parents and family members attending events across most school sites. In collaboration with parents and families, staff have been able to expand and tailor activities, workshops, and events designed to foster greater engagement and participation. Opportunities for parents and families to attend continue to be scheduled at various times—including weekdays during the day and evening, as well as on Saturdays—to accommodate diverse family schedules. The District remains committed to actively seeking input from parents and families regarding the types of activities they believe are most beneficial in supporting their children's academic and personal success. In an effort to continue to support and promote parent and family engagement opportunities, community liaisons and categorical program assistants will continue to work in close coordination with the EMUHSD Family Engagement team to plan, implement, and support a comprehensive array of parent and family engagement initiatives.

Perceptions of campus safety among both students and staff have shown a positive upward trend. According to the most recent student survey, 89.6% of respondents reported feeling safe on campus, representing a slight increase from 87.9% in the 2022–2023 academic year. Similarly, staff survey results indicate that 94.4% of participating employees felt safe on campus, up from 93.3% the previous year. To strengthen the overall sense of safety and well-being throughout the school community, Campus Supervisors will continue to provide support at each school site in the upcoming academic year. To further enhance campus security, updated check-in procedures and the continued installation of a new districtwide camera system are being implemented across all schools.

The LCAP includes required actions to address the need for improvement related to the following Indications on 2023 EMUHSD Dashboard:

College and Career Indicator:

The SWDs and FY student subgroups districtwide were identified at the lowest level on the College and Career Indicator. The SWD subgroup performed at the lowest level in four of our schools (AHS, EMHS, MVHS, and RHS), while the EL subgroup performed at the lowest level at one of our high schools (MVHS). FRLHS, our continuation school, had the EL, Homeless, SED, Hispanic, and the "all" subgroups perform at the lowest level. (see Actions 2.6 and 6.1)

Academic Indicator (SBAC ELA and math):

ELA: SWDs at EMHS and MVHS performed at the lowest level, in addition to the ELs at MVHS. At FRLHS, the "all" student subgroup, in addition to students in the SED and Hispanic subgroups, also performed at the lowest level. (see Actions 3.2, 3.7, 3.16, and 6.3)

Math: The EL subgroup received the lowest performance level districtwide, at AHS and SEMHS. The SED subgroup received the lowest performance level at MVHS, SEMHS, and FRLHS. The SWD subgroup received the lowest performance level at EMHS and SEMHS. The Hispanic subgroup received the lowest performance level at SEMHS and FRLHS. The SEMHS and FRLHS "all students" groups were also at the lowest performance level, along with the Homeless subgroup at AHS. (see Actions 3.1, 3.13, 3.17, and 4.5)

English Learner Progress Indicator:

The district, along with EMHS, MVHS, and FRLHS, all received the lowest performance level on this indicator. The Dashboard outlined an improvement of two levels for our ELs districtwide as identified on the ELPI, going from "red" in 2023 to "yellow" in 2024. (see Actions 3.8 and 6.1)

Graduation Rate:

The EL, FY, Homeless, SWD, and Hispanic subgroups districtwide all received the lowest performance level on the 2023 Dashboard. Additionally, the EL subgroup received the lowest performance level at AHS, EMHS, MVHS, SEMHS, and FRLHS. The SWDs student subgroup also received the lowest performance level at EMHS, MVHS, RHS, and SEMHS. FRLHS also saw the "all students", SED, and Hispanic subgroup receive the lowest performance level in the Graduation rate indicator. (see Actions 2.14, 3.14, and 5.1); It is important to note that the Dashboard outlined an improvement of two levels on our districtwide Graduation Rate, going from "orange" in 2023 to "green" in 2024.

Suspension Rate:

Districtwide, the FY subgroup received the lowest performance level in this area in the 2023 Dashboard. In addition, the "all students", SED, and Hispanic subgroups at the Community Day School received the lowest performance level for Suspension Rates. (see Actions 5.5 and 7.1); Overall the EMUHSD Dashboard indicated an increase of one level on the Suspension Rate, going from "orange" to "yellow" districtwide, however, the Suspension Rate at our Community Day School decreased by 9.5% and the Dashboard for CDS went from "red" in 2023 to "orange" in 2024.

Learning Recovery and Emergency Block Grant

EMUHSD does not have any unexpended LREBG funding.

Reflections: Technical Assistance

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

The EMUHSD met the criteria to receive differentiated assistance as a result of the 2024 Dashboard indicators, specifically, in the following areas:

Students with Disabilities: Math Indicator (red), ELA Indicator (red), and College/Career Indicator (red)

As a result, the Department of Special Education has been facilitating workgroups throughout the district to improve outcomes for students with special needs:

Math Workgroup (Year 1): Supporting teachers in district math initiative by including them in the identification of power standards, training on the implementation of new assessments, and support with the curriculum; Identifying needs (Formal Mathematical Language and Fact and Computational Fluency); conducting student trials to inform practices for 25-26. This work will be supported by Instructional Coaches and the Math TOSA (Action 1.1).

CBI Workgroup (Year 1): Developing Course Outlines for participating in Alternate Pathways to Diploma to increase student outcomes, including career exploration, and allowing students the opportunity to meet "prepared" through the College and Career Indicator

Workgroup (Year 2): Compliance and best practices, including Accommodations, Transition Plans, and Student Participation in IEPs

Adult Transition Workgroup (Year 1): Developing Course Outlines aligned Alternate Pathways to Diploma work done by CBI workgroup to increase student outcomes; Classroom Behavior

The Department will continue these workgroups for 25-26 and begin an ELA Workgroup. These workgroups will have time to meet during the additional professional development days provided (Action 1.4).

The EMUHSD met the criteria to receive differentiated assistance as a result of the 2023 Dashboard indicators, specifically, in the following areas:

English Learners: ELPI, Graduation Rate, Math Indicator (red), and ELA Indicator (orange)

Foster Youth: Graduation Rate, Suspension Rate, and College/Career Indicator

Students with Disabilities: Graduation Rate and College/Career Indicator

Comprehensive Support and Improvement

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

Schools Identified

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

The only school that continues to be identified as a CSI (Graduation Rate) school is Fernando R. Ledesma (FRLHS), an alternative high school in the EMUHSD.

Support for Identified Schools

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

District-level staff provide continuous support to all high school campuses. These staff members meet with each school every quarter to review timelines related to the development and revision of school plans, provide training for School Site Councils, and analyze site-level implementation data. In addition, monthly meetings are held with instructional leaders from all school sites, including Ledesma High School, to review academic performance data and to promote the sharing of best practices across campuses. District-led classroom walkthroughs are also conducted to collect and analyze observation data related to instructional implementation. FRLHS receives targeted and more intensive support in response to specific challenges related to graduation rates.

School-Level Needs Assessment

The EMUHSD Assessment and Accountability Office provides comprehensive districtwide and site-specific data to inform school-level needs assessments. This data is used to evaluate existing interventions and explore potential new programs to better serve students. For example, FRLHS receives detailed reports that include the distribution of D and F grades, identification of students who are not credit-eligible, and survey feedback from all educational partners. Based on this data analysis, additional elective courses were added to the FRLHS master schedule for the current academic year. The District remains committed to continuously identifying appropriate courses, staffing, and resources to support students in meeting graduation requirements. All staff, including FRLHS staff, also benefit from direct access to the District's Teacher on Special Assignment (TOSA) for Data Analysis, who provides deeper, site-specific support and guidance.

Evidence-Based Interventions

District Office administrators and support staff have provided FRLHS with evidence-based intervention strategies that have demonstrated success in comparable schools across Los Angeles County. This includes performance data, instructional best practices, and a cost-benefit analysis of various programs and initiatives.

Identifying and Addressing Resource Inequities

To address potential disparities in resources, District administrators provided detailed data regarding current staffing levels, budget allocations, and available support programs at all schools, including the CSI-designated school. Follow-up meetings were conducted with staff at these campuses to identify resource gaps and needs. The analysis revealed that FRLHS would benefit from additional elective course offerings, particularly those aligned to college and career exploration.

A timeline for implementing these supports was developed in collaboration with school staff. Specific action items were incorporated into the school's improvement plan, with provisions for ongoing monitoring and adjustments based on the effectiveness of the implemented strategies.

Monitoring and Evaluating Effectiveness

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

To support continuous improvement and implementation of the actions in the school’s plan, classroom walkthroughs will be conducted regularly at FRLHS. These walkthroughs are designed to collect data on the degree to which identified actions within the plan are being implemented.

The school principal will continue to actively participate in quarterly meetings with District leadership to review progress toward the achievement of the goals outlined in the school plan. These meetings will provide an opportunity to reflect on data trends, discuss challenges, and identify areas for targeted support.

Following the walkthroughs and quarterly reviews, additional meetings will be scheduled with school staff to conduct an in-depth analysis of relevant data, including observation notes, performance indicators, and stakeholder feedback. This collaborative review process will assist in assessing the level of implementation for each action, as well as the overall effectiveness of those strategies in improving student outcomes.

Staff will be provided with opportunities for professional collaboration and targeted professional development. These learning opportunities will be aligned with the specific needs of the site and will focus on enhancing instructional practices and capacity-building related to the plan’s objectives.

Finally, FRLHS staff will be encouraged to contribute input on updates to the school plan, including the identification and implementation of additional evidence-based interventions. This inclusive approach ensures that the plan remains responsive to student needs and informed by those closest to the instructional environment.

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
District English Learner Advisory Committee (DELAC)	A presentation of the 2025-2026 EMUHSD LCAP was made to the DELAC on Thursday, May 29, 2025, where they were given the opportunity to comment and provide feedback. DELAC members were also given an opportunity to provide input by completing the Parent/Community Survey, which was available to receive responses between January 13, 2025, and April 12, 2025.
Superintendent's Parent Advisory Committee (SuperPAC)	A presentation of the 2025-2026 EMUHSD LCAP was made to the SuperPAC on Tuesday, May 27, 2025, where they were given the opportunity to comment and provide feedback. SuperPAC members were also allowed to provide input by completing the Parent/Community Survey, which was available to receive responses between January 13, 2025, and April 12, 2025.

Teachers	Teachers were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 13, 2025, and April 12, 2025. This year, LCAP meetings were held at each school, and the district office, to allow teachers the opportunity to comment and provide input on the LCAP. Teachers also have representation on the LCAP Committee, which convened three times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Other School Personnel	Other School Personnel were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 13, 2025, and April 12, 2025. This year, LCAP meetings were held at each school, and the district office, to allow all staff, teaching and non-teaching, the opportunity to comment and provide input on the LCAP. Other School Personnel also have representation on the LCAP Committee, which convened three times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Administrators	Administrators have many opportunities to comment and provide input on the LCAP. At least five meetings are held with School administrators each year specifically to review actions on the LCAP and provide input. All administrators were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between January 13, 2025, and April 12, 2025. This year, LCAP meetings were held at each school, and the district office, to allow administrators the opportunity to comment and provide input on the LCAP. Administrators also have representation on the LCAP Committee, which convened three times this year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Local Bargaining Units of the District	Consultation meetings were held with the president of the El Monte Union Educator's Association (EMUEA) and the president of the Classified School Employee's Association (CSEA). Members of both bargaining units had additional opportunities to provide input as they were able to complete the Staff survey, but are also members of the LCAP Committee, which met three times this school year.
SELPA	A consultation meeting was held with the director of the District's SELPA.
Parents	Parents were given an opportunity to provide input by completing the Parent/Community Survey, which was available to receive responses between January 13, 2025, and April 12, 2025. This year, LCAP meetings were held at each school, and the district office, to allow parents the opportunity to comment and provide input on the LCAP. Parents also have representation on the LCAP Committee, which met three times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Students	Students were given an opportunity to provide input by completing the Student Survey, which was available to receive responses between January 13, 2025, and April 12, 2025, and the Youth Truth Survey, which was available during the same time frame. LCAP input meetings were held at each school, and the district office, to allow students the opportunity to comment and provide input on the LCAP. Students also have representation on the LCAP Committee, which met three times this school year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Community/Public	The community was notified of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP on Friday, June 6, 2025. This communication was provided through various venues, which included the District website, social media, school marquees, and on the District bulletin boards.
Educational Partners Fernando R. Ledesma High School	Staff, students, and parents at FRLHS had the opportunity to provide input on the development and implementation of the required focus goal during an LCAP Input day held at the school. Three focus groups were given an opportunity to attend a meeting and provide direct input (parents, students, and staff). In addition, District administration was at the site to meet with any staff member, teaching and non-teaching, who wanted to comment and provide additional input. Fliers were created and shared with all stakeholders in an effort to promote participation.
Educational Partners Community Day School	Staff, students, and parents at the CDS had the opportunity to provide input on the development and implementation of the required focus goal during an LCAP Input day held at the school. District administration was at the site to meet with any staff member, teaching and non-teaching, parent, or student who wanted to comment and provide input.

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

All educational partners were afforded multiple opportunities to provide input on the Local Control and Accountability Plan (LCAP). These opportunities included participation in surveys, engagement during the LCAP meetings at each school, and recommendations during committee meetings and the public hearing. Additional opportunities were provided to students and parents as they shared their perspectives through targeted focus groups held at each school site.

Students identified the following needs through survey results and comments during focus groups:

- Continued support for paraeducators in the classrooms
- Continued support for summer school
- Continued support for student wellness provided by counselors and wellness center staff
- Continued support of after-school programs, including athletics, to maintain student engagement
- Continued support and motivation through a rewards system that includes foods and field trips

Survey results from staff, including teachers, principals, administrators, and other school personnel, and input at staff meetings, identified the following needs:

- Continued support for English Learners
- Continued support for targeted engagement strategies and mentoring services
- Continued support for professional development opportunities

Parents identified the following needs through survey results and comments during focus groups:

- Communication for families that includes email, mail, and phone calls
- Continued support for student wellness through counselors and wellness center staff
- Continued support with parent workshops and trainings, in different languages
- Continued support to students through tutoring, both in person and online tutoring, but also peer tutoring

The following is a summary of the actions identified from analyzing the feedback from all educational partners, and as a result, are included in the 2025-2026 plan:

- Continued support for student wellness through counselors and wellness center staff; resulting in an increased allocation.
- Continued support of students, including English Learners, through paraeducators and support staff; resulting in keeping the additional counselors at two comprehensive high schools.
- Additional support for professional development and collaboration; resulting in an increased allocation, along with the funding of the Math TOSA

The Focus goal specifically designed to support FRLHS was developed as a result of input from parents, students, and staff. After data analysis, all partners recognized the need to create a goal with actions that will address the Hispanic and Socio-economically disadvantaged students at FRLHS and will allow them to graduate college and career ready. Their input also identified the following needs, which were included as actions under the focus goal:

- Support for college and career readiness through additional counseling and mentoring, specifically with the hiring of a new College and Career Coordinator
- Expanded program through additional elective courses with an additional teacher, specifically one who can teach Spanish
- Additional instructional materials and resources
- Targeted engagement strategies that focus on student engagement through after-school enrichment programs, athletics, and co-curricular activities, motivational speakers, field trips, and student recognitions

The Focus goal specifically designed to support the Community Day School (CDS) was developed as a result of input from parents, students, and staff. After data analysis, all partners recognized the need to create a goal with actions that will target students with disabilities and Socio-economically disadvantaged students at CDS and will focus on providing a safe and welcoming learning environment where they can engage productively. Their input also identified the following needs, which were included as actions under the focus goal:

- Additional supervision through the hiring of more campus supervisors
- Expanded learning program that supports social and emotional development
- Targeted engagement strategies that promote and recognize actively engaged students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with effective, engaging instruction in clean and well-maintained facilities that will allow them to focus on academic achievement.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Ongoing student and parent feedback from annual surveys consistently reflects a need to provide knowledgeable, caring, and dedicated staff to guide our students through a successful high school career. As a district serving over 90% of students identified as low-income, prioritizing high-quality instruction in every classroom is paramount in our mission. We recognize the necessity of ensuring a proficient and caring teacher in every classroom and are committed to providing ongoing professional development and follow-up training to support effective pedagogy. This action will be measured through the number of teachers who are fully credentialed, mis-assigned, and participated in professional development throughout the school year.

Moreover, we acknowledge the importance of supporting our teachers with implementing high-quality curriculum to effectively address the learning gaps experienced by our low-income students. This will be measured through the D and F rates in the core areas.

We want to continue to support students as they learn in facilities that are clean, well-maintained, and conducive to an effective learning environment. This will be measured through supporting documentation from the Williams review.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Williams Review: Teachers Mis-assigned	14 teachers misassigned (2022-2023)	8 Teachers Misassigned (2023-2024)		0 teachers misassigned	Growth- 6 Teachers less
2	Williams Review: Teachers Fully Credentialed	100% of teachers are fully credentialed (2022-2023)	100% of teachers are fully credentialed (2023-2024)		100% of teachers are fully credentialed	Maintained- at goal

3	Williams Review: Facilities in Good Repair	All seven (7) high schools have facilities reported as being in "good repair" or better. (2022-2023)	All seven (7) high schools have facilities reported as being in "good repair" or better. (2023-2024)		All seven (7) high schools have facilities reported as being in "good repair" or better.	Maintained- at goal
4	Professional Development: Participation of all teachers (through local data)	100% of teachers participated in structured professional development during the 2022-2023 school year.	100% of teachers participated in structured professional development during the 2023-2024 school year.		100% of teachers participated in structured professional development.	Maintained- at goal
5	CDE Reflection Tool: Implementation of State Standards	Completion of the 2023-2024 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full Implementation NGSS: Full implementation with new textbook adoption implemented in the 2023-2024 school year. Social Science: Full implementation	Completion of the 2024-2025 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full implementation NGSS: Full implementation Social Science: Full implementation		Completion of the 2026-2027 CDE Reflection Tool will indicate the following level of implementation of State Standards in each content area: ELA: Full implementation ELD: Full implementation Math: Full Implementation NGSS: Full implementation Social Science: Full implementation	Maintained- at goal

6	Local Data: D and F Rates in Core Subjects	<p>Fall 2023 D and F Rates by Core Subject:</p> <p>English All Students: 22.5%</p> <p>ELs: 33.1%</p> <p>FY: 24.0%</p> <p>SED: 23.8%</p> <p>Math All Students: 36.2%</p> <p>ELs: 58.7%</p> <p>FY: 18.8%</p> <p>SED: 37.7%</p> <p>Science All Students: 25.7%</p> <p>ELs: 45.2%</p> <p>FY: 46.7%</p> <p>SED: 27.3%</p> <p>Social Science All Students: 17.9%</p> <p>ELs: 30.5%</p> <p>FY: 27.8%</p> <p>SED: 18.8%</p>	<p>Fall 2024 D and F Rates by Core Subject:</p> <p>English All Students: 21.9%</p> <p>ELs: 32.1%</p> <p>FY: 16.0%</p> <p>SED: 23.1%</p> <p>Math All Students: 33.9%</p> <p>ELs: 56.5%</p> <p>FY: 46.7%</p> <p>SED: 35.8%</p> <p>Science All Students: 23.7%</p> <p>ELs: 37.0%</p> <p>FY: 46.2%</p> <p>SED: 25.1%</p> <p>Social Science All Students: 18.7%</p> <p>ELs: 29.1%</p> <p>FY: 28.0%</p> <p>SED: 19.5%</p>		<p>Fall 2026 D and F Rates by Core Subject will be below the following:</p> <p>English All Students: 20%</p> <p>ELs: 25%</p> <p>FY: 20.0%</p> <p>SED: 20%</p> <p>Math All Students: 30%</p> <p>ELs: 40%</p> <p>FY: 15%</p> <p>SED: 30%</p> <p>Science All Students: 22%</p> <p>ELs: 30%</p> <p>FY: 30%</p> <p>SED: 22%</p> <p>Social Science All Students: 15%</p> <p>ELs: 20%</p> <p>FY: 17%</p> <p>SED: 14%</p>	<p>Change from Fall 2023 to Fall 2024 of D and F Rates by Core Subject:</p> <p>English All Students: -0.6%</p> <p>ELs: -1.0%</p> <p>FY: -8.0%</p> <p>SED: -0.7%</p> <p>Math All Students: -2.3%</p> <p>ELs: -2.2%</p> <p>FY: +27.9%</p> <p>SED: -1.9%</p> <p>Science All Students: -2%</p> <p>ELs: -8.2%</p> <p>FY: -0.5%</p> <p>SED: -2.2%</p> <p>Social Science All Students: +0.8%</p> <p>ELs: -1.4%</p> <p>FY: +0.2%</p> <p>SED: +0.7%</p>
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Goal Analysis for 2024-2025

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 actions to support and provide Professional Development (Actions 1.1, 1.2, and 1.4) were fully implemented to address the needs of specific subgroups (English Learners, Foster Youth, and students identified as low-income), although other funding was used to support additional Professional Development days (Action 1.4). Several key actions implemented during the 2024–2025 school year contributed significantly to this success. One major initiative involved providing comprehensive training to teachers across all school sites on the development and implementation of content and language objectives. This training was designed to ensure that instruction was intentionally planned to meet the needs of identified student groups through targeted academic and linguistic support. Additionally, structured collaboration time was provided for teachers to work alongside instructional coaches. These collaborative sessions focused on lesson planning and the identification of specific instructional strategies tailored to support diverse learners effectively. To further enhance instructional practices and foster professional learning across the District, a series of districtwide classroom walkthroughs were conducted throughout the school year. These walkthroughs involved both administrators and teachers from various school sites and served as a platform for observing instruction, collecting data, and sharing effective teaching strategies and best practices across campuses. There was a challenge with releasing multiple teachers on the same day to collaborate due to the limited number of substitute teachers.

Routine Maintenance (Action 1.3) was fully implemented as there were many upgrades made to the facilities, including roof and HVAC replacements, along with the replacement of water heaters in the gyms at all high schools.

Action 1.5 was fully implemented as teachers were funded at the same ratio (34:1). Due to declining enrollment, some staffing was not replaced. This accounts for the difference between the budgeted amount versus the actual amount.

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

Action 2 Professional Development Through Release Time

Teachers who teach English Language Development spent a lot of time collaborating on common assessments results, working with the EL TOSA to implement different strategies to address the identified needs based on the results. This increased the amount of release time needed. As a result, the estimated expenditure is \$35,569 (42%) over the budgeted amount of \$25,000.

Action 4 Professional Development Days

The three additional professional development days were provided, however, LREBG funds were used to fund the professional development days.

Action 5 Core Program: Teachers

The core program was provided to students with a ratio of 34 students per teacher. Due to declining enrollment, all teacher vacancies were not filled. As a result, \$48,113,894 (88.42%) of the budgeted amount of \$54,412,696 was expended during the 2024-2025 school year.

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

All actions that provide and support Professional Development (1.1, 1.2, and 1.4) were effective despite the slight increase in D and F rates in Social Science. Evidence of effectiveness includes a decrease in D and F rates overall and within the low-income student subgroup in English, math, and Science, in addition to a reduction in D and F rates for ELs and SWDs in the same three areas, along with a slight reduction in D and F rates for Foster Youth in English and Science. Furthermore, there was a reduction in the number of teachers misassigned.

Routine Maintenance (Action 1.3) was effectively implemented as evidenced by all schools being identified as in "Good Repair" through the Williams review.

The core program (Action 1.5) was effectively provided as 100% of teachers are fully credentialed, participating in professional development.

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.

There was a slight decrease in the allocation for many actions, primarily due to a decrease in S and C funds from the 2024-2025 school year to the 2025-2026 school year.

Action 1.1- A Math TOSA was added through S and C funds to continue the work with math teachers. Additional funds were also included to allow for teacher collaboration on review of common assessment results in math, but also sharing of best practices districtwide.

Action 1.5- The amount was reduced to reflect the core program, with actual enrollment numbers.

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	1.1 Professional Development	<p>Professional development opportunities will be available to all staff, in all content areas, and will provide teachers and support staff with ongoing support for the effective implementation of evidence-based practices and administrators with the development or expansion of leadership skills to support staff in implementing these practices. These opportunities will be supported by:</p> <ul style="list-style-type: none">1) Teacher Induction, New Teacher mentoring, and Administrative Tier 2 Program2) Instructional Coaches, Math TOSA3) Conferences, including travel and meal expenses4) Collaboration and release time <p>In order to meet our goal of having all teachers fully credentialed and none misassigned, new teachers and administrators will be supported through a mentorship program, coordinated by a district administrator, that will provide coaching and support. This opportunity will allow new teachers to receive direct support and guidance from experienced teachers on best practices that focus on addressing the specific needs of our unduplicated student population. In the same manner, this opportunity will allow new administrators to receive support and guidance from other experienced administrators in the district.</p> <p>Instructional Coaches will work with a district administrator to provide and implement structured district-wide professional development for teachers and support staff. The professional development will be designed to develop pedagogical knowledge of evidence-based practices and increase the use of these practices in instructional planning and delivery.</p> <p>Staff will be provided with time and resources to attend conferences that support instruction and leadership. Collaboration time, including release days, will also be allotted for teachers to learn, share best practices, and refine their practice as they review data.</p> <p>The professional development activities will focus specifically on addressing the unique needs of our unduplicated populations, including the integration of English language development activities for English learners, building foundational skills for Foster Youth who have interrupted schooling, and providing educationally rich experiences for underprivileged students (low-income) in order to</p>	\$1,642,541.00	Yes

		provide these students with the support they need to access and successfully complete a rigorous course of study. This action is aligned with the work underway as part of Differentiated Assistance.		
2	1.2 Professional Development through Release Time	Substitute coverage will be provided to allow teachers with opportunities to participate in professional development activities, including collaboration and sharing of best practices, that support the implementation of effective instructional delivery to all students.	\$25,000.00	No
3	1.3 Routine Maintenance	Provide supplies, services, and improved facilities to ensure that all district facilities are maintained in good repair (meaning safe, clean, and functional) for all staff, students, and parents/families.	\$5,600,000.00	No
4	1.4 Professional Development through additional Days	Provide structured professional development (PD) opportunities through PD days for all certificated staff focusing on a Multi-Tiered System of Support (MTSS) that addresses the diverse needs of the unduplicated student groups. PD activities will target the language development needs of struggling English learners, the academic language needs of Long-Term English Learners, the social-emotional needs of Foster Youth with interrupted schooling, and the need for educationally rich experiences for low-income students, who are enrolled in a rigorous course of study. This action is aligned with the work underway as part of Differentiated Assistance.	\$1,173,340.00	Yes
5	1.5 Core Program: Teachers	Provide a core program to all students taught by appropriately assigned and fully credentialed teachers. The core program will use a rigorous and standards-aligned curriculum and be supplemented with all necessary resources and materials to ensure that every student can meet, at the very least, the requirements for high school graduation. The core program will provide ELs and LTELs with designated and integrated English Language Development (ELD).	\$50,113,894.00	No

Goal

Goal #	Description	Type of Goal
2	Provide all students with the knowledge and skills necessary for them to graduate college and career ready.	Broad Goal

State priorities addressed by this goal.

7, 2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

In order for students to be considered college and career-ready, as measured by meeting or exceeding meeting standards on both English language arts and math portions of the Smarter Balanced Summative Assessments, passing at least two Advanced Placement (AP) exams with a 3 or higher, meeting A-G requirements, and completing CTE Pathways, students need to be provided with the essential skills and qualities for attaining their future goals. Students need to be provided with access to a broad course of study consisting of a variety of curricular options that include College Prep, AP, and CTE courses, technology integration, and opportunities for critical thinking, collaboration, creativity, and communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Williams Review: Instructional Materials	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2023-2024)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2024-2025)		100% of students will have access to standards-aligned instructional materials as reported by the Williams Review. (2026-2027)	Maintained- at goal
2	Dataquest: A-G Completion Rates	The A-G Completion Rate for the Class of 2023 was as follows: All Students Districtwide: 49% English Learners: 21.3% Foster Youth: 22.2% Socio-Economically Disadvantaged: 47.9%	The A-G Completion Rate for the Class of 2024 was as follows: All Students Districtwide: 44.9% English Learners: 18.9% Foster Youth: 16.7% Socio-Economically Disadvantaged: 42.9%		The A-G Completion Rate for the Class of 2026 will be as follows: All Students Districtwide: 55% English Learners: 36.3% Foster Youth: 37.2% Socio-Economically Disadvantaged: 53.9%	The A-G Completion Rate change was as follows: All Students Districtwide: -4.1% English Learners: -2.4% Foster Youth: -5.5% Socio-Economically Disadvantaged: -5.0%

3	CA School Dashboard: CTE Pathway Completion Rate	The Class of 2023 CTE Pathway Completion Rate was as follows: All Students: 10.4% SED: 10.5% ELs: 6.7% FY: 5.3%	The Class of 2024 CTE Pathways Completion Rate was as follows: All Students: 11.1% SED: 11.1% ELs: 8.4% FY: 19.0%		The Class of 2026 CTE Pathway Completion Rate will be as follows: All Students: 25.4% SED: 25.5% ELs: 21.7% FY: 20.3%	The CTE Pathway Completion Rate change was as follows: All Students: +0.7% SED: +0.6% ELs: +1.7% FY: +13.7%
4	Local Data: Advanced Placement (AP) Enrollment Rate	26.1% of students were enrolled in the AP program. (2022-2023)	29.1% of students were enrolled in the AP program. (2023-2024)		30% of students will be enrolled in the AP program. (2025-2026)	The change was as follows: +3.0% of students were enrolled in the AP program.
5	College Board: AP Passing Rates	The Spring 2023 Passing Rates were as follows: District-wide All Students: 58.9% Low-Income: 57.7%	The Spring 2024 Passing Rates were as follows: Districtwide All Students: 61.3% Low-Income: 60.1%		The Spring 2026 Passing Rates will be as follows: District-wide All Students: 67.9% Low-Income: 66.7%	The Passing Rates changes were as follows: District-wide All Students: +2.4% Low-Income: +2.4%
6	CA School Dashboard: College/Career Indicator	The 2023 CCI reflects the following: Percent of All Student "Prepared": 40.8% Percent of Foster Youth Students "Prepared": 6.3%	The 2024 CCI reflects the following: Percent of All Students "Prepared": 40.5% Percent of Foster Youth Students "Prepared": 15%		The 2026 CCI will reflect the following: Percent of All Student "Prepared": 46.8% Percent of Foster Youth Students "Prepared": 18.3%	The CCI change reflects the following: Percent of All Student "Prepared": -0.3% Percent of Foster Youth Students "Prepared": +8.7%
7	Local Data: LCAP Student Survey (Connectedness)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt connected to the school.	During the 2024-2025 school year, 82.2% of students who completed the LCAP student survey stated they felt connected to the school.		During the 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel connected to the school.	The change reflected a -5.7% of students who completed the LCAP Student survey stated they felt connected to the school.

8	Dataquest: Five-Year Cohort Graduation Rate	The Five-Year Cohort Graduation Rates for the Class of 2023 was as follows: District-wide: 87.0% English Learners: 72.3% Foster Youth: 73.1% Socio-Economically Disadvantaged (SED): 87.6%	The Five-Year Cohort Graduation Rates for the Class of 2024 were as follows: District-wide: 82.7% English Learners: 63.9% Foster Youth: 52.9% Socio-Economically Disadvantaged (SED): 82.7%		The Five-Year Cohort Graduation Rates for the Class of 2026 will be as follows: District-wide: 90.0% English Learners: 81.3% Foster Youth: 82.1% Socio-Economically Disadvantaged (SED): 90.6%	The Five-Year Cohort Graduation Rates changes was as follows: District-wide: -4.3% English Learners: -8.4% Foster Youth: -20.2% Socio-Economically Disadvantaged (SED): -4.9%
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Goal Analysis for 2024-2025

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.

Action 2.1 was fully implemented as textbooks were replaced this school year. There was no new adopted curriculum, as a result, the budgeted amount was not fully expended.

Actions 2.2 and 2.3 were fully implemented as unduplicated students were provided with college and career counseling, information on post-secondary options, and assistance with completion of college and scholarship applications. Students were also able to take the SAT and PSAT at no cost to them. There was a challenge with supporting all students at one high school, as the College and Career Coordinator was not available second semester, however, accommodations were made to allow staff from other schools to support students at that school.

The actions for Career Technical Education, which include courses with staff, instructional materials, and Professional Development (Actions 2.4, 2.5, 2.6, and 2.7), were effectively implemented as low-income students were able to access resources and participate in programs that prepare them for diverse career options. The challenge continues to be for students to complete pathways, thus, staff worked on revising some pathways so that they are complete in two years instead of three.

Actions 2.8 and 2.15 were successfully implemented as low-income students, English Learners, and Foster Youth were provided with technology and online resources that allowed them to access online programs, including online tutoring. There was an increase in the cost of technology, so other funds were used to support the purchases.

There weren't any challenges with providing Enrichment opportunities (Action 2.9); it was effectively implemented. Students were able to access and engage in activities and curriculum of high interest.

Action 2.10 was effectively implemented as students at the Adult Transition Center were provided with entry-level job skills training. Many more students were able to participate in this training, resulting in a small challenge of finding different job placements for these students.

All schools were able to offer an AVID program to support English Learners, Foster Youth, and low-income students. Tutors were also placed in the program to support the tutorology component. The program was fully implemented at all of our schools. There was a challenge at three of our schools since a new team was identified in the Fall at these schools, with fewer teachers, allowing less students to access the program.

Students have been provided with additional support in ELA through an Academic Language Development or English I Intensive class. This year, a new class was created, College and Career Prep, that also provided students access to college and career exploration. The action was partially implemented at four schools, as funding limited the ability to provide an increased number of sections for identified students.

Action 2.13, Library, was fully implemented at four of the five comprehensive high schools since students, including English Learners, were able to access reading materials and resources guided by the librarian. There was a vacancy for most of the year at one of our schools, which did not allow students at that school to receive the same guidance, however, they still had access to the materials since the library remained open with the support of the clerk.

Online and Personalized Learning (OPL- Action 2.14) was successfully implemented as students had the opportunity to make up credits through online courses that provide embedded support, including accommodations, learning scaffolds, and translation. A continuous challenge is having to prioritize services to students based on the amount of staff available to support the program.

Action 2.16 was partially implemented as support through an online program was only provided in mathematics.

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

Action 1 Instructional Materials (Textbooks)

All necessary textbooks were replaced, however, there were no new adoptions. As a result, only \$373,544 (20.75%) of the budgeted amount of \$1,800,000 was expended.

Action 3 College and Career Coordinators

There was a vacancy at one of the schools for the entire duration of the second semester. This resulted in only \$835,668 (86.19%) of the budgeted amount of \$969,602 to be expended.

Action 4 Instructional Materials- CTE

The request for instructional materials for CTE courses was less than what was budgeted, as a result \$178,569 (68.68%) of the budgeted amount of \$260,000 was expended.

Action 7 Professional Development for CTE Staff

There wasn't a change in the CTE curriculum that required new training for teachers, as a result, only \$9,855 (39.42%) of the budgeted amount of \$25,000 was expended.

Action 10 Hands on Training

There were a higher number of students who were placed in internships this school year. As a result, the expended amount (\$149,606) exceeds the budgeted amount (\$100,000) by \$49,606.

Action 13 Library

There was a vacancy for the majority of the year at one site. As a result, \$793,685 of the budgeted amount of \$987,221 was expended.

Action 14 Online and Personalize Learning

All services budgeted were provided through OPL this year, however, some services were funded through LREBG funds.

Action 16 Online Math and Reading Program

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

The action for providing instructional materials (textbooks) to all students (Action 2.1) was effective, evidenced by 100% of students having access to standards-aligned materials as reported by the 2024-2025 Williams Review.

The actions for College and Career Readiness (Action 2.2) and College and Career Coordinators (Action 2.3) were effective despite a decrease of 4.1% of students meeting the A-G requirements. Evidence of their effectiveness include an increase of 8.7% of Foster Youth students being "Prepared" on the College and Career Indicator (CCI). There was also an increase of 2.4% of low-income students passing an AP exam and an increase of 1.7% of ELs completing a CTE Pathway. Furthermore, there was an increase of over 100 students taking the SAT and a 3.0% increase in students enrolling in AP courses.

The actions to support the CTE program, which include Instructional Materials (Action 2.4), CTE and AP Course Offerings (Action 2.5), CTE Program (2.6), and PD for CTE teachers (2.7), were effective as reflected by the increase in both CTE pathway completion rate and AP passing rate. However, there was a slight decline of 0.3% for ALL students being prepared on the CCI. Evidence of effectiveness includes an increase in the CTE pathway completion rate of 0.7% for all students, 0.6% for students with disabilities, 1.7% for English Learners, and 13.7% for foster youth. Furthermore, there was an increase in the AP passing rate of 2.4% for all students and low-income students.

The actions for Technology Resources (Action 2.8) and Student Access to Technology (Action 2.15) were effective as reflected by parent and student input acknowledging the successful use of the Chromebooks to access online tutoring and other online resources. This use of the Chromebooks to access online tutoring and resources led to a

performance increase for ELs in the percentage of students meeting standards in math on the SBAC, but also the percentage of ELs making progress towards English Language Proficiency. There was also a decrease in A-G completion rates for both the low-income and English Learner subgroups. There was also a decrease in the 5-year cohort graduation rate of low-income students, going from 87.6% to 82.7%. However, there was an increase in the Graduation rate on the Dashboard for low-income students, reflecting a 3.6% increase to 84.9%.

The action for Enrichment Opportunities (Action 2.9) was effective despite the student survey data on connectedness to school showing a slight decline of 5.7% of students who completed the survey stating they felt connected to the school. Evidence of the effectiveness is demonstrated by a notable decrease in the chronic absenteeism rate for all students with a decrease of 3.1%, English Learners with a decrease of 5.1%, Foster Youth with a decrease of 6.3%, and Socioeconomically Disadvantaged students with a decrease of 3.4%.

The action for Hands-on Job Training (Action 2.10) was effective as evidenced by the increase in the number of students who were placed in a paid internship.

The action for the implementation of the AVID program at each comprehensive high school (Action 2.11) was effective despite a decrease of A-G completion for all students and unduplicated student subgroups. Evidence of the effectiveness is from local data showing an average of approximately 67% of AVID students complete the A-G requirements in 2024 compared to non-AVID students, which was approximately 41% (a difference of approximately 26%). Additionally, although there was a slight decrease of 0.3% of all students identified as being "Prepared" on the CCI, there was a significant increase of 8.7% of Foster Youth identified as being "Prepared" but also an increase of 0.5% of ELs identified as being "Prepared". Furthermore, the low-income student subgroup had an increase on AP Passing rates of 2.4%.

The action for English Language Arts Support (Action 2.12) was effective as evidenced by a 2.1% increase of district-wide English Learners making progress towards English language proficiency. Furthermore, there was a decrease in the D and F rates for ELA with a 0.6% decrease for all students, 1.0% decrease for English Learners, 8.0% decrease for Foster Youth, and 0.7% decrease for Socioeconomically Disadvantaged students.

The action for improved Library resources (Action 2.13) was effective despite graduation rates showing a decline for all students and unduplicated student subgroups. The increased access to grade-level materials that are engaging and support literacy development has resulted in an increase of 0.8% of students who completed the LCAP survey, indicating they felt engaged while at school. Furthermore, there was a decline in D and F rates for ELs, Foster Youth, and low-income students in English and Science.

The action for Online and Personalized Learning (OPL) (Action 2.14) was effective despite not showing any significant growth in A-G completion rates and Graduation rates. Evidence of the effectiveness is reflected in a few areas. First of all, parents and students both expressed how successful the program was for them and how thankful they are for the opportunity to take courses through OPL. Both groups also prioritized this action to be continued. The student end-of-course surveys with an average of 86.5% of students indicating a positive experience with the online course. Furthermore, the pass rate for the Fall of 2023-2024 increased by 4% compared to the Fall of 2022-2023.

The action for Online Math and Reading Programs (Action 2.16) was effective as evidenced by the decrease in D and F rates for English and Math courses district-wide. For English courses, the D and F rate decreased by 1.0% for English Learners, 8.0% for Foster Youth, and 0.7% for Socioeconomically Disadvantaged students. For math courses, the D and F rate decreased by 2.2% for English Learners and 1.9% for Socioeconomically Disadvantaged students, despite an increase of 27.9% for 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 2.1- Textbooks amount was decreased to aligned with prior years expenditures.

Action 2.2- College and Career Readiness Support Services was slightly decreased as a result of reduced S and C funds next year.

Action 2.8- Technology Resources was slightly decreased as a result of reduced S and C funds next year, but also to account for the vast amount of technology that has recently been purchased.

Action 2.10- The amount allocated for Hands-On Job Training was increased to align with current year expenditures.

Action 2.13- The amount allocated to the Library was slightly reduced as a result of reduced S and C funds next year, but also due to the amount of resources already purchased and available in the libraries at each school.

Action 2.15- The amount allocated for Student Access to Technology was slightly decreased to account for a reduced need due to declining enrollment.

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	2.1 Textbooks	Provide necessary instructional materials (textbooks) to all students at each site based on enrollment and class offerings, including each summer session, to ensure all students have access to standards-aligned instructional materials in the core program.	\$818,770.00	No
2	2.2 College and Career Readiness Support Services	Promote College and Career readiness through the following activities: 1. SAT/PSAT, ACT, and/or AP exam fees will be paid for low-income students who would not be able to afford the cost; and 2. Resources and activities that promote and support attendance at post-secondary institutions will be provided to English learners, Foster youth, and low-income students, such as the annual College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions.	\$436,000.00	Yes
3	2.3 College and Career Coordinators	College and Career Coordinators at the schools will coordinate college and career counseling activities and provide information on post-secondary options specifically designed for English Learners, Foster Youth, and low-income students who have unique needs that may be obstacles to post-secondary education options	\$969,602.00	No
4	2.4 CTE Instructional Materials	Purchase engaging and relevant instructional materials for the CTE pathway classes that support the diverse learning needs of our English learners, Foster Youth, and low-income students enrolled in the CTE pathways in an effort improve services and promote College and Career Readiness specifically for these student groups.	\$260,000.00	No
5	2.5 CTE and AP Course Offerings	Increase CTE and AP programs at the comprehensive high schools by providing an additional 25 sections (5 FTEs) district-wide for additional Career & Technical Education (CTE) pathways and course sequences that are aligned to CCSS, and Advanced Placement (AP) courses. The expanded course offerings are intended to increase the participation of low-income students in	\$880,775.00	Yes

		these programs and provide them with additional opportunities to experience a CTE pathway or AP course.		
6	2.6 Career Technical Education (CTE) Program	Strengthen the CTE program through the support of technicians, the use of relevant and engaging instructional materials, improved technology, and opportunities for students to participate in internships to elevate the involvement and success of low-income students enrolled in this program. This initiative aims to expand the access of low-income students to career-oriented courses, fostering their skills development for future employment opportunities.	\$1,527,354.00	Yes
7	2.7 Professional Development for CTE Staff	Provide professional development opportunities to CTE teachers, including opportunities to attend conferences, so that they are equipped to provide a rigorous and robust CTE program for all students.	\$25,000.00	No
8	2.8 Technology Resources	Provide access to and bolster support for technology to enrich student learning and digital integration. Additional technology and support will target underperforming low-income students and English learners, particularly during the school day and after school hours to support their participation, engagement, and academic achievement.	\$893,494.00	Yes
9	2.9 Enrichment Opportunities	Enhance enrichment opportunities for low-income students and boost student engagement and achievement by adding more elective classes and supplying additional instructional resources for these classes. Expanding the course offerings at all comprehensive high schools will promote high-interest learning opportunities for unduplicated student groups, primarily low-income students, who will be able to participate in a broad course of study that would otherwise not be available to them.	\$876,341.00	Yes
10	2.10 Hand-on Job Training	Enhance the job skills training program provided to underprivileged low-income students enrolled at the Adult Transition Center by providing entry-level job skills training through placement in paid internships. This training and internship opportunity will prepare these students for future paid jobs.	\$150,000.00	No
11	2.11 AVID	Provide each comprehensive high school with five sections of the AVID elective course. The AVID coordinator will increase AVID access to support unduplicated student groups, particularly low-income students, who are traditionally underrepresented in higher education. The program will provide these students with the instructional support they need, including the help of AVID tutors, to improve their academic achievement and prepare them for college.	\$1,113,552.00	Yes
12	2.12 English Language Arts Support	Provide the opportunity for additional instructional support to identified students through supplemental ELA courses.	\$282,650.00	No
13	2.13 Library	Each comprehensive high school has a library clerk that assists all students with library services. A librarian is placed at each comprehensive high school to guide English learners, Foster Youth, and low-income students in accessing high-interest reading materials at their reading level. Supplemental reading materials and library resources will also be purchased by each site, that are relevant and of high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students.	\$866,560.00	Yes
14	2.14 Online and Personalized Learning (OPL)	Provide low-income students, Foster Youth, and English learners with access to online learning in all content areas to allow them to engage with content courses where they may have faced challenges. Students will have the opportunity to progress at their own pace, receiving additional assistance and support from OPL staff and supplemental instructional materials. These resources will be available either at each school's OPL Center or at the District Community Education Center (CEC).	\$1,189,319.00	Yes
15	2.15 Student Access to Technology	Provide equitable access to technology to English Learners, Foster Youth, and low-income students by providing a Chromebook to each student. These devices will allow students to access	\$850,000.00	Yes

		instructional resources and practice skills outside of the school environment. English learners need as much time and resources to practice listening and speaking academic language, and the device will allow them to access this outside of school, while, low-income need access to online resources that will assist them with accessing the content.		
16	2.16 Online Math and Reading Programs	Implement online programs, in math and English language arts, in all comprehensive high schools to offer English learners, Foster Youth, low-income students, and students with disabilities, expanded opportunities for practicing and mastering foundational skills. This initiative aims to afford these students improved access to the demanding English Language Arts (ELA) and mathematics curriculum.	\$70,000.00	No

Goal

Goal #	Description	Type of Goal
3	Provide support, resources, and services to ensure every student reaches a high level of academic achievement.	Broad Goal

State priorities addressed by this goal.

4, 2, 7, 8, 5

An explanation of why the LEA has developed this goal.

To foster our students' academic success, as measured by A-G completion rates, graduation rates, percent of students meeting or exceeding standards on SBAC, and percent of A through C grades, they must be provided with high-quality instruction and standards-aligned instructional materials. Data shows that our unduplicated students, including English Learners, low-income, and Foster Youth have fallen behind, thus added support that targets the specific needs of these students, including learning opportunities that support academic achievement through integrated and designated ELD, will be provided.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA)	The Spring 2023 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All Students Districtwide: 60.2% All ELs Districtwide: 8.1% All Students with Disabilities Districtwide: 20.8% All Hispanics Districtwide: 53.6% All SED Students Districtwide: 57.7%	The Spring 2024 SBAC results in ELA indicated the following percentage of students meeting or exceeding standards: All Students Districtwide: 57.8% All ELs Districtwide: 7.1% All Students with Disabilities Districtwide: 17.2% All Hispanics Districtwide: 50.8% All SED Students Districtwide: 55.8%		The Spring 2026 SBAC results in ELA will indicate the following percentage of students meeting or exceeding standards: All Students Districtwide: 72.2% All ELs Districtwide: 26.1% All Students with Disabilities Districtwide: 35.8% All Hispanics Districtwide: 65.6% All SED Students Districtwide: 69.7%	The SBAC rate change in ELA for students met or exceeded standards are as follows: All Students Districtwide: -2.4% All ELs Districtwide: -1.0% All Students with Disabilities Districtwide: -3.6% All Hispanics Districtwide: -2.8% All SED Students Districtwide: -1.9%

2	CAASPP Data: Smarter Balance Scores in Mathematics	The Spring 2023 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All Students Districtwide: 25.2% All ELs Districtwide: 2.8% All Homeless Students Districtwide: 20.0% All SED Students Districtwide: 22.4% All Students with Disabilities Districtwide: 4.8% All Hispanic Students Districtwide: 15.1%	The Spring 2024 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All Students Districtwide: 28.1% All ELs Districtwide: 4.5% All Homeless Students Districtwide: 31.3% All SED Students Districtwide: 26.5% All Students with Disabilities Districtwide: 3.0% All Hispanic Students Districtwide: 17.2%		The Spring 2026 SBAC results in mathematics will indicate the following percentage of students meeting or exceeding standards: All Students Districtwide: 40.2% All ELs Districtwide: 26.8% All Homeless Students Districtwide: 35.0% All SED Students Districtwide: 37.4% All Students with Disabilities Districtwide: 28.8% All Hispanic Students Districtwide: 30.1%	The SBAC rate change in Math for students met or exceeded standards are as follows: All Students Districtwide: +2.9% All ELs Districtwide: +1.7% All Homeless Students Districtwide: +11.3% All SED Students Districtwide: +4.1% All Students with Disabilities Districtwide: -1.8% All Hispanic Students Districtwide: +2.1%
3	CA School Dashboard: English Learner Progress Indicator (ELPI)	The 2023 data indicates the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 37.8% AHS: 40.4% EMHS: 41.1% MVHS: 36.6% RHS: 48.3% SEMHS: 39.4% FRLHS: 8.0%	The 2024 data indicates the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 39.9% AHS: 37.5% EMHS: 50.7% MVHS: 37.0% RHS: 48.3% SEMHS: 32.0% FRLHS: 14.9%		The 2026 data will indicate the following percentage of English Learner students making progress towards English language proficiency, by school: District-wide: 42.0% AHS: 43.4% EMHS: 43.1% MVHS: 42.6% RHS: 49.3% SEMHS: 42.4% FRLHS: 20.0%	The rate change of English Learner students making progress towards English language proficiency, by school are as follows: District-wide: +2.1% AHS: -2.9% EMHS: +9.6% MVHS: +0.4% RHS: 0% SEMHS: -7.4% FRLHS: +6.9%
4	Local Data: Reclassification Rate	The 2022-2023 Reclassification rate was 13.2%.	The 2023-2024 Reclassification rate was 17.5%.		The 2025-2026 Reclassification rate will be 14%.	Reclassification rate change was as follows: +4.3

5	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA) and math	The Spring 2023 SBAC EAP results in ELA indicated that 29.3% of students who took the exam were identified as being college-ready, while only 11.6% were identified as being college-ready in mathematics.	The Spring 2024 SBAC EAP results in ELA indicated that 29.2% of students who took the exam were identified as being college-ready, while only 12.8% were identified as being college-ready in mathematics.		The Spring 2026 SBAC EAP results in ELA will indicate that 35% of students who took the exam will be identified as being college-ready, while 20%% will be identified as being college-ready in mathematics.	The percentage change for SBAC EAP results in ELA and Math are as follows: ELA: -0.1% Math: +1.2%
6	Local Data: D and F Rates in Core Subjects	<p>Fall 2023 D and F Rates by Core Subject:</p> <p>English All Students: 22.5% ELs: 33.1% FY: 24.0% SED: 23.8%</p> <p>Math All Students: 36.2% ELs: 58.7% FY: 18.8% SED: 37.7%</p> <p>Science All Students: 25.7% ELs: 45.2% FY: 46.7% SED: 27.3%</p> <p>Social Science All Students: 17.9% ELs: 30.5% FY: 27.8% SED: 18.8%</p>	<p>Fall 2024 D and F Rates by Core Subject:</p> <p>English All Students: 21.9% ELs: 32.1% FY: 16.0% SED: 23.1%</p> <p>Math All Students: 33.9% ELs: 56.5% FY: 46.7% SED: 35.8%</p> <p>Science All Students: 23.7% ELs: 37.0% FY: 46.2% SED: 25.1%</p> <p>Social Science All Students: 18.7% ELs: 29.1% FY: 28.0% SED: 19.5%</p>		<p>Fall 2026 D and F Rates by Core Subject will be below the following:</p> <p>English All Students: 20% ELs: 25% FY: 20.0% SED: 20%</p> <p>Math All Students: 30% ELs: 40% FY: 15% SED: 30%</p> <p>Science All Students: 22% ELs: 30% FY: 30% SED: 22%</p> <p>Social Science All Students: 15% ELs: 20% FY: 17% SED: 14%</p>	<p>Rate of change for D and F Rates by Core Subject:</p> <p>English All Students: -0.6% ELs: -1.0% FY: -8.0% SED: -0.7%</p> <p>Math All Students: -2.3% ELs: -2.2% FY: +27.9% SED: -1.9%</p> <p>Science All Students: -2.0% ELs: -8.2% FY: -0.5% SED: -2.2%</p> <p>Social Science All Students: +0.8% ELs: -1.4% FY: +0.2% SED: +0.7%</p>

7	CA School Dashboard: A-G Requirements and CTE Pathway Completion	For the Class of 2023, 5.5% of all students who graduated completed both A-G requirements and a CTE Pathway.	For the Class of 2024, 5.9% of all students who graduated completed both A-G requirements and a CTE Pathway.		For the Class of 2026, 11.5% of all students who graduate will have completed both A-G requirements and a CTE Pathway.	Rate of change for students who graduated and completed both A-G requirements and a CTE Pathway. +0.4%
8	CAASPP: California Science Test (CAST)	The Spring 2023 administration of the CAST indicated that 25.6% of students who took the test met or exceeded standards.	The Spring 2024 administration of the CAST indicated that 28.4% of students who took the test met or exceeded standards.		The Spring 2026 administration of the CAST will indicate that 31.6% of students who took the test met or exceeded standards.	Rate of change for students who took the CAST who met or exceeded standards. +2.8%
9	Local Data: LCAP Student Survey (Engaged)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt engaged while at school.	During the 2024-2025 school year, 88.7% of students who completed the LCAP Student survey stated they felt engaged while at school.		During the 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel engaged while at school.	Rate of change for students who completed the LCAP Student survey that stated they felt engaged while at school. +0.8%
10	Local Data: Summer School Passing Rate	The 2023 Summer School Passing Rate for students was 87.8%.	The 2024 Summer School Passing Rate for students was 88.8%.		The 2026 Summer School Passing Rate for students will be over 90%.	The change in Summer School Passing Rate was +1.2%.
11	Dataquest: 5-Year Cohort Graduation Rate	The Five-Year Cohort Graduation Rates for the Class of 2023 was as follows: District-wide: 87.0% All SWD: 77.0% AHS SWD: 96.1% EMHS SWD: 77.0% MVHS SWD: 86.8% RHS SWD: 71.9% SEMHS SWD: 58.1%	The Five-Year Cohort Graduation Rates for the Class of 2024 was as follows: District-wide: 82.7% All SWD: 70.3% AHS SWD: 84.8% EMHS SWD: 75.0% MVHS SWD: 66.1% RHS SWD: 66.0% SEMHS SWD: 66.1%		The Five-Year Cohort Graduation Rates for the Class of 2026 will be as follows: District-wide: 90.0% All SWD: 83.0% AHS SWD: 97.6% EMHS SWD: 83.0% MVHS SWD: 92.6% RHS SWD: 77.9% SEMHS SWD: 64.1%	Rate of change for Five-Year Cohort Graduation Rates was as follows: District-wide: -4.3% All SWD: -6.7% AHS SWD: -11.3% EMHS SWD: -2.0% MVHS SWD: -20.7% RHS SWD: -5.9% SEMHS SWD: +8.0%
12	CA School Dashboard: College/Career Indicator	The 2023 CCI reflects the following: Percent of All Student "Prepared": 40.8% Percent of All SWD: 6.9% Percent of All ELs: 12.9%	The 2024 CCI reflects the following: Percent of All Student "Prepared": 40.5% Percent of All SWD: 8.4% Percent of All ELs: 13.4%		The 2026 CCI will reflect the following: Percent of All Student "Prepared": 46.8% Percent of All SWD: 9.9% Percent of All ELs: 15.9%	The change in CCI reflects the following: Percent of All Student "Prepared": -0.3% Percent of All SWD: +1.5% Percent of All ELs: +0.5%

13	DataQuest: 5-Year Cohort Graduation Rate	5-Year Graduation Rates for 2023 were: District-wide for All ELs: 72.3% AHS ELs: 75.9% EMHS ELs: 72.6% MVHS ELs: 81.2% RHS ELs: 84.3% SEMHS ELs: 58.7% FRLHS ELs: 26.7%	5-Year Graduation Rates for 2023 were: District-wide for All ELs: 63.9% AHS ELs: 75.5% EMHS ELs: 63.3% MVHS ELs: 68.5% RHS ELs: 85.3% SEMHS ELs: 58.4% FRLHS ELs: 35.8%		5-Year Graduation Rates for 2026 will be: District-wide for All ELs: 80.3% AHS ELs: 83.9% EMHS ELs: 80.6% MVHS ELs: 87.2% RHS ELs: 90.3% SEMHS ELs: 64.7% FRLHS ELs: 41.7%	The change in 5-Year Graduation Rates was as follows: District-wide for All ELs: -8.4% AHS ELs: -0.4% EMHS ELs: -9.3% MVHS ELs: -12.7% RHS ELs: +1.0% SEMHS ELs: -0.3% FRLHS ELs: +9.1%
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Goal Analysis for 2024-2025

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.

Action 3.1, Targeted Engagement Strategies and Individual mentoring, was effectively implemented to address the needs of English Learners, Foster Youth, and low-income students, as staff were able to provide academic support through the collaborative work with Instructional Coaches and EL TOSAs on the use of Content and Language Objectives in the classrooms.

Paraeducators were provided to support students with disabilities, thus Action 3.2 was fully implemented. There was a challenge in the high turnover of these employees, hence the district continues to contract with an outside company to ensure there is a continuity of services for these students daily.

Action 3.3 (repeat of 1.5) was fully implemented as teachers were funded at the same ratio (34:1). Due to declining enrollment, some staffing was not replaced. This accounts for the difference between the budgeted amount versus the actual amount.

Professional development opportunities, including release days and conferences, were effectively afforded to staff as part of the focus on continuous improvement driven by data analysis. Content Specialist and Course leads met to review data (Action 3.4), Staff was provided release time to collaborate (Action 3.11), and administrators were also provided with opportunities for professional development (3.12). The challenge in providing release time and professional development revolved around substitute coverage, as the ability to release all math teachers teaching the same course was limited due to the amount of coverage needed.

Targeted tutoring was fully implemented at all schools (Action 3.5). Students had the opportunity to seek additional support after school, as tutoring was available in all content areas. The challenge continues to be having students who are struggling in their classes attend tutoring after school.

All actions targeting supporting the needs of English Learners were fully implemented (Actions 3.6, 3.7, 3.8, and 3.9). English learners identified as newcomers were placed in English Language Development lab classes to allow students increased opportunities to practice academic language. Paraeducators were placed in classes with English Learners to provide primary language support. EL TOSAs and the EL Coordinator continued to monitor the success of ELs, provided mentoring to students, and shared best practices. Two EL Counselors were hired to provide targeted support and mentoring to the large number of ELs at two schools. A challenge was trying to provide support to ELs at all high schools, even those where an EL Counselor is not present.

Action 3.10 was fully implemented, as supplemental instructional materials were provided to English Learners and low-income students to assist them with accessing the curriculum.

Targeted tutoring during the day (Action 3.13) was fully implemented as college tutors were placed in classrooms to support and bolster the academic success of English Learners and low-income students. A notable challenge with supporting students is the change of schedule each semester for the college tutors. This potentially affects the engagement and participation of students as they have to build trust and might not have the same support throughout the year.

The summer school program (Action 3.14) was fully implemented to provide English Learners, Foster Youth, and low-income students with a free extended learning opportunity during the summer, however, LREBG funds were used to pay for this action this fiscal year.

The summer bridge program (Action 3.15) was also fully implemented to support identified students as they transition into high school. Teachers were brought together to update the curriculum, which included the identification of new materials and activities. This created a challenge due to the time constraints involved (summer school teachers were not identified until May, so there were limited days to bring staff together).

Action 3.16 was fully implemented as Paraeducators were strategically placed in classrooms with a substantial population of LTELs. A notable challenge was the high turnover of these employees.

A data analysis platform was provided, allowing for Action 3.17 to be fully implemented. Teachers were able to generate assessments and review student progress, however, the challenge was allowing the opportunity for all teachers to do this, primarily due to a limited number of substitutes, but also a person to facilitate the work. The math department was successful as a consultant, along with a Math TOSA, who guided the work.

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

Action 2 Paraeducators

There were a few vacancies districtwide that resulted in \$2,579,100 being expended out of the budgeted amount of \$2,936,103.

Action 5 Targeted Tutoring After School

Tutoring began a little later in the school year than in prior years. As a result, \$128,325 of the budgeted amount of \$150,000 will be expended.

Action 6 Academic Support for English Learners

Two schools offered less sections of the College and Career Prep course than what was budgeted. As a result, \$1,129,345 was expended out of the \$1,456,047 that was budgeted.

Action 9 EL Counselors

Two additional counselors were hired as planned, however the cost of their salaries and benefits was less than the amount budgeted.

Action 10 Supplemental Instructional Materials

There was no material difference between budgeted expenditures and estimated actual expenditures, however, ELO funds were used to support the purchase of supplemental instructional materials.

Action 12 Educational Leadership

This action was implemented as planned, however, Educator Effectiveness funds were used to support professional development opportunities for administrators.

Action 14 Summer School Program

The summer school program was provided as planned, however, LREBG funds were used to fund the program this school year.

Action 15 Summer Bridge Program

The amount expended on the Summer Bridge program was larger than the amount budgeted since teachers updated the curriculum, and as a result, new materials were ordered.

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

The actions for Targeted Engagement Strategies and Individual Mentoring (Action 3.1), Supplemental Instructional Materials (Action 3.10), and Data Analysis Platform (Action 3.17) were effective despite no increase to the academic indicator in ELA. Evidence of their effectiveness includes a districtwide increase of 2.9% in students meeting & exceeding the standard in the Math Smarter Balanced Assessment (Goal 3, Metric 2). The effectiveness of these actions is further supported by the results of the student engagement survey, in which students feel engaged with a positive increase of 0.8%. (Goal 3, Metric 9). Finally, there was a decline in D and F rates for ELs, Foster Youth, and low-income students in English and Science (Goal 3 Metric 6). The actions for Data Analysis seem to be supportive of teachers identifying the appropriate effective strategy for their students and properly applying the supplemental instructional materials during instructional time.

The placement of paraeducators in classrooms was effective, as reflected by student input during focus group meetings, as they attributed part of their academic success to paraeducators.

Actions around professional development work and opportunities, including Content Specialists and Course Leads (Action 3.4), Collaborative Time/Release Days (Action 3.11), and Educational Leadership (Action 3.12) were effective as staff were afforded many opportunities to collaborate and learn. Evidence of their effectiveness includes an almost 3% growth in the percentage of students who met or exceeded standards in SBAC scores in math and about the same 3% increase in CAST scores.

Action 3.3 (a repeat of Action 1.5) was effective as the core program provided 100% of teachers fully credentialed.

Action 3.5, targeted tutoring after school, was partially effective, as the D and F rates for most students, in three of the four content areas, decreased from Fall of 2023 to Fall 2024. Based on observations of after school tutoring, the number of students attending after-school tutoring varied, with a few schools only having a small number of students attending.

The actions for Targeted Tutoring During the Day (Action 3.13), Summer School Program (Action 3.14), and Summer Bridge Program (Action 3.15) were effective as reflected by the 1.2% increase in the summer school passing rate (Goal 3 Metric 10) as well as a decrease in the D & F Rates for ELs, Foster Youth, and Low-income students in English and Science (Goal 3 Metric 6). Despite no significant increase in the A-G rates, these actions have proven to be effective, as further supported by the Math Smarter Balanced results increase of 2.9% in students meeting and exceeding the standard. (Goal 3 Metric 2).

The actions for Academic Support for English Learners (Action 3.6), Paraeducators- ELs (Action 3.7), EL Support (Action 3.8), EL Counselors (Action 3.9), and Paraeducators-LTEs (Action 3.16) were effective as demonstrated by the 2.1% increase of students making progress towards English language proficiency (Goal 3 Metric 3) as well as an positive increase of 4.3% to the overall district reclassification rate (Goal 3 Metric 4). Based on the results of the local data, the LCAP Student Survey, data reflected that the students truly valued the support provided by the EL Counselor both academically & emotionally. Finally, despite no increase to the graduation rates (Goal 3 Metric 13), to measure the effectiveness of Paraeducators-LTEs (Action 3.16), both qualitative and quantitative data of the local LCAP Student Survey reflected a high value and appreciation for Paraeducators among all students as an academic support and resource.

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 3.1- Funds have been increased to account for targeted support in all classes, but particularly Integrated Math 1 classes, where additional support will be provided to teachers

Action 3.5- Funds to support tutoring were decreased as a result of limited funds available through the A - G grant.

Action 3.9- The amount of funds needed for the two EL Counselors was less than the budgeted amount last year, as a result, the amount was reduced to reflect the actual cost this year based on current employees.

Action 3.10- The amount allocated for supplemental instructional materials was reduced to account for the many resources purchased throughout these past years.

Action 3.13- The amount allocated for Core Content Area Targeted tutoring during the day was reduced to account for the transience of the college tutors in these positions.

Action 3.14- The amount allocated for the Summer School Program was reduced to account for the partnership with Rio Hondo College, which will pay a large portion of summer school classes.

Actopm 3.15- Funds have increased for the Summer Bridge Program to account for the added expenses due to the new curriculum.

Action 3.16- The amount allocated for Paraeducators was reduced to align with the actual cost of staff this year, but also the transiency during the 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
1	3.1 Targeted Engagement Strategies and Individual Mentoring	English learners, Foster Youth, and low-income students will be placed in smaller classes, facilitating individualized mentoring and engagement strategies by teachers. All educators will have the capacity to conduct one-on-one sessions or small group meetings with students to offer academic support tailored to their specific needs and foster the development of non-cognitive skills such as persistence, motivation, and self-esteem. An administrator will be designated at each site to oversee and support staff in delivering these services. They will collaborate with Instructional Coaches and EL TOSAs to organize professional development and facilitate opportunities for teachers to exchange best practices.	\$6,734,985.00	Yes
2	3.2 Paraeducators	Provide academic support to students, particularly to Students with Disabilities, through paraeducators in core classes.	\$2,936,103.00	No
3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	Provide a core program to all students taught by appropriately assigned and fully credentialed teachers. The core program will use a rigorous and standards-aligned curriculum and be supplemented with all necessary resources and materials to ensure that every student can meet, at the very least, the requirements for high school graduation. Through the core program, ELs and LTELs will be provided with designated and integrated English Language Development (ELD).	\$0.00	No
4	3.4 Content	Support the implementation of a standards-aligned curriculum by leveraging the expertise of	\$426,358.00	No

	Specialists/Course Leads	Content Specialists and Course Leads. This action aims to provide all students with a robust course of study in the core subjects, fostering high academic performance and college readiness through continuous improvement driven by data analysis.		
5	3.5 Targeted Tutoring After School	Identified educators will offer after-school tutoring sessions at all comprehensive high schools across various subject areas. These sessions will cater to identified students across all grade levels who require additional support or have been recommended for services.	\$120,000.00	No
6	3.6 Academic Support for English Learners	Provide increased support to enhance the academic success of English learners, encompassing resources such as English Language Development lab courses, paraeducators, and supplemental standards-aligned instructional materials and resources. The lab courses are in addition to the required ELD course where designated ELD is provided, but will allow English learners increased opportunities to practice academic language, while bilingual paraeducators will be able to provide primary language support.	\$1,417,936.00	Yes
7	3.7 Paraeducators- English Learners	Assign paraeducators to classes with English learners, primarily newcomers, to provide support with language acquisition, along with additional opportunities to practice listening and speaking skills.	\$235,565.00	No
8	3.8 EL Support	Provide an English Learner Teacher on Special Assignment (EL TOSA) at every comprehensive high school to bolster academic achievement, oversee progress and monitor the progress of English learners, including Long-Term ELs, in English language development, and mentor English learners. Additionally, a coordinator will spearhead and direct the efforts of EL TOSAs to ensure uniformity in practices district-wide, but also implementation of successful practices.	\$1,180,427.00	Yes
9	3.9 EL Counselors	Counselors will organize parent conferences with every English Learner (EL) to assess reclassification criteria and pinpoint individual needs for meeting those criteria. Following the identification of student needs, counselors will collaborate with EL TOSAs to furnish mentors and supplementary resources, aiding each student in progressing toward English proficiency.	\$321,866.00	Yes
10	3.10 Supplemental Instructional Materials	Additional instructional resources will be supplied to facilitate student access to the curriculum, enhance classroom engagement, and foster academic achievement in the academic courses. These materials will emphasize hands-on activities within the classroom.	\$683,975.00	Yes
11	3.11 Collaboration Time/Release Days	Allocate departmental release days to enable structured collaboration time among teachers, including content specialists, course leads, instructional coaches, and paraeducators. During these sessions, educators will exchange best practices and conduct data analysis on district-wide assessments and performance tasks.	\$15,000.00	No
12	3.12 Educational Leadership	Provide district and site administrators with professional development opportunities through conferences and/or academies to enhance their skills as leaders at both district and site levels. These opportunities will equip them to effectively guide all staff in meeting the diverse needs of every student.	\$25,000.00	No
13	3.13 Targeted Tutoring During the Day	Provide subject-specific tutoring sessions during school hours tailored to identified students, aimed at addressing the D and F rates and bridging the achievement gap between low-income underprivileged students, English Learners and their counterparts. College tutors will be strategically assigned to classes where at-risk students, many of whom are either low-income or English Learner, or many times both, are encountering difficulties, with the goal of bolstering their academic success.	\$200,000.00	Yes
14	3.14 Summer School Program	Allocate certificated staff for the summer school session to provide English learners, Foster Youth, and low-income students with a free extended learning opportunity during the summer. This program aims to facilitate credit recovery for any content area course and/or provide enrichment opportunities.	\$400,000.00	Yes
15	3.15 Summer Bridge	Provide identified students at each comprehensive high school with the opportunity to participate	\$30,000.00	No

	Program	in the Summer Bridge program designed to cultivate foundational skills and prepare incoming 9th-grade students for high school.		
16	3.16 Paraeducators- Long-Term English Learners	Assign paraeducators to classrooms with a substantial population of LTELs. These paraeducators will offer assistance in language acquisition while also providing academic support to students experiencing difficulty with the content.	\$863,186.00	Yes
17	3.17 Data Analysis Platform	Provide a database platform that allows for ongoing data analysis in all content areas. This platform will enable teachers to generate assessments and assess student progress by subgroup, to pinpoint specific learning gaps. Subsequently, teachers can collaborate to design lessons incorporating scaffolding and differentiated instruction to aid these students in accessing the content.	\$50,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Provide parents and families with opportunities to be engaged and empowered to support their children's success.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Although data shows there continues to be an increase in parent and family engagement events districtwide, parents continue to request additional support with helping their children academically, but also helping them grow and become better parents. Research shows that parent and family engagement is a significant predictor of student success, thus this goal is focused on providing multiple opportunities for parents to be engaged and increasing the number of families that are engaged in supporting their child's education. To continue to encourage all families to be engaged, parent input will continue to identify the workshops that will be provided and translation/interpretation services will be provided. Communication with families will be provided in different languages. Support staff, including Categorical Program Assistants and Community Liaisons, will promote a welcoming environment at each campus. Our students will also feel supported as our parents become more knowledgeable and engaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Data: The number of parents who attend workshops, academies, and district-wide events.	The following is the number of parents, by entity, who attended workshops, academies, and district-wide events during the 2023-2024 school year, through April 2024: District: 3,071 AHS: 779 EMHS: 947 MVHS: 854 RHS: 820 SEMHS: 921 FRLHS: 7	The following is the number of parents, by entity, who attended workshops, academies, and district-wide events during the 2024-2025 school year, through May 5, 2025: District: 3,250 AHS: 742 EMHS: 1,448 MVHS: 771 RHS: 607 SEMHS: 890 FRLHS: 54		The following is the number of parents, by entity, who we expect will attend workshops, academies, and district-wide events during the 2026-2027 school year: District: 3,378 AHS: 1,000 EMHS: 1,000 MVHS: 1,000 RHS: 1,000 SEMHS: 1,000 FRLHS: 50	The following is the change in the number of parents, by entity, who attended workshops, academies, and district-wide events: District: +179 AHS: -37 EMHS: +501 MVHS: -83 RHS: -213 SEMHS: -31 FRLHS: +47

2	Local Data: LCAP Parent Survey	90.7% of the parents who completed the LCAP survey during the 2023-2024 school year stated they feel their child is safe and engaged in school.	89.9% of the parents who completed the LCAP survey during the 2024-2025 school year stated they feel their child is safe and engaged in school.		During the 2026-2027 school year, over 90% of parents who complete the LCAP survey will state they feel their child is safe and engaged in school.	There was a -0.8% change of the parents who completed the LCAP survey stating they feel their child is safe and engaged in school.
3	Local Data: LCAP Parent Survey	During the 2023-2024 school year, 84.6% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision-making.	During the 2024-2025 school year, 83.1% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision-making.		Over 85% of the parents who complete the LCAP survey during the 2026-2027 school year will indicate the school provided many opportunities to be involved and actively sought input from parents in decision-making.	The change from the prior school year was -1.5% of the parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively sought input from parents in decision-making.
4	Local Data: Number of Different Families who Participate in Parent Workshops, Training, and District-wide Events.	The number of different families who participated in workshops, trainings, and district-wide events was 351 for the 2024-2025 school year.	NA		The number of different families who participate in parent workshops, training, and district-wide events will increase by 5% each year.	NA
5	Local Data: The percentage of parents of English Learners who attend district and school events.	Only 48 parents of ELs attended parent workshops (3.3% of EL population). The district did not have a mechanism for capturing the data of parents who attended any school event.	NA		Over 25% of parents of English learners will attend district and parent events during the 2026-2027 school year.	NA

6	Local Data: Parent Survey. The percentage of parents who state they feel the school and district workshops and trainings are effective in helping them support their students will increase each year by 2%.	100% of the parents who completed the survey in the Spring 2025 stated they feel the school and district workshops and trainings are effective in helping them support their students.	NA		By May 2027, there will be at least a 4% increase in the percentage of parents who state they feel the school district workshops and trainings are effective in helping them support their students.	NA
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Goal Analysis for 2024-2025

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

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

Actions 4.1 (Administrative Support) and Action 4.4 (site community liaisons) were fully implemented as staff promoted, supported, and encouraged parent and family engagement at all schools.

School and District to Home Communication (Action 4.2) was fully implemented to support regular and ongoing communication to parents of English Learners, Foster Youth, and low-income students. A challenge continues to be being able to personally communicate with parents who speak a language other than English and Spanish, along with parents who are unavailable due to work obligations.

The actions for Parent and family engagement through support staff to facilitate heightened parent involvement (Action 4.3) and workshops/trainings (4.5, 4.6) were fully implemented to target engagement of parents of low-income and English learner student groups, along with Foster Youth. Workshops were offered at different times on weekdays and on Saturday mornings. A notable challenge this year was increasing the number of parents from these particular student subgroups who attend workshops due to the uncertainties of the implementation of immigration laws in the community.

Interpretation/translation services, Action 4.7, was fully implemented as these services were provided at parent/family events, allowing parents of English learners to actively engage without a concern of language barriers.

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

Action 6 Workshops/Trainings

Additional workshops were provided with topics requested by parents throughout the year. These additional services were at no additional cost to the district as they focused on mental health (provided by our wellness coordinators) and immigration (provided by outside agencies).

Action 7 Interpretation/Translation Services

Community Liaisons at each school have been able to provide some of the interpretation/translation services. As a result, \$31,250 (62.5%) was expended of the \$50,000 that was budgeted.

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

The action Administrative Support (4.1) was effective as demonstrated by the overall increase in parent and family engagement districtwide.

The actions for Communication (Action 4.2), Support Staff (Action 4.3), and Parent Workshops (Action 4.5 and Action 4.6) were effective as demonstrated by the overall increase of 179 parent participants districtwide attending workshops, academies, and districtwide events (Goal 4 Metric 1). Furthermore, (Goal 3 Metric 2) indicates an increase in the percent of ELs 1.7% & SED students 4.1% demonstrating proficiency in the Smarter Balanced Math assessment. Although FY showed an increase in D and F rates in math, they had a decrease in English and Science. The data indicates that additional communication, workshops, academies, and districtwide events effectively support parents and students.

Community Liaisons, Action 4.4, was effective as demonstrated by the overall increase in parent and family engagement districtwide.

The action Interpretation/Translation Services (Action 4.7) was effective as demonstrated by the local data LCAP Parent Input survey. Both quantitative and qualitative data indicate our EL parents valued the amount and variety of workshops offered districtwide. Parents also indicated an appreciation for the variety of times workshops were available to meet the needs of working parents.

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 4.1- Funds allocated to Administrative Support have been decreased to reflect actual expenditures this school year.

Action 4.4- Baseline line was included for the 2024-2025 school year, outlining the different families who participated in workshops, trainings, and district-wide events was 351.

Action 4.5- Funds allocated to Parent Workshops have been reduced as a dedicated facility for these events, the EMUHSD Family and Community Center, has been completed. Baseline data was also included that identified only 48 parents of ELs attended parent workshops (3.3% of EL population) during the 2024-2025 school year.

Action 4.6- The amount of funds allocated for parent workshops through Title I has been reduced to align with expenditures this school year. Baseline data for the 2024-2025 school year was also included to reflect 100% of the parents who completed the survey in the Spring 2025 stated they feel the school and district workshops and trainings are effective in helping them support their students.

Action 4.7- The amount of funds allocated for translation/interpretation services has been slightly reduced to align with expenditures this year, that takes into account the translation/interpretation services provided by staff.

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	4.1 Administrative Support	Site administrators will encourage parental involvement and engagement among parents and families of all students through school-wide activities coordinated with and overseen by both site administrators and district personnel.	\$480,000.00	No
2	4.2 Communication	Improve school-to-home communications by utilizing resources to boost and encourage parent involvement. These resources will enable regular communication with parents, especially those of English learners, by offering messages in their home language. Moreover, the resources will facilitate the documentation of communications with parents of English learners, Foster Youth, and low-income students, ensuring their active engagement in their child's education and awareness of parent involvement activities tailored to their specific needs.	\$400,000.00	Yes
3	4.3 Support Staff	At each comprehensive high school, a Categorical Programs Assistant will facilitate heightened parent involvement in school activities and leadership committees. This personnel, along with the District Community Liaison and a district administrator, will also encourage parent engagement through supplementary workshops tailored for parents of students in low-income and English learner student groups. These workshops aim to enhance parental understanding of the high school program and cultivate leadership and decision-making skills among these parents.	\$520,696.00	Yes
4	4.4 Site Community Liaisons	A Community Liaison at each school will support increased parent participation in school and district activities. This personnel will also promote parent engagement by providing additional parent workshops that are designed to build parent knowledge about the high school program and foster leadership and decision-making capacity for these parents.	\$406,000.00	No
5	4.5 Parent Workshops	Enhance parent engagement among unduplicated students' families, English learners, and low-income families by offering diverse opportunities such as conferences, workshops, and family networking events. These gatherings aim to nurture leadership skills, enhance parenting abilities, and facilitate the exchange of best practices among parents. A dedicated facility will be accessible at all times and days to accommodate the needs of our families, including childcare services.	\$281,000.00	Yes
6	4.6 Parent Workshops (All Students)	Increase parent engagement of the parents of all students by providing various opportunities for developing parenting skills and building leadership capacity through district-wide parent trainings and workshops.	\$7,500.00	No
7	4.7 Interpretation/Translation Services	Provide interpretation and translation services to boost the involvement of parents of English learners in school functions, activities, and leadership groups. By providing these services, parents of English learners can actively engage in educational events and activities without language barriers hindering their participation.	\$40,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	Provide students with the resources and support necessary to cultivate student well-being and improve student engagement in a safe learning environment	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Feedback from both students and parents affirmed the need to continue to provide systematic tiered support to students. This support aims to cultivate awareness about mental health but also provides them with tools on how to manage mental health challenges. enhance student engagement, ensuring that all students have access to the necessary resources. By providing additional support services in a safe learning environment, through the support of Attendance Coordinators, Campus Supervisors, and School Resource Officers, students will be able to feel more of a sense of belonging to the school and be able to focus on academics. By providing site-level funding to support wellness campaigns, field trips, and other after-school activities, students will be more engaged in their education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest: Suspension Rate	The 2022-2023 Suspension Rate was the following: All Students: 3.9% English Learners: 5.7% Foster Youth: 12.3% SED: 4.2%	The 2023-2024 Suspension Rate was the following: All Students: 4.0% English Learners: 5.6% Foster Youth: 9.5% SED: 4.3%		The 2025-2026 Suspension Rate will be the following: All Students: 3.0% English Learners: 3.0% Foster Youth: 6.0% SED: 3.0%	The change in Suspension Rate was the following: All Students: +0.1% English Learners: -0.1% Foster Youth: -2.8% SED: +0.1%
2	DataQuest: Chronic Absenteeism Rate	The 2022-2023 Chronic Absenteeism Rate was the following: For All Students: 25.2% English Learners: 35.2% Foster Youth: 50.9% SED: 35.1%	The 2023-2024 Chronic Absenteeism Rate was the following: For All Students: 22.1% English Learners: 30.1% Foster Youth: 44.6% SED: 23.2%		The 2025-2026 Chronic Absenteeism Rate will be the following: For All Students: 10.2% English Learners: 14.2% Foster Youth: 20.9% SED: 14.1%	The change in the Chronic Absenteeism Rate was the following: For All Students: -3.1% English Learners: -5.1% Foster Youth: -6.3% SED: -3.4%

3	Local Data: LCAP Parent Survey (Safety)	During the 2023-2024 school year, 90.7% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.	During the 2024-2025 school year, 86.0% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.		During the 2026-2027 school year, over 90% of parents who complete the LCAP Parent survey will state they feel their child is safe on campus.	The change was -4.7% of parents who completed the LCAP Parent survey stated they felt their child was safe on campus.
4	Local Data: LCAP Student Survey (Safety)	During the 2023-2024 school year, 87.9% of students who completed the LCAP Student survey stated they felt safe on campus.	During the 2024-2025 school year, 89.6% of students who completed the LCAP Student survey stated they felt safe on campus.		During the 2026-2027 school year, over 90% of students who complete the LCAP Student survey will state they feel safe on campus.	The change was +1.7% of students who completed the LCAP Student survey stated they felt safe on campus.
5	Local Data: LCAP Staff Survey (Safety)	During the 2023-2024 school year, 93.3% of staff members who completed the LCAP Staff survey stated they felt safe on campus.	During the 2024-2025 school year, 94.4% of staff members who completed the LCAP Staff survey stated they felt safe on campus.		During the 2026-2027 school year, over 90% of staff members who complete the LCAP Staff survey will state they feel safe on campus.	The change was +1.1% of staff members who completed the LCAP Staff survey stated they felt safe on campus.
6	Local Data: Staff LCAP Survey	93.3% of the staff who completed the survey indicated they felt engaged in school. (2023-2024)	96.7% of the staff who completed the survey indicated they felt engaged in school. (2024-2025)		Over 90% of the staff who complete the survey will indicate they feel engaged in school. (2026-2027)	The change was +3.4% of the staff who completed the survey indicated they felt engaged in school.
7	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Hispanics: 85.4%	The 2024 Graduation Rates: District-wide: 82.7% Hispanics: 79.7%		The 2026 Graduation Rates will be: District-wide: 90.0% Hispanics: 90%	The change in Graduation Rates was: District-wide: -4.3% Hispanics: -5.7%
8	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Homeless: 86.1%	The 2024 Graduation Rates: District-wide: 82.7% Homeless: 75.9%		The 2026 Graduation Rates will be: District-wide: 90% Homeless: 90%	The change in Graduation Rates was: District-wide: -4.3% Homeless: -10.2%
9	DataQuest: 5-Year Cohort Outcomes (Dropout Rate)	The district dropout rate for the Class of 2023 was 8.3%.	The district dropout rate for the Class of 2024 was 11%.		The district dropout rate for the Class of 2026 will be less than 5.3%.	The change in the district dropout rate was +2.7%.
10	DataQuest: Expulsion Rate	The district expulsion rate for 2022-2023 school year was 0%.	The district expulsion rate for 2023-2024 school year was 0%."		The district expulsion rate for the 2025-2026 school year will be 0%.	There was no change- maintained 0%

11	Average Daily Attendance (ADA)	The district-wide ADA for the 2022-2023 school year was 93.6%.	The district-wide ADA for the 2023-2024 school year was 93.5%.		The district-wide ADA for the 2025-2026 school year will be over 95%.	The change in district-wide ADA was -0.1%.
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Goal Analysis for 2024-2025

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.

Action 5.1 was fully implemented as counselors, nurses, wellness coordinators, and support staff conducted workshops, offered individual and group sessions, and provided resources for English Learners, Foster Youth, and low-income students to bolster their overall success.

A Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) was placed in each school, to support the engagement of English Learners, Foster Youth, and low-income students, thus Action 5.2 was fully implemented. At one school, we had someone on medical leave for most of the school year, resulting in hiring a retired staff member to support students. This created a challenge as families had to meet, get familiar with, and gain the trust of this new individual.

Action 5.3, After-school student engagement, was fully implemented as English learners, Foster Youth, and low-income students were provided with expanded avenues to actively participate and engage in after-school activities. This action required the creation and hiring of athletic trainers, thus, a challenge at the beginning of the school year was ensuring each school had an athletic trainer in place. Eventually, an athletic trainer was hired at each comprehensive high school.

The actions for School/Student Safety by providing additional campus supervisors (Action 5.4) and resources to support safety (Action 5.8) were fully implemented to address the needs of the unduplicated student subgroups. Campus supervisors were placed in all high schools, and resources aimed at fostering and enhancing student safety were made available. A notable challenge continues to be the hiring of part-time campus supervisors, as there tends to be a high turnover rate due to the limited hours.

Foster Youth students were provided with a staff member to refer them to any necessary resources and mentor them, thus Action 5.5 was fully implemented. As a result, there was an increase in the need for transportation; thus, an MOU with LACOE was implemented to assist with supporting this service.

Action 5.6 was fully implemented to support the engagement of low-income students in the fine arts program. Although only one stage technician was available to support this action, outside consultants were used to ensure performances were available with access to low-income students.

Action 5.7 was fully implemented, as there was supervision and management of the safety program for all employees of the District. The supervision and management were not always led by the Director of Risk Management, resulting in collaborative work with the Assistant Superintendent of Business Services.

Low-income students experiencing homelessness were contacted, mentored, and supported by a district community liaison, resulting in Action 5.9 being fully implemented. There was a challenge in the middle of the school year as there was a vacancy in this position; however, a new staff member has been hired and trained on their duties.

Action 5.10, additional custodians, was implemented; however, since staff were hired as temporary employees, there was a high turnover in each position, resulting in vacancies throughout the year.

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

Action 3 After-school Student Engagement

Athletic Trainers were hired at each school this year. Some were hired in the summer, while others were hired in the fall (due to the limited number of candidates). The cost of each, including benefits, was less than the amount budgeted. Although every school now has an Athletic Trainer, these two factors contributed the difference between the budgeted and expended amount.

Action 6 Stage Technicians

One of the two stage technicians left last year, and that vacancy was never filled. As a result, the expended amount reflects about half of the budgeted amount.

Action 10 Custodians

Temporary custodians were hired to support the additional student engagement opportunities after school and on Saturdays. Because these positions were temporary, there was always a vacancy, as the staff applied for permanent jobs when they became available, resulting in a difference in the budgeted and expended amount.

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

The action Multi-Tiered System of Supports (Action 5.1) was effective despite an overall decline in the graduation rate for all students and subgroups and a minor increase in the suspension rate for all students and Socioeconomically Disadvantaged students. Evidence of effectiveness is shown in the suspension rate for English Learners with a decrease of 0.1% and Foster Youth with a decrease of 2.8%. Additionally, chronic absenteeism data shows a significant decline for all students and the unduplicated student subgroups.

The actions Student Engagement (Action 5.2) and After-school Student Engagement (Action 5.3) were effective, as demonstrated by the local LCAP Student Survey data that indicated an increase of 0.8% in the percentage of students feeling engaged on campus (Goal 3 Metric 9). Additionally, chronic absenteeism data shows a significant decline for all students and the unduplicated student subgroups. Despite the suspension rate nearly remaining the same district-wide, there was a significant decrease of 2.8% in the Foster Youth suspension rate (Goal 5 Metric 1).

The actions School Safety-Campus Supervision (Action 5.4) and Resources to Support Student Safety (Action 5.8) were effective. Evidence of their effectiveness includes an increase in the percentage of students 1.7% and staff 1.1% feeling safe on campus (Goal 4 Metrics 4 & 5) based on the LCAP Survey. Furthermore, the chronic absenteeism rate for ELs, FY, and low-income student groups showed a significant decrease.

The action Foster Youth Support Services (Action 5.5) was effective despite a decrease in the 5-Year Cohort Graduation Rate for Foster Youth. Evidence of effectiveness includes a significant increase of 8.7% of Foster Youth being "Prepared" on the College and Career Indicator (CCI) and an increase of 13.7% of Foster Youth completing a CTE pathway. Additionally, there was a decrease of 6.3% in the Chronic Absenteeism rate and a decrease of 2.8% in the Suspension Rate for Foster Youth.

The action Stage Technicians (Action 5.6) was effective as demonstrated by the districtwide increase of 0.8% in student engagement (Goal 3 Metric 9) as indicated on the LCAP Survey results. Students continue to be engaged and the number is increasing. With more engagement opportunities (Goal 5 Metric 2) data reflects a lowered rate in Chronic Absenteeism district-wide by 3.1%, but also a decrease for each student subgroup, including low-income students.

The action of Risk Management (Action 5.7) was effective. Evidence of the effectiveness includes an increase of 1.7% of students and 1.1% of staff who completed the LCAP survey, indicating they felt safe on campus.

The action Support Services for Low-Income Students Experiencing Homelessness (Action 5.9) was effective despite a decrease in the 5-Year Cohort Graduation Rate for Homeless Students. Evidence of effectiveness is illustrated by a significant increase of 11.3% of Homeless students district-wide meeting or exceeding standards on the SBAC math assessment.

The action, Additional Staff to Support Clean Schools During After-School and Saturday Student Activities (Action 5.10) was partially effective due to the high turnover in the temporary positions. Evidence of the effectiveness includes all seven high schools having facilities as reported in "good repair" or above (Goal 1 Metric 3). In addition, the cleanliness of schools contributed to an increase of 1.7% of students who completed the LCAP survey, indicating they felt safe on campus. Furthermore, the chronic absenteeism rate for ELs, FY, and low-income student groups showed a significant decrease.

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 5.1- Hazel Health services were added to provide additional opportunities for mental health support, either in person or virtually. Funds have been increased to accommodate the extra cost related to this added service.

Action 5.3- All services under Afterschool Student Engagement will continue to be offered; however, there is a decreased allocation amount to account for the actual cost of salaries and benefits for the Athletic Trainers. The positions were new this year, and a higher amount than eventually required was budgeted.

Action 5.4- Campus Supervisors will continue to support safety on campus. Funds were increased to account for current year expenditures.

Action 5.6- A stage technician was available during this school year. The second position was never filled. As a result, only one position was budgeted for the next school year.

Actions 5.7 and 5.10 were removed from the 2025-2026 LCAP.

Action 5.8- Many resources to support student safety were put in place this year, including a new check-in process and additional security cameras. Moving forward, the need is not as great, as a result, the funds allocated for this action were decreased.

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	5.1 Multi-Tiered System of Supports	Enhance student engagement, equity, academic preparedness, social/emotional well-being, and promote healthy behavioral expectations by implementing, and supporting a Multi-Tiered System of Supports. This system will furnish standardized assurances and procedures to identify and assist students requiring support. Counselors, two nurses, wellness coordinators, and support staff will conduct workshops and offer individual and group sessions tailored for English Learners, Foster Youth, and low-income students to bolster their overall success. Additionally, resources will be available to support student wellness.	\$8,456,945.00	Yes
2	5.2 Student Engagement	Data on student engagement reveals that English learners, Foster Youth, and low-income students are participating in school activities at lower rates compared to their peers. To address student engagement challenges among these groups, each comprehensive school site will have a Child Welfare and Attendance (CWA) coordinator and School Resource Officer (SRO) working in tandem. They will offer personalized mentoring to these students and disseminate information about campus and community activities in which students can participate.	\$2,141,499.00	Yes
3	5.3 After-school Student Engagement	English learners, Foster Youth, and low-income students will be provided with expanded avenues to actively participate and engage in school through after-school enrichment programs, athletics, and co-curricular activities, as well as incentives for student recognition and motivation.	\$2,932,379.00	Yes
4	5.4 School Safety- Campus Supervision	Additional campus supervisors will support a safe learning environment for students. They will focus their supervision efforts on areas where students are accessing services, including the library, fields, and tutoring rooms.	\$1,899,439.00	Yes

5	5.5 Foster Youth Support Services	A Foster Youth advocate will monitor the progress of each Foster Youth student toward meeting graduation requirements. They will also mentor them and refer them to receive any necessary resources for them to be successful in school and graduate.	\$112,588.00	Yes
6	5.6 Stage Technicians	Research indicates that low-income students have limited opportunities to engage in and enjoy the arts compared to their peers. Feedback from students during focus groups highlighted the desire for increased access to such sessions. To address this, two additional stage technicians will be employed to provide technological support in audio and video for the fine arts programs. This expansion will also facilitate more professional theater productions, fostering engagement among students, parents, and the community. Moreover, it will enable the involvement of low-income students, families, and community members in events they might not otherwise have access to.	\$76,372.00	Yes
7	5.7 Resources to Support Student Safety	Parents of Foster Youth, English learners, and low-income students have emphasized the importance of establishing a safe learning environment in all high schools. Resources aimed at fostering and enhancing student safety will be made available. These resources may encompass tools such as radios enabling staff communication throughout the day. Site funds will be provided to ensure each site has the financial resources to support additional safety needs of their specific school, including safety signage in different languages and additional supervision during after school activities.	\$220,000.00	Yes
8	5.8 Support for Low-Income Students Experiencing Homelessness	A community liaison will be assigned to support and advocate for students low-income students experiencing homelessness.	\$35,000.00	Yes

Goal

Goal #	Description	Type of Goal
6	By May 2027, Fernando R. Ledesma High School (FRLHS) will increase engagement and outcomes for English learners, Homeless, Hispanic, Long Term English Learners, and Socially Economically disadvantaged students by providing targeted resources and support that will allow them to graduate from high school college and career ready, as measured by the college/career indicator and 5-year graduation rate.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

Our analysis of the dashboard and Dataquest data indicated a need to continue supporting college/career readiness throughout the District, but specifically for English learners, Long-Term English Learners, Homeless, Hispanic, and Socio-Economically Disadvantaged students at F. Ledesma HS, an Equity Multiplier school site. This need was further echoed by feedback from educational partners, including the expansion of access to elective courses that align with student interests and greater access to mentoring and motivational opportunities that promote engagement and academic achievement. F. Ledesma plans to improve graduation, academic, and college/career outcomes through several actions included in this goal and will measure the progress using the college/career indicator and 5-year graduation rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dataquest: 5-Year Graduation Rate	The 5-Year Cohort Graduation Rate for the Class of 2023 was as follows: All FRLHS Students: 39.6% Socio-Economically Disadvantaged (SED) Students: 39.1% Hispanics (HISP): 40.0% English Learners: 26.7%	The 5-Year Cohort Graduation Rate for the Class of 2024 was as follows: All FRLHS Students: 41.1% Socio-Economically Disadvantaged (SED) Students: 40.6% Hispanics (HISP): 41.6% English Learners: 35.8% LTELs: 56.2% (Dashboard) Homeless: 46.4% (Dashboard)		The 5-Year Cohort Graduation Rate for the Class of 2026 will be as follows: All FRLHS Students: 50% SED: 50% HISP: 50% ELs: 45% LTELs: 65% (Dashboard) Homeless: 55% (Dashboard)	The change in the 5-Year Cohort Graduation Rate was as follows: All FRLHS Students: +1.5% SED: +1.5% HISP: +1.6% ELs: +9.1% LTELs: NA (Dashboard) Homeless: NA (Dashboard)

2	Local Data: Completion of CTE Exploration Course	Hispanics (HISP): no baseline (New course). Baseline data will be available in May 2026.	Not Implemented		HISP: 60 students	Action not implemented.
3	CA School Dashboard: College and Career Indicator (CCI)	The 2023 CCI reflected the following: Percent of All Student "Prepared": 6.9% Percent of All ELs: 3.7% Percent of All Homeless: 5.4% Percent of All SED: 7.1% Percent of All HISP: 7.1%	The 2024 CCI reflected the following: Percent of All Student "Prepared": 5.2% Percent of All ELs: 7.8% Percent of All Homeless: 0.0% Percent of All SED: 4.7% Percent of All HISP: 5.5%		The 2026 CCI will reflect the following: Percent of All Student "Prepared": 11% Percent of All ELs: 9% Percent of All Homeless: 7% Percent of All SED: 11% Percent of All HISP: 11%	The change in the CCI was as follows: Percent of All Student "Prepared": -1.7% Percent of All ELs: +4.1% Percent of All Homeless: -5.4% Percent of All SED: -2.4% Percent of All HISP: -1.6%
4	CAASPP Data: Smarter Balance Scores in English Language Arts (ELA)	The Spring 2023 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All FRLHS Students: 30.6% All SED students at FRLHS: 29.5% All Hispanic students at FRLHS: 30.7%	The Spring 2024 SBAC results in ELA indicate the following percentage of students met or exceeded standards: All FRLHS Students: 17.9% All SED students at FRLHS: 18.0% All Hispanic students at FRLHS: 18.2% All ELs at FRLHS: 8.0% All LTELs at FRLHS: 5.4%		The Spring 2026 SBAC results in ELA will indicate the following percentage of students will meet or exceed standards: All FRLHS Students: 33% All SED students at FRLHS: 33% All Hispanic students at FRLHS: 33% All ELs at FRLHS: 25% All LTELs at FRLHS: 18%	The change in SBAC results in ELA indicates the following: All FRLHS Students: -12.7% All SED students at FRLHS: -11.5% All Hispanic students at FRLHS: -12.5% All ELs at FRLHS: NA All LTELs at FRLHS: NA
5	CAASPP Data: Smarter Balance Scores in mathematics	The Spring 2023 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All FRLHS Students: 0.6% All SED students at FRLHS: 0.6% All Hispanic students at FRLHS: 0%	The Spring 2024 SBAC results in mathematics indicate the following percentage of students met or exceeded standards: All FRLHS Students: 0.7% All SED students at FRLHS: 0.7% All Hispanic students at FRLHS: 0.7% All ELs at FRLHS: 0% All LTELs at FRLHS: 0%		The Spring 2026 SBAC results in mathematics will indicate the following percentage of students will meet or exceed standards: All FRLHS Students: 6.6% All SED students at FRLHS: 6.6% All Hispanic students at FRLHS: 6% All ELs at FRLHS: 6% All LTELs at FRLHS: 6%	The change in SBAC results in mathematics was as follows: All FRLHS Students: +0.1% All SED students at FRLHS: +0.1% All Hispanic students at FRLHS: +0.7% All ELs at FRLHS: NA All LTELs at FRLHS: NA

6	CA School Dashboard: English Learner Progress Indicator (ELPI)	The 2023 data indicates the following percentage of English Learner students making progress towards English language proficiency: District-wide: 37.8% FRLHS: 8.0%	The 2024 data indicates the following percentage of English Learner students making progress towards English language proficiency: District-wide: 39.9% FRLHS: 14.9%		The 2026 data will indicate the following percentage of English Learner students making progress towards English language proficiency: District-wide: 42.0% FRLHS: 20.0%	The change was the following in the percentage of English Learner students making progress towards English language proficiency: District-wide: +2.1% FRLHS: +6.9%
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Goal Analysis for 2024-2025

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.

College and Career Readiness Support (Action 6.1) was not implemented as the school was researching different options for providing these services to students. Stakeholders recommended different ideas, including Dual Enrollment classes, a College and Career Coordinator, different electives, however, the school had to inquire how these ideas would work at the school.

Expanded Opportunities for Graduation Requirements and Career Development (Action 6.2) was partially implemented. In alignment with Action 6.1, ideas had to be reviewed. Students were provided with additional opportunities for electives during the 4th quarter.

Instructional Materials and Resources (Action 6.3) were purchased to support the classes that were offered 4th quarter. Since classes were not available during the first three quarters, instructional materials and resources to support the classes could not be purchased.

Action 6.4, Expanded academic and social-emotional support, was fully implemented as students receive services and support through the Wellness Center. Other funds were used to provide many resources available through the Wellness Center.

Overall, students at FRLHS were provided with additional opportunities for elective courses during the school year. Students also had access to additional instructional materials and support. The biggest challenge became identifying which electives would be added based on staff availability, resulting in students not having access to additional electives until the 4th quarter.

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

Action 1 College and Career Readiness Support

Services were not provided as the staff researched which path to take for students. A plan of action has been identified this year and shared with all stakeholders for implementation next year.

Action 2 Expanded Opportunities for Graduation Requirements and Career Development

Additional elective classes were identified second semester and made available to students during Quarter 4, as a result, only \$32,321 of the budgeted amount of \$200,000 was expended.

Action 3 Instructional Materials and Resources

Only instructional materials needed to support the new elective classes were purchased. As a result, only \$1,552 of the budgeted amount of \$66,000 was expended. Other funds were used to provide supplemental instructional materials for classes at FRLHS.

Action 4 Expanded Academic and Social-Emotional Support

S and C funds were used to create a Wellness Center, hire the staff, and provide most necessary materials. As a result, only \$4,299 of the budgeted amount of \$65,000 was expended.

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

Action 6.1, College and Career Readiness Support, was not implemented. This is reflected in the decrease in the overall percentage of students at FRLHS being "Prepared". However, there was a Leadership class that was offered to students, which resulted in Hispanic, ELs, low-income students, and students identified as homeless from FRLHS participating in the EMUHSD ASB Leadership Day for the first time.

Actions that support academic success, including Expanded Opportunities for Graduation Requirements (Action 6.2, Instructional materials (Action 6.3), and Expanded support (Action 6.4), were effective as reflected by the 5-year cohort graduation rate. Overall, FRLHS students had a 1.5% increase in the graduation rate, however, ELs had almost a 9.1% increase, Hispanics had an increase of 1.6%, and low-income students had an increase of 1.5%, validating the use of supplemental instructional materials and resources.

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.

Due to limited funds being used this school year, the amounts allocated for each action have increased for next year.

Action 6.1- Funds have been increased to support the hiring of a full-time College and Career Coordinator to support students with college and career exploration, along with providing them access to educational field trips, motivational speakers, and job shadowing.

Action 6.2- Funds have been increased to support staffing for an expanded offering of elective courses.

Action 6.3- Funds have been increased to support the purchase of instructional materials and resources for the new elective courses that will be offered.

Action 6.4- Funds have been increased to support expanded academic and social-emotional support that supports student engagement after school.

Additional subgroups were included under the Graduation Rate (LTEs and Homeless) and SBAC scores, both ELA and math (ELs and LTEs for both), to monitor student subgroups in the red on the 2024 Dashboard.

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	6.1 College and Career Readiness Support	Promote college and career readiness through mentoring and counseling at the school to coordinate activities designed to provide greater access to post-secondary career opportunities. This includes providing materials and resources to facilitate such activities. Activities may include mentoring students, collaboration time with teachers and other staff, activities, and experiences connected to job development, expansion of community partnerships, and expanded instructional time aligned to grade-level standards.	\$275,000.00	No
2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	Provide additional elective course offerings aligned with student interests and career/job exploration, including personnel and staffing resources, planning and collaboration time, expanded instructional time, and professional development to promote student engagement for graduation and career.	\$430,000.00	No
3	6.3 Instructional Materials and Resources	Purchase high-interest, engaging, and relevant instructional materials to support the diverse learning needs of students across the curriculum to promote student active engagement both within and after the school day, and support academic achievement in English and math.	\$131,901.00	No
4	6.4 Targeted Engagement Strategies	Expand academic and social-emotional support targeted to specific needs, including the enhancement of life and career skills like persistence, motivation, and self-esteem. Students will be provided with expanded avenues to actively participate and engage in school through after-school enrichment programs, field trips, athletics, and co-curricular, as well as incentives for student recognition and motivation.	\$200,000.00	No

Goal

Goal #	Description	Type of Goal
7	By May 2027, Community Day School will increase engagement and outcomes for all students, including Hispanics and Socio-Economically Disadvantaged students, by providing targeted support in creating a safe and welcoming learning environment that will allow students to engage productively, as measured by the suspension rate.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

6, 5

An explanation of why the LEA has developed this goal.

Our analysis of the dashboard data indicated a need to continue supporting school climate and student engagement for Hispanics and Socio-Economically Disadvantaged students at Community Day School, an Equity Multiplier school site. This need was further echoed by feedback from educational partners, including the expansion and access to mentoring and motivational opportunities that promote engagement, safety, and well-being. Community Day School plans to improve suspension rates through several actions included in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest: Suspension Rate	The 2022-2023 Suspension Rate was as follows: All CDS students: 32.6% Socio-Economically Disadvantaged: 34.1% Hispanic: 33.3%	The 2023-2024 Suspension Rate was as follows: All CDS students: 23.1% Socio-Economically Disadvantaged: 22.2% Hispanic: 23.1%		The 2025-2026 Suspension Rates will be as follows: All CDS students: 20% Socio-Economically Disadvantaged: 25% Hispanic: 20%	The change in Suspension Rate was as follows: All CDS students: -9.5% Socio-Economically Disadvantaged: -11.9% Hispanic: -10.2%

Goal Analysis for 2024-2025

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.

Action 7.1, Additional Supervision and Counseling, was fully implemented as two additional Campus Supervisors were hired at CDS, and the Wellness Coordinator provided mentoring and counseling to students.

Action 7.2 was fully implemented as the Wellness Coordinator provided students at CDS with structured learning activities within the school day to support the social and emotional development of students.

Targeted Engagement Strategies (Action 7.3) were effectively implemented as students were provided with expanded opportunities to engage in school activities. Implementing this action remains challenging due to high student transience at the school, which sometimes leads to students participating in the same activities more than once.

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

Action 1 Additional Supervision and Counseling
Campus Supervisors were hired a couple of months after school started, as a result, \$16,730 of the budgeted amount of \$20,000 will be expended.

Action 2 Expanded Learning Opportunities to Support Social and Emotional Development
Expanded structured learning activities were provided to students, however, they were funded through other funds.

Action 3 Expanded Opportunities for Engagement
Students were provided with expanded opportunities for engagement, however, most activities were paid through other funds.

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

The implementation of all three actions was effective as reflected by the decrease in suspension rate for all students at CDS, but also for Hispanic and Socio-Economically Disadvantaged students.

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 1- Funds have been increased to support the additional campus supervisors the entire school year.

Action 2- Funds were decreased to align with actual costs this year as a result of using other funds to provide students with expanded activities that support the social and emotional development of students.

Action 3- Funds were decreased to align with actual costs this year as a result of using other funds to provide expanded student engagement opportunities for students.

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	7.1 Additional Supervision and Counseling	Provide additional supervision before, during, and after the school day to promote a safe learning environment and positive interactions between students. This may include additional hours for campus supervisors and other staff, as well as resources to facilitate student activities like mentoring and counseling.	\$45,000.00	No
2	7.2 Expanded Learning Program to Support Social and Emotional Development	Provide structured learning activities within the school day to develop the social and emotional development of students, including personnel and staffing resources, instructional materials, planning and collaboration time, expanded instructional time, and professional development.	\$10,000.00	No
3	7.3 Targeted Engagement Strategies	Students will be provided with expanded avenues to actively participate and engage in school through student activities, as well as incentives for student recognition and motivation.	\$2,472.00	No

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
\$36,561,347.00	\$4,744,199.00

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
41.56%	4.02%	\$3,646,223.29	45.58%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 Professional Development	<p>District data analysis of grades in the core subjects revealed performance gaps for the English Learners, Foster Youth, and low-income student groups.</p> <p>English Learners need additional support with English language development and language acquisition, while Foster Youth need support with building foundational literacy skills as a result of interrupted schooling. Low-income students need relevant, engaging, and educationally rich learning experiences that they cannot access at home.</p>	<p>Increased Professional Development opportunities will be provided to teachers and paraeducators to support the effective implementation of evidence-based practices into lessons that address the specific needs of English Learners, Foster Youth, and low-income students.</p> <p>Professional development, including collaboration time, conferences, and support from instructional coaches, all target full implementation of evidence-based practices in all classrooms, in an effort to allow English learners, Foster Youth, and low-income students access to the curriculum to succeed academically.</p> <p>This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.</p>	Grades in the Core Subjects for all students, including English Learners, Foster Youth, and Low-income Students. (Goal 1, Metric 6)
1.4 Professional Development through additional PD Days	<p>The academic indicator data, in both ELA and math, revealed performance gaps for the English Learners, Foster Youth, and low-income student groups. This was further validated with performance gaps for the same subgroups in core subject grades.</p> <p>English learners need additional support with academic language development. Foster Youth need social-emotional support, while low-income students need educationally rich and engaging experiences.</p>	<p>Professional development opportunities through PD days will be provided for all certificated staff, in all content areas. The PD will target language development needs of struggling English Learners, the social-emotional needs of Foster Youth with interrupted schooling, and the need for educationally rich experiences for low-income students, who are enrolled in a rigorous course of study.</p> <p>Professional development through additional PD days will support increased student achievement as monitored by grades in the core areas.</p> <p>This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.</p>	Grades in the Core Subjects for all students, including English Learners, Foster Youth, and Low-income Students. (Goal 1, Metric 6)
2.2 College and Career Readiness Support Services	<p>Less than 48% of our low-income students met A-G requirements, while only 21.3% of English Learners and 22.2% of Foster Youth met the same requirements.</p> <p>These student groups need additional counseling on post-secondary options. They also need to be provided with opportunities to visit post-secondary institutions that they would otherwise not visit.</p>	<p>Staff will continue to work with English Learners, Foster Youth, and low-income students to support their success after high school by providing college and career counseling, information on post-secondary options that would otherwise not be available to them, and assistance with completing financial aid and college applications.</p> <p>This action provides support and information on post-secondary options to unduplicated students who would otherwise not receive it, but is being provided districtwide as all students can benefit from access to increased support and information on post-secondary options.</p>	The percentage of unduplicated students meeting A-G requirements will be monitored. (Goal 2, Metric 2)

2.5 CTE and AP Course Offerings	<p>The AP Passing rates on the College Board report identifies only 57.7% of low-income students passed an AP exam with a score of 3. This is far below the Asian subgroup passing rate of 72.2%, and slightly below the overall passing rate of 58.9%. This action is being provided to allow more low-income students to enroll in AP courses and prepare them to pass AP exams.</p> <p>Furthermore, 10.5% of low-income students completed a CTE pathway in 2023, while the State average was 18.7%. Increasing CTE course offerings will allow more low-income students to access these courses and in turn complete a pathway.</p>	<p>Increasing the number of sections for these course offerings will provide many more opportunities for student participation and engagement through these high-interest and relevant programs, including opportunities to complete pathways and AP courses.</p> <p>This action is being offered districtwide to support all subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.</p>	AP Passing rates for all students, including low-income (Goal 2, Metric 5) will be monitored along with the CTE Pathway Completion rate for the same groups (Goal 2, Metric 3). The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.6 Career Technical Education (CTE) Program	<p>Only 10.5% of low-income students completed a CTE pathway in 2023, while 6.7% of English Learners and 5.3% of Foster Youth completed a CTE Pathway. These percentages are between 2% and 8% below the State averages.</p> <p>These students need access to resources that will allow them to explore the different career options available after high school.</p>	<p>Low-income, ELs, and FY students do not have the resources that will allow them to explore various career options. The CTE program will continue to provide a broad course of study to prepare students enrolled in the CTE pathway for diverse career options after high school.</p> <p>This action is being offered districtwide to support all subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.</p>	The CTE pathway completion rate for English Learners, Foster Youth, and Low-income student groups (Goal 2, Metric 3) will be monitored. The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.8 Technology Resources	<p>Achievement data as it relates to A-G completion rates indicate a gap between percentage of all students who complete the A-G requirements, as compared to English Learners and low-income students.</p> <p>Low-income and English Learners have less access to internet connectivity, online resources, and tech support outside of the school day. These students need more time to practice skills, access content through different means, including verbally in a primary language, and engage more in the learning process outside of the regular school day.</p>	<p>Providing English Learners and low-income students with internet connectivity and tech support will allow them to access online resources and programs giving them more time to practice these skills, complete a-g requirements, and access online tutoring. English learners will also be able to access content in their primary language and at a pace that allows them to revisit areas they need to master.</p> <p>This action is offered districtwide to support all student groups who are in the red for the College and Career Indicator.</p>	The A-G completion rate for low-income students and English Learners (Goal 2, Metric 2) will be monitored. The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.9 Enrichment Opportunities	<p>English Learners, Foster Youth, and low-income students need increased opportunities to access and engage in activities and curriculum of high interest. This was supported through student data on connectedness to school.</p>	<p>An increase in the number of elective classes, along with additional supplemental resources for these classes, will provide these students with a broad course of study that is high-interest and engaging of which they would not have access to otherwise.</p> <p>This action is being offered districtwide because enrichment opportunities benefit all students.</p>	We will monitor student survey data on connectedness to school. (Goal 2, Metric 7). The Chronic Absenteeism rate will also be monitored for these subgroups (Goal 5, Metric 2).

2.11 AVID	<p>A-G completion data indicated a lower completion rate for the English learner (21.3%), Foster Youth (22.2%), and low-income (47.9%) students as compared to other student subgroups (Asian 82.6% and all 49%).</p> <p>These student groups need additional counseling and guidance on post-secondary options as data shows most of these students have parents without a post-secondary education. These students need additional support with completing college and financial aid applications since they cannot receive this support at home.</p>	<p>The AVID program, designed to target students, including English learners, Foster Youth, and low-income students, that are traditionally underrepresented in higher education, provides these students with the guidance and support they need to successfully complete the A-G requirements, assist with completion of college and financial aid applications, and graduate from high school college and career ready.</p> <p>This action is being offered districtwide to support all student subgroups who are in the red indicator for the College and Career Indicator, districtwide and at specific schools.</p>	We will monitor the A-G completion rate of the unduplicated student subgroups. (Goal 2, Metric 2). The College and Career Indicator (CCI) will also be monitored (Goal 2, Metric 6).
2.13 Library	<p>Data shows an achievement gap in English and math for English learners, Foster Youth, and low-income students.</p> <p>These students need increased access to high-interest grade-level materials that are engaging and support literacy development in order for them to access the core curriculum. They also need to be assisted and guided in the selection of reading materials that are appropriate for their reading level.</p>	<p>The school library facilitates access to reading materials and resources that are relevant and of high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students. Librarians will support this access by assisting and guiding these students in their selection of high-interest materials appropriate to their reading level.</p> <p>This action is being offered districtwide to support all student subgroups who are in the red indicator for the Graduation Rate Indicator, districtwide and at specific schools.</p>	We will monitor the graduation rate of all students, including the unduplicated student subgroups (English learners, Foster Youth, and Low-income students). (Goal 2, Metric 8)
2.14 Online and Personalized Learning (OPL)	<p>An analysis of the number of students not meeting A-G requirements during the 2022-2023 school year indicated that the Foster Youth (22.2%), English learners (21.3%), and low-income (47.9%) student groups had a lower A-G completion rate than the overall rate (49%).</p> <p>English learners need to be provided with learning opportunities supported by their primary language and at their own pace. Foster Youth need learning opportunities that are flexible due to their mobility. Low-income students need supplemental resources embedded within the curriculum so that they have different forms of accessing the content.</p>	<p>The OPL program allows students to make up courses and provides embedded support and accommodations, including translation and learning scaffolds for English learners, for their successful completion of the online courses.</p> <p>This action is being offered districtwide to support all student subgroups in meeting A-G requirements.</p>	We will monitor the A-G completion rates for the unduplicated student subgroups. (Goal 2, Metric 2). The graduation rate will also be monitored for these student subgroups (Goal 2, Action 8).

2.15 Student Access to Technology	<p>Student survey data indicated low-income students continue to value having technology at home to access online resources and practice skills on online programs outside of the school environment. Achievement data indicates these students, along with English Learners and Foster Youth, are not meeting graduation requirements at the same level as all other students.</p> <p>These students do not have the financial resources to access technology or connectivity at home and benefit from the additional support technology and online resources provide.</p>	<p>The district will continue to provide all English Learners, Foster Youth, and low-income students with a Chromebook allowing them to access online tutoring and the Online Personalized Learning program to support successful completion of coursework to meet graduation requirements.</p> <p>This action is being offered districtwide to support all student subgroups who are in the red indicator for the Graduation Rate Indicator, districtwide and at specific schools.</p>	We will monitor the graduation rate of all students, including low-income, ELs, and FY. (Goal 2, Metric 8)
3.1 Targeted Engagement Strategies and Individual Mentoring	<p>The student survey indicated that 88.0% of students who completed the survey were engaged. However, English learners continue to need more support with language acquisition, while Foster Youth need more support through mentoring and individualized instruction that bridge the gaps created through interrupted schooling. Low-income students need one-on-one and small group sessions which foster the development of non-cognitive skills such as persistence, motivation, and self-esteem which they may not receive at home.</p>	<p>The increased number of teachers added to the master schedule with guidance and support from the administrators will allow teachers to effectively implement targeted engagement strategies to individual students.</p> <p>This action is provided district-wide because all students benefit from evidence-based practices, including engagement strategies, to support their academic achievement.</p>	We will review the student survey to monitor student engagement. (Goal 3, Metric 9). The SBAC Math results will also be monitored for these subgroups (Goal 3, Metric 2), along with the D and F rates for different student subgroups including ELs, FY, and low-income students.
3.10 Supplemental Instructional Materials	<p>An analysis of the Spring 2023 SBAC data indicated that the English learners and low-income students are meeting/exceeding standards at lower levels than all other students in both ELA and mathematics. In ELA, the percentage of students meeting/exceeding standards for each group was as follows: English learners 8.1%, low-income 57.7%, and all students 60.2%. In mathematics, the percentage of students meeting/exceeding standards for each group was as follows: English learners 2.8%, low-income 22.4%, and all students 25.2%.</p> <p>English learners need access to additional supplemental materials, some in their primary language or at their grade level, that will allow them to access the core curriculum. Low-income students need access to supplemental resources that are engaging, culturally responsive, and will provide a deeper academic understanding.</p>	<p>Providing these students with access to supplemental instructional materials will allow students to practice skills that are tailored to their needs and interests.</p> <p>This action is being offered districtwide to support all subgroups who are in the red indicator for the Academic Indicators, both in ELA and mathematics, districtwide and at specific schools.</p>	The Academic indicator data in both ELA (Goal 3, Metric 1) and mathematics (Goal 3, Metric 2) will be monitored for all students, including English learners and low-income.

3.13 Targeted Tutoring During the Day	<p>District data analysis of grades in the core subjects revealed a higher D and F rate for the English Learners and low-income student groups as compared to all students.</p> <p>These students need additional support from staff that will provide one-to-one instruction and focus on targeting the learning gaps for these students.</p>	<p>College tutors will provide these students with the guidance and individual support they need to successfully pass their classes with a C or better, thus completing the A-G requirements and graduating from high school college and career ready.</p> <p>This action is being offered districtwide to support all student subgroups in meeting A-G requirements.</p>	<p>We will monitor the D and F rates district-wide for all students, but also for English Learners and low-income students, in the four content areas (Goal 3, Metric 6). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2).</p>
3.14 Summer School Program	<p>An analysis of the number of students not meeting A-G requirements during the 2022-2023 school year indicated that the Foster Youth (22.2%), English learners (21.3%), and low-income (47.9%) student groups had a lower A-G completion rate than the overall rate (49%).</p> <p>Foster Youth, English Learners, and Low-income students experience learning gaps due to lack of access to a continued educational program in the summer and the need for academic and social-emotional support.</p>	<p>The Summer School program allows students to make up A-G courses and provides free extended learning opportunities for these students to access educational experiences in the summer.</p> <p>This action is being offered districtwide to support all student subgroups in meeting A-G requirements.</p>	<p>We will monitor the completion of A-G completion rates (Goal 2, Metric 2) for English Learners, Foster Youth, and low-income students. We will also monitor passing rates for summer school (Goal 3, Metric 10) and graduation rates for these student subgroups (Goal 2, Metric 8).</p>
3.17 Data Analysis Platform	<p>The D and F rates for the English Learners and low-income student groups in the core subjects, including English and math, were higher as compared to all students. In English, the Fall 2023 D and F rate was 22.5% for all students, but for English learners it was 33.1% and for low-income students it was 23.8%. The Fall 2023 D and F rates in math for all students was 36.2%, however, that rate was 58.7% for English Learners and 37.7% for low-income students.</p> <p>English learners need targeted language development strategies that include hands-on activities, Foster Youth need support in building foundational literacy skills, and low-income students need educationally rich experiences through added resources. The database platform will allow teachers to disaggregate the data by subgroup, to identify and develop specific language development strategies for English learners, foundational literacy skill development activities for Foster Youth, and added resources that provide educationally rich experiences for low-income students.</p>	<p>Professional development will be planned to focus on the analysis of data disaggregated by subgroup, and data collaboration sessions will be provided throughout the year to allow for this activity. Students will be provided with the targeted support they need to access the rigorous course of study through added scaffolds and differentiated instruction as a result of the collaboration and sharing of best practices.</p> <p>This action is provided district-wide because all students benefit from the implementation of scaffolds and evidence-based practices to support their academic achievement.</p>	<p>We will monitor the D and F rates in the four core areas, by subgroup (Goal 3, Metric 6). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2).</p>

4.2 Communication	<p>Most parents/guardians of English Learners speak a language other than English and need communication in their primary language. The parents/guardians of Foster Youth need guidance on how to support their Foster Youth, and parents/guardians of low-income students need access to resources for supporting their child. Parents of these students need to be informed of the different opportunities available to them to support their children academically, behaviorally, and social-emotionally whether through workshops, trainings, cultural events, or conferences.</p>	<p>The District will provide regular communication to parents, through different venues, to promote parent workshops, training, and cultural events. This communication will also be provided in the parents' primary languages to promote the engagement of English learner parents.</p> <p>This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.</p>	<p>We will monitor the number of families who participate in parent workshops, trainings, and district-wide events. (Goal 4, Metric 1). We will also monitor SBAC results in math (Goal 3, Metric 2) as well as the D and F rates for different student subgroups including ELs, FY, and low-income students.</p>
4.3 Support Staff	<p>Through the parent survey, parents of English learners and low-income students expressed the need for training on how to help their child be actively engaged and successful in the completion of courses and their desire that this training continue to be provided.</p> <p>Parents of English learners need support with navigating the school system and different procedures, including registration. Parents of low-income students need support with strategies on how to assist their students academically due to their lower educational levels.</p>	<p>Staff will facilitate the process of providing additional site and district workshops that build knowledge, leadership, and decision-making capacity for parents of unduplicated students. Staff will also provide personal communication to families to invite them to site and district-level events that can support them as parents. Bilingual staff will be able to guide parents to various locations on campus and answer any questions they might have in their primary language.</p> <p>This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.</p>	<p>The number of parents who attend workshops and academies will be monitored each school year. (Goal 4, Metric 1). We will also monitor SBAC results in math for English Learners and low-income students (Goal 3, Metric 2).</p>
4.5 Parent Workshops	<p>Input at focus group meetings from parents of English learners, Foster Youth, and low-income students indicated an interest from the parents in more training and workshops on how to help their child be actively engaged and successful in school. Parents of low-income students expressed their lack of financial resources to seek support outside of the educational setting. They also expressed their inability to support their children academically due to their own limited education.</p>	<p>The District will continue to support parents by providing them with the opportunity to attend a variety of conferences and trainings, in their primary language, at the school site, and outside of the school to support the development of parenting skills and leadership capacity. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child's education. In addition, the district will have a dedicated location, the Family and Community Engagement Center, specifically to provide these added conference and training opportunities.</p> <p>This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.</p>	<p>The number of parents who attend workshops and academies will be monitored each school year. (Goal 4, Metric 1), including parents of English Learners (Goal 4, Metric 5). The SBAC Math results will also be monitored for these student subgroups (Goal 3, Metric 2) as well as the D and F rates for different student subgroups including ELs, FY, and low-income students..</p>

5.1 Multi-Tiered System of Supports	<p>Results from the student, parent, and staff surveys indicated the need for academic and mental health support, especially for Foster Youth, English learners, and low-income students.</p> <p>English learners, Foster Youth, and low-income students frequently cope with trauma and need assistance with developing personal and social skills. They also need assistance with developing strategies for managing emotional issues. In addition, English learners often deal with anxiety as they often deal with language barriers and cultural different.</p>	<p>The Assistant Principal and support staff provide basic support services to students. Additional counselors, psychologists, nurses, wellness coordinators, and pupil services staff will continue to provide these students with targeted services. Mental health counseling and mentoring will provide these students with access to resources that will mitigate the issues that impact their social-emotional well-being and promote their active engagement in school.</p> <p>This action is being implemented districtwide as all students can benefit from these services.</p>	<p>We will monitor the suspension rate for all students, including English Learners, Foster Youth, and low-income. (Goal 5, Metric 1). The graduation rate will also be monitored for these student subgroups (Goal 2, Action 8).</p>
5.2 Student Engagement	<p>The Chronic Absenteeism rate for the District was 25.2%. The rate for English learners (35.2%), Foster Youth (50.9%), and low-income students (26.6%) was higher.</p> <p>English learners, Foster Youth, and low-income students need support, guidance, and mentoring on addressing social-emotional trauma that was caused by language barriers, instability, and poverty to support and encourage their daily engagement in school.</p>	<p>A Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) at each comprehensive high school will continue to work collaboratively to address the attendance issues experienced by low-income students, English learners, and Foster Youth. They will also provide individual mentoring and share resources on activities available on campus and in the community in which students can participate.</p> <p>This action is being implemented district-wide as all students can benefit from mentoring and added resources to promote and encourage their engagement in school.</p>	<p>The Chronic Absenteeism rate will be monitored for all students and the unduplicated subgroups. (Goal 5, Metric 2)</p>
5.3 After-school Student Engagement	<p>Feedback from student focus groups emphasized the importance of maintaining after-school enrichment and co-curricular activities to offer diverse opportunities for student interaction, including sports, performing arts, and other events.</p> <p>English Learners, Foster Youth, and low-income students need to be provided with opportunities to participate in activities outside of the school day that does not require financial resources or transportation and allows them to build personal and social skills.</p>	<p>The district will continue to provide multiple and varied opportunities for student engagement, targeting the unduplicated student groups.</p> <p>This action is being implemented district-wide as research suggests that student engagement in after-school activities, including sports, positively contributes to student success including improved leadership and interpersonal skills, along with a stronger sense of belonging.</p>	<p>We will monitor student survey data on engagement (Goal 3, Metric 9) and connectedness to school (Goal 2, Metric 7) for all students. The suspension rate will also be monitored for unduplicated students (Goal 5, Metric 1).</p>

5.4 School Safety-Campus Supervision	<p>The Spring 2024 Student survey indicated 88% of students felt safe on campus, while 90.7% of parents felt their child was safe on campus.</p> <p>English Learners, Foster Youth, and low-income students often struggle with trust issues towards adults. This can stem from feelings of abandonment due to being separated from their families, either permanently or temporarily, or from being left alone at home because of their parents' demanding work schedules. Campus supervisors will actively engage with students and build positive relationships to establish a sense of trust and support among students.</p>	<p>The hiring of additional campus supervisors, including bilingual campus supervisors, will allow for the continued establishment of a school environment that provides a safe haven for students where they can build trusting relationships with staff.</p> <p>The action is being provided districtwide to support a safe learning environment for all students.</p>	<p>The Parent (Goal 5, Metric 3), Student (Goal 5, Metric 4), and Staff (Goal 5, Metric 5) Survey responses on safety will be monitored. The Chronic Absenteeism rate will also be monitored for the unduplicated student groups (Goal 5, Metric 2).</p>
5.6 Stage Technicians	<p>Low-income students do not have the financial resources to access professional theater production events. These students need to be provided with opportunities to engage in high-interest educational experiences outside of the school day.</p> <p>Educational partners, including students, parents, and staff provided input and expressed gratitude for the availability of additional production events during the 2023-2024 school year.</p>	<p>The addition of one stage technicians will facilitate an increase in the number of varied opportunities for low-income students and their families to experience professional theater productions at school, family, and community events.</p> <p>This action is being provided district-wide as these opportunities will allow all families to be engaged and more active participants in their child's education. Educational partners expressed gratitude for the availability of additional events during the school year.</p>	<p>We will monitor student survey data on engagement (Goal 3, Metric 9) for all students along with the D and F rates for low-income students (Goal 3, Metric 6). The Chronic Absenteeism rate will also be monitored for low-income students (Goal 5, Metric 2).</p>
5.8 Resources to Support Student Safety	<p>Parents of Foster Youth, English learners, and low-income students have identified the need to continue to support a safe learning environment at all high schools.</p> <p>English Learners, Foster Youth, and low-income students often struggle with trauma resulting from language barriers, cultural insensitivity, instability, and poverty. This oftentimes leads to trust issues within their surrounding environments. These students need to feel safe at all times, particularly while on campus.</p>	<p>Resources that support and promote student safety will be provided and may include radios that allow staff to communicate throughout the day. Site funds will be provided to ensure each site has the financial resources to support additional safety needs of their specific school, including safety signage in different languages and additional supervision during after school activities.</p> <p>The action is being provided districtwide to support a safe learning environment for all students.</p>	<p>The student (Goal 5, Metric 4) and parent (Goal 5, Metric 3) survey responses on safety will be monitored. We will also monitor suspension rates for the unduplicated student subgroups (Goal 5, Metric 1).</p>

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6 Academic Support for English Learners	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year.	English learners will receive additional support to practice listening, speaking, reading, and writing skills in English via the English Language Development (ELD) lab classes, in-class assistance provided by paraeducators, and access to supplemental instructional materials.	The English Learner Progress Indicator (ELPI) will be monitored districtwide, including for each high school. (Goal 3, Metric 3)
3.8 EL Support	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year. In addition, the percent of students reclassified decreased from 14.5% (2022) to 13.2% (2023).	A Teacher on Special Assignment is placed at each comprehensive high school to mentor English learners, monitor English learner progress towards English language proficiency and reclassification, and support English learner academic achievement.	The reclassification rate (Goal 3, Metric 4) and 5-Year Cohort Graduation rate, for ELs by site (Goal 3, Metric 13), will be monitored.
3.9 EL Counselors	The CA School Dashboard shows that only 37.8% of English Learners made progress toward English language proficiency during the 2022-2023 school year, resulting in a red indicator districtwide. Two comprehensive high schools, EMHS and MVHS, also showed a red for the ELPI.	Counselors will organize parent conferences with every English Learner (EL) to assess reclassification criteria and pinpoint individual needs for meeting those criteria. Following the identification of student needs, counselors will collaborate with EL TOSAs to furnish mentors and supplementary resources in an effort to support each student in progressing toward English proficiency.	The ELPI for EMHS and MVHS will be monitored. (Goal 3, Metric 3)
3.16 Paraeducators - LTELs	Districtwide, our EL subgroups showed a red Graduation Rate. LTELs continue to need one-on-one support in the core classes to be able to access curriculum and successfully pass their classes in order to meet graduation requirements.	Paraeducators will be assigned to classrooms with a substantial population LTELs. These paraeducators will offer assistance in language acquisition while also providing academic support to students experiencing difficulty with the content.	Graduation rates for ELs will be monitored (Goal 3, Metric 13).
4.7 Interpretation/ Translation Services	Parents of English learners need access to information in their primary language. This includes being able to provide mailers, personal calls, and workshops in their primary language so that they feel welcomed when going to school and are able to navigate the school system in a language they understand.	Interpretation and translation services provided as a supplement to the mandated written communications will allow parents of English learners additional opportunities to participate in educational functions and increase their engagement in decision-making. Parents will continue to be able to understand the information presented at Board meetings and workshops and become knowledgeable and active participants in the success of their child's education.	Monitor the percentage of parents of English learners who attend district and school events. (Goal 4, Metric 5)
5.5 Foster Youth Support Services	The 5-Year Cohort Graduation rate for the district in 2023 was 87%, while the rate was 73.1% for Foster Youth. Foster Youth need additional targeted support and resources to address their unique challenges as a result of ongoing instability. They need a consistent person to support and promote their academic success.	A Foster Youth advocate will monitor the progress of each Foster Youth student toward meeting graduation requirements. They will also mentor them and refer them to receive any necessary resources in order for them to be successful in school and graduate.	The 5-Year Cohort Graduation Rate for Foster Youth will be monitored (Goal 2, Metric 8).

5.9 Support Services for Low-Income Students Experiencing Homelessness	<p>The 5-Year Cohort Graduation rate for the district in 2023 was 87%, while the rate was 86.1% for Homeless students.</p> <p>Low-income students experiencing homelessness need additional targeted support and resources to address their unique challenges as a result of their current uncertainty and instability. They need a consistent person to support and promote their academic success.</p>	A Community Liaison will be assigned to support, mentor, and guide students experiencing homelessness to the necessary resources that will allow them to continue enrolled in school even through their challenges with a stable home. The liaison will also mentor these students and monitor their progress toward meeting graduation requirements.	The 5-Year Cohort Graduation for low-income students identified as homeless will be monitored. (Goal 5, Metric 8)
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

The district is using the additional concentration grant add-on funds to increase the number of certificated staff who provide instruction and individual mentoring to unduplicated students through expanded course offerings (Goal 3, Action 1) and to increase the number of certificated staff who provide instruction in additional English Language Development lab courses (Goal 3, Action 6) for English learners. CALPADS Report 1.17 indicates all schools have a high concentration of Foster Youth, English learners, and low-income students. As a result, additional staff will be hired proportionally, based on student enrollment, to provide direct services to students in the unduplicated student groups. The certificated staff-to-student ratio is 1:16. The classified staff-to-student ratio is 1:15.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 to 15
Staff-to-student ratio of certificated staff providing direct services to students		1 to 16

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$87,977,735.00	\$36,561,347.00	41.56%	4.02%	45.58%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$100,594,638.00	\$1,569,373.00	\$0.00	\$2,344,373.00	\$104,508,384.00	\$90,085,807.00	\$14,422,577.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Professional Development	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$1,373,541	\$269,000	\$1,642,541	\$0	\$0	\$0	\$1,642,541	0.00%
1	2	1.2 Professional Development through Release Time	All	No				Ongoing	\$0	\$25,000	\$0	\$0	\$0	\$25,000	\$25,000	0.00%
1	3	1.3 Routine Maintenance	All	No				Ongoing	\$0	\$5,600,000	\$5,600,000	\$0	\$0	\$0	\$5,600,000	0.00%
1	4	1.4 Professional Development through additional Days	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$1,173,340	\$0	\$1,173,340	\$0	\$0	\$0	\$1,173,340	0.00%
1	5	1.5 Core Program: Teachers	All	No				Ongoing	\$50,113,894	\$0	\$50,113,894	\$0	\$0	\$0	\$50,113,894	0.00%
2	1	2.1 Textbooks	All	No				Ongoing	\$0	\$818,770	\$818,770	\$0	\$0	\$0	\$818,770	0.00%
2	2	2.2 College and Career Readiness Support Services	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$436,000	\$436,000	\$0	\$0	\$0	\$436,000	0.00%
2	3	2.3 College and Career Coordinators	All	No				Ongoing	\$969,602	\$0	\$0	\$0	\$0	\$969,602	\$969,602	0.00%
2	4	2.4 CTE Instructional Materials	All	No				Ongoing	\$0	\$260,000	\$0	\$260,000	\$0	\$0	\$260,000	0.00%
2	5	2.5 CTE and AP Course Offerings	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$880,775	\$0	\$880,775	\$0	\$0	\$0	\$880,775	0.00%

2	6	2.6 Career Technical Education (CTE) Program	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	\$1,507,354	\$20,000	\$1,527,354	\$0	\$0	\$0	\$1,527,354	0.00%	
2	7	2.7 Professional Development for CTE Staff	All	No				Ongoing	\$0	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000	0.00%	
2	8	2.8 Technology Resources	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$533,494	\$360,000	\$893,494	\$0	\$0	\$0	\$893,494	0.00%	
2	9	2.9 Enrichment Opportunities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$776,341	\$100,000	\$876,341	\$0	\$0	\$0	\$876,341	0.00%	
2	10	2.10 Hand-on Job Training	Student with Disabilities (SWD)	No				Ongoing	\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%	
2	11	2.11 AVID	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	\$1,113,552	\$0	\$1,113,552	\$0	\$0	\$0	\$1,113,552	0.00%	
2	12	2.12 English Language Arts Support	All	No				Ongoing	\$282,650	\$0	\$0	\$0	\$0	\$282,650	\$282,650	0.00%	
2	13	2.13 Library	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, All five comprehensive high schools.	Ongoing	\$854,560	\$12,000	\$866,560	\$0	\$0	\$0	\$866,560	0.00%	
2	14	2.14 Online and Personalized Learning (OPL)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$924,319	\$265,000	\$1,189,319	\$0	\$0	\$0	\$1,189,319	0.00%	
2	15	2.15 Student Access to Technology	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$850,000	\$850,000	\$0	\$0	\$0	\$850,000	0.00%	
2	16	2.16 Online Math and Reading Programs	Student with Disabilities (SWD), Foster Youth, Hispanic or Latino, Long-term English learner, Low Income, English learner (EL)	No				Ongoing	\$0	\$70,000	\$0	\$70,000	\$0	\$0	\$0	\$70,000	0.00%

3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	\$6,734,985	\$0	\$6,734,985	\$0	\$0	\$0	\$6,734,985	0.00%
3	2	3.2 Paraeducators	All	No				Ongoing	\$2,936,103	\$0	\$2,936,103	\$0	\$0	\$0	\$2,936,103	0.00%
3	3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	4	3.4 Content Specialists/Course Leads	All	No				2024-2027	\$426,358	\$0	\$78,302	\$0	\$0	\$348,056	\$426,358	0.00%
3	5	3.5 Targeted Tutoring After School	All	No				Ongoing	\$120,000	\$0	\$0	\$120,000	\$0	\$0	\$120,000	0.00%
3	6	3.6 Academic Support for English Learners	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	\$1,291,736	\$126,200	\$1,417,936	\$0	\$0	\$0	\$1,417,936	0.00%
3	7	3.7 Paraeducators- English Learners	English learner (EL)	No				Ongoing	\$235,565	\$0	\$0	\$0	\$0	\$235,565	\$235,565	0.00%
3	8	3.8 EL Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	\$1,180,427	\$0	\$1,180,427	\$0	\$0	\$0	\$1,180,427	0.00%
3	9	3.9 EL Counselors	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Mountain View High School	2025-2026 School Year	\$321,866	\$0	\$321,866	\$0	\$0	\$0	\$321,866	0.00%
3	10	3.10 Supplemental Instructional Materials	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$0	\$683,975	\$683,975	\$0	\$0	\$0	\$683,975	0.00%
3	11	3.11 Collaboration Time/Release Days	All	No				Ongoing	\$0	\$15,000	\$0	\$0	\$0	\$15,000	\$15,000	0.00%
3	12	3.12 Educational Leadership	All	No				Ongoing	\$0	\$25,000	\$0	\$0	\$0	\$25,000	\$25,000	0.00%
3	13	3.13 Targeted Tutoring During the Day	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$200,000	0.00%
3	14	3.14 Summer School Program	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$400,000	0.00%

3	15	3.15 Summer Bridge Program	All	No				Ongoing	\$30,000	\$0	\$0	\$0	\$0	\$30,000	\$30,000	0.00%
3	16	3.16 Paraeducators- Long-Term English Learners	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$863,186	\$0	\$863,186	\$0	\$0	\$0	\$863,186	0.00%
3	17	3.17 Data Analysis Platform	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
4	1	4.1 Administrative Support	All	No				Ongoing	\$480,000	\$0	\$480,000	\$0	\$0	\$0	\$480,000	0.00%
4	2	4.2 Communication	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$400,000	\$400,000	\$0	\$0	\$0	\$400,000	0.00%
4	3	4.3 Support Staff	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	\$520,696	\$0	\$520,696	\$0	\$0	\$0	\$520,696	0.00%
4	4	4.4 Site Community Liaisons	All	No				Ongoing	\$406,000	\$0	\$0	\$0	\$0	\$406,000	\$406,000	0.00%
4	5	4.5 Parent Workshops	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$281,000	\$281,000	\$0	\$0	\$0	\$281,000	0.00%
4	6	4.6 Parent Workshops (All Students)	All	No				Ongoing	\$0	\$7,500	\$0	\$0	\$0	\$7,500	\$7,500	0.00%
4	7	4.7 Interpretation/Translation Services	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$40,000	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
5	1	5.1 Multi-Tiered System of Supports	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$8,336,945	\$120,000	\$8,456,945	\$0	\$0	\$0	\$8,456,945	0.00%
5	2	5.2 Student Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$862,499	\$1,279,000	\$2,141,499	\$0	\$0	\$0	\$2,141,499	0.00%
5	3	5.3 After-school Student Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$1,511,379	\$1,421,000	\$2,932,379	\$0	\$0	\$0	\$2,932,379	0.00%
5	4	5.4 School Safety- Campus Supervision	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$1,891,439	\$8,000	\$1,899,439	\$0	\$0	\$0	\$1,899,439	0.00%
5	5	5.5 Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	2025-2026 School Year	\$82,588	\$30,000	\$112,588	\$0	\$0	\$0	\$112,588	0.00%
5	6	5.6 Stage Technicians	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$76,372	\$0	\$76,372	\$0	\$0	\$0	\$76,372	0.00%

5	7	5.7 Resources to Support Student Safety	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	\$0	\$220,000	\$220,000	\$0	\$0	\$0	\$220,000	0.00%
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Homeless	Yes	Limited	Low Income	All Schools	Ongoing	\$24,241	\$10,759	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
6	1	6.1 College and Career Readiness Support	All	No				2024-2027	\$175,000	\$100,000	\$0	\$275,000	\$0	\$0	\$275,000	0.00%
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	All	No				2024-2027	\$430,000	\$0	\$0	\$430,000	\$0	\$0	\$430,000	0.00%
6	3	6.3 Instructional Materials and Resources	All	No				2024-2027	\$0	\$131,901	\$0	\$131,901	\$0	\$0	\$131,901	0.00%
6	4	6.4 Targeted Engagement Strategies	All	No				2024-2027	\$0	\$200,000	\$0	\$200,000	\$0	\$0	\$200,000	0.00%
7	1	7.1 Additional Supervision and Counseling	All	No				2024-2027	\$45,000	\$0	\$0	\$45,000	\$0	\$0	\$45,000	0.00%
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	All	No				2024-2027	\$0	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	0.00%
7	3	7.3 Targeted Engagement Strategies	All	No				2024-2027	\$0	\$2,472	\$0	\$2,472	\$0	\$0	\$2,472	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$87,977,735.00	\$36,561,347.00	41.56%	4.02%	45.58%	\$40,417,569.00	0.00%	45.94%	Total:	\$40,417,569.00
								LEA-wide Total:	\$36,446,566.00
								Limited Total:	\$3,971,003.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	1.1 Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,642,541.00	0.00%
1	4	1.4 Professional Development through additional Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,173,340.00	0.00%
2	2	2.2 College and Career Readiness Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$436,000.00	0.00%
2	5	2.5 CTE and AP Course Offerings	Yes	LEA-wide	Low Income	All Schools	\$880,775.00	0.00%
2	6	2.6 Career Technical Education (CTE) Program	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,527,354.00	0.00%

2	8	2.8 Technology Resources	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$893,494.00	0.00%
2	9	2.9 Enrichment Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$876,341.00	0.00%
2	11	2.11 AVID	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,113,552.00	0.00%
2	13	2.13 Library	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, All five comprehensive high schools.	\$866,560.00	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,189,319.00	0.00%
2	15	2.15 Student Access to Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$850,000.00	0.00%
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All five comprehensive high schools.	\$6,734,985.00	0.00%
3	6	3.6 Academic Support for English Learners	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	\$1,417,936.00	0.00%
3	8	3.8 EL Support	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	\$1,180,427.00	0.00%
3	9	3.9 EL Counselors	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Mountain View High School	\$321,866.00	0.00%
3	10	3.10 Supplemental Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$683,975.00	0.00%
3	13	3.13 Targeted Tutoring During the Day	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$200,000.00	0.00%
3	14	3.14 Summer School Program	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$400,000.00	0.00%
3	16	3.16 Paraeducators-Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	\$863,186.00	0.00%
3	17	3.17 Data Analysis Platform	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$50,000.00	0.00%
4	2	4.2 Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$400,000.00	0.00%

4	3	4.3 Support Staff	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$520,696.00	0.00%
4	5	4.5 Parent Workshops	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$281,000.00	0.00%
4	7	4.7 Interpretation/Translation Services	Yes	Limited	English learner (EL)	All Schools	\$40,000.00	0.00%
5	1	5.1 Multi-Tiered System of Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$8,456,945.00	0.00%
5	2	5.2 Student Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,141,499.00	0.00%
5	3	5.3 After-school Student Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,932,379.00	0.00%
5	4	5.4 School Safety-Campus Supervision	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,899,439.00	0.00%
5	5	5.5 Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	\$112,588.00	0.00%
5	6	5.6 Stage Technicians	Yes	LEA-wide	Low Income	All Schools	\$76,372.00	0.00%
5	7	5.7 Resources to Support Student Safety	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$220,000.00	0.00%
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	Yes	Limited	Low Income	All Schools	\$35,000.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$111,951,714.00	\$149,683,562.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Professional Development	Yes	\$1,498,263.00	\$1,419,824.00
1	2	1.2 Professional Development through Release Time	No	\$25,000.00	\$35,569.00
1	3	1.3 Routine Maintenance	No	\$5,600,000.00	\$5,798,694.00

1	4	1.4 Professional Development through additional Days	Yes	\$1,239,837.00	\$1,156,560.00
1	5	1.5 Core Program: Teachers	No	\$54,412,696.00	\$48,113,894.00
2	1	2.1 Textbooks	No	\$1,800,000.00	\$373,544.00
2	2	2.2 College and Career Readiness Support Services	Yes	\$637,895.00	\$592,337.00
2	3	2.3 College and Career Coordinators	No	\$969,602.00	\$835,668.00
2	4	2.4 CTE Instructional Materials	No	\$260,000.00	\$178,569.00
2	5	2.5 CTE and AP Course Offerings	Yes	\$874,080.00	\$803,211.00
2	6	2.6 Career Technical Education (CTE) Program	Yes	\$1,500,568.00	\$1,502,500.00
2	7	2.7 Professional Development for CTE Staff	No	\$25,000.00	\$9,855.00
2	8	2.8 Technology Resources	Yes	\$1,043,088.00	\$991,391.00
2	9	2.9 Enrichment Opportunities	Yes	\$837,677.00	\$871,556.00
2	10	2.10 Hand-on Job Training	No	\$100,000.00	\$149,606.00
2	11	2.11 AVID	Yes	\$1,145,642.00	\$1,051,259.00
2	12	2.12 English Language Arts Support	No	\$282,650.00	\$279,680.00
2	13	2.13 Library	Yes	\$987,221.00	\$793,685.00
2	14	2.14 Online and Personalized Learning (OPL)	Yes	\$1,176,668.00	\$1,069,445.00
2	15	2.15 Student Access to Technology	Yes	\$870,000.00	\$870,000.00
2	16	2.16 Online Math and Reading Programs	No	\$70,000.00	\$61,548.00
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	\$6,298,739.00	\$6,258,033.00
3	2	3.2 Paraeducators	No	\$2,936,103.00	\$2,579,100.00
3	3	3.3 Core Program: Teachers (repeated expenditure, Goal 1, Action 5)	No	\$0.00	\$48,113,894.00
3	4	3.4 Content Specialists/Course Leads	No	\$426,358.00	\$420,927.00
3	5	3.5 Targeted Tutoring After	No	\$150,000.00	\$128,325.00

		School			
3	6	3.6 Academic Support for English Learners	Yes	\$1,456,047.00	\$1,129,345.00
3	7	3.7 Paraeducators- English Learners	No	\$235,565.00	\$234,227.00
3	8	3.8 EL Support	Yes	\$1,229,620.00	\$1,179,810.00
3	9	3.9 EL Counselors	Yes	\$391,778.00	\$321,550.00
3	10	3.10 Supplemental Instructional Materials	Yes	\$847,100.00	\$798,282.00
3	11	3.11 Collaboration Time/Release Days	No	\$25,000.00	\$15,000.00
3	12	3.12 Educational Leadership	No	\$25,000.00	\$23,450.00
3	13	3.13 Targeted Tutoring During the Day	Yes	\$220,000.00	\$207,327.00
3	14	3.14 Summer School Program	Yes	\$517,661.00	\$517,661.00
3	15	3.15 Summer Bridge Program	No	\$25,000.00	\$35,348.00
3	16	3.16 Paraeducators- Long-Term English Learners	Yes	\$931,903.00	\$851,035.00
3	17	3.17 Data Analysis Platform	Yes	\$47,600.00	\$49,783.00
4	1	4.1 Administrative Support	No	\$516,510.00	\$475,898.00
4	2	4.2 Communication	Yes	\$400,000.00	\$394,465.00
4	3	4.3 Support Staff	Yes	\$494,841.00	\$499,256.00
4	4	4.4 Site Community Liaisons	No	\$406,000.00	\$379,385.00
4	5	4.5 Parent Workshops	Yes	\$1,535,613.00	\$1,357,075.00
4	6	4.6 Parent Workshops (All Students)	No	\$25,000.00	\$5,770.00
4	7	4.7 Interpretation/Translation Services	Yes	\$50,000.00	\$31,250.00
5	1	5.1 Multi-Tiered System of Supports	Yes	\$8,163,768.00	\$8,306,879.00
5	2	5.2 Student Engagement	Yes	\$2,141,929.00	\$2,243,869.00
5	3	5.3 After-school Student Engagement	Yes	\$3,357,315.00	\$2,977,298.00
5	4	5.4 School Safety- Campus Supervision	Yes	\$1,860,118.00	\$1,968,437.00
5	5	5.5 Foster Youth Support Services	Yes	\$115,000.00	\$107,015.00

5	6	5.6 Stage Technicians	Yes	\$176,217.00	\$76,116.00
5	7	5.7 Risk Management	No	\$260,054.00	\$246,044.00
5	8	5.8 Resources to Support Student Safety	Yes	\$370,000.00	\$393,431.00
5	9	5.9 Support for Low-Income Students Experiencing Homelessness	Yes	\$28,417.00	\$25,700.00
5	10	5.10 Additional Staff to Support Clean Schools During After School and Saturday Student Activities	Yes	\$355,571.00	\$291,280.00
6	1	6.1 College and Career Readiness Support	No	\$195,000.00	\$0.00
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	No	\$200,000.00	\$32,321.00
6	3	6.3 Instructional Materials and Resources	No	\$66,000.00	\$1,552.00
6	4	6.4 Targeted Engagement Strategies	No	\$65,000.00	\$4,299.00
7	1	7.1 Additional Supervision and Counseling	No	\$20,000.00	\$16,730.00
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	No	\$25,000.00	\$23,000.00
7	3	7.3 Targeted Engagement Strategies	No	\$5,000.00	\$5,000.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$37,215,513.00	\$42,800,176.00	\$38,943,954.00	\$3,856,222.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	1.1 Professional Development	Yes	\$1,498,263.00	\$1,419,824.00	0.00%	0.00%
1	4	1.4 Professional Development through additional Days	Yes	\$1,239,837.00	\$0.00	0.00%	0.00%
2	2	2.2 College and Career Readiness Support Services	Yes	\$637,895.00	\$592,337.00	0.00%	0.00%
2	5	2.5 CTE and AP Course Offerings	Yes	\$874,080.00	\$803,211.00	0.00%	0.00%
2	6	2.6 Career Technical Education (CTE) Program	Yes	\$1,500,568.00	\$1,502,500.00	0.00%	0.00%
2	8	2.8 Technology Resources	Yes	\$1,043,088.00	\$991,391.00	0.00%	0.00%
2	9	2.9 Enrichment Opportunities	Yes	\$837,677.00	\$871,556.00	0.00%	0.00%
2	11	2.11 AVID	Yes	\$1,145,642.00	\$1,051,259.00	0.00%	0.00%
2	13	2.13 Library	Yes	\$987,221.00	\$793,685.00	0.00%	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	Yes	\$1,176,668.00	\$676,822.00	0.00%	0.00%
2	15	2.15 Student Access to Technology	Yes	\$870,000.00	\$870,000.00	0.00%	0.00%
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	Yes	\$6,298,739.00	\$6,258,033.00	0.00%	0.00%
3	6	3.6 Academic Support for English Learners	Yes	\$1,456,047.00	\$1,129,345.00	0.00%	0.00%
3	8	3.8 EL Support	Yes	\$1,229,620.00	\$1,179,810.00	0.00%	0.00%
3	9	3.9 EL Counselors	Yes	\$391,778.00	\$321,550.00	0.00%	0.00%
3	10	3.10 Supplemental Instructional Materials	Yes	\$847,100.00	\$702,415.00	0.00%	0.00%
3	13	3.13 Targeted Tutoring During the Day	Yes	\$220,000.00	\$207,327.00	0.00%	0.00%
3	14	3.14 Summer School Program	Yes	\$517,661.00	\$0.00	0.00%	0.00%
3	16	3.16 Paraeducators- Long-Term English Learners	Yes	\$931,903.00	\$851,035.00	0.00%	0.00%
3	17	3.17 Data Analysis Platform	Yes	\$47,600.00	\$49,783.00	0.00%	0.00%

4	2	4.2 Communication	Yes	\$400,000.00	\$394,465.00	0.00%	0.00%
4	3	4.3 Support Staff	Yes	\$494,841.00	\$499,256.00	0.00%	0.00%
4	5	4.5 Parent Workshops	Yes	\$1,535,613.00	\$1,357,075.00	0.00%	0.00%
4	7	4.7 Interpretation/Translation Services	Yes	\$50,000.00	\$31,250.00	0.00%	0.00%
5	1	5.1 Multi-Tiered System of Supports	Yes	\$8,163,768.00	\$8,306,879.00	0.00%	0.00%
5	2	5.2 Student Engagement	Yes	\$2,141,929.00	\$2,243,869.00	0.00%	0.00%
5	3	5.3 After-school Student Engagement	Yes	\$3,357,315.00	\$2,977,298.00	0.00%	0.00%
5	4	5.4 School Safety- Campus Supervision	Yes	\$1,860,118.00	\$1,968,437.00	0.00%	0.00%
5	5	5.5 Foster Youth Support Services	Yes	\$115,000.00	\$107,015.00	0.00%	0.00%
5	6	5.6 Stage Technicians	Yes	\$176,217.00	\$76,116.00	0.00%	0.00%
5	8	5.8 Resources to Support Student Safety	Yes	\$370,000.00	\$393,431.00	0.00%	0.00%
5	9	5.9 Support for Low-Income Students Experiencing Homelessness	Yes	\$28,417.00	\$25,700.00	0.00%	0.00%
5	10	5.10 Additional Staff to Support Clean Schools During After School and Saturday Student Activities	Yes	\$355,571.00	\$291,280.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$90,702,072.00	\$37,215,513.00	5.93%	46.96%	\$38,943,954.00	0.00%	42.94%	\$3,646,223.29	4.02%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$1,735,752.00	\$373,056.00	\$235,565.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	1.1 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,642,541.00
1	2	1.2 Professional Development through Release Time	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1	3	1.3 Routine Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,600,000.00
1	4	1.4 Professional Development through additional Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,173,340.00
1	5	1.5 Core Program: Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,113,894.00
2	1	2.1 Textbooks	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$818,770.00
2	2	2.2 College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$436,000.00

		Support Services							
2	3	2.3 College and Career Coordinators	\$969,602.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$969,602.00
2	4	2.4 CTE Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$260,000.00
2	5	2.5 CTE and AP Course Offerings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$880,775.00
2	6	2.6 Career Technical Education (CTE) Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,527,354.00
2	7	2.7 Professional Development for CTE Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
2	8	2.8 Technology Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$893,494.00
2	9	2.9 Enrichment Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$876,341.00
2	10	2.10 Hand-on Job Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00
2	11	2.11 AVID	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,113,552.00
2	12	2.12 English Language Arts Support	\$282,650.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$282,650.00
2	13	2.13 Library	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$866,560.00
2	14	2.14 Online and Personalized Learning (OPL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,189,319.00
2	15	2.15 Student Access to Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$850,000.00
2	16	2.16 Online Math and Reading Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,000.00
3	1	3.1 Targeted Engagement Strategies and Individual Mentoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,734,985.00
3	2	3.2 Paraeducators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,936,103.00
3	4	3.4 Content		\$348,056.00	\$0.00	\$0.00	\$0.00	\$0.00	\$426,358.00

		Specialists/Course Leads							
3	5	3.5 Targeted Tutoring After School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,000.00
3	6	3.6 Academic Support for English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,417,936.00
3	7	3.7 Paraeducators-English Learners	\$0.00	\$0.00	\$235,565.00	\$0.00	\$0.00	\$0.00	\$235,565.00
3	8	3.8 EL Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,180,427.00
3	9	3.9 EL Counselors	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$321,866.00
3	10	3.10 Supplemental Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$683,975.00
3	11	3.11 Collaboration Time/Release Days	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	12	3.12 Educational Leadership	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
3	13	3.13 Targeted Tutoring During the Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00
3	14	3.14 Summer School Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400,000.00
3	15	3.15 Summer Bridge Program	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
3	16	3.16 Paraeducators-Long-Term English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$863,186.00
3	17	3.17 Data Analysis Platform	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00
4	1	4.1 Administrative Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$480,000.00
4	2	4.2 Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400,000.00
4	3	4.3 Support Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$520,696.00
4	4	4.4 Site Community Liaisons	\$406,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$406,000.00
4	5	4.5 Parent Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$281,000.00
4	6	4.6 Parent Workshops (All	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00

		Students)							
4	7	4.7 Interpretation/Translation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00
5	1	5.1 Multi-Tiered System of Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,456,945.00
5	2	5.2 Student Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,141,499.00
5	3	5.3 After-school Student Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,932,379.00
5	4	5.4 School Safety-Campus Supervision	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,899,439.00
5	5	5.5 Foster Youth Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$112,588.00
5	6	5.6 Stage Technicians	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,372.00
5	7	5.7 Resources to Support Student Safety	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$220,000.00
5	8	5.8 Support for Low-Income Students Experiencing Homelessness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00
6	1	6.1 College and Career Readiness Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275,000.00
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$430,000.00
6	3	6.3 Instructional Materials and Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$131,901.00
6	4	6.4 Targeted Engagement Strategies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00
7	1	7.1 Additional Supervision and Counseling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00

7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
7	3	7.3 Targeted Engagement Strategies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,472.00

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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).

