LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Monte Union High School District
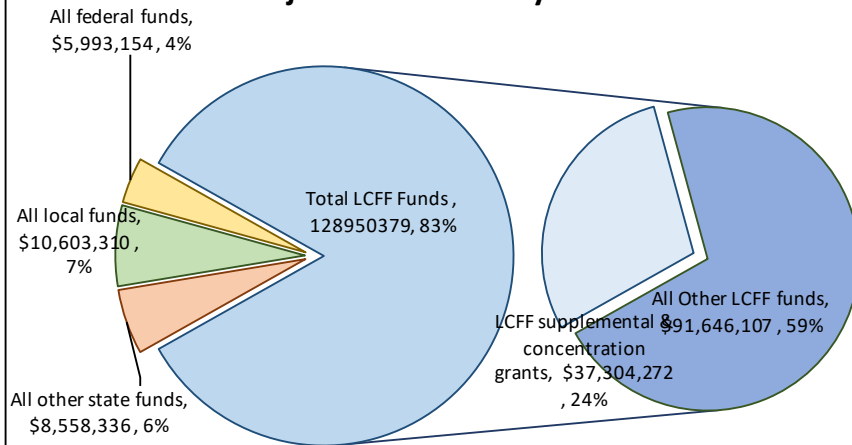CDS Code: 19-64519-0000000
School Year: 2024-2025
LEA contact information: Edith Echeverria: (626) 444-9005, ext. 9915, edith.echeverria@emuhsd.org

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 2024-2025 School Year

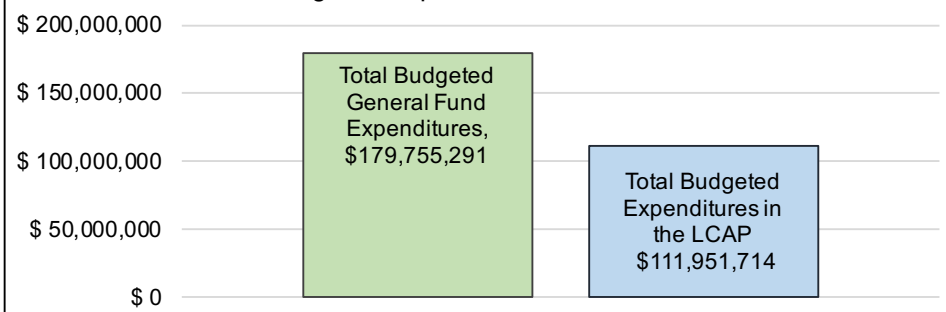### Projected Revenue by Fund Source

All federal funds, $5,993,154, 4%
All local funds, $10,603,310, 7%
Total LCFF Funds, 128950379, 83%
All other state funds, $8,558,336, 6%
LCFF supplemental & concentration grants, $37,304,272, 24%
All Other LCFF funds, $91,646,107, 59%

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 $154,105,179.00, of which $128,950,379.00 is Local Control Funding Formula (LCFF), $8,558,336.00 is other state funds, $10,603,310.00 is local funds, and $5,993,154.00 is federal funds. Of the $128,950,379.00 in LCFF Funds, $37,304,272.00 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

$ 200,000,000
$ 150,000,000
$ 100,000,000
$ 50,000,000
$ 0

Total Budgeted General Fund Expenditures, $179,755,291
Total Budgeted Expenditures in the LCAP $111,951,714

This chart provides a quick summary of how much El Monte Union High School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: El Monte Union High School District plans to spend $179,755,291.00 for the 2024-2025 school year. Of that amount, $111,951,714.00 is tied to actions/services in the LCAP and $67,803,577.00 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: $7.31 million; 2. Special Education Services: $21.49 million; 3. Salaries and Benefits for Classified Support Staff (including clerks/secretaries at the District Office and sites, gardeners, custodians, etc.): $28.07 million; 4. Utility Costs: $4.7 million; 5. Transportation: $2.37 million; 6. Legal/Audit: $0.71 million; 7. Other Operating Services (phones, postage, rentals, repairs, copiers): $3.95 million.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, El Monte Union High School District is projecting it will receive $37,304,272.00 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 $42,800,176.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $48,140,899
- Actual Expenditures for High Needs Students in LCAP: $42,644,995
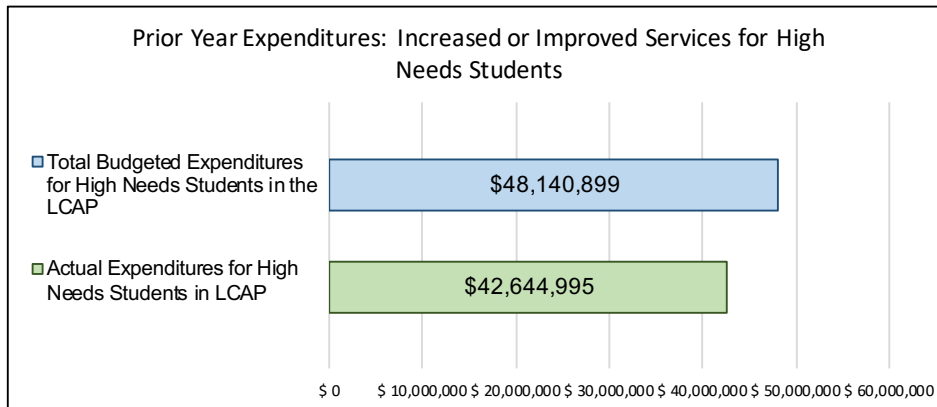
This chart compares what El Monte Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Monte Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, El Monte Union High School District's LCAP budgeted $48,140,899.00 for planned actions to increase or improve services for high needs students. El Monte Union High School District actually spent $42,644,995.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $5,495,904.00 had the following impact on El Monte Union High School District's ability to increase or improve services for high needs students:

There are a couple of items that contributed to this difference. The District received additional federal and state funds to support some of the same priorities identified in the LCAP. As a result, other funds were used to implement the services. Actions and services remained the same or were increased through the use of the other funds. All planned construction projects were not completed during the 2023-2024 school year. The incomplete construction of CTE facilities resulted in a delay in providing expanded resources and hands-on learning to English Learners, low-income, and Foster Youth students. The incomplete construction of the Family and Community Engagement Center required parent trainings to be held at a school or the EMUHSD Board room. This limited the amount of parents of English Learners, low-income, and Foster Youth students who were able to attend the trainings.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	The EMUHSD will offer instruction to students by appropriately assigned, fully credentialed teachers in clean and well-maintained schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Williams Review: Teachers Mis-assigned	0 Teachers are mis-assigned (2019-2020)	0 Teachers are mis-assigned (2020-2021)	10 Teachers are misassigned (2021-2022)	14 Teachers are misassigned (2022-2023)	0 teachers are mis-assigned.
Williams Review: Teachers Fully Credentialed	100% of teachers are fully credentialed. (2019-2020)	100% of teachers are fully credentialed. (2020-2021)	100% of teachers are fully credentialed. (2021-2022)	100% of teachers are fully credentialed. (2022-2023)	100% of teachers are fully credentialed
Williams: Facilities in Good Repair	Six (6) of the seven (7) schools had facilities reported as being in "good repair" (defined as clean, safe, and functional) and one (1) school was reported as "exemplary". (2019-2020)	The seven (7) schools had facilities reported as being in "good repair" (defined as clean, safe, and functional). (2020-2021)	The seven (7) schools had facilities reported as being in "good repair" (defined as clean, safe, and functional). (2021-2022)	The seven (7) schools had facilities reported as being in "good repair" (defined as clean, safe, and functional). (2022-2023)	All schools have facilities being reports in "good repair"

Participation in Professional Development, as documented by sign-in sheets.	100% of teachers participated in the structured Professional Development (PD) as determined by the sign in sheets. (2019-2020)	100% of teachers participated in the structured Professional Development (PD) as determined by the sign in sheets. (2020-2021)	100% of teachers participated in the structured Professional Development (PD) as determined by sign-in sheets, but also attendance at the Professional Development days. (2021-2022)	100% of teachers participated in structured Professional Development (PD) as determined by sign-in sheets, but also attendance at the Professional Development days. (2022-2023)	100% of teachers participated in the structured Professional Development (PD) as determined by the sign in sheets
Implementation of State Standards	Completion of the 2020-2021 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Initial Implementation ELD: Initial Implementation Math: Full Implementation and Sustainability NGSS: Beginning Implementation Social Science: Full Implementation and Sustainability	Completion of the 2021-2022 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Full Implementation with new textbook adoption implemented in the 2022-2023 school year ELD: Full Implementation Math: Full Implementation NGSS: Beginning Implementation with a new textbook adoption scheduled for the 2023-2024 school year Social Science: Full Implementation	Completion of the 2022-2023 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 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	All content areas will be in full implementation.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in Goal 1 were successfully implemented as intended with the exception of Action 1 (Professional Development) and Action 3 (Routine Maintenance). Action 1 was only partially implemented as the District was not able to hire a staff member to support and mentor teachers. Consequently, mentoring activities were limited, but professional development was still provided. The budget for 2024-2025 still includes the new staff member as the District's Board recently approved the additional position.

The estimated amount that will be expended on Action 3 (Routine Maintenance) is almost 25% more than what was budgeted. This is due to the increased cost of supplies and the need to upgrade facilities districtwide.

The daily pay rate for substitutes was increased and as a result, the district was able to successfully implement Action 2 (PD- Subs for Release Time) by providing subs to allow teachers to receive training on evidence-based practices.

Action 4 (PD Days) All teachers had the opportunity to attend structured professional development throughout the year with the additional three professional development days that were included in the instructional calendar. This was a success at it allowed the district to provide consistent training to all staff districtwide.

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 Professional Development
Professional development was provided, but mentoring for teachers was limited as a new staff member was not hired this school year to support this service. As a result, only $1,165,099 (80.4%) of the budgeted amount of $1,448,229 is estimated to be expended.

Action 3 Routine Maintenance
The amount estimated to be spent on Routine Maintenance is $5,867,944, which is 24.85% more than the amount budgeted of $4,700,000. This is due to the rising cost of supplies but also the increased need to upgrade facilities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1 (Professional Development), 2 (Professional Development-Title I), and 4 (Professional Development Days) have all proven to be effective as they have contributed to meeting the fourth metric under Goal 1, Teacher Participation in structured professional development. All three actions have allowed all EMUHSD staff to participate in structured professional development throughout these past three school years.

Action 3 (Routine Maintenance) has proven to be effective as all seven (7) EMUHSD schools have been reported as being in "good repair" throughout these past three school years.

Action 5 (Core Program for Graduation Requirements) has proven to be effective as all EMUHSD have been fully credentialed these past three school years.

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

One additional metric was added to next year's plan that will assist with monitoring student success, based on D and F rates, in the core classrooms.

The budgeted amount for actions with personnel was increased due to a projected increase in the cost of salaries and benefits. The budgeted amount for the following actions was revised for the reasons identified below:

Action 1 Professional Development
The amount budgeted for this line item was increased by $50,034 to allow for more collaboration time for staff and to account for an increase the cost of salaries and benefits.

Action 2 Professional Development/Release Time

The amount budgeted for this line item was increased by $5,000 to allow for more collaboration time .

Action 3 Routine Maintenance
The amount budgeted for this line item was increased by $900,000 to align with the increased cost this 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.

Goal

Goal #	Description
2	The EMUHSD will provide students with the skills and courses that will allow them to graduate from high school college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Williams Review: Instructional Materials	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2019-2020)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2020-2021)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2021-2022)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2022-2023)	100% of students have access to standards-aligned instructional materials as reported by the Williams Review
A-G Completion Rate	47% of student completed the A-G requirements. (2019-2020)	54.1% of students completed A-G requirements. (2020-2021)	41.4% of students completed A-G requirements. (2021-2022)	49.0% of students completed A-G requirements. (2022-2023)	50% of students will complete A-G requirements.
CTE Pathway Completion Rate	25.5% of students enrolled in the CTE program completed the pathway. (2019-2020)	13.6% of students enrolled in the CTE program completed a pathway. (2020-2021)	10.7% of students enrolled in the CTE program completed a pathway. (2021-2022)	10.7% of students enrolled in a CTE program completed a pathway. (2022-2023)	30% of students enrolled in the CTE program will complete the pathway.
Advanced Placement	25.4% of students are	27.5% of students were	22.7% of students were	26.1% of students were	28% of students will be

(AP) Enrollment Rate	enrolled in the AP program. (2019-2020)	enrolled in the AP program. (2020-2021)	enrolled in the AP program. (2021-2022)	enrolled in the AP program. (2022-2023)	enrolled in the AP program
Advanced Placement (AP) Exam Passing Rate	58% of students who participated in the AP Exam passed with a score of 3 or higher. (2019-2020)	49% of students who took an AP exam passed with a score of 3 or higher (2020-2021). There were fewer students who participated in the Advanced Placement exam due to distance learning.	58.8% of students who took an AP exam passed with a score of 3 or higher. (2021-2022)	58.9% of students who took an AP exam passed with a score of 3 or higher. (2022-2023)	60% of students who participated in the AP Exam will pass the AP exam with a 3 or higher.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Of the 19 actions listed in Goal 2 of the plan, 15 were fully implemented as planned.

Action 2 (Software) allowed us to monitor the usage of books in the library (Action 2) and determine what other high-interest books should be provided for students.

Content Specialists and Course Leads (Action 3) were able to collaborate and analyze data to identify the standards students struggled to master and spiral instruction to support their mastery of the standards.

A CTE program (Actions 4, 5, 6, and 7) is available at every high school across the district, that includes instructional materials and professional development. However, the focus now lies on assisting students to complete pathways rather than individual courses. Efforts will include communication to both students and staff aimed at encouraging pathway completion.

All schools continue to be provided with technology resources and support (Action 8). In addition to districtwide support and services, this year each site was able to provide site-specific resources based on their individual needs.

The AVID program (Action 11) continues to be implemented at all sites. This year students in the program were able to visit post-secondary institutions as part of the program.

The Online and Personalized Learning (OPL- Action 14) program continues to adapt to the needs of students. This year, students in the program were surveyed and as a result, college and career readiness sessions were provided.

The following provides a summary of the four (4) actions in Goal 2 that were not implemented as planned:

Action 1 (Textbooks): There was a need to purchase additional recently adopted core textbooks this school year, as a result, $1,979,061 was spent on textbooks when $1,500,000 was budgeted.

Action 12 (English I Intensive): There was a smaller number of students identified for enrollment in the English I Intensive Lab class, resulting in a lower number of sections.

Action 16 (Technology Resources): Federal funds were used to fund a portion of the Chromebooks in the prior year, however this year, the total cost of purchasing Chromebooks was funded through this action.

Action 19 (CTE Facilities): The total cost of the CTE facilities was less than the budgeted amount. All CTE facilities projects have been completed districtwide, resulting in this action not being included in next year's 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.

Action 1 Textbooks
Estimated expenditures of $1,979,061 include costs for the new Science adoption, making the expended amount 31.94% over the budgeted amount of $1,500,000.

Action 2 Inventory Software
There was an increase in the cost of the software. As a result, $10,625 was expended when $9,500 was budgeted.

Action 4 CTE Instructional Materials
Although $700,000 was budgeted for CTE instructional materials this school year, only $251,295 was needed to support the CTE courses as other State funding was used to purchase materials.

Action 12 English I Intensive
Estimated expenditures for salaries and benefits for this course are $271,779, (87.27%) of the budgeted amount of $311,426. This is due to the smaller number of students identified for the class.

Action 16 Technology Resources
Federal funds were not used to fund this action this year, as a result, $1,159,871 was spent on Chromebooks, when $850,00 was budgeted.

Action 18 Online Programs for Math and Literacy
Estimated expenditures of $138,095 reflect 86.31% of the budgeted amount of $160,000. This is due to annual savings from a 3-year contract.

Action 19 CTE Facilities
Although $1,350,000 was budgeted for CTE facilities this school year, only $1,013,454 was expended to complete all projects. This action will not be included in the plan next school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 (Instructional Materials), Action 2 (Inventory Software), and Action 4 (CTE Instructional Materials) have proven to be effective as 100% of the EMUHSD students have had access to standards-aligned instructional materials these past three school years.

Action 3 (Content Specialist/Course Leads): Agendas and minutes of Course Lead and Content Specialist meetings show that they continue to lead data discussions after the administration of common assessments to respond to student needs, thus validating the effectiveness of their role. The District recognizes the need to focus on math and science, as a result of data analysis, thus the time allotted for collaboration for ELA and Social Science Content Specialists will be revised.

Action 5 (Expand CTE Pathways and AP Programs): CTE Pathways and AP programs have been effective during these past three years as the District has seen an increase in student enrollment in both programs. There has also been an increase in the percentage of students who have passed AP Exams with a score of a 3 or higher.

Action 6 (CTE), Action 7 (CTE Professional Development), and Action 19 (CTE Facilities) have been effective as the majority of parents and staff who completed the LCAP Survey stated CTE has been very valuable.

Action 8 (Access to Technology) and Action 16 (Technology Resources) have both proven to be effective as parents, students, and staff have identified Technology as being very valuable on the LCAP survey.

Action 9 (Enrichment Opportunities) has proven to be effective as more students are enrolled in elective courses. Student focus groups also requested an increase in the number of offerings.

Action 10 (Transition Center Training) has proven to be effective for the past three years since students at the Transition Center have been placed in local businesses to complete paid internships.

Action 11 (AVID) has proven to be effective as over 90% of students enrolled in the program over the past three years have completed their A-G requirements.

Students enrolled in the English I Intensive Lab class (Action 12) have not been more successful than students without the class. Three-year data shows students enrolled in this course had higher D and F rates in the English classes throughout high school than students who weren't enrolled in this course. Data from the implementation of the curriculum also illustrated the program was not being implemented with fidelity, as students were not consistently rotating among the three required stations. As a result, the course will be eliminated and a new course will be created, with a new curriculum, to support the specific needs of identified students. Teachers were brought together to adopt a curriculum that included AVID strategies, which have proven to be effective. The new course, and curriculum will be piloted in the 2024-2025 school year.

Action 13 (Library Resources) and Action 17 (Librarians) have proven to be effective as the majority of students and parents who completed the LCAP survey stated they found at least some value in having libraries and library resources.

Action 14 (Online and Personalized Learning) has proven to be effective as parents have shared their experiences with the program at focus group meetings. Additionally, data a high number of students completing courses through OPL and as a result have completed graduation and/or A-G requirements.

Action 15 (Academic Support for ELs) has proven to be effective as an increased percentage of ELs who have tested on the Reading Inventory have scored at Basic or above.

Action 18 (Online Programs for Math and Literacy): IXL has proven to be effective for students using the program as implementation data shows the number of students using the programs have gained skills by "mastering" or showing "proficiency" on the program.

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

Three (3) additional metrics were included in next year's plan. The first metric is a new metric that monitors the percentage of students "Prepared" for college through the College and Career Indicator. The second metric was moved from Goal 5 and is focused on student connectedness. The third metric, Graduation Rate, was also moved from Goal 5, and is now included in Goal 2. Some metrics were also revised to include baseline data and expected outcomes for specific student subgroups. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

The budgeted amount for actions with personnel was increased due to a projected increase in the cost of salaries and benefits. The budgeted amount for the following actions was revised for the reasons identified below:

Action 1 Textbooks
The amount budgeted for this line item was increased by $300,000 to align with the expenditures for this year.

Action 2 Inventory Software
This action was combined with Action 13 (Library resources) and Action 17 (Librarians) to reflect one action in next year's plan.

Action 3 (Content Specialists/Course Leads)
This action was moved to Goal 3 as it supports increased student achievement in math and ELA.

Action 4 (CTE Instructional Materials)
The amount budgeted for this action was reduced to align with current-year expenditures.

Action 6 (CTE)
The amount budgeted for this action was increased by $25,000 to account for the cost of transportation after school to internship locations.

Action 9 (Enrichment opportunities)
The amount budgeted for this action was decreased based on the identified need for supplemental instructional resources at each site.

Action 14 (Online and Personalized Learning-OPL)
The amount budgeted for this action was decreased since an OPL has now been created at each site.

Action 15 (Academic Support for ELs)
This action was moved to Goal 3.

Action 18 (Online Programs for Math and Literacy)
The amount budgeted for this action was reduced to reflect the annual cost of the programs.

Action 19 (CTE Facilities)
This action was not included in next year's plan as the CTE facilities have been completed.

Action 4 from Goal 3 was moved into Goal 2, however, the College and Career Coordinators were separated from the original action. Action 12 was revised from an English I Intensive course to a College and Career Prep course.

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.

Goal

Goal #	Description
3	The EMUHSD will provide students with high-quality instruction that supports their academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CAASPP Smarter Balance ELA (All Students)	Due to the pandemic, the administration of the 2020 CAASPP was suspended so results are not available for 2019-2020. The 2018-2019 results indicated 56.1% of students met or exceeded standards in ELA.	State assessments were suspended in 2019-2020 and were not required in 2020-2021.	The Spring 2022 SBAC results in ELA indicate that 59.4% of students met or exceeded standards in ELA.	The Spring 2023 SBAC results in ELA indicate that 60.2% of students met or exceeded standards in ELA.	57% of students will meet or exceed standards on the ELA section of the CAASPP.
CAASPP Smarter Balance Math (All Students)	Due to the pandemic, the administration of the 2020 CAASPP was suspended so results are not available for 2019-2020. The 2018-2019 results indicated 30.4% of students met or exceeded standards in mathematics.	State assessments suspended in 2019-2020 and were not required in 2020-2021.	The Spring 2022 SBAC results in mathematics indicate that 28.0% of students met or exceeded standards in mathematics.	The Spring 2023 SBAC results in mathematics indicate that 25.2% of students met or exceeded standards in mathematics.	31% of students will meet or exceed standards in mathematics.
A-G Completion Rate	47% of student completed the A-G	54.1% of students completed A-G	41.4% of students completed A-G	49.0% of students completed A-G requirements. (2022-	50% of students will complete A-G requirements.

	requirements. (2019-2020)	requirements. (2020-2021)	requirements. (2021-2022)	2023)	
English Learner Progress	18.6% of the 549 EL students who completed the 2020 Summative ELPAC scored at Level 4. (2019-2020) Due to the pandemic, the administration of the Summative ELPAC was suspended allowing only 549 students to complete the test and earn an overall score. In the 2018-2019 administration, 16.4% of students who completed the Summative ELPAC scored at a level 4.	13% of EL students who completed the ELPAC scored at Level 4. (2020-2021)	12.9% of EL students who completed the ELPAC scored at Level 4. (2021-2022)	13.2% of EL students who completed the ELPAC scored at Level 4. (2022-2023)	19.4% of ELs who complete the Summative ELPAC will score at Level 4.
Reading Inventory (ELs)	Due to the pandemic, the administration of the Reading Inventory (RI) was suspended. There are no RI results for 2019-2020 to measure EL progress towards English proficiency and reclassification.	37.9% of EL students who tested on the Reading Inventory (RI) scored at Basic or above. (2020-2021)	57% of EL students who tested on the Reading Inventory (RI) scored at Basic or above. (2021-2022)	57% of EL students who tested on the Reading Inventory (RI) scored at Basic or above. (2022-2023)	At least 40% of ELs tested in the Spring on the RI will score at Basic or above.
Reclassification Rates	13.7% of ELs were reclassified. (2019-2020)	8.2% of EL students were reclassified. (2020-2021)	Preliminary district data indicate 14.5% of EL students were reclassified. (2021-2022)	Preliminary district data indicate that 13.2% of EL students were reclassified. (2022-2023)	14% of Els will be reclassified.
SBAC EAP- ELA and Math	Due to the pandemic, the administration of the CAASPP was suspended and results are not available. (2019-2020). The 2018-2019 EAP results in ELA indicated 28.5% of students were identified as being College Ready, while only 14.9% were identified as	State assessments suspended in 2019-2020 and were not required in 2020-2021.	The 2021-2022 SBAC EAP results in ELA indicated 29.9% of students were identified as being College Ready, while only 13.8% were identified as being College Ready in mathematics.	The Spring 2023 SBAC EAP results in ELA indicated 29.3% of students were identified as being College Ready, while only 11.6% were identified as being College Ready in mathematics.	The EAP results will show 30% of students will be identified as College Ready in ELA and 20% in mathematics.

	being College Ready in mathematics.				
D and F Rate	(2019-2020) 20.5% - English 36.5% - Math 22.8% - Science 13.6% - Social Science	Percent of students receiving a D or F during the Fall 2020 semester: English: 28.4% Math: 39.4% Science: 28.9% Social Science: 19.4%	Percent of students receiving a D or F during the Fall 2021 semester: English: 22.9% Math: 38.6% Science: 27.2% Social Science: 18.4%	Percent of students receiving a D or F during the Fall 2023 semester: English: 22.5% Math: 36.2% Science: 25.7% Social Science: 17.9%	Fall 2023 English: 20% Math: 38% Science: 28% Social Science: 18%
A-G and CTE Pathway Completion	For the Class of 2020, 7% of students who graduated completed both A-G requirements and a CTE pathway.	For the Class of 2021, 8% of students who graduated completed both A-G requirements and a CTE pathway.	For the Class of 2022, 4.5% of students who graduated completed both A-G requirements and a CTE pathway.	For the Class of 2023, 5.5% of all students who graduated completed both A-G requirements and a CTE Pathway.	10% of students who graduate will have completed both A-G requirements and a CTE pathway
California Science Test (CAST)	The Spring 2022 administration of the CAST indicated 21.9% of students who took the test met or exceeded standards.			The Spring 2023 administration of the CAST indicated 25.6% of students who took the test met or exceeded standards.	The Spring 2023 administration of the CAST indicates 30% of students who took the test met or exceeded standards.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Six (6) actions of the 11 actions listed in Goal 3 of the plan, were fully implemented as planned. The following provides a summary of the five (5) actions in Goal 3 that were not implemented as planned:

Action 4 (College and Career Readiness Support Services): The district was able to offer students with an opportunity to take the PSAT and/or SAT at one of the comprehensive high schools on Saturdays. Transportation was coordinated from other schools for students to be able to attend. This year, there were, and continue to be, many glitches with the new Federal Financial Aid application. This has caused staff to spend a lot more time supporting students with their submission of a Financial Aid application resulting in less time being available to provide field trips and other support activities for students.

Action 5 (Collaboration Time/Release Days): Title I was used to support Collaboration time and release days for teachers. Since the district has increased the pay for substitutes, the substitute pool was large, allowing more teachers to collaborate more often.

Action 9 (Summer Bridge Program): There was a smaller number of students identified for enrollment in the Summer Bridge Program class, as a result, the total amount budgeted was not expended. The amount budgeted for next year will be reduced.

Action 10 (English Learner Support): The process to identify and implement a consistent support system for ELs took longer than expected. After analyzing data on all ELs districtwide, it was determined one support system for all ELs would not meet the unique needs of ELs. Instead, the need is to focus on the two schools that were identified in the red through the Dashboard and provide them with added support at the site. As a result, all funds budgeted for this action were not expended, but the action will be modified next school year to specifically focus on the ELs at two comprehensive high schools.

Action 11 (Database Platform): The district was going to transition out of one database into another this year, however, there was a request to keep both platforms to make the transition smooth. As a result, the expenditures this year reflect the cost of both database platforms. Next year the budget will reflect the cost of one platform.

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 4 College and Career Readiness
Estimated expenditures of $2,450,852 reflect 81.4% of the budgeted amount of $3,011,447. This is due to the activities and field trips that had to be delayed or not offered because of the extended amount of time needed to assist students with completing their financial aid application this school year.

Action 5 Collaboration Time/Release Days
Estimated expenditures of $11,906 reflect an additional $1,906 of the budgeted amount of $10,000 as more teachers were able to collaborate through release days this year.

Action 6 Educational Leadership
Estimated expenditures of $11,192 reflect 44.77% of the budgeted amount of $25,000. This is due to the use of other funds, like Educator Effectiveness, to provide professional development opportunities for staff.

Action 8 Summer School Instructional Staff
Estimated expenditures of $497,751 reflect 59.97% of the budgeted amount of $830,049 because other resources were used to fund summer school staff.

Action 9 Summer Bridge Program
Estimated expenditures of $19,984 reflect 49.96% of the budgeted amount of $40,000. This is due to the fewer amount of students that were identified for the program last summer.

Action 10 EL Support
Estimated expenditures of $1,074,086 reflect 85.11% of the budgeted amount of $1,262,035. This is a result of having to revise the original plan of providing systematic support districtwide to providing targeted focused support at the two comprehensive high schools with the highest need for ELs.

Action 11 (Database Platform)
Estimated expenditures of $129,343 reflect an additional $63,343 of the budgeted amount of $66,000. This was due to keeping two platforms throughout this school year to allow for a smooth transition from one into the other.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 (Targeted Engagement Strategies and Individual Mentoring) has proven to be effective as students have expressed their success when opportunities for them to be mentored and engaged are provided. The majority of the staff who completed the LCAP survey have also expressed this action as being very valuable.

Action 2 (repeated Goal 1, Action 5)

Action 3 (After-school tutoring) and Action 7 (in-class tutoring) have demonstrated their effectiveness as students expressed in focus groups that their academic success is supported by having tutors and tutoring available.

Action 4 (College and Career Readiness) has proven to be effective based on the increased percentage of students completing A-G requirements, but also completing financial aid applications.

Actions 5 (Teacher Collaboration Time) and Action6 (Professional Development) have proven to be effective they have allowed all EMUHSD staff to participate in structured professional development throughout these past three school years (Metric under goal 1).

Action 8 (Summer School) and Action 9 (Summer Bridge Program) have proven to be effective. Students were able to take up to three classes last summer and with an 87.8% passing rate districtwide. Students enrolled in the Summer Bridge Program were even more successful as 93% of the students enrolled in the program passed the course.

Action 10 (EL Support) has proven to be effective based on student and parent input on the LCAP survey. Both groups shared their gratitude for providing support and mentoring from the EL TOSA.

Action 11 (Database Platform) is used by teachers for data analysis. Teachers stated that the prior platform did not provide disaggregated data as needed to be able to revise instruction and spiral specific standards. Consequently, they opted to pilot a different platform, ultimately reaching a consensus to proceed with the new one, which includes updated features that will allow teachers to identify the standards that need to be retaught.

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

Five additional metrics were added to this goal, while one was removed, and one was revised. The metrics that were added to this goal include the following: 1) Student engagement survey results were moved from Goal 5; 2) Summer School passing rates was included; 3 and 4) 5-year graduation rate was included by school for SWDs and ELs; and 5) The CCI was also included (already included in Goal 2). The Reading Inventory metric was removed as this tool will no longer be available to the district. The English Learner Progress metric was revised to align with the ELPI by focusing on the percentage of students who maintained a Level 4 on the ELPAC or who moved up a level. Some metrics were also revised to include baseline data and expected outcomes for specific student subgroups. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

The budgeted amount for actions with personnel was increased due to a projected increase in the cost of salaries and benefits. The budgeted amount for the following actions was revised for the reasons identified below:

Action 4 College and Career Readiness
This action was moved to Goal 2.

Action 5 Teacher Collaboration Time
The amount budgeted for this item was increased to allow teachers more opportunities to collaborate.

Action 8 Summer School
The amount budgeted for this item was decreased to align with the need based on current year expenditures.

Action 9 Summer Bridge
The amount budgeted for this item was decreased to align with the need based on current year expenditures.

Action 10 EL Support
The amount budgeted for this item was increased to account for an EL Counselor at the two comprehensive high schools with a red on the ELP indicator.

Action 11 Database Platform
The amount budgeted for this item was decreased to reflect the contractual amount.

Three actions were moved into Goal 3. Action 15 from Goal 2, Academic Support for ELs, was moved into Goal 3, while the three Paraeducator actions were also moved into Goal 3. Action 4 was separated into two actions with instructional materials remaining in Goal 3.

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.

Goal

Goal #	Description
4	The EMUHSD will provide varied opportunities to support, promote and maintain a high level of parent and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent Workshops	3,190 parents attended district-wide workshops. (2019-2020)	3,107 parents attended workshops and districtwide events. (2020-2021)	Over 4,660 parents attended workshops and districtwide events. (2021-2022)	Over 5,200 parents attended workshops and districtwide events. (2022-2023)	At least 3,300 parents will attend districtwide workshops and events.
Parent Involvement	160 parents attended the	160 parents attended the	During the 2021-2022	A combined total of 561	A combined total of over 500

Academy	Parent Involvement Academy and about 300 parents attended the College and Career Family Conference. (2019 -2020)	virtual Parent Involvement Academy, 345 families attended the UC College Night and an additional 94 families attended the College Kickoff events. (2020-2021)	school year, 172 parents attended the annual Parent Involvement Academy, however, since this was our first year back from the pandemic, a College and Career Conference was not held.	parents attended the Annual Parent Involvement Academy and the College and Career Family Conference.	parents will attend the academy and the College and Career Family Conference.
Parent Survey	There is currently no baseline data to identify the percentage of parents who feel their child is safe on campus and engaged in school activities.	86.6% of the parents surveyed felt that their child was safe on campus and engaged in school activities. (2020-2021)	Only 63.8% of the parents who completed the survey during the 2022-2023 school year stated they felt that their was safe on campus and engaged in school activities.	90.7% of the parents who completed the survey during the 2023-2024 school year stated they felt that their child was safe on campus and engaged in school activities.	Over 50% of parents who complete the LCAP Parent survey will indicate they feel their child is safe and engaged in school.
Parent Survey	During the 2018-2019 school year, 94.6% of parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively seeks input from parents in decision-making.	82.7% of the parents who completed the LCAP survey in 2020-2021 indicated that the school provided many opportunities to be involved and actively sought input from parents in decision-making. (2020-2021)	73.8% of the parents who completed the LCAP survey in 2022-2023 indicated that the school provided many opportunities to be involved and actively sought input from parents in decision-making.	84.6% of the parents who completed the LCAP survey during the 2023-2024 school year indicated the school provided many opportunities to be involved and actively sought input from parents in decision-making.	The goal is for 95% of parents who complete the LCAP survey will indicate the school provides many opportunities to be involved and actively seeks input from parents in decision-making.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 1, 2, 3, and 6 were successfully implemented as intended. Action 4 (Site Community Liaisons) was not fully implemented as one school had a vacant Community Liaison position for most of the year and just recently filled it with a new hire. The budget for 2024-2025 will include the projected costs of a Community Liaison at each school.

Action 5 (Parent Workshops/Trainings) was not fully implemented as there was some delay in the construction of the new Family and Community Engagement Facility which delayed the purchase of furniture for the facility.

Action 7 (Interpretation/Translation Services) reflects more funds being expended than budgeted, this was a result of a greater need to provide interpretation

and translation services in order to allow our families to be engaged and be part of the decision-making process. The amount budgeted for this action will be increased in the 2024-2025 school year.

The district continues to provide School-to-Home communication (Action 2) in different languages, but most of the communication has transitioned to online. The challenge has been reaching out to parents who do not access the internet. As a result, more communication will be mailed out to the homes.

District and site staff (Actions 3 and 4), including community liaisons, continue to reach out to parents to promote their engagement and data shows an increase in parent and family engagement at events districtwide. However, the challenge continues to be to engage a greater number of parents from different households in the various events, including workshops and traingings (Actions 5 and 6) .

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 4 Community Liaisons
Estimated expenditures of $339,639 reflect 84.22% of the budgeted amount of $403,290 due to a vacancy of one position most of the school year.

Action 5 Parent Workshops
The facility that will be used for parent workshops has not been completed. As a result, only $2,191,092 of the budgeted amount of $3,350,000 was expended.

Action 6 Parent Workshops
No expenditures were made through Title I to support parent workshops as other funds were used to support this action.

Action 7 Interpretation/Translation Services
Estimated expenditures of $136,076 reflect an additional $30,788 of the budgeted amount. This is due to the increased need to provide interpretation and translation services to our families.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions in this Goal have proven to be effective as they have contributed to a high level of parent and family engagement districtwide over the past three years. During the parent focus group, parents requested the district continue to provide parent workshops, in different languages. They also attributed their engagement to the parent outreach of district and site administrators and community liaisons and the different communication they receive from district and site staff.

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

The Parent Involvement Academy metric was revised to reflect the engagement and participation of different parents districtwide in school and/or district events. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year. Three additional metrics were included in Goal 4. The first new metric seeks to increase the number of different families who attend school and districtwide events, while the second metric focuses on monitoring the number of parents of ELs who participate in school and districtwide events. The third metric measures the effectiveness of workshops and trainings through a parent survey. As a District, we want to monitor and engage as many families as possible.

The budgeted amount for actions with personnel was increased due to a projected increase in the cost of salaries and benefits. The budgeted amount for the following actions was revised for the reasons identified below:

Action 5 Parent Workshops
The amount budgeted for this action was reduced to reflect the pending amount to complete the Parent Engagement Center.

Action 7 Interpretation/Translation Services
The amount budgeted for this action was increased due to the greater need for translation services in different languages.

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.

Goal

Goal #	Description
5	The EMUHSD will maintain safe learning environments that actively engage students and promote social and emotional health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Average Daily Attendance	96.8% District-wide (2019-2020)	98.5% districtwide average daily attendance rate. (2020-2021) The students were on distance learning during the 2020-2021 school year and attendance was measured by student participation as defined by the California department of Education.	92.9% district-wide average daily attendance rate (2021-2022)	93.6% district-wide average daily attendance rate (2022-2023)	97% ADA.
Chronic Absenteeism Rate	7.5% District-wide (2019-2020)	4.9% chronic absenteeism rate district-wide. (2020-	The chronic absenteeism rate district-wide for the	25.2% district-wide chronic absenteeism rate (2022-	Under 7%.

		2021) The students were on distance learning during the 2020-2021 school year and attendance was measured by student participation as defined by the California department of Education.	2021-2022 school year was 27.1%. This increase was partially due to the first year back for students after the pandemic but absences as a result of students getting sick with COVID.	2023)	
Graduation Rate	85.6% graduation rate district-wide. (2019-2020)	87.2% graduation rate district-wide. (2020-2021)	86.0% graduation rate district-wide (2021-2022)	87.0% graduation rate district-wide (2022-2023)	87% graduation rate.
Dropout Rate	11.5% dropout rate district-wide. (2019-2020)	6.1% dropout rate district-wide. (2020-2021)	9.4% dropout rate district-wide (2021-2022)	8.3% dropout rate district-wide (2022-2023)	Under 10% dropout rate.
Expulsion Rate	0% expulsion rate district-wide. (2019-2020)	0% expulsion rate district-wide. (2020-2021)	0% expulsion rate district-wide. (2021-2022)	0% expulsion rate district-wide (2022-2023)	0% expulsion rate.
EMUHSD Student Survey	56% of students, district-wide, who participated in the Youth Truth survey stated they feel safe on campus. (2019-2020)	63% of students, district-wide, who participated in the Youth Truth survey stated they feel safe on campus. (2020-2021)	85.8% of students, district-wide, who participated in the survey stated they feel safe on campus. (2022-2023)	88.9% of students, district-wide, who participated in the LCAP survey stated they felt safe on campus. (2023-2024)	At least 60% of students who complete the survey will state they feel safe from harm while at school.
Suspension Rate	The suspension rate for the 2018-2019 school year was 3.1%	0% suspension rate district-wide. (2020-2021)	3.4% suspension rate district-wide (2021-2022)	3.9% suspension rate district-wide (2022-2023)	Under 3%
Staff Survey	There is currently no baseline data to show the percentage of staff who feel safe on campus and engaged in school.	84.9% of the staff surveyed indicated they felt safe on campus. (2020-2021)	78.3% of the staff who completed the survey indicated they felt safe on campus and engaged in school. (2022-2023)	93.3% of the staff who completed the survey indicated they felt safe on campus and engaged in school. (2023-2024)	The Staff survey will indicate over 60% of staff feel safe on campus and engaged in school.
Student Survey	There is currently no baseline data to identify the percentage of students who feel they are engaged and connected to the school.	In the 2021-2022 school year, 67% of students who completed the Panorama Survey stated they felt engaged and connected to school.	During the 2022-2023 school year, 77.3% of students who completed the survey stated they felt engaged and connected to the school.	During the 2023-2024 school year, 87.9% of students who completed the LCAP survey stated they felt engaged and connected to the school.	The goal is for over 70% of students to identify they feel they are engaged and connected to the school.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Of the 16 actions listed under Goal 5 in the plan, 13 were fully implemented as planned. The following provides a summary of the three (3) actions in Goal 5 that were not implemented as planned:

Action 1 (Paraeducators): There was a greater number of paraeducators in core classes funded through the general fund instead of the agency. As a result, the expended amount this year for paraeducators was higher than the budgeted amount.

Action 11 (Stage Technicians): Action 11 was not fully implemented as there was a vacancy for the Stage Technician position most of the year. The budget for 2024-2025 will continue to include the projected costs of two Stage Technicians.

Action 14 (Health and Well-being): Wellness Centers at each school were created last year and the resources and materials needed to run the centers were also ordered. This year, Federal funds were used to purchase a few items, but sites determined the budgeted amount should be reduced next year as ongoing expenditures are not substantial. Staffing was paid out of Federal Funds in prior years. Due to the identified need by students, parents, and staff, support staff for Wellness Centers will be funded through this action next school year, so the action amount will be increased to reflect the cost of salaries, although the amount for resources and materials will be reduced.

There were many successes related to the actions in this goal. First of all, districtwide data shows there were over 20,000 student visits to the wellness centers, which validates the need and support of the center and staff (Action 2). Almost 300 workshops and intervention sessions were provided this school year, along with 379 referrals to outside mental health services. This data continues to show the need for mental health services and the support students are receiving.

This district began an attendance campaign this year to increase student attendance rates and decrease the chronic absenteeism rate. You can see posters promoting attendance each day throughout the district and when talking to students in the focus groups, they mentioned they were aware of the campaign. Preliminary data shows attendance rates are increasing at the different schools and the chronic absenteeism rate is decreasing.

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 Paraeducators
Estimated expenditures of $2,823,176 reflect an additional amount of $581,749 over the $2,241,427 budgeted amount. This is due to the increased number of paraeducators placed in core classes hired through the district instead of an agency.

Action 9 Foster Youth Services
Estimated expenditures of $15,000 reflect 23.08% of the $65,000 budgeted amount. This is due to transportation services being paid by other funds.

Action 11 Stage Technicians
Estimated expenditures of $91,283 reflect 52.43% of the budgeted amount of $174,120 due to a vacancy of one position most of the school year.

Action 13 Risk Management
Estimated expenditures of $250,052 reflects an additional amount of $35,959 over the $214,093 budgeted amount. This is due to the increased cost of salaries and benefits for staff.

Action 14 Health and Well-being

Estimated expenditures of $199,258 reflect 44.28% of the budgeted amount of $450,000. This is due to the use of other funds to purchase supplies and resources to support student wellness.

Action 15 Extra-curricular Activities
Estimated expenditures of $101,976 reflect 33.99% of the budgeted amount of $300,000. This is due to the use of other funds to support these activities.

Action 16 Resources to Support Student Safety
Estimated expenditures of $477,808 reflect 62.05% of the budgeted amount of $770,000. This is due to a lower amount needed to support student safety this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 (Paraeducators-General Fund), Action 7 (Paraeducators low-income and ELs), and Action 8 (Paraeducators-ELs) have demonstrated their effectiveness as students expressed in focus groups that their academic success is supported by having paraeducators available in classes during the day.

Action 2 (Support Personnel-Counselors), Action 6 (Comprehensive Student Support Coordinators), Action 10 (Pupil Services), and Action 14 (Health and Well-Being- supplies) have demonstrated their effectiveness as students and parents have expressed they found these services very valuable. Graduation data also shows an increase over the past three years which is also supported by the work done through these actions.

Action 3 (Support Staff-CWA/SRO) has proven to be effective, particularly these past two years, as attendance has continued to increase after the first year back from Distance Learning.

Action 4 (After School Student Engagement), Action 11 (Stage Technicians), and Action 15 (Extra-curricular activities) have proven to be effective as students and parents both identified them as very valuable on the LCAP Survey. Students and parents also requested continued opportunities for engagement after school during the focus groups.

Action 5 (Campus Supervisors), Action 13 (Risk Management), and Action 16 (Resources to Support Student Safety) have all demonstrated effectiveness as students (88.9%), parents (90.7%), and staff (93.3%) who completed the survey stated they felt safe on campus.

Action 9 (Foster Youth Services) has demonstrated to be effective as students who have benefited from the mentoring services have expressed the services have helped them become more engaged in school.

Action 12 (Free Meals) was originally provided to students on a reduced meal plan, however, all students are now receiving a free meal through other funds. This has proven to be effective as parents expressed their gratitude for this service during the focus groups.

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

The staff survey metric was revised and split into two questions; one focusing on safety and the other on engagement. The metric on parents' perception of safety was also included in this goal (also included in goal 4). Some metrics were also revised to include baseline data and expected outcomes for specific student subgroups. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

The budgeted amount for actions with personnel was increased due to a projected increase in the cost of salaries and benefits. The budgeted amount for the

following actions was revised for the reasons identified below:

Action 1 Paraeducators
The action was moved to Goal 3, however, the budgeted amount for this action was increased to reflect the projected cost of current staff.

Action 2 Support Personnel
The action was revised to also include Action 10 (Pupil Services) and Action 14 (Health and Well-Being Supplies). The budgeted amount was increased to include the cost of all Wellness Center staff.

Action 4 After-School Student Engagement
This action was revised to include Action 15 (Extra-Curricular Activities). The amount budgeted was reduced since the outside courts were completed.

Action 5 Campus Supervisors
The amount budgeted for this action was increased to reflect the total cost of Campus Supervisors.

Action 7 Paraeducators Low-Income Students and Action 8 Paraeducators-ELs
Both actions were moved to support increased student achievement under Goal 3.

Action 9 Foster Youth Services
The amount budgeted for this action was increased to reflect the partial cost of a Foster Youth mentor instead of a contract with an outside agency for mentoring services for these students.

Action 12 Free Meals
This action was removed since services are being provided through other funds.

Action 16 Resources to Support Student Safety
The amount budgeted for this action was reduced to reflect the cost of maintaining specific equipment and not installation as the equipment was installed this school year.

Two new actions were added to Goal 5. A part-time Community Liaison, specifically to support the engagement and success of students identified as homeless was included along with additional support staff to clean schools during after school and Saturday activities. Action 6 was included in the MTSS action (Action 1).

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

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 2023:

Arroyo High School (AHS): 1,698
El Monte High School (EMHS): 1,421
Mountain View High School (MVHS): 1,192
Rosemead High School (RHS): 1,673
South El Monte High School (SEMHS): 1,276
Fernando R. Ledesma High School (FRLHS): 361
El Monte Union Community Day School (CDS): 31

There continues to be a decline in student enrollment, however, the population of our students with disabilities has seen an increase 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 482 certificated and 520 classified staff.

The District's student enrollment includes students in each of the unduplicated student groups: 21.2% are English learners (ELs), and 91.3% are Socio-Economically Disadvantaged (SED) with 90.7% qualifying for Free and Reduced Meals. Less than one percent of our population is identified as Foster Youth (FY) with about 9.7% 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 15.5% of our students are identified as Students With Disabilities (SWDs).

The demographic composition of the District's student body consists of 79.0% Hispanic, 18.9% Asian, 0.9% White, and 1.2% Other ethnicities. The student population is also represented by over 30 different languages including Spanish (54.9%), English (27.3%), Vietnamese (7.5%), Cantonese (6.1%), Mandarin (1.6%), and other languages (2.6%).

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.

Both of the alternative high schools, Fernando R. Ledesma and El Monte Community Day School met the criteria to receive 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 in the EMUHSD have made progress in many areas. The District is particularly proud of the success that has been observed in the following areas: SBAC scores in English Language Arts, Advanced Placement Passing Rates, and A-G Completion Rates.

In the Spring of 2019, SBAC data showed that 56.1% of students who took the ELA assessment Met or Exceeded Standards. The Spring 2023 results showed an increase in this data as 60.2% of students Met or Exceeded Standards in ELA. Teachers will continue to be provided with professional development opportunities that allow for collaboration to support student achievement in this area.

The Advanced Placement (AP) passing rate (score of 3 or higher) for the 2022-2023 school year was 58.9%. This is a significant increase from the results for the 2020-2021 school year when 49% of AP students who took an AP exam passed with a score of 3 or higher. Also, the latest passing rate is slightly higher than the 58% passing rate for the 2019-2020 school year. Professional development opportunities for AP teachers allowed the teachers to provide the necessary tools and support for students to be successful in the AP courses, and the AP Boot Camps allowed students to develop the skills necessary to pass the exams. Teachers will continue to have the opportunity to attend AP Summer Institutes to support the instruction of AP classes, and students will continue to have the opportunity to receive intensive support through AP Boot Camps.

There was also an increase in the completion of A-G requirements districtwide. While only 47% of students completed the A-G requirements during the 2019-2020 school year, 49.0% completed the requirements during the 2022-2023 school year. The counselors and College and Career Coordinators will continue to support and guide our students in meeting these requirements. 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.

Other local data indicates that all of our schools continue to be in "Good Repair" status allowing our students to access their education in clean, safe, and functional facilities. Professional Development days have been added to the certificated staff contractual calendar providing all staff the opportunity to attend structured professional development. These days were strategically placed throughout the year, to support teachers in planning and provide them with the necessary time to review assessment data and create lesson plans to target student needs as identified by the data. Staff will continue to have the opportunity to participate in Professional Development days. The District has increased the daily pay rate for substitutes, aiming to expand the substitute pool. This move will provide teachers with more opportunities for release time to collaborate.

Parent and family engagement continues to increase each year at the EMUHSD. The district continues to see the number of parents and family members who attend events districtwide increase. Through a collaboration effort with parents and families, staff can add activities, workshops, and events that promote participation and engagement of parents and families. This year, events were offered during the day and evening on weekdays, but also on Saturdays. The District saw a record attendance at the College and Career Family Conference last Fall, with over 400 participants in attendance on a Saturday. The District will continue to seek input from parents and families on activities that

they deem necessary to support their children's success.

The perception of students and parents on safety on campus has also seen a positive increase. The student survey indicates that 88.9% of the students who participated in the survey feel safe on campus. This is an increase from only 56% in the 2019-2020 school year. The parent survey indicates that 90.7% of the parents who participated in the survey felt that their child was safe on campus. This is also an increase from the prior year when only 63.8% felt this way. The amount of Campus Supervisors at each site was increased this year and will continue to support schools next school year. Cameras were also installed throughout all schools districtwide to support the sense of safety on campus.

Although the latest data highlighted many successes districtwide, challenges were also presented. These challenges are observed in the latest EMUHSD Dashboard.

College and Career Indicator:
Districtwide, there was an increase in students completing A-G requirements, however, the SWDs and FY student subgroups were identified in 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. The District will continue to work with post-secondary institutions to offer dual enrollment classes at our schools. Career Technical Education (CTE) courses will continue to be offered (Goal 2, Action 6), but the goal for next year is to increase the offerings at FRLHS (Goal 6, Action 1).

Academic Indicator (SBAC ELA and math):
Although districtwide there was an increase in the percentage of students meeting and exceeding standards on the ELA portion of the SBAC, a few schools saw student subgroups in the lowest performance level on this indication. 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. These students will be provided with additional instructional materials and resources to support their academic success (Goal 6, Action 3). The District will also provide paraeducators to support classes with a high number of SWDs and ELs (Goal 3, Actions 2, 7, and 16).

The District sees a significant challenge in ensuring our students' success in mathematics. While the percentage of students meeting or exceeding standards districtwide has seen a decrease from 30.4% in the Spring of 2019, to 25.2% in the Spring of 2023, the Dashboard shows the same need for supporting all student subgroups. 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. The work to support students in mathematics has already begun. A math TOSA was hired this year to work with math teachers districtwide and support their practices. A common assessment was administered districtwide to measure student growth in students mastering standards in Integrated Math 1, 2, and 3 courses (Goal 3, Action 17). Parent workshops are scheduled to provide parents with tools so they can also support their children at home (Goal 4, Action 5). The District will also provide more math teachers so that students can receive more 1 on 1 support from their teachers (Goal 3, Action 1). Finally, college tutors will be trained and placed in math classes to support the diverse student needs (Goal 3, Action 13).

English Learner Progress Indicator:
The Dashboard outlined the greatest need through our English Learner Progress indicator. The district, along with EMHS, MVHS, and FRLHS all received the lowest performance level on this indicator. While we had about the same percent of ELs meet the reclassification criteria in the 2022-2023 school year as in the 2019-2020 school year, data shows ELs over 67% of students who took the Alternate ELPAC are not progressing at least one level or maintaining a Level 4. The District will continue to work with EL Teachers-On-Special-Assignment (TOSAs) to support teachers on the administration of the ELPAC, but also students, with academic mentoring, including the importance of the ELPAC (Goal 3, Action 8). Additional support will be provided to ELs at FRLHS through mentoring and counseling (Goal 6, Action 1).

Graduation Rate:
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 District will continue to have counselors meet with students at least once throughout the year to identify their status toward meeting graduation requirements and provide the families with resources that will support them in their journey (Goal 5, Action 1). Students who are not on track to meet the graduation requirements will be referred to make-up courses during Summer School (Goal 3, Action 14) or through the Online and Personalized Learning program (Goal 2, Action 14). The EL TOSAs and counselors will collaborate to ensure that they are meeting with ELs at least twice a year and reviewing their progress toward meeting graduation and reclassification requirements.

Suspension Rate:
The "all students", SED, and Hispanic subgroups at the Community Day School received the lowest performance level for Suspension Rates. As a result, additional supervision will be provided before, during, and after school, along with services for mentoring and counseling (Goal 7, Action 1). In addition, districtwide, the FY subgroup also received the lowest performance level in this area. The FY liaison will support, mentor, and promote student engagement of FY students (Goal 5, Action 5).

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 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

As part of Differentiated Assistance, the district has identified two focus areas:
Focus Area #1: Integrating Teams and Data-Based Decision-Making for Multi-Tier System of Support (MTSS)
Focus Area #2: Designated English Language Development (ELD) Implementation and Support

To address the first area of focus, MTSS, staff has been able to participate in professional development opportunities, including the MTSS conference last summer and monthly work with West Ed around MTSS. The district is still in the beginning phase of identifying and implementing Tier I supports districtwide.

To address the second area of focus, the Implementation of Designated ELD, all staff have been trained on both Integrated and Designated ELD, the EL Roadmap, and language and content objectives. The implementation of Designated ELD began with a focus on supporting all teachers in identifying language and content objectives for each lesson, to be able to embed evidenced-based practices in each lesson that address the unique needs of students, particularly English Learners. With changes in leadership this year, the focus shifted to ensuring a common instructional vision was created that would then allow staff to move forward with training and implementation of identified evidenced-based practices.

The district continues to meet with our support coordinator from the Los Angeles County Office of Education (LACOE) and also sent a group of staff members to the Differentiated Assistance Convening that took place in March 2024.

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 two alternative schools in the EMUHSD are eligible for Comprehensive Support and Improvement (CSI): Fernando R. Ledesma- FRLHS (Graduation Rate) and El Monte Union Community Day School-CDS (Low Academic Performance).

Support for Identified Schools

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

The District prides itself on working with and supporting students, parents, and staff at all schools. At least five meetings a year are held with the principals from each site, including FRLHS and CDS, to discuss timelines for reviewing and updating school plans, training School Site Councils, and assessing site-level implementation data. Monthly meetings are also organized with Instructional Leaders (Principal and Assistant Principal) to analyze academic data and exchange successful strategies. Moreover, administrators throughout the district also conduct walkthroughs at the different schools to analyze and compile data on the diverse institutional strategies that are being implemented. The two schools designed as CSI have received additional assistance and support, directly linked to the indicator that caused the identification, which this year was Graduation Rate for FRLHS and Academic Achievement. The District continues to work with the site administrator to brainstorm ideas on how to improve in these areas.

All EMUHSD schools are supported in the needs assessment process through data analysis with data that is provided by the district. During meetings with principals, discussions take place regarding existing interventions or potential new programs. This year, the principal at FRLHS and CDS was provided with data on D and F rates, SBAC results, graduation rates, parent engagement, and attendance data, including Chronic Absenteeism. Staff from both schools were also reminded that additional data, specific to their sites, can be provided by the District's Data TOSA. As a result of the data analysis, the school has enrolled more students in OPL courses, which allows students the opportunity to make up additional credits. Additionally, students are provided with opportunities to access tutoring during the day. The school will continue to explore additional ways to motivate students to be present and engaged while in school.

This year, the focus of the District's Instructional Leadership team, comprised of site and district instructional leaders, was to identify three evidence-based practices that will guide the District's focus for the upcoming school year. The alternative sites, FRLHS and CDS, agreed to move forward with the following two evidence-based practices: Content and Language Objectives and Welcoming/Inclusion Practices, although it was noted that work has already been done in training staff on the inclusion of Content and Language Objectives in lessons, the goal is to continue to support staff through professional development so that they can continue with the implementation of both of these practices.

Both CSI schools were provided with site-specific data concerning current staffing, site budget allocations, and available program resources to assist them in identifying resource inequities. Focus group meetings were held with students, parents, staff, and administrators to identify resource gaps. Through these focus group meetings, and data analysis, the sites determined that there is a need to provide additional elective courses at these schools and support for Foster Youth and students identified as homeless. Actions to support these identified needs were incorporated into the school plan with provisions for revisions as the supports are being monitored for effectiveness.

Monitoring and Evaluating Effectiveness

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

Meetings with site principals, including the Principal of FRLHS and CDS, to review progress in meeting the expected outcomes for each school's plan, will continue to take

place at least 5 times a year. Data, both quantitative and qualitative, will be reviewed throughout the year to determine the level of implementation of each action in each school plan. District walkthroughs will also will also be conducted to gather data, that will be shared with the site principal, who will then review and share with his staff.

Meetings throughout the year will be arranged with staff to review data, which will include data from walkthrough observations, to assist in assessing the level of implementation for each action outlined in each plan and its effectiveness. Site staff will continue to have opportunities to collaborate and participate in professional development that supports the successful implementation of the actions in each school plan. Opportunities will also be provided for staff to visit other alternative sites and provide recommendations on other evidence-based practices they witnessed being effectively implemented at other sites.

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 2024-2025 EMUHSD LCAP was made to the DELAC on Thursday, May 30, 2024, where they were allowed 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 February 26, 2024, and April 16, 2024.
Superintendent's Parent Advisory Committee (SuperPAC)	A presentation of the 2024-2025 EMUHSD LCAP was made to the SuperPAC on Monday, May 20, 2024, where they were allowed to comment and provide feedback. SuperPAC members were also given an opportunity to provide input by completing the Parent/Community Survey, which was available to receive responses between February 26, 2024, and April 16, 2024.
Teachers	Teachers were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between February 26, 2024, and April 16, 2024. 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 convenes five times a year, thereby offering further opportunities for them to contribute feedback and commentary on the LCAP.
Other School Personnel	Other School Persononel were given the opportunity to provide input by completing the Staff Survey, which was available to receive responses between February 26, 2024, and April 16, 2024. 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 convenes five times a 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 February 26, 2024, and April 16, 2024. 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 convenes five times a 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 also able to complete the Staff survey, but are also members of the LCAP Committee, which meets at five times a 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 February 26, 2024, and April 16, 2024. 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 convenes five times a 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 February 26, 2024, and April 16, 2024, and the Youth Truth Survey, which was available during the same time frame. This year, LCAP 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 convenes five times a 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, 7, 2024. 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 in the development of the required focus goal during an LCAP Input day held at the school. Two focus groups were interviewed and given the opportunity to provide direct input (parents and students), however, 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. Fliers where created and shared with all stakeholders in an effort to promote participation.
Educational Partners at Community Day School	Staff, students, and parents at the CDS had the opportunity to provide input in the development 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 provided with the opportunity to contribute to the LCAP through surveys, on-site at the LCAP school day, comments at committee meetings, and comments at the public hearing. Students and parents were provided additional opportunities to provide input through focus groups at each site.

Students identified the following needs through survey results and comments during focus groups:
- Recognition for good or improved attendance, including field trips and food
- Need for custodians to maintain clean bathrooms throughout the day
- Continued support of afterschool programs, including athletics to maintain student engagement
- Continued support for student wellness provided by counselors and wellness center staff
- Continued support for school safety
- Continued support to students through the use of the library after school

Survey results from staff, including teachers, principals, administrators, and other school personnel, and input at staff meetings, identified the following needs:
-Continued support in the classrooms by paraeducators
-Continued support for student wellness through counselors and wellness center staff
-Continued support for school safety
-Continued support for targeted engagement strategies and mentoring services
-Continued support for professional development opportunities
-Continued access to technology

Parents identified the following needs through survey results and comments during focus groups:
-Continued support with parent workshops and trainings, in different languages
-Continued support to students through online tutoring

-Continued support for student wellness through counselors and wellness center staff
-Additional support for English Learners
-Additional support for safe and clean campuses
-Communication for families in different languages, but also via mail and phone calls, not just through email

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 2024-2025 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 additional counselors at two comprehensive high schools.
-Additional support for safe and clean campuses; resulting in additional staff at each high school.

Moreover, following data analysis, input from parents, students, and staff was gathered that suggested the plan incorporated additional metrics for monitoring the performance of specific subgroups such as English Learners and low-income students, rather than solely focusing on overall districtwide performance. As a result, additional metrics were included in the 2024-2025 LCAP with expected outcomes for specific subgroups.

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
-Expanded program through additional elective courses and CTE opportunities
-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 and counseling
-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 address by this goal.
1

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)			0 teachers misassigned	
2	Williams Review: Teachers Fully Credentialed	100% of teachers are fully credentialed (2022-2023)			100% of teachers are fully credentialed	
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.	
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.	

| 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 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 | |

| 6 | Local Data: D and F Rates in Core Subjects | Fall 2023 D and F Rates by Core Subject:
English All Students: 22.5%
ELs: 33.1%
FY: 24.0%
SED: 23.8%

Math All Students: 36.2%
ELs: 58.7%
FY: 18.8%
SED: 37.7%

Science All Students: 25.7%
ELs: 45.2%
FY: 46.7%
SED: 27.3%

Social Science All Students: 17.9%
ELs: 30.5%
FY: 27.8%
SED: 18.8% | | | Fall 2026 D and F Rates by Core Subject will be below the following:
English All Students: 20%
ELs: 25%
FY: 20.0%
SED: 20%

Math All Students: 30%
ELs: 40%
FY: 15%
SED: 30%

Science All Students: 22%
ELs: 30%
FY: 30%
SED: 22%

Social Science All Students: 15%
ELs: 20%
FY: 17%
SED: 14% | |

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.

Not Applicable

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

Not Applicable

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

Not Applicable	

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable

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	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: 1) Teacher Induction, New Teacher mentoring, and Administrative Tier2 Program 2) Instructional Coaches 3) Conferences, including travel and meal expenses 4) Collaboration and release time 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. 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. 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. 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 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.	$1,498,263.00	Yes

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.	$1,239,837.00		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. 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).	$54,412,696.00		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 address 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 will have access to standards-aligned instructional materials as reported by the Williams Review. (2026-2027)	
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 2026 will be as follows: All Students Districtwide: 55% English Learners: 36.3% Foster Youth: 37.2% Socio-Economically Disadvantaged: 53.9%	

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 2026 CTE Pathway Completion Rate will be as follows: All Students: 25.4% SED: 25.5% ELs: 21.7% FY: 20.3%	
4	Local Data: Advanced Placement (AP) Enrollment Rate	26.1% of students were enrolled in the AP program. (2022-2023)			30% of students will be enrolled in the AP program. (2025-2026)	
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 2026 Passing Rates will be as follows: District-wide All Students: 67.9% Low-Income: 66.7%	
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 2026 CCI will reflect the following: Percent of All Student "Prepared": 46.8% Percent of Foster Youth Students "Prepared": 18.3%	
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 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel 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 2026 will be as follows: District-wide: 90.0% English Learners: 81.3% Foster Youth: 82.1% Socio-Economically Disadvantaged (SED): 90.6%	

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.	$1,800,000.00	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.	$637,895.00	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 these programs and provide them with additional opportunities to experience a CTE pathway or AP course.	$874,080.00	Yes
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.	$1,500,568.00	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.	$1,043,088.00	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.	$837,677.00	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.	$100,000.00	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.	$1,145,642.00	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,	$987,221.00	Yes

		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.			
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).	$1,176,668.00		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 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.	$870,000.00		Yes
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 address 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.

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 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%	

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 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%	
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 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%	
4	Local Data: Reclassification Rate	The 2022-2023 Reclassification rate was 13.2%.			The 2025-2026 Reclassification rate will be 14%.	

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 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.	
6	Local Data: D and F Rates in Core Subjects	Fall 2023 D and F Rates by Core Subject: English All Students: 22.5% ELs: 33.1% FY: 24.0% SED: 23.8% Math All Students: 36.2% ELs: 58.7% FY: 18.8% SED: 37.7% Science All Students: 25.7% ELs: 45.2% FY: 46.7% SED: 27.3% Social Science All Students: 17.9% ELs: 30.5% FY: 27.8% SED: 18.8%			Fall 2026 D and F Rates by Core Subject will be below the following: English All Students: 20% ELs: 25% FY: 20.0% SED: 20% Math All Students: 30% ELs: 40% FY: 15% SED: 30% Science All Students: 22% ELs: 30% FY: 30% SED: 22% Social Science All Students: 15% ELs: 20% FY: 17% SED: 14%	

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 2026, 11.5% of all students who graduate will have completed both A-G requirements and a CTE Pathway.	
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 2026 administration of the CAST will indicate that 31.6% of students who took the test met or exceeded standards.	
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 2026-2027 school year, at least 90% of students who complete the LCAP Student Survey will state they feel engaged while at school.	
10	Local Data: Summer School Passing Rate	The 2023 Summer School Passing Rate for students was 87.8%.			The 2026 Summer School Passing Rate for students will be over 90%.	
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 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%	
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 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%	

| 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 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% | |

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.	$6,298,739.00	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 Specialists/Course Leads	Support the implementation of a standards-aligned curriculum by leveraging the expertise of 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.	$426,358.00	No
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.	$150,000.00	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.	$1,456,047.00	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.	$1,229,620.00	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.	$391,778.00	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.	$847,100.00	Yes

		These materials will emphasize hands-on activities within the classroom.			
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.	$25,000.00		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-promise 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.	$220,000.00		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.	$517,661.00		Yes
15	3.15 Summer Bridge Program	Provide identified students at each comprehensive high school with the opportunity to participate in the Summer Bridge program designed to cultivate foundational skills and prepare incoming 9th-grade students for high school.	$25,000.00		No
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.	$931,903.00		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.	$47,600.00		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 address 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 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	

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.			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.
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.			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.
4	Local Data: Number of Different Families who Participate in Parent Workshops, Training, and District-wide Events.	There is no baseline data. Baseline data will be available by May 2025.			The number of different families who participate in parent workshops, training, and district-wide events will increase by 5% each year.
5	Local Data: The percentage of parents of English Learners who attend district and school events.	There is no baseline data. Baseline data will be available May 2025.			Over 25% of parents of English learners will attend district and parent events during the 2026-2027 school year.

| 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%. | There is no baseline data. Baseline data will be available by May 2025. | | | 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. | |

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.	$516,510.00	No
2	4.2 Communication	Improve school-to-home communications by utilizing resources to boost and encourage parent involvement. These resuorces 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.	$494,841.00	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.	$1,535,613.00	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.	$25,000.00	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.	$50,000.00	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 address 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 2025-2026 Suspension Rate will be the following: All Students: 3.0% English Learners: 3.0% Foster Youth: 6.0% SED: 3.0%	
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 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%	

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 2026-2027 school year, over 90% of parents who complete the LCAP Parent survey will state they feel their child is 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 2026-2027 school year, over 90% of students who complete the LCAP Student survey will state they feel 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 2026-2027 school year, over 90% of staff members who complete the LCAP Staff survey will state they feel 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)			Over 90% of the staff who complete the survey will indicate they feel engaged in school. (2026-2027)	
7	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Hispanics: 85.4%			The 2026 Graduation Rates will be: District-wide: 90.0% Hispanics: 90%	
8	DataQuest: 5-Year Cohort Graduation Rate	The 2023 Graduation Rates: District-wide: 87.0% Homeless: 86.1%			The 2026 Graduation Rates will be: District-wide: 90% Homeless: 90%	
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 2026 will be less than 5.3%.	
10	DataQuest: Expulsion Rate	The district expulsion rate for 2022-2023 school year was 0%.			The district expulsion rate for the 2025-2026 school year will be 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 2025-2026 school year will be over 95%. | |

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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,	$8,163,768.00	Yes

		Foster Youth, and low-income students to bolster their overall success. Additionally, resources will be available to support student wellness.		
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.	$2,141,929.00	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.	$3,357,315.00	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.	$1,860,118.00	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.	$115,000.00	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.	$176,217.00	Yes
7	5.7 Risk Management	A Director of Risk Management will supervise and manage the safety program for all employees of the District, encompassing both district and school staff, as well as students. They will also work with support staff to organize annual mandated training sessions, disseminate safety protocols, and enhance awareness about health and safety measures. These efforts aim to cultivate a secure school environment, thereby enhancing the attendance of teachers, students, para-educators, and other school personnel.	$260,054.00	No
8	5.8 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.	$370,000.00	Yes
9	5.9 Support for Low-Income Students Experiencing Homelessness	A community liaison will be assigned to support and advocate for students low-income students experiencing homelessness.	$28,417.00	Yes
10	5.10 Additional Staff to Support Clean Schools During After School and Saturday Student Activities	As a result of providing additional engagement opportunities for English learners, Foster Youth, and low-income students after school and on Saturdays, additional staff is needed to ensure students participating in the activities have access to all necessary facilities, including restrooms.	$355,571.00	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, 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 address 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, 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 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 2026 will be as follows: All FRLHS Students: 50% SED: 50% HISP: 50% ELs: 45%	
2	Local Data: Completion of CTE Exploration Course	Hispanics (HISP): no baseline (New course). Baseline data will be available in May 2025.			HISP: 60 students	

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 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%	
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 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%	
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 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%	
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 2026 data will indicate the following percentage of English Learner students making progress towards English language proficiency: District-wide: 42.0% FRLHS: 20.0%	

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.	$195,000.00	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.	$200,000.00	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.	$66,000.00		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.	$65,000.00		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 address 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 2025-2026 Suspension Rates will be as follows: All CDS students: 20% Socio-Economically Disadvantaged: 25% Hispanic: 20%	

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.	$20,000.00	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.	$25,000.00	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.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$37,304,272.00	$4,819,681.00

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
41.06%	5.93%	$5,634,420.93	46.99%

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	District data analysis of grades in the core subjects revealed performance gaps for the English Learners, Foster Youth, and low-income student groups. 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.	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. 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. This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.	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	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. 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.	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. Professional development through additional PD days will support increased student achievement as monitored by grades in the core areas. This action is provided district-wide because all students benefit from the full implementation of evidence-based practices to support their academic achievement.	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	Less than 48% of our low-come students met A-G requirements, while only 21.3% of English Learners and 22.2% of Foster Youth met the same requirements. 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.	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. 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.	The percentage of unduplicated students meeting A-G requirements will be monitored. (Goal 2, Metric 2)

2.5 CTE and AP Course Offerings	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.

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. | 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.

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. | 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 | Only 10.5% of low-come 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.

These students need access to resources that will allow them to explore the different career options available after high school. | Low-income 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.

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. | 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 | 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.

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. | 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 to allows them to revisit areas they need to master.

This action is offered districtwide to support all student groups who are in the red for the College and Career Indicator. | 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 | 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. | 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.

This action is being offered districtwide because enrichment opportunities benefit all students. | 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	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%). 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.	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. 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.	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	Data shows an achievement gap in English and math for English learners, Foster Youth, and low-income students. 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.	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. 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.	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)	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%). 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.	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. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	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	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 at all other students. 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.	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. 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.	We will monitor the graduation rate of all students, including low-income. (Goal 2, Metric 8)
3.1 Targeted Engagement Strategies and Individual Mentoring	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.	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. This action is provided district-wide because all students benefit from evidence-based practices, including engagement strategies, to support their academic achievement.	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).
3.10 Supplemental Instructional Materials	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%. 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.	Providing these students with access to supplemental instructional materials will allow students to practice skills that are tailored to their needs and interests. 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.	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	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. These students need additional support from staff that will provide one-to-one instruction and focus on targeting the learning gaps for these students.	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. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	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).
3.14 Summer School Program	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%). 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.	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. This action is being offered districtwide to support all student subgroups in meeting A-G requirements.	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).
3.17 Data Analysis Platform	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. 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.	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. This action is provided district-wide because all students benefit from the implementation of scaffolds and evidence-based practices to support their academic achievement.	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).

4.2 Communication	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.	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. 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.	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).
4.3 Support Staff	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. 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.	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. 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.	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).
4.5 Parent Workshops	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.	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. 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.	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).

5.1 Multi-Tiered System of Supports	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. 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.	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. This action is being implemented districtwide as all students can benefit from these services.	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).
5.2 Student Engagement	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. 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.	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. 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.	The Chronic Absenteeism rate will be monitored for all students and the unduplicated subgroups. (Goal 5, Metric 2)
5.3 After-school Student Engagement	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. 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.	The district will continue to provide multiple and varied opportunities for student engagement, targeting the unduplicated student groups. 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.	We will monitor student survey data on engagement (Goal 3, Metric 9) and connectedness to school (Goal 2, Metric 7) for all students and low-income students. The suspension rate will also be monitored for unduplicated students (Goal 5, Metric 1).

5.4 School Safety-Campus Supervision	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. 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.	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. The action is being provided districtwide to support a safe learning environment for all students.	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).
5.6 Stage Technicians	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. 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.	The addition of two 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. 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.	We will monitor student survey data on engagement (Goal 3, Metric 9) for all students and low-income. The Chronic Absenteeism rate will also be monitored for low-income students (Goal 5, Metric 2).
5.8 Resources to Support Student Safety	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. 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.	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. The action is being provided districtwide to support a safe learning environment for all students.	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).

| 5.10 Additional Staff to Support Clean Schools During After-School and Saturday Student Activities | The additional engagement opportunities being provided for unduplicated students, after school, and on Saturdays (Goal 5, Action 3), have resulted in a need to hire an additional custodian at each comprehensive high school to ensure students have access to the school facilities that are needed to provide the different opportunities. This includes access to classrooms, libraries, and clean restrooms at times that the school would not be otherwise open. Parent input from Focus groups also supported the need need. | Providing one additional staff member at each comprehensive high school will ensure students will have access to the different engagement opportunities on campus, including clubs and tutoring, but also clean restroom facilities.

This action is being provided on a district-wide level because all students will benefit from having clean facilities at all times. | Data on the rating of each school will be reviewed to ensure all schools are in "good repair".(Goal 1, Metric 3). The suspension rate for the unduplicated student subgroups will also be monitored (Goal 5, Action 1). |

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 Leaners 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 Leaners 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 Leaners 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	The 5-Year Cohort Graduation rate for the district in 2023 was 87%, while the rate was 86.1% for Homeless students. 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.	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)

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 1:21.

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 21
Staff-to-student ratio of certificated staff providing direct services to students		1 to 16

Action Tables

2024-2025 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 %)
2024-2025	$90,843,119.00	$37,304,272.00	41.06%	5.93%	46.99%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$108,425,539.00	$1,096,000.00	$0.00	$2,430,175.00	$111,951,714.00	$93,151,304.00	$18,800,410.00

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	$1,121,528	$376,735	$1,498,263	$0	$0	$0	$1,498,263	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	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,239,837	$0	$1,239,837	$0	$0	$0	$1,239,837	0.00%
1	5	1.5 Core Program: Teachers	All	No				Ongoing	$54,412,696	$0	$54,412,696	$0	$0	$0	$54,412,696	0.00%
2	1	2.1 Textbooks	All	No				Ongoing	$0	$1,800,000	$1,800,000	$0	$0	$0	$1,800,000	0.00%
2	2	2.2 College and Career Readiness Support Services	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$637,895	$637,895	$0	$0	$0	$637,895	0.00%
2	3	2.3 College and Career Coordinators	All	No				Ongoing	$0	$969,602	$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	$874,080	$0	$874,080	$0	$0	$0	$874,080	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	$1,470,568	$30,000	$1,500,568	$0	$0	$0	$1,500,568	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	$518,088	$525,000	$1,043,088	$0	$0	$0	$1,043,088	0.00%
2	9	2.9 Enrichment Opportunities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$737,677	$100,000	$837,677	$0	$0	$0	$837,677	0.00%
2	10	2.10 Hand-on Job Training	Student with Disabilities (SWD)	No				Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
2	11	2.11 AVID	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$1,145,642	$0	$1,145,642	$0	$0	$0	$1,145,642	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	$916,221	$71,000	$987,221	$0	$0	$0	$987,221	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	$916,668	$260,000	$1,176,668	$0	$0	$0	$1,176,668	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	$870,000	$870,000	$0	$0	$0	$870,000	0.00%
2	16	2.16 Online Math and Reading Programs	Foster Youth, Hispanic or Latino, Long-term English learner, Low Income, English learner (EL), Student with Disabilities (SWD)	No				Ongoing	$0	$70,000	$0	$70,000	$0	$0	$70,000	0.00%

Goal	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Timeframe								Percentage
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	$6,298,739	$0	$6,298,739	$0	$0	$0	$6,298,739	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	$0	$0	$0	$426,358	$426,358	0.00%
3	5	3.5 Targeted Tutoring After School	All	No				Ongoing	$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
3	6	3.6 Academic Support for English Learners	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	$1,286,747	$169,300	$1,456,047	$0	$0	$0	$1,456,047	0.00%
3	7	3.7 Paraeducators- English Learners	English learner (EL)	No				Ongoing	$0	$235,565	$0	$0	$0	$235,565	$235,565	0.00%
3	8	3.8 EL Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	Ongoing	$1,229,620	$0	$1,229,620	$0	$0	$0	$1,229,620	0.00%
3	9	3.9 EL Counselors	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Moutain View High School	2024-2025 School Year	$391,778	$0	$391,778	$0	$0	$0	$391,778	0.00%
3	10	3.10 Supplemental Instructional Materials	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$0	$847,100	$847,100	$0	$0	$0	$847,100	0.00%
3	11	3.11 Collaboration Time/Release Days	All	No				Ongoing	$0	$25,000	$0	$15,000	$0	$10,000	$25,000	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	English learner (EL), Low Income	All Schools	Ongoing	$220,000	$0	$220,000	$0	$0	$0	$220,000	0.00%
3	14	3.14 Summer School Program	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$517,661	$0	$517,661	$0	$0	$0	$517,661	0.00%
3	15	3.15 Summer Bridge Program	All	No				Ongoing	$0	$25,000	$0	$0	$0	$25,000	$25,000	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								
3	16	3.16 Paraeducators- Long-Term English Learners	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$931,903	$0	$931,903	$0	$0	$0	$931,903	0.00%
3	17	3.17 Data Analysis Platform	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$47,600	$47,600	$0	$0	$0	$47,600	0.00%
4	1	4.1 Administrative Support	All	No				Ongoing	$516,510	$0	$516,510	$0	$0	$0	$516,510	0.00%
4	2	4.2 Communication	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	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	Low Income, English learner (EL)	All Schools	Ongoing	$494,841	$0	$494,841	$0	$0	$0	$494,841	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	$1,535,613	$1,535,613	$0	$0	$0	$1,535,613	0.00%
4	6	4.6 Parent Workshops (All Students)	All	No				Ongoing	$0	$25,000	$0	$0	$0	$25,000	$25,000	0.00%
4	7	4.7 Interpretation/Translation Services	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	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	$7,941,768	$222,000	$8,163,768	$0	$0	$0	$8,163,768	0.00%
5	2	5.2 Student Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$839,929	$1,302,000	$2,141,929	$0	$0	$0	$2,141,929	0.00%
5	3	5.3 After-school Student Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,952,315	$1,405,000	$3,357,315	$0	$0	$0	$3,357,315	0.00%
5	4	5.4 School Safety- Campus Supervision	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,850,118	$10,000	$1,860,118	$0	$0	$0	$1,860,118	0.00%
5	5	5.5 Foster Youth Support Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	2024-2025 School Year	$90,000	$25,000	$115,000	$0	$0	$0	$115,000	0.00%
5	6	5.6 Stage Technicians	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$176,217	$0	$176,217	$0	$0	$0	$176,217	0.00%

Goal	Action	Title	Student Group	Contributing	Scope	Unduplicated Student Group	Location	Time Span								
5	7	5.7 Risk Management	All	No				Ongoing	$260,054	$0	$260,054	$0	$0	$0	$260,054	0.00%
5	8	5.8 Resources to Support Student Safety	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$0	$370,000	$370,000	$0	$0	$0	$370,000	0.00%
5	9	5.9 Support for Low-Income Students Experiencing Homelessness	Homeless	Yes	Limited	Low Income	All Schools	Ongoing	$28,417	$0	$28,417	$0	$0	$0	$28,417	0.00%
5	10	5.10 Additional Staff to Support Clean Schools During After School and Saturday Student Activities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025 School Year	$355,571	$0	$355,571	$0	$0	$0	$355,571	0.00%
6	1	6.1 College and Career Readiness Support	All	No				2024-2027	$120,000	$75,000	$0	$195,000	$0	$0	$195,000	0.00%
6	2	6.2 Expanded Opportunities for Graduation Requirements and Career Development	All	No				2024-2027	$200,000	$0	$0	$200,000	$0	$0	$200,000	0.00%
6	3	6.3 Instructional Materials and Resources	All	No				2024-2027	$0	$66,000	$0	$66,000	$0	$0	$66,000	0.00%
6	4	6.4 Targeted Engagement Strategies	All	No				2024-2027	$20,000	$45,000	$0	$65,000	$0	$0	$65,000	0.00%
7	1	7.1 Additional Supervision and Counseling	All	No				2024-2027	$10,000	$10,000	$0	$20,000	$0	$0	$20,000	0.00%
7	2	7.2 Expanded Learning Program to Support Social and Emotional Development	All	No				2024-2027	$15,000	$10,000	$0	$25,000	$0	$0	$25,000	0.00%
7	3	7.3 Targeted Engagement Strategies	All	No				2024-2027	$0	$5,000	$0	$5,000	$0	$0	$5,000	0.00%

2024-2025 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
$90,843,119.00	$37,304,272.00	41.06%	5.93%	46.99%	$42,800,176.00	0.00%	47.11%	**Total:**	$42,800,176.00
								LEA-wide Total:	$38,597,411.00
								Limited Total:	$4,202,765.00
								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	$1,498,263.00	0.00%
1	4	1.4 Professional Development through additional Days	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,239,837.00	0.00%
2	2	2.2 College and Career Readiness Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$637,895.00	0.00%
2	5	2.5 CTE and AP Course Offerings	Yes	LEA-wide	Low Income	All Schools	$874,080.00	0.00%
2	6	2.6 Career Technical Education (CTE) Program	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,500,568.00	0.00%

2	8	2.8 Technology Resources	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,043,088.00	0.00%
2	9	2.9 Enrichment Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$837,677.00	0.00%
2	11	2.11 AVID	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$1,145,642.00	0.00%
2	13	2.13 Library	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, All five comprehensive high schools.	$987,221.00	0.00%
2	14	2.14 Online and Personalized Learning (OPL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,176,668.00	0.00%
2	15	2.15 Student Access to Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$870,000.00	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.	$6,298,739.00	0.00%
3	6	3.6 Academic Support for English Learners	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	$1,456,047.00	0.00%
3	8	3.8 EL Support	Yes	Limited	English learner (EL)	Specific Schools, All five comprehensive high schools.	$1,229,620.00	0.00%
3	9	3.9 EL Counselors	Yes	Limited	English learner (EL)	Specific Schools, El Monte and Moutain View High School	$391,778.00	0.00%
3	10	3.10 Supplemental Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$847,100.00	0.00%
3	13	3.13 Targeted Tutoring During the Day	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$220,000.00	0.00%
3	14	3.14 Summer School Program	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$517,661.00	0.00%
3	16	3.16 Paraeducators- Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$931,903.00	0.00%
3	17	3.17 Data Analysis Platform	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$47,600.00	0.00%
4	2	4.2 Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$400,000.00	0.00%

4	3	4.3 Support Staff	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$494,841.00	0.00%
4	5	4.5 Parent Workshops	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,535,613.00	0.00%
4	7	4.7 Interpretation/Translation Services	Yes	Limited	English learner (EL)	All Schools	$50,000.00	0.00%
5	1	5.1 Multi-Tiered System of Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$8,163,768.00	0.00%
5	2	5.2 Student Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,141,929.00	0.00%
5	3	5.3 After-school Student Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,357,315.00	0.00%
5	4	5.4 School Safety-Campus Supervision	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,860,118.00	0.00%
5	5	5.5 Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	$115,000.00	0.00%
5	6	5.6 Stage Technicians	Yes	LEA-wide	Low Income	All Schools	$176,217.00	0.00%
5	8	5.8 Resources to Support Student Safety	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$370,000.00	0.00%
5	9	5.9 Support for Low-Income Students Experiencing Homelessness	Yes	Limited	Low Income	All Schools	$28,417.00	0.00%
5	10	5.10 Additional Staff to Support Clean Schools During After School and Saturday Student Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$355,571.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$113,516,987.00	$109,615,590.00

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	Professional Development	Yes	$1,448,229.00	$1,165,099.00

1	2	Professional Development (Subs for Release Time)	No	$20,000.00	$20,564.00
1	3	Routine Maintenance	No	$4,700,000.00	$5,867,944.00
1	4	Professional Development (PD Days)	Yes	$1,219,797.00	$1,189,159.00
1	5	Core Program for Graduation Requirements	No	$52,277,184.00	$52,319,900.00
2	1	Instructional Materials (Textbooks)	No	$1,500,000.00	$1,979,061.00
2	2	Inventory Software	Yes	$9,500.00	$10,625.00
2	3	Content Specialists/Course Leads	No	$788,604.00	$744,629.00
2	4	CTE Instructional Materials	No	$700,000.00	$251,295.00
2	5	Expand CTE Pathways and AP Program	Yes	$883,648.00	$848,621.00
2	6	Career Technical Education (CTE)	Yes	$1,403,029.00	$1,438,429.00
2	7	Professional Development (CTE)	No	$25,000.00	$23,840.00
2	8	Access to Technology	Yes	$1,101,721.00	$1,063,400.00
2	9	Enrichment Opportunities	Yes	$987,684.00	$959,256.00
2	10	Transition Center Training	No	$100,000.00	$100,024.00
2	11	AVID	Yes	$1,208,423.00	$1,101,382.00
2	12	English 1 Intensive	No	$311,426.00	$271,779.00
2	13	Library Resources	Yes	$75,000.00	$69,787.00
2	14	Online and Personalized Learning (OPL)	Yes	$1,260,051.00	$1,319,113.00
2	15	Academic Support for ELs	Yes	$1,786,854.00	$1,652,868.00
2	16	Technology Resources	Yes	$850,000.00	$1,159,871.00
2	17	Librarians	Yes	$922,372.00	$889,535.00
2	18	Online Programs for Math and Literacy	No	$160,000.00	$138,095.00
2	19	CTE Facilities	Yes	$1,650,000.00	$1,013,454.00
3	1	Targeted Engagement Strategies and Individual Mentoring	Yes	$6,886,885.00	$6,376,981.00
3	2	Core Program (repeated expenditure, Goal 1, Action	No	$0.00	$0.00

		5)			
3	3	After-school Tutoring Program (Teachers)	No	$150,000.00	$144,605.00
3	4	College and Career Readiness (Support Services)	Yes	$3,011,447.00	$2,450,852.00
3	5	Teacher Collaboration Time	No	$10,000.00	$11,906.00
3	6	Professional Development (Admin)	No	$25,000.00	$11,192.00
3	7	In-class Tutoring (AVID/College Tutors)	Yes	$240,000.00	$240,000.00
3	8	Summer School	Yes	$830,049.00	$497,751.00
3	9	Summer Bridge Program	No	$40,000.00	$19,984.00
3	10	EL Support	Yes	$1,262,035.00	$1,074,086.00
3	11	Database Platform	Yes	$66,000.00	$129,343.00
4	1	Parent Engagement	No	$516,510.00	$494,095.00
4	2	Promote Parent Engagement	Yes	$450,000.00	$406,000.00
4	3	Categorical Programs Assistants (50% LCFF) and District Community Liaison	Yes	$493,937.00	$484,994.00
4	4	Community Liaisons	No	$403,290.00	$339,639.00
4	5	Parent Workshops (EL, FY, and LI)	Yes	$3,550,000.00	$2,191,092.00
4	6	Parent Workshops (All Students)	No	$25,000.00	$0.00
4	7	Interpretation & Translation Services	Yes	$105,288.00	$136,076.00
5	1	Paraeducators (Support Services)	No	$2,241,427.00	$2,823,176.00
5	2	Support Personnel (Support Services)	Yes	$6,225,970.00	$5,673,555.00
5	3	Support Staff (Child Welfare and Attendance Coordinators)	Yes	$1,832,290.00	$1,926,707.00
5	4	After-school Student Engagement	Yes	$4,596,028.00	$4,270,466.00
5	5	Campus Supervisors	Yes	$1,130,000.00	$1,157,237.00
5	6	Comprehensive Student Support Coordinators (CSSCs)	Yes	$649,168.00	$632,509.00

5	7	Paraeducators	Yes	$935,149.00	$904,760.00
5	8	Paraeducators (ELs)	No	$214,107.00	$226,505.00
5	9	Foster Youth Services	Yes	$65,000.00	$15,000.00
5	10	Pupil Services	Yes	$265,672.00	$258,972.00
5	11	Stage Technicians	Yes	$174,120.00	$91,283.00
5	12	Free Meals	No	$0.00	$0.00
5	13	Risk Management	No	$214,093.00	$250,052.00
5	14	Health & Well-being (Supplies and Services)	Yes	$450,000.00	$199,258.00
5	15	Extra-curricular Activities	Yes	$300,000.00	$101,976.00
5	16	Resources to Support Student Safety	Yes	$770,000.00	$477,808.00

2023-2024 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)
$38,411,929.00	$48,140,899.00	$42,644,995.00	$5,495,904.00	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	Professional Development	Yes	$1,448,229.00	$1,165,099.00	0.00%	0.00%
1	4	Professional Development (PD Days)	Yes	$1,219,797.00	$1,189,159.00	0.00%	0.00%
2	2	Inventory Software	Yes	$9,500.00	$10,625.00	0.00%	0.00%
2	5	Expand CTE Pathways and AP Program	Yes	$883,648.00	$848,621.00	0.00%	0.00%

2	6	Career Technical Education (CTE)	Yes	$1,403,029.00	$1,438,429.00	0.00%	0.00%
2	8	Access to Technology	Yes	$1,101,721.00	$1,063,400.00	0.00%	0.00%
2	9	Enrichment Opportunities	Yes	$987,684.00	$959,256.00	0.00%	0.00%
2	11	AVID	Yes	$1,208,423.00	$1,101,382.00	0.00%	0.00%
2	13	Library Resources	Yes	$75,000.00	$69,787.00	0.00%	0.00%
2	14	Online and Personalized Learning (OPL)	Yes	$1,260,051.00	$1,319,113.00	0.00%	0.00%
2	15	Academic Support for ELs	Yes	$1,786,854.00	$1,652,868.00	0.00%	0.00%
2	16	Technology Resources	Yes	$850,000.00	$1,159,871.00	0.00%	0.00%
2	17	Librarians	Yes	$922,372.00	$889,535.00	0.00%	0.00%
2	19	CTE Facilities	Yes	$1,650,000.00	$1,013,454.00	0.00%	0.00%
3	1	Targeted Engagement Strategies and Individual Mentoring	Yes	$6,886,885.00	$6,376,981.00	0.00%	0.00%
3	4	College and Career Readiness (Support Services)	Yes	$2,057,000.00	$1,518,542.00	0.00%	0.00%
3	7	In-class Tutoring (AVID/College Tutors)	Yes	$240,000.00	$240,000.00	0.00%	0.00%
3	8	Summer School	Yes	$830,049.00	$497,751.00	0.00%	0.00%
3	10	EL Support	Yes	$1,262,035.00	$1,074,086.00	0.00%	0.00%
3	11	Database Platform	Yes	$66,000.00	$129,343.00	0.00%	0.00%
4	2	Promote Parent Engagement	Yes	$450,000.00	$406,000.00	0.00%	0.00%
4	3	Categorical Programs Assistants (50% LCFF) and District Community Liaison	Yes	$493,937.00	$484,994.00	0.00%	0.00%
4	5	Parent Workshops (EL, FY, and LI)	Yes	$3,550,000.00	$2,191,092.00	0.00%	0.00%
4	7	Interpretation & Translation Services	Yes	$105,288.00	$136,076.00	0.00%	0.00%
5	2	Support Personnel (Support Services)	Yes	$6,225,970.00	$5,673,555.00	0.00%	0.00%
5	3	Support Staff (Child Welfare and Attendance Coordinators)	Yes	$1,832,290.00	$1,926,707.00	0.00%	0.00%
5	4	After-school Student Engagement	Yes	$4,596,028.00	$4,270,466.00	0.00%	0.00%
5	5	Campus Supervisors	Yes	$1,130,000.00	$1,157,237.00	0.00%	0.00%

5	6	Comprehensive Student Support Coordinators (CSSCs)	Yes	$649,168.00	$632,509.00	0.00%	0.00%
5	7	Paraeducators	Yes	$935,149.00	$904,760.00	0.00%	0.00%
5	9	Foster Youth Services	Yes	$65,000.00	$15,000.00	0.00%	0.00%
5	10	Pupil Services	Yes	$265,672.00	$258,972.00	0.00%	0.00%
5	11	Stage Technicians	Yes	$174,120.00	$91,283.00	0.00%	0.00%
5	14	Health & Well-being (Supplies and Services)	Yes	$450,000.00	$199,258.00	0.00%	0.00%
5	15	Extra-curricular Activities	Yes	$300,000.00	$101,976.00	0.00%	0.00%
5	16	Resources to Support Student Safety	Yes	$770,000.00	$477,808.00	0.00%	0.00%

2023-2024 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)
$95,015,530.00	$38,411,929.00	10.38%	50.81%	$42,644,995.00	0.00%	44.88%	$5,634,420.93	5.93%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,743,252.00	$451,358.00	$235,565.00			

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	1.2 Professional Development through Release Time	$25,000.00						$25,000.00
2	3	2.3 College and Career Coordinators	$969,602.00						$969,602.00
2	12	2.12 English Language Arts Support	$282,650.00						$282,650.00
3	4	3.4 Content Specialists/Course Leads		$426,358.00					$426,358.00
3	7	3.7 Paraeducators-English Learners			$235,565.00				$235,565.00
3	11	3.11 Collaboration Time/Release Days	$10,000.00						$25,000.00

3	12	3.12 Educational Leadership		$25,000.00					$25,000.00
3	15	3.15 Summer Bridge Program	$25,000.00						$25,000.00
4	4	4.4 Site Community Liaisons	$406,000.00						$406,000.00
4	6	4.6 Parent Workshops (All Students)	$25,000.00						$25,000.00

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

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.

  o 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.

  o 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,

  o 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:

  o 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) (California Legislative Information) 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.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

    - o 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.

    - o 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.

    - o 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.

    - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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

- 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.

- o 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.

- 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.

- 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:

    - o 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.

    - o These required actions will be effective for the three-year LCAP cycle.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

    - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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