LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Rancho Unified School District

CDS Code: 19645276013304

School Year: 2024-25
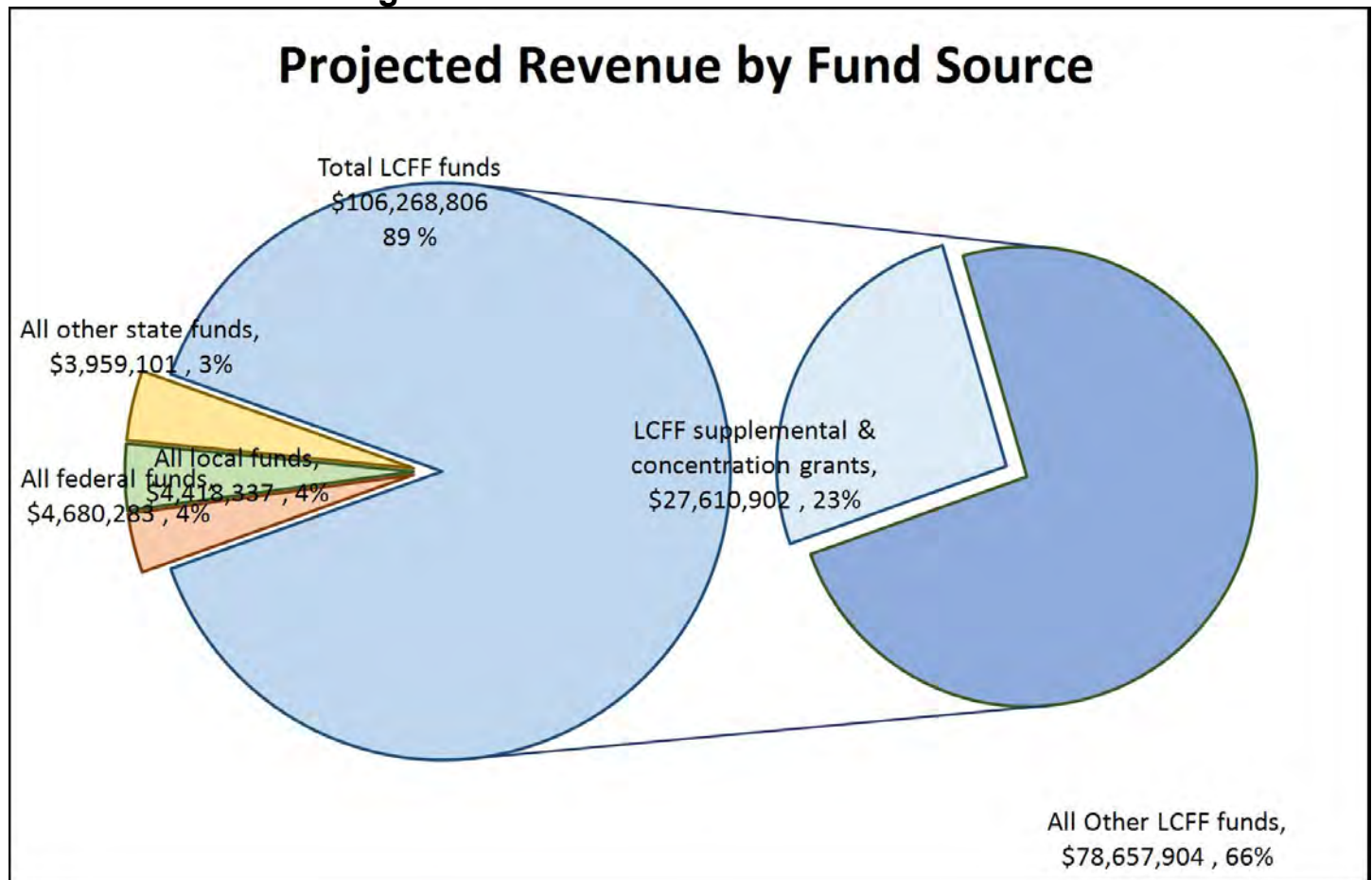
LEA contact information:

Dr. Marco A. Villegas

Superintendent

marcovillegas@erusd.org

(562) 801-7310

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$106,268,806
89 %

All other state funds, $3,959,101 , 3%

All local funds, $4,418,337 , 4%

All federal funds $4,680,283 , 4%

LCFF supplemental & concentration grants, $27,610,902 , 23%

All Other LCFF funds, $78,657,904 , 66%

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

The text description for the above chart is as follows: The total revenue projected for El Rancho Unified School District is $119,326,527, of which $106,268,806.00 is Local Control Funding Formula (LCFF), $3,959,101.00 is other state funds, $4,418,337.00 is local funds, and $4,680,283.00 is federal funds. Of the $106,268,806.00 in LCFF Funds, $27,610,902.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
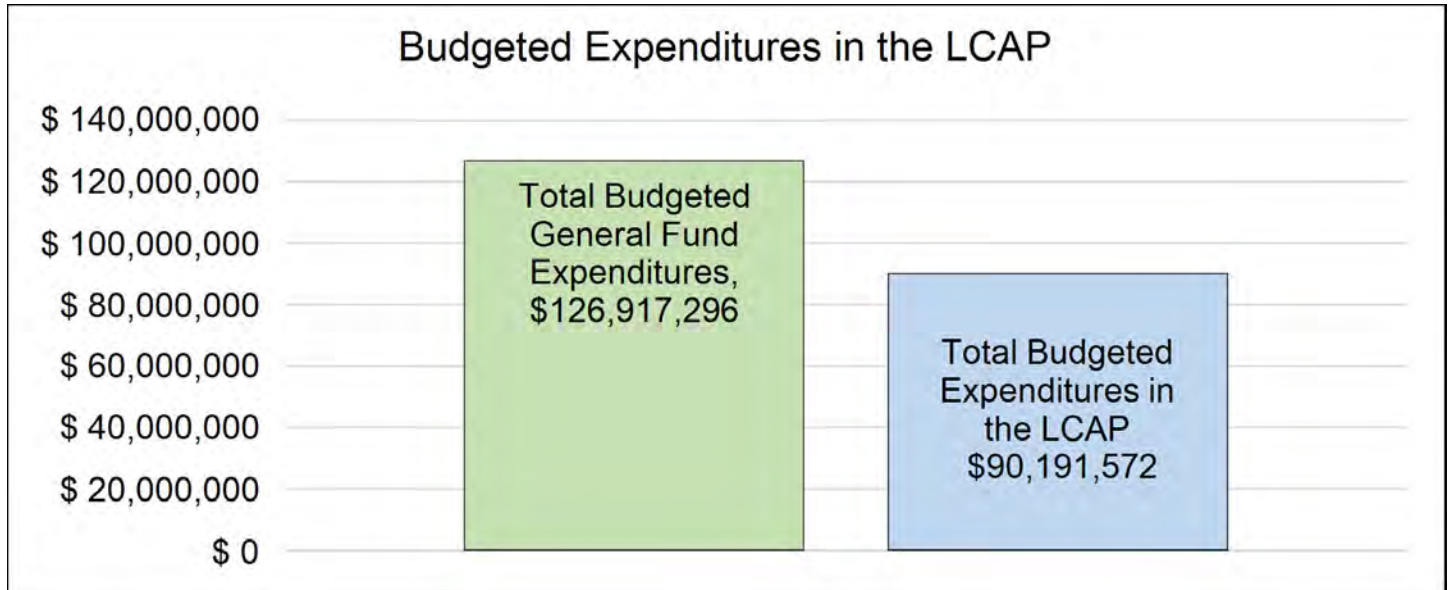
This chart provides a quick summary of how much El Rancho Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Rancho Unified School District plans to spend $126,917,296.00 for the 2024-25 school year. Of that amount, $90,191571.95 is tied to actions/services in the LCAP and $36,725,724.05 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
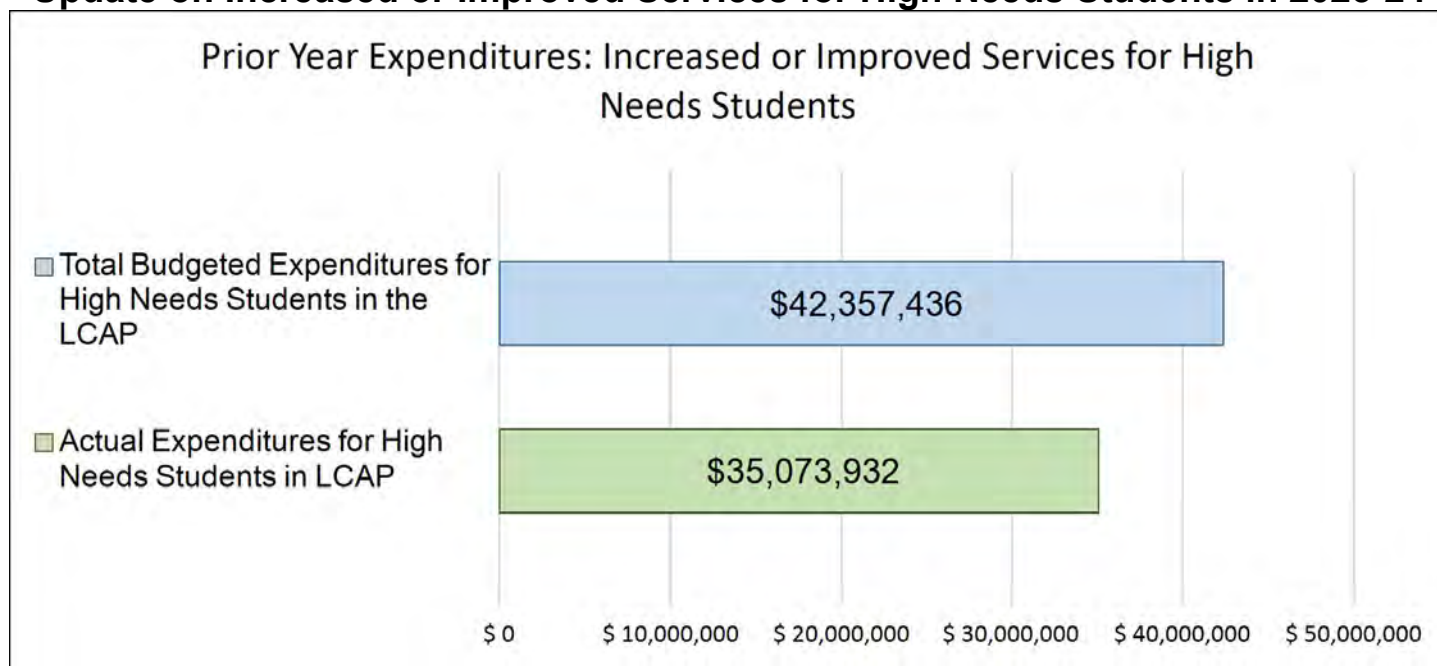
The district does not include operating expenses and capital expenditures for district-wide departments. The most significant general fund expenditures not included in the Local Control and Accountability Plan (LCAP) are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through LCFF and not specific to the goals, actions and services in the Local Control and Accountability Plan (LCAP). In addition, these may include expenditures such as school facilities and maintenance that involves staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs and general overhead

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, El Rancho Unified School District is projecting it will receive $27,610,902.00 based on the enrollment of foster youth, English learner, and low-income students. El Rancho Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Rancho Unified School District plans to spend $38,278,229.95 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$42,357,436
☐ Actual Expenditures for High Needs Students in LCAP	$35,073,932

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000 $ 50,000,000

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

The text description of the above chart is as follows: In 2023-24, El Rancho Unified School District's LCAP budgeted $42,357,436.00 for planned actions to increase or improve services for high needs students. El Rancho Unified School District actually spent $35,073,932.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $7,283,504 had the following impact on El Rancho Unified School District's ability to increase or improve services for high needs students:

As a district, we encountered difficulty maintaining and securing certain positions at school sites. We reduced Behavior Technicians and Support for small group Instruction for English Learners and were unable to secure Parent Liaisons to support English Learners, Low Income Students, and Foster Youth to support at each of our school sites. It was also difficult to obtain certificated staff to support students with Tutoring Support for Students and Extended Learning for English Learners, Low Income students, and Foster Youth. ERUSD will prioritize the allocations of funds to support student success and well being. Recognizing the needs of our students, we will move forward with expanding implementation of enhanced ELD supports and materials and continue to expand our focus on having a Parent Liaison at every school site. We will also work to provide additional instructional support by hiring instructional aides and teachers on special assignments, which will help provide personalized instruction. Our commitment to community and parental engagement is also reflected in our budget allocation for engagement programs and improved communication tools.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Rancho Unified School District	Dr. Marco A. Villegas Superintendent	marcovillegas@erusd.org (562) 801-7310

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high-quality learning experiences, appropriate instructional materials, equitable learning environments, and access to a broad course of study that fosters academic and interpersonal skills in preparation for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College & Career Readiness Dashboard	The College & Career Readiness for the 2019-2020 California School Dashboard was that 45.8% of students were prepared.	The College & Career Readiness for the 2019-2020 California School Dashboard was that 45.8% of students were prepared. Current data is not available.	The College & Career Readiness for the 2019-2020 California School Dashboard was that 45.8% of students were prepared. Current data is not available.	The College & Career Readiness for the 2022-2023 California School Dashboard was that 38.8% of students were prepared.	60%
CAASPP Scores (ELA)	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 53% for 2018-19, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 57.39% for 2020-21, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 55.57% for 2021-22, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 46.84% for 2022-23, indicating students measure Ready for College in the EAP.	62%
A-G Completion Rate	UC/CSU completion rate is 50.3% for 2019-20.	UC/CSU completion rate is 45.4% for 2020-21.	UC/CSU completion rate is 44.2% for 2021-22. Corrected	UC/CSU completion rate is 45.2% for 2022-23.	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Pass Rate	2019-20 AP Pass Rate is 41.8%	2020-21 AP Pass Rate is 32.6%	AP Pass Rate is 40.5% for 2021-22.	2022-23 AP Pass Rate is 47.22%	70%
Two & Four Year College Application Rate	The number of students who apply to a two & four year colleges	2020-21 47.6% applied to a two & 34% applied to a four year college, for a combined rate of 81.6%.	2021-22 33.8% applied to a two & 41.2% applied to a four year college, combined 75%.	2022-23 50% applied to a two & 32% applied to a four year college, combined 82%.	Combined application rate for two and four year colleges will be 85%.
CTE Pathway Completion	2019-20 CTE Completion Rate is 19%.	2020-21 CTE Completion Rate is 12.1%.	2021-22 CTE Completion Rate is 18.5%.	2022-23 CTE Completion Rate is 13.3%.	75%
Graduation Rate	2019-20 Graduation Rate is 94%	2020-21 Graduation Rate is 91.3%	2021-22 Graduation Rate is 94.37%	2022-23 Graduation Rate is 93.52%	97%
High School Dropout Rate	2019-20 Drop Out rate is 3.8%	2020-21 Drop Out rate is 1.4%	2021-22 Drop Out rate is 3.46%	2022-23 Drop Out rate is 4.22%	2.0%
Number of Williams Complaints Submitted Annually	There was one Williams Complaints filed for the 2019-2020 school year in regards to facilities.	There were no Williams Complaints filed for the 2020-2021 school year in regards to facilities.	There were no Williams Complaints filed for the 2021-2022 school year in regards to facilities.	There were no Williams Complaints filed for the 2022-2023 school year in regards to facilities.	0
CAASPP Scores (MATH)	The percentage of 11th grade students Meeting/Exceeding Standards in the MATH CAASPP assessments is 26% for 2018-19, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 31.85% for 2020-21, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 18.65% for 2021-22, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 16.47% for 2022-23, indicating students measure Ready for College in the EAP.	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ERUSD ELA Interim Assessment 2 Met and Exceeded Rate in 3rd, 7th and 10th grade.	The Met and Exceeded rate for the ERUSD ELA Interim Assessment 2 in 3rd, 7th and 10th grade for the 2019-2020 school year are 7.6%, 25.2%, and 2.6%.	The Met and Exceeded rate for the ERUSD ELA Interim Assessment 2 in 3rd, 7th and 10th grade for the 2021-22 school year are 3rd-22.30%, 7th- 20%, 10th - 13.50%.	The Met and Exceeded rate for the ERUSD ELA Interim Assessment 2 in 3rd, 7th and 10th grade for the 2022-23 school year are 3rd-14.1%, 7th- 6.8%, 10th - 18.9%.	The Met and Exceeded rate for the ERUSD ELA Interim Assessment 2 in 3rd, 7th and 10th grade for the 2023-24 school year are 3rd-12%, 7th-2.3%, 10th -7.9%.	3rd -15% 7th - 45% 10th - 15%
ERUSD Math Interim Assessment 2 Met and Exceeded Rate in 3rd, 7th and 10th grade.	The Met and Exceeded rate for the ERUSD Math Interim Assessment 2 in 3rd, 7th and 10th grade for the 2019-2020 school year are 11%, 2.4%, and 25%.	The Met and Exceeded rate for the ERUSD Math Interim Assessment 2 in 3rd, 7th and 10th grade for the 2021-22 school year are 3rd-26.20%, 7th-8.60%, 10th/Int. 2-36.90%.	The Met and Exceeded rate for the ERUSD Math Interim Assessment 2 in 3rd, 7th and 10th grade for the 2022-23 school year are 3rd-28.4%, 7th-1.70%, 10th/Int. 2-21.7%.	The Met and Exceeded rate for the ERUSD Math Interim Assessment 2 in 3rd, 7th and 10th grade for the 2023-24 school year are 3rd-23.3%, 7th-6.9%, 10th/Int. 2-4.2%.	3rd - 20% 7th - 15% 10th - 40%
Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately assigned and fully credentialed for 2020-21.	97% Fully Credentialed in 2021-22 99% Properly Assigned in 2021-22	97% Fully Credentialed in 2022-23 99% Properly Assigned in 2022-23	98% Fully Credentialed in 2023-24 99% Properly Assigned in 2023-24	100%
Standards Aligned Instructional Materials	All students had access to standards aligned instructional materials in 2020-2021.	All students had access to standards aligned instructional materials in 2021-2022.	All students had access to standards aligned instructional materials in 2022-23.	All students had access to standards aligned instructional material in 2023-2024.	All students will have access to standards aligned materials.
Facilities maintained in good repair.	All facilities are maintained in good repair for the 2020-21 school year.	All facilities are maintained in good repair for the 2021-22 school year.	All facilities are maintained in good repair for the 2022-23 school year.	All facilities are maintained in good repair for the 2023-2024 school year.	All facilities are maintained in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Assessment (3-8)-CA School Dashboard	The California School Dashboard reflected a yellow performance level in ELA for grades 3-8, with a +4.6 points increase in 2018-19.	The California School Dashboard reflected a yellow performance level in ELA for grades 3-8, with a +4.6 points increase in 2018-19. Current data is not available.	The California School Dashboard reflected a performance level of Low in ELA for grades 3-8 with a -8.4 points decrease in 2021-22.	The California School Dashboard reflected a performance level of Yellow in ELA for grades 3-8 with a -7.1 points decrease in 2022-23	The California School Dashboard will reflect a +3 point increase from the previous year in ELA for grades 3-8.
Math Assessment (3-8)-CA School Dashboard	The California School Dashboard reflected a yellow performance level in Math for grades 3-8, with a +5.8 points increase in 2018-19.	The California School Dashboard reflected a yellow performance level in Math for grades 3-8, with a +5.8 points increase in 2018-19. Current data is not available.	The California School Dashboard reflected a performance level of Low in Mathematics for grades 3-8 with a -21.4 points decrease in 2021-22	The California School Dashboard reflected a performance level of Orange in Mathematics for grades 3-8 with a -6 points decrease in 2022-23	The California School Dashboard will reflect a +3 point increase from the previous year in Math for grades 3-8.
Implementation of the academic content and performance standards adopted by the state board.	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards.	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2021-2022 school year.	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2022-2023 school year.	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2023-2024 school year.	El Rancho Unified School district is in full implementation of all academic content and performance standards adopted by the state board as evidenced by the Local Performance Indicator Self-Reflection tool.
CAST Scores	The Met and Exceeded rate for the California Science Test (CAST) in 5th, 8th and High School			The 2022-2023 CAST results are: ERUSD all grades 21.13% Met or Exceeded Standards, all high school grade	CAST Met/Exceeded standards goals: 5th-25% 8th - 30% High School - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for the 2021-22 school year are 21.5%, 20.5%, and 14.8% respectively.			at at 21.05%, Met/Exceeded, Grade 8 Met/Exceeded is 19.97%, and Grade 5 22.51% 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.

All of the actions in Goal 1 were implemented for the 2023-2024 school year. However, some of the actions were partially implemented. This included Actions 1.3. The limitations to implementing this action include a shortage of substitute teachers available to for tutoring Support for Students (Action 1.3) was offered but not fully implemented due to limited availability of staff. We were able to offer 24 hour, 7 days a week online tutoring through Tutor.com. The technology, curriculum and instruction TOSA's continue to work in these roles and support teachers and students during the 2023-2024 school year. TOSAs were able to meet with staff at the elementary, middle, and high school level to establish and strengthen structures to facilitate on-going staff collaboration at school sites. Successes for Goal 1 included the instructional support services available to students, an increase in AP pass rate, college application rate and A-G completion rate.

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.

Within Goal 1, there are several actions that differ between Budgeted Expenditures and Estimated Actual Expenditures:
1.1 Professional Development cost were not as high as expected due to much of it occurring during modified days and provided by district staff. Sub coverage was also limited. Professional development was also funded through other funding sources, such as Ethnic Studies Grant and Title 1.
1.2 Highly Qualified Staff: There was a reduction in staffing, so there was a reduction from $39,851,366.00 to $37,351,366.00.
1.3 Tutoring Support for Students: There was a low expenditure for evidence-based tutoring support for English Learners and Low-Income students teaching staff due to limited staff availability.
1.4 Small Group Instructional Opportunities for Students: There was a higer expenditure for this action due to a raise in salaries.
1.10 This expenditure is less than was projected because there was an original plan to include a VAPA and a Social Studies TOSA which were never hired.

1.13 Class size reduction: This expenditure is higher than was projected because there was a salary increase for the 2023-2024 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.

ERUSD had a number of actions that supported the progress of Goal 1.
1.1 Professional Development For Teachers and Staff: Digital Learning Coaches (DLC) at elementary schools and teachers with release periods at secondary schools were able to meet with teachers and staff during modified days and/or prep periods to support teachers with integrating technology across core content areas so that teachers had the opportunity to plan and implement a variety of interventions for student learning resulting in an increase in our a-g completion and AP pass rate. Elementary students interim data reflects that 12% and 23.3% of our 3rd grade students were meeting and exceeded the rate for the ERUSD ELA and Math Interim Assessment 2 in 3rd grade, respectively, for the 2023-24 school year.

1.2 Highly Qualified Teachers: Recruiting and retaining highly qualified staff resulted in an increase in our A-G completion and an increase in the AP pass rate. We were also able to increase the number of Fully Credentialed teachers from the previous year.

1.3 Tutoring Support for Students: This action was not effective as we were unable to consistently and regularly find staff to support our students through tutoring. We will have to explore other options with outside providers or other interventions outside of the school day to support our students with tutoring.

1.4 Small Group Instructional Opportunities for Students: We had a reduction in our paraprofessionals/college tutors to support small group instruction in TK-3 and could not fully measure the effectiveness of this action. We will adjust our Small Group Instructional Opportunities for Students for students in K-2nd grade and we will use our STAR Reading data as a metric. 45.7% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 23-24 and expect 50% of 3rd grade students score at or above the district benchmark on the Star Reading assessment as our target.

1.5 Staff Articulation and Collaboration: ERUSD established structures to facilitate regularly scheduled on-going staff collaboration at school sites. There was a smaller point decrease in ELA and Math Assessments on the California Dashboard from the previous year.

1.6 Access to Technology and online Instructional Programs: All our students have access to 1:1 electronic devices and are updated regularly to access online instructional programs. This has been effective as students have access to technology to complete assignments at school and home.

1.7 Maintaining Safe Facilities: All our schools were maintained in good repair and had no Williams Complaints filed for the 2022-2023 school year in regards to facilities.

1.8 Instructional Materials: All students had access to standards aligned instructional material in 2023-2024.

1.9 Teacher Induction Program: We continue to offer a two year program to support and mentor new teachers. Nine teachers participated in the 2023-24 school year and we saw an increase in our a-g and AP completion rate from the previous year, a 3% increase in EL reclassification rate from 14% in 2021-2022 to 17% in 2022-2023, as well as a smaller point decrease in ELA and Math Assessments on the California Dashboard.

1.10 Content Experts/Teachers on Special Assignments: Teachers on Special Assignment provided professional development for teachers in preschool through twelfth grade. There was a 3% increase in EL reclassification rate from 14% in 2021-2022 to 17% in 2022-2023 and a 1% increase in our a-g completion rate.

1.11 EL Resource Teacher: ERUSD's EL Resource Teacher provided support to teachers during modified days and/or planned meetings after school. The reclassification rate in 2021-2022 was 14% and we saw a 3% increase, with 17% reclassification rate in 2022-2023. In the 2021-2022 school year, 11.85% ELs attained English language proficiency based on the ELPAC overall score of 4 and 16.57% in 2023-2024.

1.12 Instructional Materials in Core Content Areas: El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards.

1.13 Class Size Reduction: We were able to observe teachers providing small group instruction through classroom observations and instructional rounds. Students were more engaged, participated more, and exhibited fewer behavioral issues in smaller classes. Teachers also shared that they were able to give more individualized attention to students, manage classrooms more effectively, and cover the curriculum more thoroughly when they had smaller classrooms in our educational partner meetings.

1.14 Professional Development to Support English Learns and Foster Youth: ERUSD provided professional development focused on Universal Design for Learning (UDL) to teachers. 40% of teachers have been trained and we will continue to provide professional development so that all teachers district wide learn instructional strategies by using UDL. We will continue to focus on how we can better support our teachers through professional development since this approach to teaching and learning offers flexibility in the ways students access materials and show what they know. UDL also looks for different ways to keep students motivated and engaged. The data shows that students expressed some meaningful participation in school. The 2021-2022 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 24%, 9th grade 16%, 11th grade 17% and non-traditional reported 19%. The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%. We also saw an increase in the EL reclassification rate, from 14% in 2021-2022 to 17% in 2022-2023.

1.15 EduClimber Comprehensive Data System: Teachers, administrators, and staff were able to monitor student progress to determine ongoing student needs and analyze student behavior progress. Students were able to be referred to services so that they could meet achievement targets. Using and analyzing this data gave teachers the opportunity to ensure their instructional practices are meeting the academic and behavioral needs of their students.

1.16 Renaissance Products: Teachers and staff had access to data provided by Renaissance Products so that they could create personalized learning plans and learning targets to support students. Teachers and staff will need to continue to have access to these programs to
improve student academic achievement. Students will also need to have access to platforms so that they can have opportunities for visual and interactive learning in ELA and Math. Due to teachers being able to adjust instruction, ERUSD saw an increase in our a-g and AP completion rate from the previous year, where the AP Pass Rate increased 6.72% from 40.5% in 2021-22 to 47.22% in 2022-23.

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.

There were changes that had to be made for Goal 1. Our goal for the 2024 LCAP will now state, "All students will receive standards-aligned instruction and access to a broad course of study from highly qualified teachers in safe, clean, and welcoming facilities."

Metrics had to be changed so that we could be more focused and better measure our students' progress. We had 19 metrics and will only have 8 metrics in the 2024 LCAP. We removed the following metrics in Goal 1: College & Career Readiness Dashboard, CAASPP Scores (ELA), a-g completion rate, AP Pass rate, Two & Four year college application rate, graduation rate, high school dropout rate, CAASPP Scores (Math), ERUSD ELA Interim Assessment 2 met and exceeded rate in 3rd,7th, and 10th grade, ERUSD Math Interim Assessment 2 met and exceeded rate in 3rd,7th, and 10th grade, ELA Assessment (3-8)-CA School Dashboard, Math Assessment (3-8)-CA School Dashboard, and CAST Scores.

We kept the following metrics: Number of Williams complaints submitted annually, appropriately assigned and fully credentialed teachers, standards aligned instructional materials, facilities maintained in good repair, implementation of the academic content and performance standards adopted by the state board and we changed the CTE Pathway completion metric to the Percentage of students enrolled in Career Technical Education. We also added the two metrics, the percentage of students enrolled in dual enrollment and percentage of students enrolled in honors/Advanced Placement/International Baccalaureate.

There were also changes to the action we identified for Goal 1. We removed a number of actions from this goal, including Professional development for teachers and staff, tutoring support for students, small group instructional opportunities for students, staff articulation and collaboration, access to technology and online instructional programs, content experts/teachers on special assignments, EL Resource teacher, Instructional materials in core content areas, class size reduction, professional development to support English Learners and Foster youth, EduClimber Comprehensive Data System, and Renaissance Products.
We did not include Action 1.3, Tutoring for Students, as we were unable to consistently and regularly find staff to support our students through tutoring. We will explore other options with outside providers or other interventions outside of the school day to support our students with tutoring. Action 1.4, Small Group Instructional Opportunities for Students, was adjusted from providing support to TK-3 to K-2nd students as we had staffing shortages. This change will provide more support to students who need academic support while they are developing literacy and math skills in the formative years of Kindergarten through 2nd grade.

We also added two other actions to this goal, which are our Librarian and Library Media Technician Support and Student Wellness. Adding these actions to this goal will provide clear steps and measurable actions that support our students' academic achievement.

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.

Goals and Actions

Goal

Goal #	Description
2	Students, families and staff will have equitable access to engage socially, emotionally, and academically across all grades and schools in an inclusive, safe, and welcoming environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys	N/A--Survey will be developed and administered during the 2021-2022 school year that measures staff engagement.	On the 2021-2022 Staff LCAP Survey, 48% of Staff Report Feeling Engaged by ERUSD as an educational partner	On the 2022-2023 Staff LCAP Survey, 64% of Staff Report Feeling Engaged by ERUSD as an educational partner	2023-2024: 61.3% of Staff Report Feeling Engaged by ERUSD as an educational partner	70% of staff members will report that they feel engaged.
EL Reclassification Rate	2019-20 Reclassification Rate is 16.3%	2020-2021: 4.6%	2021-2022: 14%	2022-2023: 17% (213 students)	22%
ELPAC Percent Proficient Scores	ELPAC Percent proficient is 59.49% for 2019-20. CORRECTION: Baseline data should reference 2018-2019; as data was not available for 2019-2020. ELPAC Percent proficient for 2018-2019 was 16.4%	2020-2021: 13.98% ELs attaining English language proficiency based on the ELPAC overall score of 4	2021-2022: 11.85% ELs attaining English language proficiency based on the ELPAC overall score of 4	2022-2023: 16.57% ELs attaining English language proficiency based on the ELPAC overall score of 4	27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys to gauge participation	N/A--Survey will be developed and administered during the 2021-2022 school year to measure parent participation in district sponsored activities.	On the 2021-2022 LCAP Parent Survey, 34.1% of parents report participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.)	On the 2022-2023 LCAP Parent Survey, 54.1% of parents report participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.)	On the 2023-2024 LCAP Parent Survey 56.67% of parents report participating in district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.)	50% of parents will report participation on at least one district sponsored activity.
Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation	The 2020-2021 CHKS survey showed that 43% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 25%, 9th grade 20%, 11th grade 23% and non-traditional reported 31% for and average of 25%. CORRECTION: Baseline data should have reflected 2019-2020 data) 2019-2020 CHKS survey showed that 43% of elementary students reported meaningful	The 2020-2021 CHKS survey showed that 44% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade 28%, 11th grade 35% and non-traditional did not have enough participation in this area to include a valid percentage	The 2021-2022 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 24%, 9th grade 16%, 11th grade 17% and non-traditional reported 19%	The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%.	Elementary 55% and Secondary Average of 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participation in their schools. At the secondary level, 7th grade reported 25%, 9th grade 20%, 11th grade 23% and non-traditional reported 31%.				
Student enrollment in advanced/honors and CTE courses.	2019-20 enrollment in CTE and advanced/honors courses was 61.5%.

CORRECTION: 2019-20 enrollment in CTE and advanced/honors courses was 57.3%; 2020-21 enrollment was 51.1%. | 2021-22 enrollment in CTE and advanced/honors courses was 53.8% | 2022-23 enrollment in CTE and advanced/honors courses was 56% | 2023-2024 enrollment in CTE and advanced/honors courses was 25.8% | 75%

Correction: Metric goal changed to 65% to reflect decreased particpation following return to in-person instruction. |
| Parent Participation in district and site advisory committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee. | All sites and district hold all required advisory committee during 2020-21 to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, | All sites and district hold all required advisory committee during 2021-22 to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, | All sites and district have held all required advisory committee during 2022-23 to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, | All sites and district have held all required advisory committee during 2023-24 to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, | All required advisory committees will held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	calendars and sign-in sheets.	calendars and sign-in sheets.	calendars and sign-in sheets.	calendars and sign-in sheets.	
Middle School Drop Out Rate	The middle school drop out rate for 2019-20 was 0.	The middle school drop out rate for 2020-2021 was 0%	The middle school drop out rate for 2021-2022 was 0%	The middle school drop out rate for 2022-2023 was 0%	The middle school drop out rate will remain 0.
Suspension Rate	The district suspension rate for 2019-20 was 2.06%	The district suspension rate for 2020-21 was 0.0%	The district suspension rate for the 2021-2022 school year was 3.5%	The district suspension rate for the 2022-2023 shool year was 5.2%	The district suspension rate will decrease by 1%.
Attendance Rate	The district attendance rate for 2019-20 was 92.86% .	The district attendance rate for 2020-21 was 90.97%	The district attendance rate for the 2021-2022 school year was 91.29%	The district attendance rate for the 2022-2023 school year was 92%	The district attendance rate will increase by 2%.
Chronic Absenteeism	The district chronic absenteeism for 2019-20 was 7.61% .	The district chronic absenteeism for 2020-21 was 12.3%	The district chronic absenteeism rate for 2021-2022 school year was 35.3%	The district chronic absenteeism rate for 2022-2023 school year was 27%	The district chronic absenteeism will decrease by 1%.
Expulsion Rate	The district expulsion rate for 2019-20 was 0.09%	The district expulsion rate for 2020-21 was 0.0%	The district expulsion rate for the 2021-2022 school year was 0.1%	The district expulsion rate for the 2022-2023 school year was 0.1%	The district expulsion rate will be maintained below 1%.
Staff LCAP Survey Feedback-Safety	On the 2019-2020 Staff LCAP Survey, 46.7% of staff stated that the school where they work is clean, safe, and in good repair.	On the 2021-2022 Staff LCAP Survey, 82% of Staff Report Feeling Safe at their School site	On the 2022-2023, 80% of Staff Report Feeling Safe at their School site	2023-2024: 85.7% of Staff Report Feeling Safe at their School site	Sense of Safety will increase by 10%
Parent LCAP Survey Feedback-Safety	On the 2019-2020 Parent LCAP Survey, 82% of the parents	On the 2021-2022 Parent LCAP Survey, 84% of parents agree	On the 2022-23, Parent LCAP Survey, 78.8% of parents	On the 2023-24 Parent LCAP Survey, 85.66% of parents	Sense of Safety will increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree that children feel safe at school.	that children feel safe at school.	report that their "child feels safe at school."	report that their "child feels safe at school."	
Student Surveys/California Healthy Kids Survey (CHKS)-Safety	The 2019-2020 CHKS survey showed that 77% of elementary students perceived their schools as Very Safe or Safe. At the secondary level, 70% of 7th graders, and 53% of 11th graders reported feeling Very Safe or Safe.	The 2020-2021 CHKS survey showed that 63% of elementary students perceived their schools as Very Safe or Safe. At the secondary level, 7th grade reported 65%, 11th grade 44%.	The 2021-2022 CHKS survey showed that 81% of elementary students perceived their schools as Very Safe or Safe. At the secondary level, 7th grade reported 60%, and 11th grade 53%.	The 2022-2023 CHKS survey showed that 79% of 5th grade students perceived their schools as Very Safe or Safe. At the secondary level, 7th grade reported 56%, 9th grade reported 52%, 11th grade reported 59%, and non-traditional reported 67%	Elementary 85% and Secondary Average of 75%
Staff LCAP Survey Feedback-Engagement	On the 2019-2020 Staff LCAP Survey, 69.3% stated that school site staff has the opportunity to help, plan, implement, and evaluate the school/district instructional plan, safety, and other programs.	On the 2021-2022 Staff LCAP Survey, 65% of staff indicate they are given opportunities to get involved in school-wide decisions	On the 2022-23 Staff LCAP Survey, 72% of staff indicate they are given opportunities to get involved in school-wide decisions.	On the 2023-24 Staff LCAP Survey, 72.9% of staff indicate they are given opportunities to get involved in school-wide decisions	Staff Engagement will increase by 10%
Parent LCAP Survey Feedback-Engagement	On the 2019-2020 Parent LCAP Survey, 89% reported that the school regularly invites them to meetings, school events, and programs.	On the 2021-2022 Parent LCAP Survey, 56% of Parents feel Engaged as Educational Partners	On the 2022-2023, 64.7% of Parents feel Engaged as Educational Partners.	2023-2024: 75.37% of Parents feel Engaged as Educational Partners	Parent Engagement will increase by 1%

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.

ERUSD has maintained its commitment to expanded counselor access in middle and high schools across the district. These counselors are providing a range of supports to our most vulnerable student populations (i.e. foster, homeless, low-income and English Learner students). El Rancho is in its third year of partnership with Hatchings Results to deliver professional development to counselors. The professional development organization is providing counselors with training on best practices to promote students' academic and socio-emotional success. Counselors have developed classroom lessons focused on academic, social-emotional and career. These lessons are administered throughout the school year, in grades 6th-12th. Counselors have also begun implementing Tier 2 support groups and lessons. During our feedback sessions, student and staff participants shared the positive impact of the counselor lessons and their support for this continued practice.

By the end of this year, ERUSD was able to hire a Parent Liaisons to support ELs, Low-income students, and Foster Youth-ERUSD at each elementary and secondary school. These positions were not filled in previous years. In recognition of the strong community interest in promoting school safety, ERUSD successfully provided school sites with support from School Security Officers (SSOs) and School Peace Officers (SPOs) as planned. The presence of both SSOs and SPOs on campuses have been an important element in maintaining a safe, positive, inclusive environment. We have committed to providing our parents with workshops and on-going learning opportunities, this year we are hosting our second annual Parent Summit and have hosted numerous other workshops. Action 2.4 was not implemented, we were not able to hire a long-term sub too facilitate small group instruction for English Learners. All other actions were implemented as planned.

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.

Many actions included as elements of Goal 2 have been implemented as planned, and estimated actual expenditures are in general alignment with budgeted expenditures. There are, however, areas in which there is a notable difference between budgeted and estimated actual expenditures.
2.1 Support for Small Group Instruction: There was an increase from $90,000.00 to $115,502.00 due to a salary increase.
2.2 Increase Access to Academic Counselors: the difference in the budgeted expenditure and the estimated actual expenditure is due to the vacancy in counseling positions. Positions were not immediately filled and so remained vacant for a portion of the year.
2.4 Support for small group instruction for English Learners no funds were spent because we were not able to hire a long-term sub too facilitate small group instruction for English Learners
2.8 Extended Learning for ELs, Low-Income students, and Foster Youth expenditures were well below the planned expenditures due to the limited offerings.

2.9 Parent Liaisons to support ELs, Low-income students, and Foster Youth expenditures were well below the planned expenditures due to many of the parent liaisons not being hired until the second half of the school year.

2.11 Behavior Technicians There was a decrease from $350,000 to $198,430.00 due a decrease in the number of Behavior Technicians employed.

2.17 Students Wellness: There was an increase from $793,067.00 to $1,090,156.00 due to the additional nurses that were hired and a salary increase.

2.18 Librarian and Library Media Tech Support: There was an increase from $875,754.00 to $1,048,855.00 due to a salary increase.

2.19 Student Services the difference in the budgeted expenditure and the estimated actual expenditure is due positions within this department being grant funded and an over estimation in the budgeted expenditure.

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

Goal 2 saw some significant growth in several metrics that signal that various educational partners feel welcomed and included in the El Rancho Unified School District community.

2.1 Support for Small Group Instruction: ERUSD will not provide Instructional Aides to support small group instruction and intervention for English Learners and low income students in grades 4 & 5. The limited number of instructional aides to support students in the classrooms did not meet the needs of English Learners and Low Income students, leading to inconsistent support and limited effectiveness in improving student outcomes. There were also scheduling issues that did not allow for consistent small group instruction and intervention.and therefore this action will not be implemented in the next LCAP 3 year cycle.

2.2 Increase Access to Academic Counselors: ERUSD was able to provide additional counselors to English Learners and foster students. The support they offered students shows a decrease in the chronic absenteeism rate. For the 2021- 2022 school year the chronic absenteeism rate was 35.3% and for 2022- 2023 school year it was 27%. There was also an increase in ELs attaining English language proficiency based on the ELPAC. In 2021-22 11.85% were attaining English language proficiency with an overall ELPAC score of 4 while in 2022-2023 16.57% were attaining English language proficiency based on the ELPAC overall score of 4.

2.3 School Security Officers (SSO) Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO): Providing school sites with support from SSO/Noon Aides/SPO/SRO made students, staff, adn parents to feel safe and welcome. On the 2022-2023, 80% of Staff Report Feeling Safe at their School site, while 85.7% of Staff Report Feeling Safe in 2023-24. On the 2022-23, Parent LCAP Survey, 78.8% of parents report that their "child feels safe at school, " and on the 2023-24 Parent LCAP Survey, 85.66% of parents report that their "child feels safe at school."

2.4 Support for small group instruction for English Learners: We were unable to provide long-term subs to facilitate small group instruction for English Learners and will not implement this action in the next LCAP 3 year cycle.

2.5 Parent Workshops: ERUSD was able to provide a series of parent workshops, including a Parent Summit and Community Resource Fair for our parents. They were well attended and feedback was positive. The Parent LCAP Survey demonstrates an increase in parent participation. 54.1% of parents report participating in district sponsored activities in 2022-23 and 56.67% in 2023-24. 64.7% of parents also reported in the 2022-2023 Parent LCAP Survey as feeling Engaged as Educational Partners and 75.37% of Parents felt Engaged as Educational Partners in 2023-2024.

2.6 Counselor Support and Professional Development: We were able to train and provide professional development to academic counselors. We saw an increase in EL reclassification and a decrease in chronic absenteeism. For the 2021- 2022 school year the chronic absenteeism rate was 35.3% and for 2022- 2023 school year it was 27%. The EL reclassification rate increased 3% from 14% in 2021-2022 to 17% in 2022-2023.

2.7 School Community Liaison for Foster/Homeless Student Case Management: The school community liaison for Foster/Homeless students has been able to connect families with basic supplies and ensures that students have the necessary material for school success. The community liaison also facilitated communication and 64.7% of parents also reported in the 2022-2023 Parent LCAP Survey as feeling Engaged as Educational Partners.

2.8 Extended Learning for ELs, Low-Income Students, and Foster Youth: We were able to provide extended learning opportunities for unduplicated students in afterschool programs and summer school. These programs demonstrated a decrease in chronic absenteeism, for the 2021- 2022 school year the chronic absenteeism rate was 35.3% and for 2022- 2023 school year it was 27%. The EL reclassification rate also increased 3% from 14% in 2021-2022 to 17% in 2022-2023.

2.9 Parent Liaisons to Support ELs, Low-income students, and Foster Youth: Having parent liaisons has helped support our communication and engagement from our parents of unduplicated students. The Parent LCAP Survey Feedback-Engagement in 2022-2023 shows that 64.7% of Parents felt Engaged as Educational Partners while 75.37% of Parents felt Engaged as Educational Partners in 2023-2024.

2.10 Enhanced ELD Supports & Materials: ERUSD invested in ELD supports and ,materials. As a result, there was an increase in ELs attaining English language proficiency based on the ELPAC. In 2021-22 11.85% were attaining English language proficiency with an overall ELPAC score of 4 while in 2022-2023 16.57% were attaining English language proficiency based on the ELPAC overall score of 4. The EL reclassification rate also increased 3% from 14% in 2021-2022 to 17% in 2022-2023.

2.11 Behavior Technicians: Behavior Technicians were able to collaborate with school level teams and school support staff in developing behavioral support plans, safety plans, and ensuring that communication and documentation of data related to all incidents of behavior were maintained. At our educational partner meetings, teachers and staff requested an increase in the number of Behavior Technicians to support students in their classrooms and school sites to address behavioral needs, as the suspension rate for the 2022-2023 school year was 5.2%, an increase of 3.5% from the previous school year.

2.12 Academic Counselor for Secondary Students: The Academic Counselors we had helped increase student engagement and academic achievement. ERUSD saw an increase in our a-g and AP completion rate from the previous year, where the AP Pass Rate increased 6.72% from 40.5% in 2021-22 to 47.22% in 2022-23.

2.13 AVID College Tutors: AVID College Tutors were able to provide students academic support in class and outside of class. Students' success in a rigorous academic course of study is reflected in the AP Pass Rate that increased 6.72% from 40.5% in 2021-22 to 47.22% in 2022-23.

2.14 College and Career Readiness Support Services: College and Career Readiness Support Services provided resources and activities to students that promoted and supported attendance and instructional materials related to college and career readiness. As a result, the AP Pass Rate increased 6.72% from 40.5% in 2021-22 to 47.22% in 2022-23 and chronic absenteeism decreased from 35.3% in the 2021-2022 school year to 27% in the 2022-2023 school year.

2.15 Provide Students with a Go PASS: We were able to proved all low income students who requested a Go Pass that gave them access to the Metro Link and Montebello Bus Services. Our educational partners requested for us to continue to offer this to our students at our LCAP feedback meetings. There was a slight .71% increase in the district attendance rate from 91.29% for the 2021-2022 school year to 92% in the 2022-2023 school year. Our chronic absenteeism rate decreased from 35.3% in 2021-2022 to 27% in 2022-2023.

2.16 Attention 2 Attendance: This attendance improved software assisted in identifying attendance issues. As a result, there was an 8.3% decrease in chronic absenteeism from 35.3% in the 2021-2022 school year to 27% in 2022-2023 school year.

2.17 Student Wellness: The additional registered nurses, Licensed Vocational Nurses and health clerks were able to address some of the physical needs of our low income students. As a result, there was an 8.3% decrease in chronic absenteeism from 35.3% in the 2021-2022 school year to 27% in 2022-2023 school year. One request that was made however, from our educational partner meetings was to continue to offer health services support but also include the cost of replacing eye glasses for low income students, since Medi-Cal only covers the cost of one pair of glasses (frames and lenses) once every 24 months and does not take into consideration glasses that may be broken, lost, or changes that may impact the prescription strength of the lenses.

2.18 Librarian and Library Media Tech Support: Librarians and Library Media Technicians continued to provide support to our unduplicated students. They also supported our English learners by curating language learning resources, offering multilingual materials, and promoting digital literacy. ERUSD saw a 3% increase in our EL reclassification rate, from 14% in 2021-2022 to 17% in 2022-2023. There was also a 4.72% increase in ELs attaining English language proficiency based on an ELPAC overall score of 4 from 11.85% in 2021-2022 to 16.57% in 2022-2023.

2.19 Student Services: All our educational partners expressed satisfaction with the Positive Behavioral Interventions and Supports (PBIS) programs that our school sites have implemented. They requested for a stronger mentoring program so that students can continue to feel engaged in and more after school and community programs that students can participate in.

2.20 Student Engagement Beyond the School Day: Students were given the opportunities to engage and be involved in school through after school enrichment programs, co-curricular activities, and student recognition and motivational incentives. These opportunities showed in the 2022-2023 CHKS survey that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%.

2.21 Provide Parent Square access/Aeries Parent Portal/Seesaw: These digital platforms provided effective school to home communication for our parents as parents were more engaged and participated in more activities. We saw a slight increase in the LCAP Parent Survey, where 54.1% of parents reported participating in district sponsored activities in 2022-2023 and 56.67% did so in the 2023-2024 LCAP Parent Survey. 10.67% of parents also felt more engaged, 64.7% of Parents felt Engaged as Educational Partners in 2022-2023 and 75.37% of Parents felt Engaged as Educational Partners in 2023-2024.

2.22 Interpretation and Translation Services: Our ability to provide interpretation/translation services to increase the participation of English learners showed an increase in parent participation and parents feeling engaged. 54.1% of parents reported participating in district sponsored activities in 2022-2023 and 56.67% did so in the 2023-2024 LCAP Parent Survey. 10.67% of parents also felt more engaged, 64.7% of Parents felt Engaged as Educational Partners in 2022-2023 and 75.37% of Parents felt Engaged as Educational Partners in 2023-2024.

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.

Within Goal 2 selected metrics were revised during the 2024-2025 LCAP process. Goal 2 was also revised to read, "El Rancho USD will create an inclusive environment that fosters a feeling of safety and belonging among all students, parents, and staff."
Although we kept most metrics, we did move some to other goals and/or removed them from the 2024 LCAP. We removed the EL Reclassification Rate and ELPAC percent perficient scores, so that we now have 15 metrics to monitor our progress, which include staff surveys, parent surveys, student surveys, middle school drop out rate, suspension rate, attendance rate, chronic absenteeism, and expulsion rate.
The changes in our actions were that they were either moved to another goal or removed from the 2024 LCAP. Action 2.1, Support for Small Group Instruction, included Instructional aides to support small group instruction and intervention for ELs, low income students in grades 4 & 5. This action was ineffective and was removed for the 2024 LCAP cycle. Action 2.4, Support for small group instruction for English Learners, was also ineffective since we were unable to provide support and will be removed for the next LCAP cycle. We also added Action 2.16, Board Certified Behavior Analysts, to provide targeted behavioral interventions. We expect that their support will provide a supportive and inclusive learning environment for students. They will also review data collection to make necessary adjustments to behavior plans, ensuring that the interventions remain effective and responsive to the student's needs. We added the following six action to Goal 2: EduClimber Comprehensive Data System, Mental Health Counselors Character Development/Behavior Intervention Programs, Wellness Centers, Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus/Communications & Marketing Specialist, and Board

Certified Behavior Analysts. We expect that these actions will help us implement a supportive and inclusive learning environment for all students.

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

Goals and Actions

Goal

Goal #	Description
3	Students will leave the ERUSD goal-oriented with the ability to: think critically and creatively; work collaboratively; communicate effectively; and be civically engaged.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Seal of Civic Engagement	The State Seal of Civic Engagement criteria was approved in September 2020. The 2021-22 school year will provide us with baseline data on how many students earn this seal.	Memorandum of Understanding (MOU) and criteria for awarding the State Seal of Civic Engagement was created and approved in the 2021-2022 school year so that students can begin to earn the seal in the 2022-2023 school year.	The State Seal of Civic Engagement has been established and the Class of 2023 will be the first recipients.	4 State Seal of Civic Engagement recognitions were earned by the Class of 2023 will be the first recipients.	25%
Individualized Graduation Plan	Individualized Graduation Plans will be implemented beginning in the 2021-2022 and number of students who have one will be measured.	In 2021-2022, counselors began training with Hatchings to identify and criteria and guidelines necessary to create Individualized Graduation Plans for students.	In the 2022-2023, counselors have identified criteria and guidelines necessary to create Individualized Graduation Plans for students and began using Aeries to enter information.	In the 2023-2024, counselors continued to create Individualized Graduation Plans for students and began using Aeries to enter information.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individualized Culmination Plan	Individualized Culmination Plans will be implemented beginning in the 2021-2022 and number of students who have one will be measured.	In 2021-2022, counselors began training with Hatchings to identify and criteria and guidelines necessary to create Individualized Culmination Plans for students.	In the 2022-2023, counselors have identified criteria and guidelines necessary to create Individualized Culmination Plans for students and began using Aeries to enter information.	In the 2023-2024, counselors continued to create Individualized Culmination Plans for students and began using Aeries to enter information.	100%
CAASPP Scores (ELA)	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 53% for 2018-19, indicating students measure Ready for College in the EAP..	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 57.39% for 2020-21, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 55.57% for 2021-22, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 46.84% for 2022-23, indicating students measure Ready for College in the EAP.	62%
CAASPP Scores (MATH)	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 26% for 2018-19, indicating students measure Ready for College in the EAP..	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 31.85% for 2020-21, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 18.65% for 2021-22, indicating students measure Ready for College in the EAP.	The percentage of 11th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 16.47% for 2022-23, indicating students measure Ready for College in the EAP.	40%
Senior Survey	An ERUSD district-wide Senior Survey will be implemented	95% of 2021 senior students surveyed replied that they had	99% of 2022 senior students surveyed replied that they had	99% of 2023 senior students surveyed replied that they had	75% students feel prepared for their post high school plans.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	beginning in the 2021-2022 that will measure student level of preparedness and plans after high school.	plans to attend college and/or work after graduation.	plans to attend college and/or work after graduation.	plans to attend college and/or work after graduation.	
ELA Assessment (3-8)-CA School Dashboard	The California School Dashboard reflected a yellow performance level in ELA for grades 3-8, with a +4.6 points increase in 2018-19.	Current data is not available.	The California School Dashboard reflected a performance level of Low in ELA for grades 3-8 with a -8.4 points decrease in 2021-22.	The California School Dashboard reflected a performance level of Orange in ELA for grades 3-8 and 11 and declined 5.2 points, in 2022-23	The California School Dashboard will reflect a +3 point increase from the previous year in ELA for grades 3-8.
Math Assessment (3-8)-CA School Dashboard	The California School Dashboard reflects a +1 point increase from the previous year in Math for grades 3-8 in 2018-19.	Current data is not available.	The California School Dashboard reflected a performance level of Low in Mathematics for grades 3-8 with a -21.4 points decrease in 2021-22	The California School Dashboard reflected a performance level of Orange in Mathematics for grades 3-8 and 11 maintained 2.5 points, in 2022-23	The California School Dashboard will reflect a +3 point increase from the previous year in Math for grades 3-8.
A-G and CTE Pathway Completion Rate	In 2019-20, 62 students, 8.2%,completed both the a-g requirements and a CTE pathway.	In 2020-2021, 58 students, 8.3%, completed both the a-g requirements and a CTE pathway.	In 2021-2022, 85 students, 12.1% completed both the a-g requirements and a CTE pathway.	In 2022-2023, 61 students, 9.2% completed both the a-g requirements and a CTE pathway.	The a-g and CTE completion rate will increase by 10%.

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.

ERUSD continued with the implementation of Goal 3 for the 2023-2024 school year.

We were able to implement action 3.1 as ERUSD was able to provide Mental Health supports for the mental well being of unduplicated students. Action 3.2, Character Development/Behavior or Intervention Programs was also implemented and will continue to be part of the next LCAP cycle to support student behaviors. We were unable to host Career Day as planned for Action 3.3. However, throughout the school year, students were able to hear guest speakers speak about career paths, day to day responsibilities, and skills needed for success in their industries. Students in 6th-12th grade also participated in career exploration lessons and our high schools partnered with local businesses and organizations to offer students internships or job shadowing experiences. This hands-on exposure allows students to gain real-world insights into different careers, helping them make informed decisions about their future. In addition, our secondary schools provided access to career counseling services where students were able to use assessment tools and inventory lessons to explore their interests, strengths, and potential career paths. We were able to implement Action 3.4, Academic Programs, as students had the opportunity and resources to participate in academic programs that include AVID, IB,and Dual Enrollment. We were also able to expand Career Technical Education Offerings for Action 3.6, Career Tech Education and Expansion. We were able to offer CTE labs in our three middle schools and add a second CTE course at our continuation high school. We have also been able to offer students a variety of opportunities for them to participate in enrichment programs as outlined in Action 3.5, After School Enrichment Programs. The Mental Health Counselors currently serving our unduplicated students, has also been successful. Student focus groups and surveys indicate positive recognition of the support provided by Mental Health Counselors on campus. Action 3.7 Teen Court was not implemented this school year and will not be part of the 2024 LCAP. Action 3.8, Dual Language Immersion Programs, was implemented as planned.

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

There were limited differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3.
3.1 Mental Health Counselors: There was a decrease from $3,400,000.00 to $1,649,913.00 due to counselors leaving district during the school year.
3.7 Teen Court: We were unable to offer this program and will not be able to offer it in the next LCAP 3 year cycle and so there was $0 expenditure.

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

The actions we identified helped us meet Goal 3.
3.1 Mental Health Counselors: Overwhelming requests to maintain and strengthen Mental Health Counselors were shared by all our educational partners at our LCAP feedback meetings to meet the mental health needs of our students. We saw an overall improvement in the graduation rates, school attendance and engagement for our unduplicated students.

3.2 Character Development/Behavior Intervention Programs: Teachers and administrators shared the positive difference they saw in students that helped develop and strengthen character traits. Our PBIS programs create a structured, supportive, and positive school environment that

helps students thrive academically and socially. Our schools continued to be recognized as Bronze, Silver, Gold, or Platinum PBIS schools. Educational partners requested for ERUSD to continue to offer these programs and incentives to our students.

3.3 Career Exploration: We were able to provide opportunities for our elementary and secondary students to explore a variety of career opportunities. These opportunities were successful as demonstrated from the responses from the LCAP student and parent survey. When asked, "I am able to access the appropriate classes that I need to take to achieve my college/career goals," 90.9%b of students strongly agreed and agreed. When asked, "My children have sufficient opportunities for college/career exploration," 79.05% of parents strongly agreed and agreed. When asked, "I am able to access the appropriate classes that I need to take to achieve my college/career goals," 90.9% of students strongly agreed and agreed. When asked, "My children have sufficient opportunities for college/career exploration," 79.05% of parents strongly agreed and agreed. However, we will not have this action in the next cycle of our LCAP and will explore what other options our programs and services can offer students.

3.4 Academic Programs: ERUSD was able to implement and maintain academic programs such as AVID, AP, and Dual Enrollment.Students' success is reflected in the AP Pass Rate that increased 6.72% from 40.5% in 2021-22 to 47.22% in 2022-23.

3.5 After School Enrichment Programs: The opportunity for our students to be able to participate in a variety of After School Enrichment programs was available for our students and was successfully implemented allowing students to felt meaningful participation. The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%.

3.6 Career Tech Education and Expansion: The implementation of Career and Technical Education (CTE) programs has been effective for several reasons: In the 2022-23 academic year, 9.2% of our students successfully completed a CTE program. 99% of 2023 senior students surveyed replied that they had plans to attend college and/or work after high school graduations, exceeding our outcome of 75% of students feeling prepared for their post high school plans. This demonstrates a tangible interest and engagement from students in pursuing career-focused education. At our educational partner meetings, parents stated they wanted to expand career and technical education programs because these programs equip students with practical skills and hands-on experience, making them more competitive in the job market and offer students skills that they can use if they choose not to go to college. We realize that CTE programs provide diverse pathways to success, catering to students' varied interests and strengths, which can lead to higher student engagement and achievement. Given the positive impact and strong support from students and parents, expanding CTE programs aligns well with our goal of preparing students for college and career opportunities.

3.7 Teen Court: We were unable to sustain this program and will not be able to offer it in the next LCAP 3 year cycle.

3.8 Dual Language Immersion Programs: Dual Language Immersion Programs were added to focus on the necessary support that English Learner students enrolled in a dual immersion program receive to increase the number of students who are reclassifying as English Language proficient and score proficient in the ELPAC. ERUSD saw 16.57% of of ELs attaining English language proficiency based on an ELPAC overall score of 4 in 2022-2023 and of students enrolled in the Dual Language Immersion Programs, we had 27.2% of ELs attaining English language proficiency based on an ELPAC overall score of 4 in 2022-2023, a 10.63% difference.

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.

Goal 3 for ERUSD's Pupil Outcomes will have some changes. It will read, "ERUSD will provide a coordinated and effective instructional program that addresses academic preparedness so that students graduate college and career-ready."

To better measure our desired outcomes, we will have to make some adjustments to our metrics. Although we kept some of our metrics, such as CAASPP Scores in ELA and Math, Career Tech Education and Expansion, and A-G and CTE Pathway completion rate, we moved other metrics to other goals. We did add other metrics too, such as our STAR Reading Assessment, STAR Literacy Assessment, EL Reclassification Rate, and ELPAC percent Proficient Scores. Our Senior Survey will continue to ask students what their plans are after graduation. We will have to continue to distinguish, in our Senior Survey, how many students plan on attending post secondary education and how many will go directly into the workforce.
By adding Star Reading Assessment - 3rd Grade metric we expect to have a better measure of Action 3.10 Small Group Instructional Opportunities for Students, where paraprofessionals will facilitate small group instruction for English Learners and Low-Income students in grades K-2.
Additional changes were also made to the actions in Goal 3. Mental Health counselors were removed from this goal, as well as Action 3.3, Career Exploration and Action 3.7, Teen Court, were ineffective for lack of implementation and were therefore removed from the 2024 LCAP cycle.
Dual Enrollment was added as Action 3.4 in 2022-2023 and will continue in our upcoming LCAP, while offering the opportunity for dual enrollment to middle school and high school students. Students will have the opportunity to take college level courses so that they can be better prepared for the rigors of higher education by helping students develop stronger study habits, time management skills, and a deeper understanding of academic subjects.

Action 3.8, Dual Language Immersion Programs, will continue to focus on the necessary support that English Learner students enrolled in a dual immersion program receive to increase the number of students who are reclassifying as English Language proficient and score proficient in the LCAP. English Learners in a Dual Language Immersion Program are learning to speak, read, and write English, as well as becoming bilingual and bi-literate, while gaining access to grade-level classes in math, science, and other subjects in their native language. We will add how many students received the Biliteracy Seal as a metric for this goal. We expect that ERUD's implementation of the dual language program will offer professional development workshops for teachers focused on effective EL teaching practices, and create parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. ERUSD will also implement the use of technology with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success.

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.
  - 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, 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.
  - 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 Rancho Unified School District	Dr. Marco A. Villegas Superintendent	marcovillegas@erusd.org (562) 801-7310

Plan Summary [2024-25]

General Information

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

The vision of El Rancho Unified School District is "Inspiring learners to thrive in an ever-changing world." The mission statement is "We create opportunities for growth and success."

El Rancho Unified School District serves approximately 7,342 TK-12 students, 250 students in state preschool, and 810 enrollees in the Adult School program. We have a total of 13 schools comprised of 8 elementary schools, 3 middle schools, 1 high school, and 1 alternative high school. Support programs for at-promise students include after-school intervention, online credit recovery, and summer school programming. Our student population has approximately 16.64% English learners (EL), with the majority speaking Spanish. Our student population identifies with the following ethnic groups: 97.28% Hispanic/Latino, 1.08% White, 0.54% Asian, 0.38% Filipino, 0.29% African American, and 0.30% Two or more races. Approximately 75% of our students are classified as socio-economically disadvantaged.

The El Rancho Unified School District prides itself on providing dedicated, experienced professionals who are committed to providing an innovative and excellent education that fosters achievement and success for all students. Stellar visual and performing arts programs, competitive academic and athletics opportunities, International Baccalaureate education programs at one high school and a variety of career technical education classes are some of the many programs which enrich our students' education. Ethnic Studies courses, foreign languages, project-based and Science, Technology, Engineering, and Math-infused learning enhance students' opportunities to engage in rigorous, relevant, and meaningful learning experiences daily. The district will continue to support every student to maximize his or her potential by increasing student achievement across multiple measures, as well as fostering students' social-emotional learning and overall wellbeing. Our district includes two sites that are receiving Equity Multiplier Funding: Ruben Salazar High School and District Office.

Reflections: Annual Performance

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

A review of currently available student performance data reveals growth on key metrics. There has been a notable improvement in the progress of English Learners (ELs) based on the English Learner Progress Indicator (ELPI) between the 2022 and 2023 school year. The percentage of ELs progressing at least one ELPI level increased from 44.5% in 2022 to 52.8% in 2023. This improvement indicates positive momentum in supporting ELs' language acquisition and educational advancement.

In 2022, the UC/CSU completion rate increased to 44.2%. There was a further increase to 45.2% in 2023, demonstrating sustained improvement. Similarly, in 2022 the AP pass rate increased to 40.5% and again saw an increase in 2023 to 45.2%.

In 2022, the chronic absenteeism rate was 37.4%. This rate dropped by 10.4% in 2023 to 27%, indicating an improvement in attendance.

To build upon the various levels of success, ERUSD will continue to monitor and review the progress toward LCAP goals and actions. Areas of particular importance will be: (1) examine the factors that contributed to the increased progress of ELs including analyzing instructional strategies, professional development programs for teachers, community engagement initiatives, and additional resources allocated to support ELs; (2) investigate the factors contributing to the increases in UC/CSU completion rates and AP pass rates including teaching strategies, student support services, curriculum alignment with college expectations, and resources allocated to support college readiness; (3) continue to develop successful attendance initiatives such as targeted outreach to families, providing support services to address barriers to attendance, and training staff on the importance of regular school attendance and how to communicate this with families.

A review of currently available student performance data reveals areas of growth for both school sites and student groups. Within our LEA, 3 schools received the lowest performance level one one or more state indicators on the 2023 Dashboard. North Park Academy of the Arts received a red indicator in Mathematics, Rivera Middle School received red indicators in Suspensions, English Learner Progress, and Mathematics, and Salazar Continuation School received red indicators in Suspensions and College/Career Indicator.

Additionally, in reviewing the California Dashboard data, it is evident that there is growth necessary for various student groups at our school sites. Within our LEA, 9 schools received the lowest performance level on one or more stat indicators on the 2023 Dashboard. Durfee Elementary's English Learner subgroup received a red indicator for Chronic Absenteeism. Rio Vista Elementary's Students with Disabilities received a red indicator in ELA. South Ranchito Dual Language Academy's English Learners received a red indicator in ELA, and their Students with Disabilities received a red indicator for Chronic Absenteeism. Valencia Academy of the Arts' Students with Disabilities received a red indicator in suspension. North Park Academy of the Arts' Socioeconomically Disadvantaged students received a red indicator in Mathematics, their Hispanic students received a red indicator in Mathematics, and their English Learners received a red indicator in both ELA and Mathematics. Rivera Middle School's Socioeconomically Disadvantaged students received a red indicator in Mathematics and Suspensions, their Hispanic students received a red indicator in Mathematics and Suspensions, and their English Learners received a red indicator in ELA,Mathematics, English Learner Progress, and Suspensions, and their Students with Disabilities received a red indicator in ELA. STEAM Academy @ Burke's Students with Disabilities received a red indicator in ELA and Math, and their English Learners received a red indicator in Chronic Absenteeism. El Rancho High School's Students with Disabilities received red indicators in Mathematics and Suspensions. Salazar Continuation School's Hispanic students and Socioeconomically Disadvantaged students received red indicators in the College and Career Indicator and in Suspensions, and their Students with Disabilities received a red indicator in Suspensions.

Finally, in reviewing the California Dashboard we see that there are four student groups in El Rancho Unified School District that received the lowest performance level on one or more state indicators. ERUSD English Learners received red indicators in both ELA and Mathematics, our Foster Youth group received a red indicator in ELA, Mathematics, Chronic Absenteeism, and Suspensions, our Students with Disabilities received a red indicator in ELA, our Homeless student group received a red indicator in the College and Career Indicator, and our White subgroup received a red indicator in Chronic Absenteeism.

Reflections: Technical Assistance

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

Based on Dashboard data, El Rancho Unified School District is eligible for differentiated assistance through the state-determined criteria: Foster Youth performance in two or more Local Control Funding Formula (LCFF) state priority areas. The state priority areas are:
- Pupil Achievement (Priority 4), Red on both the ELA and Mathematics Academic Indicators
- Pupil Engagement (Priority 5), Red on the Chronic Absenteeism Indicator
- School Climate (Priority 6), Red Status on the Suspension Rate Indicator

In response to these designations, El Rancho Unified School District has begun implementing work to address the specific needs of our Foster Youth population. For Priority 4, we are engaging in a range of professional development activities focused on supporting our teaching staff with further developing their instructional strategies to meet the unique learning needs of our Foster Youth student population (Action 3.1). In particular, professional development will examine and build teacher efficacy by identifying and effectively addressing specific student learning needs via a multi-year initiative focused on Universal Design for Learning. As participants in UDL training, teachers districtwide will learn about providing flexibility in the manner students access material, engage with academic content including ELA and Math, and demonstrate what they have learned.

In response to Priority 5, we are prioritizing student wellness by providing school-based health services (Action 1.6). School-based health services provide a convenient and reliable way for these students to receive necessary medical, dental, and mental health care, reducing absenteeism and improving concentration and performance in class.

In response to Priority 6, we are providing programs such as Character Strong and Second Step, Good Behavior Game, and implementing the PBIS framework at school sites to help develop and strengthen character traits (Action 2.8). We expect that the implementation of strong character education will avoid an increase in student behaviors and suspension.

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.

Rivera Middle School and Salazar High School

Support for Identified Schools

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

The Educational Services Department started its support for eligible schools in developing comprehensive support and improvement plans in the Spring of 2024. We have started communicating with school leadership and staff to discuss the unique challenges and opportunities each eligible school faces. Beginning with the school-level needs assessment process, we have developed a needs assessment template based on a template provided by the Los Angeles County Office of Education. We have also generated comprehensive data reports that highlight the specific metrics contributing to a school's CSI designation. This data helps schools to focus their needs assessment on areas requiring the most improvement. Our district will support CSI schools in identifying and selecting evidence-based interventions by providing a library of resources, including research summaries, implementation guides, and effectiveness data. We will also guide CSI schools in connecting their identified needs from the needs assessment process to relevant evidence-based interventions. We have also started supporting sites in identifying resource inequities by conducting on-site visits and interviews with staff and leadership at schools. This allows for a deeper understanding of resource allocation practices and identification of potential inequities that may not be readily apparent through data analysis alone. Resource inequities are being addressed by identifying disparities through targeted actions in the development of the school site's SPSA.

Monitoring and Evaluating Effectiveness

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

Our monitoring and evaluation process will be systematic and proactive, aiming to provide targeted support and resources to facilitate school improvement efforts. We have already scheduled and will continue to schedule initial meetings with the leadership teams of school sites to establish expectations for the monitoring and evaluation process.

We will conduct site visits engage in discussions with administrators, allowing us to assess plan implementation and identify areas for additional support. We will also utilize data analysis tools to track progress towards exiting CSI. This will involve regularly reviewing eligibility data and relevant metrics to monitor effectiveness of the programs specific to the Dashboard indicators that sites met for CSI eligibility. Throughout the monitoring process, we will maintain open lines of communication with school leadership teams, providing ongoing feedback and support as needed. Throughout the year, we will continue to conduct a comprehensive review of each school's progress towards its improvement goals to ensure that schools receiving CSI support have the resources and guidance needed to drive meaningful improvement in student outcomes and school performance.

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
Parent/Community Meeting, including SELPA (SPED) Administrator Elementary, Middle School and High School Teachers, Administrators and Principals Ruben Salazar High School parents, students, staff, and Principals Classified Employee Meeting (California School Employees Association (CSEA)-Classified Bargaining Unit) Certificated Employees (El Rancho Federation of Teachers (ERFT)-Certificated Bargaining Unit) High School Students District Advisory Committee District English Learner Advisory Committee District Program parents, students, staff, and administrators	In the Spring of 2024, El Rancho Unified School District initiated an extensive process to engage its educational partners in developing both its LCAP goals and its action items for its 2024-2027 LCAP plan. This process included three LCAP meetings and multiple LCAP surveys for staff, community partners and students. Each LCAP community meeting included students, parents, teachers, community members, administrators, union representatives, administrators and SELPA representatives. The three topics addressed were: a review of the three-year LCAP data to identify needs, exploration of increased and improved services for students, and the opportunity to provide feedback on goals and prioritize actions. During these engagement sessions, participants collaborated on LCAP goal development and ultimately arrived at five draft goals addressing the following topics: Conditions of learning; engagement; and pupil outcomes; English Learners; and Equity Multiplier. Certificated staff, classified staff, and parents then moved on to dialogue regarding potential actions to support student attainment of draft LCAP goals. Recommended actions were compiled to inform the creation of the ERUSD LCAP. Three surveys were created and distributed to the community, staff and students to provide a greater opportunity for input into the needs of our district and the current areas of success. There were 254 responses received for the staff survey; 330 for the parent survey and 3,432 responses for the student survey. A draft of the LCAP was provided for review and comment to the District Advisory Committee and District English Learner Advisory Committee. During a School

Educational Partner(s)	Process for Engagement
	Board meeting, a presentation of the draft LCAP was provided for review and comment. Written responses to comments shared by DAC/DELAC were emailed to all who attended and the document was posted in English and Spanish on the district webpage. Feedback offered by stakeholder groups is summarized below. All community members were informed of the opportunity to provide written comments regarding specific actions and expenditures in 2024-25 Local Control Accountability Plan for El Rancho Unified School District. Participants of engagement sessions were also informed that they would be able to submit written comments. (*Note: The LCAP was made available to all community members electronically with the agenda for the public hearing and the community was notified of the availability of a printed copy at the ERUSD District Office). A public hearing was held on June 20, 2024, and ERUSD's school board approved the LCAP on June 25, 2024.
Ruben Salazar High School parents, students, staff, and Principal District Office parents, students, staff, and Principal	On April 9th, during Ruben Salazar's School Site Council Meeting staff, students and parents provided input on the creation of the Equity Multiplier goal and the supporting actions; a similar meeting was also held for the the district office program on April 17th. Three surveys were created and distributed to the community, staff and students to provide a greater opportunity for input into the needs of our district and the current areas of success. These were filtered for Ruben Salazar and District Office responses.

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

Students— Through both in person meetings and survey responses students feedback echoed the feelings expressed in previous LCAP sessions, students emphasized the importance of physical and emotional well-being, requesting continued support from counseling services, particularly for those struggling with motivation or mental health challenges. They also highlighted the value of School Support Officers (SSOs) and called for an increased presence for student safety. Additionally, students expressed a desire for improved communication regarding clubs and extracurricular activities, believing it would enhance their engagement within the school community. Students also spoke about the importance of opportunities for career exploration and career technical education.

Staff— School staff raised concerns about student mental health and the need for ongoing support for students, therefore we will continue to employ mental health counselors district-wide. They also emphasized the importance of maintaining clear communication with parents and staff, as well as staff collaboration and articulation. Upgrading and maintaining school facilities remained a key priority. Teachers highlighted the benefits of additional classroom support for small group instruction through instructional aides and college tutors, particularly for English Learners. In response to teacher advocacy for increased support in the classroom, especially for English Learners, we have planned to hire interventionists at the secondary level to work with students who are performing below grade level. Additionally, there were requests for more supportive efforts to increase student safety on campus.

Community-- Parents echoed staff concerns about facility upgrades and the challenges posed by the construction at the high school. They shared the need for continued mental health support for students. Additionally, parents requested expanded academic support options, including the expansions of hands-on CTE programs, field trips and after school offerings, such as science, music and robotics. Parent feedback also cited the need for additional support for students receiving special education services. Feedback highlighted a strong desire for increased student safety measures. Parents suggested increased drug searches, hiring more SSO's, and more supervision during drop off due to traffic congestion.

Administrators— Site Administrators shared the need for instructional coaches that could serve as interventionist and reading specialists. There was also a desire for more support for English Learners. The implementation of Community Liaisons should continue at all school sites, as well as mental health counselors. Sites who have been able to establish Wellness Centers and Sensory Rooms have found them to be beneficial and all sites would like to see them added. Instructional aides were also requested by school sites.

Ruben Salazar High School and District Programs (Equity Multiplier) — This meeting included students, parents and staff and the feedback included interest in expanding CTE pathway offerings beyond the current ROP Medical Pathway to increase the number of students graduating College and Career Ready through CTE completion. This interest will result in expansion in CTE offerings at both Ruben Salazar High School and the Virtual Learning Academy.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive standards-aligned instruction and access to a broad course of study from highly qualified teachers in safe, clean, and welcoming facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

El Rancho Unified School District is committed to offering an optimal learning environment for all students by promoting academic excellence and student success. We will provide a high-quality education to all students by ensuring that students receive standards-aligned instruction and courses, taught by highly qualified teachers.
In addition, our focus on maintaining safe, clean, and welcoming facilities reflects our commitment to create a positive learning environment that supports the academic development and social well-being of every student. This commitment extends to building a sense of belonging and community within our schools, which is essential for student engagement and achievement. It is through quality instruction and learning materials in well maintained and functional facilities that will place students on a trajectory for success after graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of Williams Complaints Submitted Annually	There were no Williams Complaints filed for the 2022-2023 school year in regards to facilities.			No Williams Complaints	
1.2	Appropriately assigned and fully credentialed teachers	98% Fully Credentialed in 2023-24 99% Properly Assigned in 2023-24			100% Fully Credentialed 100% Properly Assigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Standards Aligned Instructional Materials	All students had access to standards aligned instructional material in 2023-2024.			All students have access to standards aligned instructional material	
1.4	Facilities maintained in good repair	All facilities are maintained in good repair for the 2023-2024 school year.			All facilities are maintained in good repair	
1.5	Implementation of the academic content and performance standards adopted by the state board	El Rancho Unified School district is in full implementation of the Common Core Standards for ELA and Math and is working towards full implementation of the NGSS, ELD and other content standards for the 2023-2024 school year.			El Rancho Unified School district is in full implementation of the Common Core Standards for ELA ,Math, NGSS, ELD and other content standards.	
1.6	Percentage of students enrolled in dual enrollment	During the 2023-24 school year, 4.1% of students enrolled in dual enrollment through our early high school college academy.			10% of students enrolled in dual enrollment through our early high school college academy.	
1.7	Percentage of students enrolled in Career Technical Education	During the 2023-24 school year, 31.5% of high school students enrolled in Career Technical Education.			40% of high school students enrolled in Career Technical Education.	
1.8	Percentage of students enrolled in honors/Advanced	During the 2023-24 school year, 35.6% of high school students enrolled in			40% of high school students enrolled in honors/Advanced	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Placement/International Baccalaureate	honors/Advanced Placement/International Baccalaureate courses.			Placement/International Baccalaureate courses.	

Goal Analysis

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	ERUSD will recruit and retain highly qualified teachers and ensure adequate certificated staffing who will provide designated and integrated english langauge development instruction for English Learner students.	$39,851,366.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Librarian and Library Media Technician Support	Our certificated Librarian and Library media techs help support the library used by low income, English learners and foster youth. The librarian and techs aid in book selection, book maintenance, and upkeep of an overall positive library environment for these students who may not otherwise have opportunities to visit the city library. ERUSD's librarian and library media techs play a crucial role in supporting English learner (EL) students by curating language learning resources, offering multilingual materials, and promoting digital literacy. Their commitment to promoting literacy and language development make them valuable allies in the educational journey of English learners. School libraries play a vital role in fostering the development of youth by providing access to resources, promoting literacy and reading skills, encouraging independent learning, and providing a safe and inclusive space. Our library staff ensures that our school libraries are equipped to play these vital roles.	$887,257.00	Yes
1.3	Maintaining Safe Facilities	Provide facilities and maintenance staff to maintain an optimal learning environment that is clean, safe and well maintained.	$7,460,424.00	No
1.4	Instructional Materials	Provide access to the range of instructional materials (i.e. manipulatives and online resources/platforms) needed to fully access core content across the TK-12 grade span.	$1,368,780.00	No
1.5	Teacher Induction Program	Provide a two-year job-embedded individualized induction program that is focused on extensive support and mentoring for new teachers in their first and second year of teaching with a focus on English Learner instructional support.	$350,000.00	Yes
1.6	Student Wellness	Our population of low income students have demonstrated a need for health services. Additional registered nurses, LVN's and site health clerks address the health needs of low income students by promoting wellness, referring students to appropriate services, and providing families to access appropriate health care services. Nurses, LVN's, and Health Clerks are key components of health services for students. In addition to responding	$793,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to the immediate health needs of low income students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Two of our four registered nurses, 3 of our five LVN's, and three of our thirteen health clerks address the physical needs of low-income students, who often times are not seen by a medical care professional. Students are supported in their learning process through educating and promoting wellness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	El Rancho USD will create an inclusive environment that fosters a feeling of safety and belonging among all students, parents, and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At El Rancho Unified School District, we prioritize the engagement of all our educational partners, including students, families and staff in the educational process. We want to ensure that everyone feels welcome and has access to their schools and district. We are committed to providing our students with a comprehensive and robust instructional program in a safe and welcoming school environment.
We want to create an inclusive environment that promotes a sense of safety and belonging for all the educational partners within our school community. This commitment reflects our values of equity, respect, and diversity, ensuring that every student, parent, and staff member feels valued and supported in their educational journey. We want to aim to enhance our students' well-being, academic success, and overall community engagement by the inclusive and safe environments that our schools and district offer.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff LCAP Surveys	In 2023-2024, 61.3% of Staff Report Feeling Engaged by ERUSD as an educational partner			70% of Staff Report Feeling Engaged by ERUSD as an educational partner	
2.2	Parent LCAP Surveys to gauge participation	On the 2023-2024 LCAP Parent Survey 56.67% of parents report participating in			On the LCAP Parent Survey 65% of parents report participating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		district sponsored activities (i.e. PTA, School Site Council, performances, festivals, ceremonies, etc.) On the 2023-2024 LCAP Parent Survey 53.49% of English Learner parents report participating in district sponsored activities On the 2023-2024 LCAP Parent Survey 56% of Low Income parents report participating in district sponsored activities			in district sponsored activities On the LCAP Parent Survey 60% of English Learner parents report participating in district sponsored activities On the LCAP Parent Survey 65% of Low Income parents report participating in district sponsored activities	
2.3	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation	The 2022-2023 CHKS survey showed that 39% of elementary students reported meaningful participation in their schools. At the secondary level, 7th grade reported 21%, 9th grade reported 18%, 11th grade reported 19%, and non-traditional reported 18%.			Elementary: 50% 7th: 30% 9th: 25% 11th: 25% Non Traditional: 25%	
2.4	Parent Participation in district and site advisory	All required advisory committees were held			All required advisory	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee.	to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets in 2023-2024.			committees are held to provide stakeholders with the opportunity to be part of the decision-making process as evidenced by meeting agendas, calendars and sign-in sheets.	
2.5	Middle School Drop Out Rate	The middle school drop out rate for 2022- 2023 was 0%			The middle school drop out rate is 0%	
2.6	Suspension Rate	The suspension rates for the 2022-2023 school year were

All Students - 5.2%
Foster Youth - 13.9%
Hispanic - 5.1%
English Learners - 4.4%
Students with Disabilities - 7.1%
Socioeconomically Disadvantaged - 5.3% | | | The district suspension rate decreased for all students as well as for each student group:

All Students - 2%
Foster Youth - 10%
Hispanic - 2%
English Learners - 2%
Students with Disabilities - 5%
Socieconomically Disadvantaged - 2% | |
| 2.7 | Attendance Rate | The district attendance rate for the 2022-2023 school year was 92% | | | The district attendance rate for the school year is 97% | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Chronic Absenteeism	The chronic absenteeism rates for the 2022-2023 school year were All Students - 27% Foster Youth - 23.4% White - 25.9% English Learners - 26.2% Students with Disabilities - 38.2% Socioeconomically Disadvantaged - 28.1%			The district chronic absenteeism rate decreased by 5% for all students as well as for each student group. All Students - 22% Foster Youth - 18% White - 20% English Learners - 20% Students with Disabilities - 30% Socioeconomically Disadvantaged - 23%	
2.9	Expulsion Rate	The district expulsion rate for the 2022-2023 school year was 0.1%			The district expulsion rate for is 0.1%	
2.10	Staff LCAP Survey Feedback-Safety	In 2023-2024, 85.7% of Staff Report Feeling Safe at their School site			87% of Staff Report Feeling Safe at their School site	
2.11	Parent LCAP Survey Feedback-Safety	On the 2023-24 Parent LCAP Survey, 85.66% of parents report that their "child feels safe at school."			On the Parent LCAP Survey, 88% of parents report that their "child feels safe at school."	
2.12	Student Surveys/California Healthy Kids Survey (CHKS)-Safety	The 2022-2023 CHKS survey showed that 79% of 5th grade students perceived their			Our CHKS survey shows the following percentages for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		schools as Very Safe or Safe. At the secondary level, 7th grade reported 56%, 9th grade reported 52%, 11th grade reported 59%, and non-traditional reported 67%			students perceiving their schools as safe or very safe: 5th: 85% 7th: 61% 9th: 57% 11th: 64% Non-traditional: 72%	
2.13	Staff LCAP Survey Feedback-Engagement	On the 2023-24 Staff LCAP Survey, 72.9% of staff indicate they are given opportunities to get involved in school-wide decisions			On the Staff LCAP Survey, 80% of staff indicate they are given opportunities to get involved in school-wide decisions	
2.14	Parent LCAP Survey Feedback-Engagement	In 2023-2024, 75.37% of Parents feel Engaged as Educational Partners			80% of Parents feel Engaged as Educational Partners	
2.15	High School Dropout Rate	In 2022-23, the Drop Out rate was 4.22%.			The high school drop out rate is 3%	
2.16	Parent LCAP Survey-Communication	82% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 66.7% of Foster Parents surveyed			89% of Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 86.6% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."			75% of Foster Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents." 89% of Low Income Parents surveyed Agreed or Strongly Agreed with the statement "The office staff communicates effectively with parents."	
2.17	Parent LCAP Survey- Mental Health Support	83.46% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 91.46% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are			87% of Parents surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 95% of Parents of Low Income students surveyed Agreed or Strongly Agreed with the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		having emotional or mental health needs." 86% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."			statement "My children know where to go for help if they are having emotional or mental health needs." 90% of Parents of English Learner students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs." Maintain 100% of Parents of Foster students surveyed Agreed or Strongly Agreed with the statement "My children know where to go for help if they are having emotional or mental health needs."	

Goal Analysis

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	EduClimber Comprehensive Data System	Beyond learning needs, our unduplicated students come to us with many non-academic needs. To impact achievement, we need to attend to the needs of these students in a holistic manner. Some of these areas of need include attendance, behavior, and social emotional needs. eduCLIMBER is a comprehensive data system that we will use to capture and analyze data in all of these areas in order to make targeted instructional decisions to support English learners and foster students.	$46,655.00	Yes
2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	Provide school sites with the necessary support from an SSO/Noon Aides/SPO/SRO for students, staff, and parents to feel safe and welcome at an inclusive school environment. School Security Officers(SSO)/School Peace Officer (SPO)/School Resource Officer (SRO) will also provide mediation services on campuses.	$1,011,958.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Mental Health Counselors	Continue to provide and expand Mental Health supports for the mental well being of low income, foster and EL students. Foster Youth, English Language Learners, and students Identified as Low Income are at higher risk of trauma, stress, anxiety, depression and dropping out of school. To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups by receiving identification lists of unduplicated students and prioritizing the offering of mental health services to these students. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following outcomes for unduplicated students: graduation rates, individual academic outcomes, truancies, school attendance and engagement, discipline referrals, peer interactions, and social-emotional skills.	$3,400,000.00	Yes
2.4	Parent Workshops	Provide parent workshops on a variety of topics including academics, educational programs, safety, school transitions, and technology. Partner with organizations to provide parent workshops that integrate tools, strategies, and resources in navigating their child's education. There will be targeted support for English Learners and Low Income.	$500,000.00	Yes
2.5	School Community Liaison for Foster/Homeless Student Case Management	Provide a liaison to facilitate case management for students in foster care and students experiencing homelessness. The school/community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as housing.	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Parent Liaisons	ERUSD will provide a parent liaison at each school site to specifically support communication and engagement of parents of ELs, Low-Income students, and foster youth. These liaisons, will help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. Following are some of the tasks with which parent liaisons will assist: general parent communication; connecting parents with academic resources; engaging families in school events such as conferences, back to school nights, workshops, and volunteering; and providing assistance with accessing supports during challenging times (i.e. facilitating connections with Student Services for support with a host of social services).	$260,000.00	Yes
2.7	Behavior Technicians	Behavioral Technicians support students by collaborating with teachers to help them develop a system of support within their classrooms and developing a behavioral structure that reinforces positive behavior and redirects unwanted behavior. These supports are particularly helpful for our Low Income Students and Foster Youth who may have experienced trauma.	$181,000.00	Yes
2.8	Character Development/Behavior Intervention Programs	Provide programs TK-12 that support positive behavioral interventions and supports (PBIS) for student behaviors that help develop and strengthen character traits with a primary focus on foster students. This action will also serve to support all student groups that received red indicators for Suspension. These schools are Valencia, El Rancho HS, Rivera Middle School and Salazar High School.	$279,412.00	Yes
2.9	College Tutors	Hire and retain college tutors to support in math and AVID classrooms, including AVID Excel. AVID targets C average students who have the potential to succeed in a rigorous academic course of study if given both the opportunity and support. Students are accepted to the program through an application and interview process. One criteria for admittance into the program is membership in an underserved group—students "in the middle." This includes students who would be the first in their family to	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attend college and are a member of a group underrepresented in college, low income, English learners, and foster children. These College Tutors are trained individuals who can provide students support both in class (during the tutorial process) and outside of class time for low income, English Learner and Foster children.		
2.10	Wellness Centers	Create and maintain Wellness Centers at all school sites. Wellness Centers provide students mental health services and serve as safe spaces for students. These spaces will also be used to conduct workshops, mental health consults and check in's and used to promote socialization.	$875,000.00	Yes
2.11	Provide Students with a Go PASS	Provide all Low Income students LEA-wide, with a Go PASS that gives them access to the Metro Link and Montebello Bus Services. The pass is unlimited for student use.	$50,000.00	Yes
2.12	Attention 2 Attendance	Attention 2 Attendance is an attendance improvement software that assists in identifying early warning and intervention, attendance and conferencing management, and reports necessary to help make informed decisions to improve attendance and remove barriers for all students. This action will also serve to meet the needs of all student groups that received red indicators for Chronic Absenteeism. These schools are Durfee, STEAM Academy and South Ranchito Dual Language Academy.	$330,000.00	No
2.13	Student Services	The Director of Student Services, additional counselors, school psychologists, mental health liaison, Lead SSO's and PBIS trained School Security Officers will work collaboratively to address the academic issues and social-emotional well being of Foster Youth. They will also provide individual mentoring to these students and share resources on activities available on campus and in the community in which students can participate.	$3,412,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Student Engagement Beyond the School Day	English learners, Foster Youth, and low-income students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives.	$2,400,000.00	Yes
2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Effective school to home communication positively impacts student achievement. ParentSquare, Aeries Parent Portal Seesaw and Edlio Web, and Access Plus offers the capability to communicate with parents through platforms that are easy to understand and offer communication in multiple languages so that parents of English learner students can access the information.	$125,000.00	Yes
2.16	Board Certified Behavior Analysts	Board Certified Behavior Analysts (BCBAs) will provide targeted behavioral interventions for foster youth and low-income students, addressing their unique and often complex needs. They will help create individualized support plans that promote positive behaviors and academic success that our three Behavior Technicians can implement. BCBAs will also collaborate with administrators and staff to implement effective strategies, fostering a supportive and inclusive learning environment for all students.	$290,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ERUSD will provide an effective instructional program to advance independence and establish academic preparedness that equips students to graduate college and career-ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ERUSD is committed to providing an educational experience that prepares all students for success in college, career, and life. Recognizing the evolving needs of our diverse student population and recognizing the ever-changing educational landscape, ERUSD developed a comprehensive goal-setting process to ensure that every student receives an effective instructional program. Our goal-setting process included an analysis of student performance data around academic achievement, graduation rates, and college and career readiness indicators. Most importantly, we gathered input and perspectives from educational partners including parents, students, staff, teachers, administrators, and community members. Through collaborative meetings, surveys, and open discussion forums, our educational partners helped us develop and write this goal with a focus on equipping students to graduate college and career-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores ELA - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 46.84% for 2022-23, indicating students measure Ready for College in the EAP.			The percentage of 11th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 60%	
3.2	CAASPP Scores MATH - (EAP)	The percentage of 11th grade students Meeting/Exceeding Standards in the Math			The percentage of 11th grade students Meeting/Exceeding	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP assessments is 16.47% for 2022-23, indicating students measure Ready for College in the EAP.			Standards in the Math CAASPP assessments is 30%	
3.3	ELA Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of Yellow and a Distance from Standard of -32.4 (32.4 points below standard) in ELA for grades 3-8 and 11, in 2022-23. Additional data for student groups: Foster Youth - -92.2 DFS, Red English Learners - -73.8 DFS, Red Students with Disabilities - -116.1 DFS, Red Socioeconomically Disadvantaged - -37.1, Orange			The California School Dashboard reflects a +9 point increase from the 2023 Dashboard in ELA for grades 3-8 and 11. Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities -+15 point increase Socioeconomically Disadvantaged - +15 point increase	
3.4	Math Assessment (3-8)- CA School Dashboard	The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -78.3 (78.3 points below standard) in Mathematics for grades 3-8 and 11, in 2022-23.			The California School Dashboard reflects a +9 point increase from the 2023 Dashboard in Math for grades 3-8 and 11, for all students, as well as for each student group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Additional data for student groups: Foster Youth - -106.3 DFS, Red English Learners - -107.4 DFS, Red Students with Disabilities - -152.3 DFS, Orange Hispanic - -79.4 DFS, Orange Socioeconomically Disadvantaged - -83.3, Yellow			Foster Youth - +15 point increase English Learners - +15 point increase Students with Disabilities - +15 point increase Hispanic - +15 point increase Socioeconomically Disadvantaged - +15 point increase	
3.5	CTE Pathway Completion	2022-23 CTE Completion Rate is 13.3%.			CTE Completion Rate is 30%.	
3.6	College & Career Readiness Dashboard	The College & Career Readiness for the 2022-2023 California School Dashboard was that 38.8% of students were prepared. Class of 2023 10.7% of English Learners were prepared Class of 2023 38% of Low Income students were prepared Class of 2023 6.7% of students experiencing			The College & Career Readiness for the California School Dashboard is 50%. 18% of English Learners were prepared 50% of Low Income students were prepared 10% of students experiencing homelessness were prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		homelessness were prepared				
3.7	AP Pass Rate	2022-23 AP Pass Rate is 47.22%			AP Pass Rate is 55%.	
3.8	A-G Completion Rate	A-G completion rate is 45.2% for 2022-23. Class of 2023 1.4% of English Learners completed the a-g requirements Class of 2023 17.3% of Low Income students completed the a-g requirements			A-G completion rate is 55%. 10% of English Learners completed the a-g requirements 20% of Low Income students completed the a-g requirements	
3.9	A-G and CTE Pathway Completion Rate	In 2022-2023, 9.2%, completed both the a-g requirements and a CTE pathway.			15%, completed both the a-g requirements and a CTE pathway.	
3.10	ELPAC Percent Proficient Scores	2022-2023: 16.57% ELs attaining English language proficiency based on the ELPAC overall score of 4			25% ELs earned English language proficiency based on the ELPAC overall score of 4.	
3.11	EL Reclassification Rate	The EL Reclassification Rate in 2022-2023 is 17%.			The EL Reclassification Rate is 25%.	
3.12	Graduation Rate	2022-23 Graduation Rate is 93.52%			The Graduation Rate is 97%.	
3.13	CAST Scores	The 2022-2023 CAST results are: ERUSD all			Met or Exceeded Standards,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grades 21.13% Met or Exceeded Standards, all high school grade at at 21.05%, Met/Exceeded, Grade 8 Met/Exceeded is 19.97%, and Grade 5 22.51% met or exceeded standards.			All grades 24% High school 24%, Grade 8 23% Grade 5 25%	
3.14	Senior Survey	99% of 2023 senior students surveyed replied that they had plans to attend college and/or work after graduation.			100% of senior students surveyed have plans to attend college and/or work after graduation.	
3.15	STAR Reading Assessment-English Learner	In 2023-2024, 29% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.			33% of English Learners in 2nd grade are scoring at or above the 40th percentile on the Star Reading Assessment.	
3.16	STAR Literacy Assessment-English Learner	In 2023-2024, 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.			39% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile on the Star Early Literacy Assessment.	
3.17	CAASPP Scores ELA - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 43.55% for 2022-23.			The percentage of 5th grade students Meeting/Exceeding Standards in the ELA CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 36.29% for 2022-23.			assessments is 48%. The percentage of 8th grade students Meeting/Exceeding Standards in the ELA CAASPP assessments is 40%.	
3.18	CAASPP Scores Math - Elementary and Middle School	The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 20.3% for 2022-23. The percentage of 8th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 23.56% for 2022-23.			The percentage of 5th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 26%. The percentage of 8th grade students Meeting/Exceeding Standards in the Math CAASPP assessments is 28%.	
3.19	Star Reading Assessment - 3rd Grade	45.7% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment in 23-24.			50% of 3rd grade students scored at or above the district benchmark on the Star Reading assessment.	

Goal Analysis

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development for Teachers	To support our English Learner and Foster Youth student populations El Rancho Unified School District will engage in a range of professional development activities focused on supporting our skilled teaching staff with further developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner and Foster Youth student population. In particular, professional development will examine and build teacher efficacy with identifying and effectively addressing specific student learning needs via a multi-year initiative focused on Universal Design for Learning. As participants in UDL training, teachers districtwide will learn about providing flexibility in the manner students access material, engage with academic content, and demonstrate what they have learned. The expectation is that Universal Design for Learning (UDL) will expand opportunities for unduplicated students to access core content in new, substantive ways that affords all students an equal opportunity to succeed.	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Extended Learning Opportunities and Enhanced Materials	ERUSD will support English Learners, low-income students, and foster youth by providing enhanced materials, supports, and extended learning opportunities. This will include providing extended learning programs before/after school, Saturdays, and summer. It will also include the implementation of AVID Excel at the middle school level. This action aims to significantly improve academic achievement and student engagement of these unduplicated pupils.	$2,800,000.00	Yes
3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	To provide instructional support, ERUSD will have teachers on special assignment at elementary and secondary schools, and teachers with release periods at secondary schools, to provide support for teachers and students in the areas of ELA and Math. These teachers may support with implementing a variety of interventions and extended opportunities for student learning, including integrating technology across core content areas so that teachers can plan additional support for our English Learner, Low Income, and Foster Youth students in an effort to close the achievement gap for our students in grades TK-12. This action will also serve to support the schools and student groups that received a red on the ELA and Math indicators on the California Dashboard.	$1,926,484.00	Yes
3.4	Academic Programs	Introduce, implement, and maintain academic programs(i.e., AVID, Project Lead the Way, Dual Enrollment, CTE, Ethnic Studies and others) that give students TK-12 the opportunity to think critically and creatively, while communicating effectively.	$3,800,000.00	Yes
3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	ERUSD received red indicators in both ELA and Math for our English Learner and Foster Youth subgroups, and orange and yellow indicators respectively for our low income students. Teachers on Special Assignment who are content experts in mathematics, English, science, technology, and curriculum and instruction will provide professional development for teachers throughout the district, preschool through twelve with a focus on	$1,390,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting English Learners, Foster Youth, and low income students. This action will support all student groups at school sites that received red indicators in math and ELA. These schools are North Park Academy of the Arts, Rivera Middle School, and South Ranchito Dual Language Academy.		
3.6	Access to Technology and Online Instructional Programs	Continue the provision of 1:1 electronic devices in grades TK-12 to enhance instruction for English learners and low-income students.	$1,100,000.00	Yes
3.7	Increase Access to Academic Counselors	Provide four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs and low income students.	$800,651.00	Yes
3.8	Dual Language Immersion Support/Professional Development	To support the proper implementation of the dual language program, we will offer professional development workshops for teachers focused on effective EL teaching practices, and creating parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. ERUSD will also implement the use of technology with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success.	$530,000.00	Yes
3.9	College and Career Readiness Support Services	ERUSD will promote college and career readiness through activities and provide information on post-secondary options specifically designed for English Learners, foster and low-income students. ERUSD will fund the cost of all Advanced Placement, PSAT, and International Baccalaureate Exam Fees for these student groups who are enrolled in AP and IB courses. ERUSD will also provide college and career counseling activities and provide information on post-secondary options. Instructional materials related to college and career readiness activities will also be purchased and provided. 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	$1,850,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions. This action will also serve to support all student groups that received red indicator for the College and Career Indicator.		
3.10	Small Group Instructional Opportunities for Students	Enlist the assistance of trained paraprofessionals to facilitate small group instruction for English Learners and Low-Income students in grades K-2. This action will enhance Tier 1 and Tier 2 supports for these students by facilitating more individualized assistance to address students' specific academic needs.	$1,032,000.00	Yes
3.11	Class size reduction	Provide small class sizes for low-income students grades TK-3 to promote academic and social emotional development and overall school success.These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income and English Learner families in a more intensive, sustained manner; (2) the opportunity to provide students from low-income and English Learners families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with English Learners as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers and students.	$4,372,337.00	Yes
3.12	Renaissance Products	ERUSD will use Renaissance's Star 360, Accelerated Reader, and Freckle platforms to provide support to English Learner students. Star 360 assesses students' reading, writing, and language skills, including their English proficiency levels. This data allows teachers to identify each English learner's strengths and weaknesses, enabling them to tailor instruction to meet their specific needs. The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books.	$175,824.95	Yes

Action #	Title	Description	Total Funds	Contributing
		The Freckle Math platform provides English Learners with opportunities for visual and interactive learning in Math. Freckle Math incorporates visual elements and interactive activities, making it easier for English learners to comprehend math concepts.		
3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	To support our English Learner student populations El Rancho Unified School District will provide our a range of professional development activities focused on supporting our classified staff who work directly with students with developing their repertoire of instructional strategies to meet the unique learning needs of our English Learner student population. In particular, professional development will examine address specific student learning needs in a variety of subject areas.	$750,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ERUSD will improve English Learner student performance by increasing the number of ELs reclassified by the end of elementary school and reducing the number of long-term EL students in secondary school.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ERUSD is committed to providing equitable opportunities for all students, including English Learners (ELs), to achieve academic success. Understanding the importance of equity, we analyzed data related to EL student performance, including proficiency levels, academic achievement, and reclassification rates. Through this analysis, we determined that there were disparities in outcomes for EL students, particularly in terms of long-term English Learners. By examining this data, ERUSD identified a need to develop a goal for English Learners. The development of this goal was informed by input from a diverse range of educational partners, including EL students, their families, educators, administrators, and community members. Through this collaboration, we understood the importance of providing comprehensive support for EL students to ensure their success in school and beyond. The goal of improving EL student performance reflects our commitment to equity and excellence, ensuring that EL students have the resources and support necessary to succeed in and out of the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of current English Learner students who progressed or maintained an ELPI level	2022-2023 53.4% Progressed or Maintained			57% Progressed or Maintained	
4.2	English Learner Reclassification Rate	The English Learner Reclassification Rate in 2022-2023 is 17%.			The English Learner Reclassification Rate will be 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELA CAASPP scores for English Learners	2022-2023: 10.61% Met or Exceeded Standard for ELA			15% Met or Exceeded Standard for ELA	
4.4	Math CAASPP scores for English Learners	2022-2023: 7.60% Met or Exceeded Standard for Math			11% Met or Exceeded Standard for Math	
4.5	Summative ELPAC Results	2022-2023: 16.57% Proficient			25% Proficient	

Goal Analysis

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	EL Resource Teacher	An EL Resource Teacher who is a content expert in ELD/Language acquisition will provide professional development for TK-12 teachers, with a focus on supporting English Learners and Long Term English Learners	$182,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(LTELs). To meet the needs of all English Learners, the EL Resource Teacher will provide professional development focused on English language development for English Learners and Long Term English Learners as described in ERUSD's EL Master Plan.The EL Resource Teacher will share evidence-based strategies that support this student group. Support topics include Designated and Integrated ELD, academic language and language objectives. This Resource Teacher will also provide instructional support at all sites for teachers of English Learners, including LTELs; this assistance will include classroom observations, instructional rounds and Lesson Studies.		
4.2	Staff Articulation and Collaboration	Establish structures to facilitate on-going staff collaboration at school sites. Collaboration efforts may include vertical articulation across levels (i.e. preschool and elementary, elementary and middle school, middle school and high school) related to instructional best practices and implementation to serve the needs of English Learner students. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$1,550,000.00	Yes
4.3	Support services for EL monitoring	Hire support staff to assist with monitoring English Learner progress. Teachers and support staff will track English Learner progress in all areas, including listening, speaking, reading, writing, and academic content. This will help identify student strengths, areas of need, and areas where targeted support is needed. This action will also serve to meet the needs of English Learners at Rivera Middle school that received a red indicator in the English Learner Progress Indicator.	$400,000.00	Yes
4.4	English Language Development	To meet the needs of all English Learners, ERUSD will provide designated and integrated English language development to English Learners and Long Term English Learners as described in ERUSD's EL Master Plan.	$0.00	No
4.5	EL Master Plan	To meet the needs of all English Learners, ERUSD will identify, serve, and support all EL students with limited proficiency in the English language in	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		accordance with ERUSD's EL Master Plan to ensure students acquire English language proficiency.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Salazar HS and District Office will increase student engagement and college and career readiness by increasing the number of students completing a CTE pathway by June 2025, including Hispanic, socio-economically disadvantaged, and students with disabilities at Salazar; and Hispanic and English Learner students in District Office programs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Salazar HS currently has a Very Low rating on the California Dashboard under the College and Career Readiness Indicator. During the meeting with our school site educational partners, they shared the desire to expand the Career Tech Education offerings through the addition of a second pathway. This goal is being implemented address all student groups in the Red. Salazar has three student groups (Low-Income, Students with Disabilities and Hispanic) in the red for Suspension Rate and has two student groups (Socioeconomically disadvantaged and Hispanic) as Very Low for the College and Career Readiness Indicator on the California Dashboard, by increasing student engagement, we plan to reduce the suspension rate. The increase of CTE offerings will results in an increase of CTE completers and thereby increase the numbers of students graduating college and career ready.

District Office student data was reviewed when we met at the District Program educational partners meeting. Our partners shared the desire to be able to have more Career Tech Education options for their students. They also shared the need of additional ELA supplemental resources for students to have access to.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of students were prepared.			10% of Ruben Salazar HS students will be College & Career Ready	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of Hispanic students were prepared.			10% of Ruben Salazar HS Hispanic students will be College & Career Ready	
5.3	Ruben Salazar High School College & Career Readiness	The Ruben Salazar College & Career Readiness for the 2022-2023 California School Dashboard was that 0% of Low Income students were prepared.			10% of Ruben Salazar HS Low Income students will be College & Career Ready	
5.4	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School suspension rate for the 2022-2023 school year was 9.1%.			The Ruben Salazar High School suspension rate will be 7%	
5.5	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Hispanic suspension rate for the 2022-2023 school year was 9.2%.			The Ruben Salazar High School Hispanic students suspension rate will be 7%	
5.6	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Students with Disabilities suspension rate for the 2022-2023 school year was 13.3%.			The Ruben Salazar High School Students with Disabilities suspension rate will be 10%	
5.7	Ruben Salazar High School Suspension Rate	The Ruben Salazar High School Low Income suspension rate for the 2022-2023 school year was 9.1%.			The Ruben Salazar High School Low Income students suspension rate will be 7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	District Level Program ELA CAASPP Scores	28.26% of students in District Level Program met or exceeded standards for ELA.			32% of students in District Level Program will meet or exceed standards for ELA.	
5.9	District Level Program Math CAASPP Scores	15.39% of students in District Level Program met or exceeded standards for math.			19% of student students in District Level Program will meet or exceeded standards for math.	

Goal Analysis

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Career Tech Education Pathway	Develop and implement a second Career Tech Pathway for Ruben Salazar High School and the District Program.	$203,890.00	No
5.2	Feet First Program	Provide Feet First Program to Salazar High School to positively reinforce desirable student behaviors and outcomes. Feet First is a program that uses boxing as the catalyst for student's social and emotional growth. Trainers work with at-promise youth and provide at 36-week combination cardio boxing and social-emotional curriculum. The curriculum is aligned with the CASEL competencies for social-emotional learning and addresses the areas of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. The program helps students gain an understanding of their thoughts and feelings and learn strategies to handle stress in a healthy way. The program will help improve overall student behavior and improve student attendance and grades.	$5,000.00	No
5.3	Enhanced ELA Supports & Materials	In an effort to increase student engagement and achievement of District program students in ELA , ERUSD will invest in enhanced ELA supports and materials such as Writeable and Rosetta Stone.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,610,902.00	$3,366,200

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
35.582%	8.398%	$6,864,339.10	43.980%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Librarian and Library Media Technician Support **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. To close the achievement gap, Foster Youth, Low Income and English	Our certificated Librarian and Library Media Technicians (LMTs) help support the library use by low income, English learners and foster youth so that they may develop their language/literacy development and academic performance in school. The librarian and LMTs aid in book selection, book maintenance, and upkeep of an overall positive library environment for these students who may not otherwise have opportunities to visit the city library. They will also support the development of	Graduation Rate for Low Income, Foster, and English Learner ELA CAASPP for Low Income, Foster, and English Learner ELA Assessment (3-8)-CA School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners need the support from librarians and Library Media Technicians to help them access diverse resources that support their academic and language development. Providing access to books and materials that reflect the diverse cultures and languages of these student groups will also help them feel more included and engaged in school. Through the feedback from our educational partner meetings, we learned how teachers and students use the library so that students can improve their reading skills. **Scope:** LEA-wide	unduplicated students by providing access to resources, promoting literacy and reading skills, encouraging independent learning, and providing a safe and inclusive space. The librarian and LMTs support action is being provided on an LEA-wide basis because all student would benefit from access to a school library where they can develop their language and literacy skills.	
1.5	**Action:** Teacher Induction Program **Need:** English learners require additional support by their teachers through a variety of instructional strategies, such as SDAIE, as evidenced by the performance gap between all student and English Learners in Graduation Rate, 93.8% compared to 84.5%. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. We also see a gap in the a-g completion rate; for the Class of 2023,	This action provides a two-year job-embedded, distri-wide individualized induction program that is focused on extensive support and mentoring for new teachers in their first and second year of teaching with a focus on English Learner instructional support. This action is being offered on a LEA-wide basis because all our students can benefit from teachers who receive additional support.	ELA CAASPP Scores for English Learners Math CAASPP Scores for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	overall, 44.2% of students completed the requirement, while only 21.2% of English Learners students achieved the same. **Scope:** LEA-wide		
1.6	**Action:** Student Wellness **Need:** Foster youth and low income students may have inadequate access to primary and preventative care and can impact their attendance rate and academic achievement. Low-income and foster youth students need access to health services at school to address barriers that can impede their academic success and overall well-being. Many low-income families may lack adequate healthcare access, leading to untreated physical and mental health issues that affect students' ability to learn and thrive. School-based health services provide a convenient and reliable way for these students to receive necessary medical, dental, and mental health care, reducing absenteeism and improving concentration and performance in class. Additionally, having access to health services at school promotes equity by ensuring all students, regardless of socioeconomic status, have the opportunity to achieve their full potential and succeed in school. 36.39% of our low income students and 21.74 % of our foster youth are meeting or	Nurses, above the base, are key components of the district's health services for foster students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify health needs and provide or connect students and families to the appropriate services and resources, including replacing eyeglasses when they are lost or broken since routine eye exams and eyeglasses are only available once every 24 months for students with medi-cal. Nurses also engage in outreach to provide important health information and education to foster students and their families. Regardless of whether absences are unexcused or excused, chronic absenteeism typically results in poor academic outcomes and is linked to poor preventative healthcare. School nurses, LVN's, and health clerks help address the physical needs of foster students. Foster Youth and Low-Income students will be supported in their learning process through educating and promoting wellness by school nurses, health clerks, and LVNs present at the schools thus absenteeism and improving their academic achievement. This action is being provided school LEA-wide because all students and their families can benefit	ELA and Math Assessment (3-8)-CA School Dashboardfor Low Income and Foster Chronic Absenteesim for Low Income and Foster

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exceeding standards in ELA, in comparison to 38.61% of all students in the 2023 CAASPP. In addition, 21.86% of our low income students and 4 % of our foster youth are meeting or exceeding standards in math, in comparison to 23.9% of all students in the 2023 CAASPP. The CA School Dashboard shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. Our Educational Partners shared at our meetings that they were glad that they were able to know of and share health care services and resources to our parents when requested. **Scope:** LEA-wide	from immediate health care and access to appropriate health care services.	
2.1	**Action:** EduClimber Comprehensive Data System **Need:** Our English Learner (EL) and Foster Youth (FY) student population faces challenges beyond academics that require a holistic approach to support their success. These needs include social emotional learning, attendance support, and behavior management support. These unmet needs can hinder academic progress for both ELs and FYs by limiting their social connections, having unidentified academic needs, and	eduCLIMBER helps our staff address the holistic needs of ELs and FYs by providing a data-driven approach to supporting their academic, social-emotional, and behavioral well-being. Using eduCLIMBER we can capture and analyze data in all of these areas and that empowers us to make targeted instructional decisions to support English learners and foster students. The academic and social-emotional growth of our English Learners and foster students requires sustained and systemic processes, and the eduCLIMBER platform allows us to put these processes into place. Using this platform, teachers, site administrators, and district personnel will be able	CAASPP ELA for English Learners and Foster Youth CAASPP Math for English Learners and Foster Youth Suspension Rate for English Learners and Foster Youth Chronic Absenteeism Rate for English Learners and Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	having behavior that impacts their learning. The consequences of their unmet needs can be seen in the achievement gap that exists between these students and their peers. This achievement gap can be seen in their CAASPP Math and ELA scores. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 4% of Foster students performed as well. The 2023 California Dashboard shows that the suspension rate for all students was 5.1% while the suspension rate for our Foster Youth population was 13.9%. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. **Scope:** LEA-wide	to monitor student progress toward goals via benchmark targets and percentile ranks, import or record data from a variety of assessment types to determine ongoing student needs, analyze student behavior progress, evaluate and monitor the effectiveness of interventions, receive alerts when students meet thresholds for early intervention and prevention, document the progress monitoring of English learners with eduCLIMBER's smartFORMS, and set rigorous yet realistic achievement targets to be met by students. Implementing eduCLIMBER district-wide offers advantages that include equity and consistency, district-wide data driven decision making, improved district-wide professional practice, and efficient resource allocation.	
2.3	**Action:** Mental Health Counselors **Need:** In reviewing caseload data for the 2023-2024 school year, Mental Health Staff provided services to a total of 1374 students. On average, 1 counselor may have 106 students on their caseload. Foster Youth, English	Students within the El Rancho Unified School District have been provided mental health counseling support groups in their native language and specialized counseling for students immigrating from another country. Orientation of new Foster Youth includes the opportunity to have mental health support, if needed. Low Income students are also identified through ACCESS System, which is a triage process to help identify	Student LCAP Survey for Low Income, Foster, and English Learner Parent LCAP Survey for Low Income, Foster, and English Learner Parents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Learners, and students Identified as Low Income are students at higher risk of trauma, stress, anxiety, depression and dropout. In the 2023-2024 School Year, the El Rancho Unified School District reported a total of 78 Foster Youth and 19 received mental health services.

Teachers, parents, and staff at our educational partnership meetings expressed the need for our unduplicated students to receive mental health support. They requested that action be expanded into the LCAP again. The unduplicated population have been impacted by several factors such as the transition of living environment; lack of language acquisition when migrating; and lack of resources for basic care and essential needs such as food, shelter, and housing.

Scope:
  LEA-wide | student and family needs and referral to services. Families are asked to provide insurance information and students with Medi-Cal are linked to partner community support services. In addition, the El Rancho Unified School District provides a student Mental Health Screener that identifies students with a lack of basic needs including food, housing, and medical care. Furthermore, mental health staff provide follow-up meetings with the students and/or families to discuss linkages to community support services and or school-based counseling for the students.

To continue to address the need of the unduplicated population, the El Rancho Unified School District will prioritize unduplicated student groups by taking the following actions: Receive identification lists of foster youth and prioritize the offering of mental health services. A Mental Health Counselor will contact each foster youth and/or guardian to assess the need for mental health services and offer supportive services, as needed. In addition, the Student Services Department will coordinate with English Learner Teachers and offer mental health
support to English Learner classrooms and offer specialized case management for low-income students and families such as those students with Medi-Cal, as well as students who are uninsured and under-insured. Hiring additional Mental Health Counselors will assist in meeting the mental health service needs and improve the following areas: graduation rates, individual academic outcomes, truancies, school attendance and engagement, and discipline referrals. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action will be provided on an LEA-wide basis because all our students can benefit from the social and emotional support to address mental health and related services.	
2.4	**Action:** Parent Workshops **Need:** Data shows a significant achievement gap for our English Learners (EL) and Low-Income students. EL graduation rates are 9.3% lower than the general population. Needs identified during partner engagement sessions, parent surveys, and data analysis include support for English Learners by developing academic vocabulary and comprehension strategies across subjects, and understanding the reclassification process. 38% of low income students are reported as being prepared for college. Low-income student needs addressed in our educational partner feedback were assistance with completing college applications, including identifying fee-waiver opportunities and financial aid resources, understanding the benefits of extracurricular activities and summer enrichment programs, and support navigating transportation costs. ERUSD will address these needs through targeted parent workshops. These workshops will include partnerships with local parent organizations and expertise from our School Community Liaisons, provide support in navigating the college application process and financial aid options, and our School Community Liaisons will assist with	This action addresses the needs of English Learners (EL) students by offering parent workshops specifically focused on EL strategies and the reclassification process, providing targeted support to help EL students (regardless of proficiency level), develop academic language skills and understanding needed to succeed in school. This addresses the unique needs of EL students compared to the general student population. This action also addresses the needs of Low-Income students by providing families with information and support related to college applications, financial aid, and accessing enrichment activities. These workshops will assist families in overcoming potential financial barriers that might hinder their child's educational opportunities. While the needs of EL and Low-Income students may vary across schools, data indicates that achievement gaps and support needs exist throughout the district. Offering these parent workshops LEA-wide ensures equity of access, consistency, and efficiency. All families will have equal opportunity to participate in workshops and gain valuable knowledge and resources, allowing families to gain knowledge and support to actively participate in their child's education.	Parent Surveys to gauge participation for all families including EL families (Metric 2.2); and Parent Participation in district and site advisory committees, District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	establishing translation services and childcare during workshops to ensure accessibility for all families. **Scope:** LEA-wide		
2.6	**Action:** Parent Liaisons **Need:** Parent Liaisons will act as a bridge between the school, foster parents (for foster students) or low-income families, and the various community resources available. These families may face challenges navigating the school system, understanding academic expectations, or accessing support services. The challenges faced by foster students and low-income students can often extend beyond academics and into the social and emotional realm. A parent liaison will connect families with mental health resources or social services that can address these underlying issues and improve the student's overall well-being. **Scope:** LEA-wide	El Rancho Unified School District will provide a parent liaison at each school site to facilitate case management for students in foster care and low income students. The school/community liaison will (1) connect with families to assess student needs of basic supplies and ensure that students have the necessary materials for school success; (2) Facilitate communication between the school and parents/families regarding academics; and (3) link students with social services and community resources such as counseling. This action is being provided LEA-wide because all our students can benefit from community resources that support and address students overall well-being in school.	Parent LCAP Surveys (Metric 2.16) for Low Income, and Foster Youth
2.7	**Action:** Behavior Technicians **Need:**	The District will provide three Behavior Technicians (BTs) to support the social, emotional, and behavioral support for Foster Youth and Low Income students. The District will employ additional BTs to meet with students and guide	Staff LCAP Survey Student LCAP Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Many foster students and low-income students may experience trauma or instability in their home lives. This can manifest in behavioral issues at school as students struggle to cope with their experiences. Behavior technicians can provide positive support systems and develop strategies to help them manage their emotions in a healthy way. The challenges they face outside of school may also lead to academic difficulties. Behavior techs can work with teachers to implement behavior plans and evidence-based practices that improve focus and attention in the classroom, indirectly supporting academic achievement. Of the 303 students that our Behavior Technicians supported at our elementary schools, 112 were low-income or Foster Youth. Feedback received from our Educational Partner meetings indicate that teachers and parents have observed behaviors from students who are struggling in school and that those behaviors may impact student academic achievement. **Scope:** Schoolwide	them through their social and emotional challenges, ensuring their school success, creating positive climates at school for Foster Youth and Low Income students by providing positive relationships through restorative practices. Our BTs will be trained to utilize restorative practice techniques when working with students to increase school engagement and promote positive behavior. At the first tier, behavior technicians work with teachers to establish a positive and supportive classroom environment, where Low Income and Foster students feel valued and supported. They may help to develop classroom expectations and procedures that are clear and consistent, provide positive specific praise, and provide Low Income and Foster students with opportunities to practice social and emotional skills such as self-regulation and conflict resolution. At the second tier, behavior technicians participate in Tier 2 meetings and review Low Income and Foster student data to provide an increased focus on possible functions of behavior and appropriateness of interventions. They use evidence-based strategies such as positive reinforcement, prompting, and modeling to help Low Income and Foster students learn new skills and build confidence. They also facilitate check-in check-out and review daily progress reports with Low Income and Foster students. At the third tier, behavior technicians work with Low Income and Foster students who require more intensive and specialized support. They	

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		collaborate with other professionals such as teachers, school administrators, school psychologists and/or mental health counselors to develop comprehensive plans. The plans are tailored to the specific needs of each Low Income and Foster student and address a range of needs, including academic, behavioral, and social-emotional. They may also work with families to ensure that students receive consistent support across different settings. By providing support at each tier, behavior technicians help students to build the skills and confidence they need to succeed academically and socially. By working collaboratively with teachers, other professionals, and families, they can help to create a supportive and inclusive learning environment where Low Income and Foster students can thrive. These actions are being provided school wide because all our students can benefit from the social and emotional support to address behaviors that impact academic achievement.	
2.8	**Action:** Character Development/Behavior Intervention Programs **Need:** There were more office referrals for foster youth at our middle schools and high schools for behavior that interrupted instruction, aggressiveness toward peers, and inappropriate decision-making with the use of	Providing programs such as Character Strong and Second Step, Good Behavior Game, and implementing the PBIS framework at school sites will meet the needs of foster youth students to support positive interventions for student behaviors that help develop and strengthen character traits. We expect that the implementation of strong character education will avoid an increase in student behaviors and will expose foster youth to lessons on core ethical values such as respect, justice, citizenship, and	Suspension Rates for Foster Youth

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	language, alcohol, and 10.3% comparison to 5.2 % of all students that were suspended. Teachers, classified staff, and administrators shared at our educational partnership meetings the need for other interventions an support systems other than suspension. **Scope:** LEA-wide	responsibility to self and others. In addition, students will gain skills and knowledge of the five competencies of Social and Emotional Learning, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. We expect to see an increase in student engagement in school and a decrease in office referrals. The PBIS team will assemble as a team of teachers, administrators, and support staff who will lead the implementation of the program. They will be responsible for planning and monitoring the program. Teachers and staff will continue to participate in training and professional development on the principles and practices of the program. This may include understanding the tiered behavior support system, data collection methods, and strategies for reinforcing positive behaviors. Students will also have a system that recognizes and rewards positive behavior consistently. This can include verbal praise, tokens, or other incentives that motivate students to adhere to the expected behaviors. Schools will also Implement data-driven decision making when they use data to monitor student behavior, identify areas for improvement, and make informed decisions. The tiered behavior support system will include universal interventions for all students, targeted interventions for those at risk, and intensive interventions for students with significant behavioral challenges. This system will ensure that interventions are evidence-based and tailored to meet the needs of individual students.	

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		This action is being provided on an LEA-wide basis because all our students can benefit from positive behavior interventions for behaviors that will strengthen student character development to create a supportive environment that promotes positive behavior, enhances academic performance, and improves overall school climate.	
2.9	**Action:** College Tutors **Need:** Hire and retain College Tutors for AVID classrooms, including AVID Excel. English Learners have a greater need for support in their academic career as evidenced by the California Dashboard Graduation Rate status of Orange (84.5%) for English learners. The overall Graduation Rate Status is Green (93.8%). AVID targets C-average students who have the potential to succeed in a rigorous academic course of study if given both the opportunity and support. Students are accepted to the program through an application and interview process. One criterion for admittance into the program is membership in an underserved group—students "in the middle." This includes students who would be the first in their family to attend college and are a member of a group underrepresented in college, i.e., English learners. These College Tutors are trained individuals who can support students both in class (during the tutorial process) and outside of class time for English Learner children.	The College Tutor Program directly addresses these needs by providing specific support in developing academic language and literacy skills necessary for success in rigorous courses. The program also offers valuable guidance on the college application process, financial aid options, and college research, particularly for students from underserved backgrounds. Through this support, the College Tutor Program empowers high-potential students, including EL students and those from underserved backgrounds, to close achievement gaps, excel in rigorous courses, and prepare for college success. This action is being privided on a schoolwide basis because it will benefit all students participating in the AVID program.	Graduation Rate and A-G Completion Rate for English Learners

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	Scope: Schoolwide		
2.10	**Action:** Wellness Centers **Need:** According to the Mental Health Services Act, children in the foster youth system, students identified as low-income, and English Language Learners are student groups that experience disproportionate student discipline data. The higher levels of student discipline stem from home, community, and school challenges. Rising rates of poverty put stress on low-income families. Foster youth are particularly vulnerable to mental health disabilities and crisis. Enhanced support for foster youth, low-income, and English Language Learner populations is essential to address challenges both at home and in school, facilitating the reduction of suicide ideation, incarceration, homelessness, school failure, dropout, removal of children from their homes, and prolonged suffering. Through the district's LCAP student and parent surveys, we have received feedback that wellness centers are a need at all school sites. **Scope:** LEA-wide	Having wellness centers at our sites would create accessible opportunities for student mental health services where students have a safe space. English Learners, Foster Youth and Low Income students will benefit from SEL supports, workshops, mental health consults and check ins and socialization. This action is being provided on an LEA-wide basis because all our students can benefit from access to a Wellness Center on their school campus.	Attendance for English Learners, Foster Youth and Low Income students Chronic Absenteeism for English Learners, Foster Youth and Low Income Students
2.11	**Action:** Provide Students with a Go PASS	This action addresses the transportation needs of Low-Income students, by ensuring that these students have reliable access to public	Attendance Rate and Chronic Absenteeism for Low Income Students

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	Need: Reliable transportation is crucial for students to access and fully participate in their education. 28.1% of our Low-Income students are chronically absent. Our educational partners shared insight on low-income students who face transportation barriers, such as limited public transit options or the inability to afford bus fees. These barriers can lead to chronic absenteeism and negatively impact student achievement. By providing all Low-Income students with a free, unlimited Go PASS, we aim to remove these financial barriers and ensure they have reliable access to school. **Scope:** LEA-wide	transportation, regardless of their family's financial circumstances. This action is being provided on a district-wide basis to avoid having to identify low-income students and allow for all students to have the pass if their circumstances change.	
2.13	**Action:** Student Services **Need:** When students have a support services that address bot their academic and social well being, they tend to do better in school. Having activities and resources available on campus to can increase their engagement and academic achievement. The suspension rates for the 2022-2023 school year for all Students was 5.2%, 8.7% lower than the 13.9% suspension rate for Foster Youth. The California School Dashboard reflected a performance level of Orange and a Distance from Standard of -78.3 (78.3 points below	The Director of Student Services, the additional counselors, psychologists, mental health liaison, Lead SSO's, and PBIS trained school resource officers will work collaboratively to address the academic achievement of foster youth students. They will provide individual mentoring and share resources on activities available on campus and in the community in which foster youth students can participate so that they feel engaged in and are aware of the resources that are available to help them. The relationship that the students will develop with the counselors, psychologists, and PBIS trained school resource officers will be able to meet foster student needs as they provide guidance and solutions to problems they may face that can impact their academic progress. Foster youth students can benefit from having multiple	ELA CAASPP Scores Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) in Mathematics for grades 3-8 and 11, in 2022-23, while a -106.3 DFS, Red for Foster Youth. The California School Dashboard reflected a performance level of Yellow and a Distance from Standard of -32.4 (32.4 points below standard) in ELA for grades 3-8 and 11, in 2022-23 and a -92.2 DFS, Red, for Foster Youth. Through outreach with our educational partners, teachers, parents, and foster youth shared that they are struggling with school and need additional resources, including mentors and strong relationships with school personnel, to support their needs and meet academic achievement and feel engaged in school. **Scope:** LEA-wide	mentors, each offering unique skills and experiences. This action is being provided in a LEA-wide basis because all students would benefit from the social emotional support and mentoring that can increase overall student achievement.	
2.14	**Action:** Student Engagement Beyond the School Day **Need:** Low Income families and students lack the resources to participate in sports activities and music instruction due to the cost of registration, transportation and equipment fees. In reviewing master schedule and sports team data, there is a participation gap between English Learners and Foster Youth and other students when it comes to participation in extra-curricular activities. For example, there are no English Learner or	The research concludes that extracurricular activities can help ELL students acclimatize to school by giving them an opportunity to form meaningful relationships with instructors and classmates and a secure learning environment, and a sense of self-worth (Park, 2015). Students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives. Students will provided with opportunities to engage beyond the school day through a variety of opportunities, such as clubs, sports, and activities. This action is being offered on a LEA-wide basis	Student Surveys/California Healthy Kids Survey (CHKS)-Meaningful Participation, Attendance Rate for Foster Youth, Low Income and English Learners Chronic Absenteeism Rate for Low Income, Foster, and English Learner

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	Foster Youth students involved in Academic Decathlon, Wrestling, Tennis, Cheer, etc. This data highlighted the need to increase the number of afterschool enrichment and co-curricular activities to provide multiple and varied opportunities for student-to-student interactions, including sports, performing arts, and other events. Through outreach with low-income. foster and English Learner parents, students and their teachers we received feedback that these opportunities help connect and engage students to the district and their school sites. **Scope:** LEA-wide	because all our students can benefit from enrichment opportunities beyond the school day.	
2.15	**Action:** Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus **Need:** Limited access to information in multiple languages creates a barrier for parents of English Learners (EL) students hindering their ability to fully participate in their child's education. This action addresses that barrier by providing an increased and improved service for English Learners and their families. Giving parents access to ParentSquare, Aeries Parent Portal, Seesaw and Edlio Web and Access Plus, offers user-friendly interfaces and the capability for multilingual communication. Through our educational partner engagement sessions with English Learner families, we learned that having	These platforms offer features specifically addressing EL families' needs such as multilingual communication. EL parents can stay informed about school activities, their child's progress, and important announcements regardless of their English proficiency, using these platforms that can translate messages and access information in multiple languages. Offering these communication tools district-wide ensures equity of access for all EL families across the district. Using these platforms district-wide avoids the need for individual schools to develop their own solutions and streamlines communication for both schools and families. This action provides an increase service to better serve the needs of our English Learner students. This action is being provided on an LEA-wide basis because all students and parents benefit from communication.	Parent Surveys (Metric 2.2) to gauge participation for English Learners and Parent Participation in District English Learner Advisory Committee and other district and site events

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	platforms that provide multilingual methods of communication helps families stay involved and support their students in their education. By implementing these tools, we ensure all families have equal access to important school information and opportunities in multiple languages. Communication goes beyond Aeries Parent Portal, it includes school/district websites, social media, video postings and infographics. **Scope:** LEA-wide		
2.16	**Action:** Board Certified Behavior Analysts **Need:** Low-income and foster youth often face significant challenges such as instability and trauma, which can impact their behavior and emotional well-being, necessitating specialized support from behavior technicians. Board Certified Behavior Analysts (BCBAs) will work with the BTs to provide training and supervision as they develop strategies and evidence base plans that can help the Low-income and foster youth students in school. BCBAs will provide targeted interventions and strategies to help these students develop coping skills, improve their academic performance, and establish a stable and supportive learning environment. The suspension rates for the 2022-2023 school year for all Students was 5.2%, and	Board Certified Behavior Analysts (BCBAs) are essential in supporting our district's Behavior Technicians (BTs) by providing them with expert guidance and supervision in implementing behavior intervention plans for the students they work with. They will ensure that the interventions are applied correctly and effectively, maximizing the positive outcomes for students with behavioral challenges. BCBAs will also offer ongoing training and professional development for Behavior Technicians, strengthening their skills when managing the range of behaviors that students can exhibit. This support system will be able to help the students that are being supported by the behavior technicians. The BCBAs will support BTs by: Providing training and Professional Development for BTs,, covering the principles of applied behavior analysis (ABA), data collection techniques, and specific intervention strategies. This ensures that technicians are well-equipped	Staff LCAP Survey Student LCAP Survey Suspension Rate for Foster Youth and Low Income students

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	13.9% for Foster Youth and 5.3% for low-income students. Feedback received from our Educational Partner meetings indicate that teachers and parents requested additional support for students who exhibit b behaviors that may impact student safety and academic achievement. **Scope:** Schoolwide	with the knowledge and skills needed to implement effective behavior interventions. Supervising and monitoring BTs by observing their sessions, providing feedback, and monitoring the progress of the students they are working with. This ongoing supervision will help maintain the quality and consistency of the interventions that are being delivered. Developing programs and modifying the program through collaboration with BTs to develop individualized behavior intervention plans based on evidenced based practices and if necessary, assessments. They will also review data collected by the BTs to make necessary adjustments to the plans, ensuring that the interventions remain effective and responsive to the student's needs. This action is being implemented school wide because all students may benefit from the support social emotions support that is provided to address behavioral issues.	
3.1	**Action:** Professional Development for Teachers **Need:** Our Foster Youth student population grapples with a distinct set of challenges that necessitate a flexible and supportive instructional approach. These challenges include academic disruption, trauma and loss,	The action addresses the needs of our EL's and foster youth because UDL provides a framework for teachers to create classrooms that are responsive to the specific needs of both ELs and FY students. UDL as a an instructional approach and strategy is responsive by encouraging teachers to develop lessons that have multiple means of representation, multiple means of action and expression, and multiple means of	ELA and Math Assessment (3-8)-CA School Dashboard for English Learners and Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and social emotional needs. These unmet needs can lead to lower academic performance and an increased risk of disengagement, as evidenced by CAASPP Math and ELA scores. Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidences by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023, CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 4% of Foster students performed as well. **Scope:** LEA-wide	engagement. By providing multiple access points, UDL allows both ELs and FYs to engage with the material in ways that meet their individual needs and learning styles. This fosters a more supportive and inclusive learning environment where they can feel empowered to participate and succeed. Providing UDL training for all teachers across the district offers several advantages. These advantages include, consistency and equity for students, increased opportunities and knowledge base for effective teacher collaboration and resource sharing, and improved professional practice district-wide. By implementing UDL district-wide, we can create a system that benefits both teachers and students. Teachers gain a valuable framework for effective instruction, while students experience a more inclusive and supportive learning environment that promotes academic success for all. These actions are being provided on an LEA-wide basis because all students can benefit from Universal Design for Learning.	
3.2	**Action:** Extended Learning Opportunities and Enhanced Materials **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only	The action addresses the needs of our EL's, Foster Youth, and low income students because these enhanced supports will go beyond the traditional textbook driven opportunities that have been provided previously and will incorporate engaging academic content across high interest topics such as robotics, art, coding, journalism,	ELA and Math Assessment (3-8)-CA School Dashboard Graduation Rate for Low Income, Foster, and English Learner

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	10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 21.86% of low income students, and 4% of Foster students performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%.

Our English Learner (EL) student population faces unique challenges that hinder their full engagement in the classroom. These challenges include limited English proficiency, cultural and linguistic barriers, and differing learning styles and backgrounds. These unmet needs can lead to passive participation, reduced motivation, and behavioral issues, impacting student engagement and, in turn, academic success. Our low-income student population faces challenges that can hinder their full engagement in the classroom. Foster Youth are at greater risk of retention without academic support and benefit from the increased access to certificated staff. These challenges include gaps in foundational knowledge, limited access to resources, and social emotional needs. These unmet needs can lead to discouragement, passive participation, and behavior issues. Extended | and government. As part of these experiences, students will actively apply language skills in class projects, and participate in field trips related to the topics studied. Foster Youth, EL, and Low-Income students benefit from strategic and systematic intervention activities. Teaching staff will provide extended learning opportunities, such as after-school tutoring and homework support to Low-Income, Foster Youth, and English Learner students to increase academic achievement in core and elective courses. These enhanced opportunities will lead to increased engagement and academic success. These actions are being provided on an LEA-wide basis because all students can benefit from extended learning opportunities and enhanced materials | Chronic Absenteeism Rate for Low Income, Foster, and English Learner |

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	learning opportunities as well as enhanced materials provide the academic support unduplicated student groups traditionally lack due to their circumstances. By addressing these specific needs, we aim to create a more inclusive and engaging learning environment where EL, Foster Youth, and low income students feel excited to attend school, empowered to participate, contribute their unique perspectives, and reach their full potential. **Scope:** LEA-wide		
3.3	**Action:** School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). In addition, CAASPP scores for the 2022-23 school year show that our English Learners, foster youth, and low-income students significantly underperform when compared to their peers. In 2023 CAASPP ELA, 38.16% of	ERUSD English Learners are underperforming their peers districtwide thereby creating an achieviement gap, as evidence by CAASPP scores. Support from teachers will improve English Learner student performance by developing and conducting professional development sessions formative assessments, facilitating the SBAC test and its Digital Library component, and providing input/insight on ways to increase teachers' use of technology as it positively impacts student performance in the classroom. The teachers can review data and collaboratively plan action strategies with principals and teachers that utilize scientifically-based research on reading, science and mathematics strategies that address both current and future instructional needs of English Learner students. These Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all	ELA Assessment (3-8)-CA School Dashboard, Math Assessment (3-8)-CA School Dashboard, for English Learners, Foster and Low Income

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	all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students performed as well. Foster youth, English Learners, and Low income students need the additional academic support and interventions during the school day from Teachers on Special Assignment to close the achievement gap and so that they can overcome academic challenges and build the skills necessary for academic achievement. **Scope:** LEA-wide	classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	
3.4	**Action:** Academic Programs **Need:** A-G completion and California Dashboard College Career Readiness data indicate a lower completion rate for the English Learners and low-income students as compared to other student subgroups. We see a gap in the a-g completion rate; for the Class of 2023, overall, 44.2% of students completed the requirement, while only 21.2% of English Learners and 41.7% of Low Income Students achieved the same. Low Income English Learner students need increased services to	Academic programs, such as AVID, IB, PBL, CTE, Dual Enrollment and Project Lead the Way, are designed to target students, including English learners and low-income students, that are traditionally underrepresented in higher education. These programs also provide English Learners and low-income students with the guidance and support they need to successfully complete the A-G requirements and graduate from high school college and career ready. Through this action we will address the A-G completion and California Dashboard College Career Readiness data which indicates a lower completion rate for the English Learners and low-income students as compared to other student subgroups. We expect to see an	a-g Completion Rate and College and Career Readiness Indicator for Low Income, English Learner

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	close the gap. These services include guidance and support they need to successfully complete the A-G requirements and graduate from high school college and career ready, increased access to a variety of a-g courses and means to meet the college and career readiness indicator. **Scope:** LEA-wide	increase in the A-G completion rate and the number of students who apply to 2 and 4 year colleges for the unduplicated student groups listed, as well as an increase in California Dashboard College Career Readiness completion rate for the English Learners and low-income students. These actions are being provided on an LEA-wide basis because all students can benefit from access to academic programs.	
3.5	**Action:** Content Experts/Teachers on Special Assignments Providing Support District-Wide **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). In addition, CAASPP scores for the 2022-23 school year show that our English Learners and low-income students significantly underperform when compared to their peers. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners, 21.74% of Foster students, and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners, 4% of Foster students and 21.86% of low income students	These Content Experts/Teachers on Special Assignments will provide teachers with training to successfully implement these practices across all classrooms in the district. ERUSD will employ Instructional Coaches and Teachers on Special Assignment who are content experts in mathematics, English, science, technology, and curriculum and instruction who can provide professional development for teachers, preschool through twelfth grade, with a focus on supporting English Learners, Foster Youth, and low income students. Support topics include Integrated ELD, academic language and language objectives. Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. These individuals will also provide instructional support at secondary sites and focus on helping teachers make course content more accessible to English Learners, Foster Youth, and low income students through coaching, lesson design and classroom feedback. These Content Experts/Teachers on Special Assignments will provide teachers with	ELA Assessment (3-8)-CA School Dashboard, Math Assessment (3-8)-CA School Dashboard, CAASPP Scores ELA - (EAP), CAASPP Scores Math - (EAP) for English Learners, Foster Youth and Low Income Students

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	performed as well. There is a need for professional development to ensure a variety of research proven strategies are used in the core classrooms. Low income, Foster and English Learner students need additional support to access grade-level content. This includes scaffolding, activating prior knowledge, and specific instructional strategies to ensure student success. **Scope:** LEA-wide	training to successfully implement these practices across all classrooms in the district because it will benefit all students including student groups who received a red the Dashboard in ELA and Math.	
3.6	**Action:** Access to Technology and Online Instructional Programs **Need:** Based on our staff survey, teachers indicated a need for student devices that will continue to support English Learners with embedded tools that assist with language acquisition. Student and parent surveys and academic grades data demonstrated that low-income students have limited access to technology. **Scope:** LEA-wide	With a 1:1 ratio, students who have limited access to this type of technology will be able to take them home and use them for homework, assignments, and extended research. Providing access to technology will increase student performance and enhance student familiarity with technology used in and out of the classroom. Access to technology for English learners will assist with making progress toward English fluency as measured by the ELPAC at all grade levels. Students will utilize technology to access online instructional programs and various supplemental district-supported online instructional programs. Devices will be updated on a rotating schedule based on the district's replenishment plan. Technology support personnel will be funded for all school sites. Technology Devices and Technology support staff provide students with the resources to develop the skills needed to graduate ready to continue their education in college and compete for 21st-century careers. District IT professionals support and maintain computing devices and network infrastructure, configure and update systems that	EL Reclassification Rate, College & Career Readiness Dashboard for Low Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support data integration processes, and oversee routine data operations to provide the stable function of software applications, databases, and security systems. To enhance learning and provide additional support for low-income and English-learner students, the district assigns computing devices to each, which are regularly updated and upgraded, for classroom and home use. Additionally, the district seeks to deploy new and emerging technologies to improve and support the specific needs of low-income and English-learner students. This action is being provided on a LEA-wide basis because all our students would benefit from access to technology and online instructional programs so that they may increase their overall academic achievement.	
3.7	**Action:** Increase Access to Academic Counselors **Need:** Low Income and English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career. In reviewing caseload data, we found that at the middle school level, on average, there was one counselor for 600 plus students. And, at the comprehensive high school level, each counselor had an average of 440 students. This is much greater than the American School Counselor Association recommended ratio of 250:1. English Learners have a greater need to meet with their counselors to ensure that they are being	Counseling support for these student groups will include check-in's on academic progress, support for reclassification, and attending to social-emotional wellness. Academic counselors will help increase engagement for Low Income and English Learner students by building strong relationships of support and mentorship. Counselors will also connect Low Income and English Learner students to extra-curricular and leadership opportunities on campus. In addition, there is also a need for counselors to support with parent engagement and training through workshops. Additional counselors will ensure parents of unduplicated students are aware of reclassification criteria, students resources and academic supports. This support will be offered offered LEA wide to lower counselor caseload numbers for English Learners and Low	College & Career Readiness Dashboard for English Learners and Low Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supported in their academic career as evidence by the California Dashboard Graduation Rate status of Orange for English Learners. The overall Graduation Rate Status is Green. Low Income students have a greater need for support in resources and programs that address financial constraints. Through parent and student surveys, we received feedback that expressed that the additional counselor support was valuable and impactful for student support in academic planning and achievemnt. In addition, both parents and students commented on the need for support with resources provided by counselors beginning at the middle school level. **Scope:** Schoolwide	Income students LEA wide. Counselors will work with Low Income students to provide resources for scholarships, Cash 4 College Nights and opportunites for free textbooks for dual enrollment and other resources. Specific counseling needs include check-in's on academic progress, support for reclassification, and attention to social-emotional wellness. Academic counselors will be able to increase English Learner student engagement by building strong relationships of support and mentorship. Counselors will also connect Low Income and English Learner students to extra-curricular and leadership opportunities on campus.	
3.8	**Action:** Dual Language Immersion Support/Professional Development **Need:** English learners need to gain English proficiency so that they may reclassify as English proficient. Research shows that English learners become more proficient in English by middle or high school when enrolled in a dual language immersion program. The Portland Public Schools RAND study confirmed previous findings that English learners reach English proficiency at higher rates when enrolled in a dual language program, especially when their native language matches the partner language. A	To support our English Learners who are participating in the dual language program, ERUSD will offer professional development workshops for teachers focused on effective EL teaching practices, and creating parental engagement programs that provide language classes and informational workshops for parents. Additionally, ERUSD will establish supplemental tutoring and after-school programs to offer ELs extra language support and homework assistance. We will also implement the use of technology, with language learning platforms and/or software, and ensure access to digital resources to support our ELs academic success. We expect to see an increase in the number of English Learners who are reclassifying and an	ELA CAASPP Scores for English Learners and EL Reclassification Rate for students at South Ranchito and Rivera Middle School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2015 Rice University study of the Houston Independent School District also showed English learners reach greater proficiency when enrolled in dual language programs with native English speakers rather than in isolated, separate environments, such as an ELD class or isolated ELD instruction. By fifth grade, English learners in two-way programs consistently had higher English performance. This indicates that English learners benefit from being in class with their peers as they would be in a dual language classroom. ERUSD'S dual language programs help our English learners develop proficiency in both their native language and English. 25.55% of all students at South Ranchito Dual Language Academy met or exceeded ELA standards in the 2023 ELA CAASPP, while 6.97% of English Learners met or exceeded ELA standards. At RIvera Middle School, 29.50% of all students met or exceeded ELA standards in the 2023 CAASPP while 0% of English Learners met or exceeded ELA standards in the 2023 ELA CAASPP. Professional Development will provide teachers with strategies for language acquisition, cultural competency, and differentiated instruction, which are critical in a dual language setting to close the achievement gap. Dual Language teachers at South Ranchito and Rivera Middle School need additional professional development to build stronger skills and identify teaching strategies when teaching in two languages to ensure students achieve language proficiency	increase in our district interim assessment data for English learners who participate in our dual language programs. This action is being provided on a school wide basis because all our students who participate in a Dual Language Immersion Program will benefit from these programs as they become efficient in two languages.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and academic success in both Spanish and English. In 2022-2023, 16.57% ELs were attaining English language proficiency based on the ELPAC overall score of 4 and the EL Reclassification Rate was 17%. By providing a dual language immersion program to our students, it will help English learners reclassify by promoting proficiency in both their native language and English, which will improve their overall language development and academic achievement. This program will create an immersive environment that supports bilingualism, allowing English Learners to transfer skills between languages and accelerate their English language acquisition. **Scope:** Schoolwide		
3.9	**Action:** College and Career Readiness Support Services **Need:** Foster Youth and English Learners have a need for support in their academic career as evidenced by the California Dashboard Graduation Rate. The overall Graduation Rate for all students at ERUSD is Green and Orange for English Learners. There is also a performance gap in CAASPP ELA and Math, EL's and Foster are Red, while Overall are	ERUSD will promote college and career readiness for English Learners, low income students, and foster youth students through the following activities: fund the cost of all Advanced Placement, PSAT, and International Baccalaureate Exam Fees for all students who are low income, foster youth, and English Learners that are enrolled in AP and IB courses. This action is aimed to address any financial constraints that might prevent a student from earning college credit due to the cost of the exam. ERUSD will also provide college and career counseling activities and provide information on post-secondary options	College & Career Readiness Indicator for Foster, English Learner, and Low Income

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	Orange. We also see a gap in the a-g completion rate; for the Class of 2022, overall, 44.2% of students completed the requirement, while only 21.2% of English Learners, 21.1% of Foster students and 41.7% of Socio-Economic Disadvantaged Students achieved the same. In addition, low-income students experience a financial challenge in preparation for college due to the cost of exam fees such as AP, IB, PSAT and SAT. Low income students limit their opportunities due to financial constraints. Through outreach with English Learner, Foster Youth, and Low Income parents, studnets and their teachers we learned that these programs are highly valued and greatly serve to engage and prepare students for their post high school plans. **Scope:** Schoolwide	specifically designed for English Learners, low income students and Foster Youth students who have unique needs that may be obstacles to post-secondary education options and encourage them to complete their A-G Requirements and be UC/CSU eligible. Instructional materials related to college and career readiness activities will also be purchased and provided to foster youth, English Learners and low-income students, including materials in the students' home languages and A-G informational materials. 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. These activities will be across all secondary school sites beause all students will benefit from access to college and career readiness support services..	
3.10	**Action:** Small Group Instructional Opportunities for Students **Need:** Star Early Literacy, Star Reading and Star Math documents the existing achievement gap for English Leaner students in K-2nd grade levels and underscores the need for additional instructional support. 29% of English Learners in 2nd grade are scoring at or above the 40th percentile, while 57% of all other 2nd grade students are	The continued support of instructional aides in TK-2nd grade classrooms will be helpful in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning. Paraprofessionals and/or college tutors will be enlisted to facilitate small group instruction for English Learners and Low-Income students in our eight elementary schools in grades TK-2. Their support will enhance a District supported Multi-Tiered System of Support (MTSS) initiative to embed evidence based academic practices, consistent procedures, student tiered supports and strategies to increase and improve equity and access for students to	STAR Universal Screeners for Literacy and Reading for English Learners Dashboard ELA Scores for English Learners and Low Income Students Dashboard Math Scores for English Learners and Low Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. 21.86% and 36.39% of low income students met or exceeded standards in the 2022-2023 Math and ELA CAASPP, respectively. During stakeholder engagement sessions, providing opportunities for students to learn in small groups continues to be identified as a top priority by both parents and staff. **Scope:** LEA-wide	ensure the unique and individual academic, behavior and social emotional learning needs are met and to close the achievement gaps. As a result of this support with small group instruction, we expect to see the performance of ELs and Low Income students improve in ELA and math as evidenced by ERUSD interim assessments. This action is being provided on an LEA-wide basis because all our students can benefit from the academic support that small group instruction can provide.	
3.11	**Action:** Class size reduction **Need:** Research indicates that children from low-income backgrounds often start school behind their more affluent peers on various measures of school readiness including physical, social emotional, language and cognitive developmental measures (American Academy of Pediatrics, 2019) (Cannon, J. S., and Karoly, L. A., 2007) (Reardon, S. 2019). 29% of English Learners in 2nd grade are scoring	Low income and English Learner students need smaller class sizes that allows teachers to better focus on individual students' specific needs, providing targeted support and addressing learning gaps. Students will have the opportunity for more differentiated instruction to ensure they are working at an appropriate level, making their learning process more efficient and effective. In an effort to ensure that children from low-income homes and English Learners are provided optimal learning environments that facilitate growth across these critical developmental domains, El	STAR Literacy and Reading Universal Screeners for English Learners Dashboard ELA Scores for Low Income and English Learner Dashboard Math Scores for Low Income and English Learner

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	at or above the 40th percentile, while 57% of all other 2nd grade students are scoring at or above the 40th percentile on the Star Reading Assessment. 35% of English Learners in Kinder and 1st grades are scoring at or above the 40th percentile, while 53% of all other Kinder and 1st grade students are scoring at or above the 40th percentile on the Star Early Literacy Assessment. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners and 36.39% of low income students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners and 21.86% of low income students performed as well. Teacher observations shared during articulation sessions in ERUSD indicate that children from low-income families enter school with specific needs across these developmental domains. In particular, teachers cite gaps in oral language and vocabulary; phonemic awareness; number sense; self-regulation; peer interactions as challenges to academic success for young children from low-income families. **Scope:** LEA-wide	Rancho Unified School District is committed to providing small class sizes in grades TK-3. ERUSD will provide smaller class sizes below the contracted number. These smaller class sizes will facilitate: (1) teachers working with small groups of students from low-income families and English Learners in a more intensive, sustained manner; (2) the opportunity to provide English Learners and students from low-income families with smaller peer groups within which teachers can monitor interactions and scaffold problem solving and conflict resolution—key elements of later school success; (3) rich opportunities for teachers to engage in on-going dialogue with EL students as a vehicle for promoting oral language development, a critical foundational skill correlated with later reading and writing achievement; and (4) the formation of healthy, nurturing relationships between teachers an EL and low income students. This final component, relationships, is associated with improved social and academic outcomes and is more reasonably achieved when teachers have less students in a class. El Rancho Unified School District has developed its LCAP to provide tiered systems of support for EL and low income students that will offer enhanced educational experiences that exceed base requirements. The district is maintaining its commitment to providing smaller class sizes in grades TK-3 to provide an optimal learning environment for its youngest students and to ensure "best first instruction" during the primary years for the academic and social emotional well-being of students. It is anticipated that our comprehensive actions will provide the support	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needed for EL and low income students to successfully access content and meet grade level standards. This action is being provided on an LEA-wide basis because all our students can benefit from small class sizes to be more engaged in class and have a stronger reading, writing, and math achievement.	
3.12	**Action:** Renaissance Products **Need:** Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement gap, as evidenced by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making	The various products available to students and educators as part of the Renaissance platform will address the needs of our EL's in the following ways: Star 360 assesses students' reading, writing, and language skills, including their English proficiency levels. This data allows teachers to identify each English learner's strengths and weaknesses, enabling them to tailor instruction to meet their specific needs. Teachers can create personalized learning plans and provide targeted support to help English learners improve their language skills. ERUSD teachers will use the Star 360 assessments as a local screening and monitoring tool to track English learners' progress over time. By regularly assessing English learners' language skills, teachers can determine if the current instructional approaches are effective or if adjustments are needed to support their language acquisition. Additionally, Star 360 identifies specific skills or concepts that English learners may struggle with. This information allows teachers to provide targeted intervention to address those challenges effectively.	Star Reading Scores (K-12) Star Math Scores (K-5) CAASPP ELA Scores for English Learners CAASPP Math Scores for English Learners CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	The Accelerated Reader program which is designed to improve reading skills and foster a love for reading among students, includes comprehension quizzes that test students' understanding of the books they have read and are designed to assess their understanding of the plot, characters, and main ideas of the books. The AR program also helps English learners develop their reading fluency. By engaging with a variety of texts, learners can improve their reading speed, accuracy, and overall fluency in English. Finally, the AR program provides teachers and students with data on reading progress, such as the number of books read, comprehension quiz scores, and reading level growth. The Freckle Math platform provides English Learners with opportunities for visual and interactive learning in Math. Freckle Math incorporates visual elements and interactive activities, making it easier for English learners to comprehend math concepts. The visual representations can help students understand the meaning of mathematical terms and symbols, regardless of their English proficiency level. Additionally, Freckle Math exposes English learners to a variety of math terms and expressions which assists these students in their comprehension of the specific math vocabulary that is required. By engaging with the platform, students can expand their math-related vocabulary, which can also indirectly enhance their English language skills.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		All students can benefit from the use of these products, therefore this action is being provided on an LEA-wide basis.	
3.13	**Action:** Professional Development to Support English Learners for Classified Staff Working Directly with Students **Need:** In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners students performed as well. English Learners need further support to close the achievement gap. **Scope:** LEA-wide	To support our English Learner student population El Rancho Unified School District will provide professional development to our classified staff working directly with students to develop their knowledge of instructional strategies to meet the unique learning needs of our English Learner student population. This professional development will include classified staff working directly with students, which includes implementation of the ELD standards, strategies for Designated and Integrated ELD, addressing the language and social-emotional assets and needs of different EL profiles (e.g., newcomers, LTELS), ongoing collaboration, classroom-based application and teacher reflection or inquiry cycles and sub release time to achieve this action. We will provide classified staff working directly with students with training to successfully implement these practices across classrooms throughout the district because it will benefit all students.	CAASPP Math Scores for English Learners CAASPP ELA Scores for English Learners
4.2	**Action:** Staff Articulation and Collaboration **Need:** Our district's English Learner (EL) population faces unique challenges in achieving academic success. These challenges include limited English proficiency and differing academic backgrounds, amongst others. Due to the various challenges, ERUSD English Learners are underperforming their peers districtwide thereby creating an achievement	By establishing structures for ongoing staff collaboration, as well as vertical articulation, we can ensure a more cohesive and effective approach to serving EL students. This will allow teachers to share best practices, align curriculum and instruction, and develop targeted interventions. Through this collaborative effort, we aim to better equip our educators, and in turn, our EL students with the necessary language skills, academic foundation, and support to achieve academic success.	ELA CAASPP scores for English Learners Math CAASPP scores for English Learners EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gap, as evidences by English Learner CAASPP scores and the English Learner Progress Indicator on the California Dashboard. In 2023, CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 10.61% of English Learners performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 7.6% of English Learners performed as well. Additionally, the California School Dashboard shows that only 53.4% of EL's are making progress towards English language proficiency or maintaining the highest level. **Scope:** LEA-wide	When staff members meet to collaborate they articulate effectively, they can align instructional strategies, ensuring that students build on their knowledge and skills progressively from one grade level to the next. This will help students transition between grades and schools because staff will have the opportunity to share important information about student progress, needs, and strengths, allowing for tailored support and continuity in their instruction. This action is provided LEA-wide because teacher collaboration leads to enhanced student achievement. When teachers share teaching strategies, resources, and insights, it can lead to more effective and engaging instruction and lessons that create a more engaging learning environment that differentiates instruction for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** School Community Liaison for Foster/Homeless Student Case Management **Need:**	The District Foster Youth Liaison provides a variety of specialized and technical support to Foster Youth. Serves as an educational advocate for foster youth, serves as a liaison between schools, group homes, caregivers and others to	Suspension Rate for Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Foster Youth have unique needs that are addressed by the District Foster Youth Liaison, such as Coordinating with Child Welfare, providing technical assistance with CDE and case management. Foster Youth require a variety of specialized and technical support. There is a need for coordination with Child Welfare and other school districts to develop and implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Our Foster Youth (FY) student population face challenges beyond academics that require a holistic approach to support their success. These needs include social emotional learning, attendance support, and behavior management support. These unmet needs can hinder academic progress for FYs by limiting their social connections, having unidentified academic needs, and having behavior that impacts their learning. The consequences of their unmet needs can be seen in the achievement gap that exists between these students and their peers. This achievement gap can be seen in their CAASPP Math and ELA scores. In 2023 CAASPP ELA, 38.16% of all students Met or Exceeded Standard; however, only 21.74% of Foster students performed as well. In Math, 23.9% of all students Met or Exceeded Standard; however, only 4% of Foster students performed as well. The 2023 California Dashboard shows that the suspension rate for all students was 5.1% while the suspension rate for our Foster Youth	assure that the educational needs of students in foster care are met. Coordinates with Child Welfare and other school districts to develop and implement appropriate strategies, and provide appropriate services, to address the needs, and improve the educational outcomes of students in foster care. Organizes, oversees, and monitors activities for a variety of Foster Youth Services projects including tutoring, mentoring, and enrichment. Provides technical assistance, guidance, support and training district wide in relation to California Department of Education State laws, and best practices pertaining to educational support to foster youth. Monitors educational support and outcomes provided by the schools and provides education case management in as-needed situations. Provides guidance and support to assure the educational wellbeing of the students; attends and supports students at IEP meetings, SART/SARB meetings, SST meetings, and other events critical to student success, as needed. Accesses, reviews and collects data from a variety of sources, which may include, , CALPADS, AERIES, and EPS, to support and facilitate foster youth services and student success, such as, but not limited to, tracking grades, educational credits, and graduation requirements. The Foster Youth Liaison makes community agency referrals as needed such as to higher education programs, adult education, and vocational programs to ensure student success. The Liaison connects students with appropriate and relevant support services and resources, such as college personnel to transition foster youths to post-secondary education.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	population was 13.9%. The dashboard also shows that the chronic absenteeism rate for all students declined by 10.4% while the chronic absenteeism rate for our Foster Youth increased by 4.5%. In addition, during our education partner session, feedback received communicated the need for more support for our foster youth to help meet their unique social, emotional and academic needs. **Scope:** Limited to Unduplicated Student Group(s)	Develops and implements tracking systems; gathers reliable, valid and comprehensive information and data on services provided to students in foster care, as required by the California Department of Education. Assures appropriate placement of foster youth in schools by assisting schools in understanding and complying with applicable laws and regulations; works closely with other District Foster Youth Liaisons to assure the timely transfer of educational records and gathers other pertinent student information to facilitate enrollments. Attends designated county and district meetings; and attends state-mandated conferences and workshops. Serves as a resource to foster youth, District staff, and community agencies; maintains knowledge of current laws and regulations pertaining to the education of students in foster care.	
4.1	**Action:** EL Resource Teacher **Need:** English Learners need to reclassify as English Language Proficient in order to be successful in a-g classes and college or career readiness. A high level of English proficiency is necessary to provides access for college and career readiness. The English Learner Reclassification Rate in 2022-2023 is 17% and in 2022-2023 16.57% of students received a Proficient score in the ELPAC receiving a score of 4.	An English Language (EL) Resource Teacher is needed to support teachers who work with English Learners so that they can effectively address the diverse English language development needs of English language learners (ELLs) within the classroom. The EL Resource Teacher will provide professional development, collaborative planning, and classroom coaching, which enhances classroom teachers' ability to differentiate instruction and deliver content in a way that is accessible to all students, while focusing on teaching strategies that enhance language development and academic achievement of English Learners.	ELPAC Results EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.3	**Action:** Support services for EL monitoring **Need:** While the data indicates that over half (53.4%) of English Learners are making progress towards proficiency, a significant portion (46.6%) are either maintaining their current level or not progressing. This highlights the need for improved support and targeted interventions to accelerate English language acquisition for all learners. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the identified need to accelerate language acquisition for English Learners by increasing targeted support such as individualized support with dedicated staff. This can assist teachers in identifying individual student strengths and weaknesses in listening, speaking, reading, writing, and academic content mastery. The action can also improve efficiency and effectiveness by alleviating teachers' workload on progress monitoring, giving them the opportunity to dedicate more time to high-quality instruction and personalized learning approaches.	Summative ELPAC Results

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.

El Rancho Unified School District Plans to utilize additional concentration grant add-on funding to provide direct services to students. Given that all schools in ERUSD have a concentration of unduplicated students above 55%, direct service supports will be distributed equitably across all schools within the designated grade spans. These services are described, by action number below:

* Action #1.2-- Librarian and Library media techs: ERUSD is using additional concentration grant add-on funding to retain our certificated Librarian and Library media techs to help support the library used by low income, English learners and foster youth providing them tools, support and options to increase literacy and reading skills.

*Action #1.6 – Student Wellness- Our population of low income students have demonstrated a need for health services.ERUSD is using additional concentration grant add-on funding to retain the additional registered nurses, LVN's and site health clerks to address the health needs of low income students by promoting wellness, referring students to appropriate services, and providing families to access appropriate health care services.

*Action #2.7 – Behavior Technicians- English Learners, Low-Income Students, and Foster youth at all elementary schools in ERUSD will receive support from Behavior Technicians (BT). ERUSD is using additional concentration grant add-on funding to retain current behavior technician and add an additional BT to perform these duties.

* Action # 3.7-- Increase Access to Academic Counselors: Retain four additional academic counselors (3 at the middle school level, one at the high school level) to increase access and academic support for ELs, foster, and low income students. Low Income, Foster and English Learners have a greater need to meet with their counselors to ensure that they are being supported in their academic career. Counseling support for these student groups will include check-in's on academic progress, support for reclassification, and attending to social-emotional wellness. Academic counselors will help increase engagement for Low Income, Foster and English Learner students by building strong relationships of support and mentorship. Counselors will also connect Low Income, Foster and English Learner students to extra-curricular and leadership opportunities on campus. In addition, there is also a need for counselors to support parent engagement and training through workshops. Additional counselors will ensure parents of unduplicated students are aware of reclassification criteria, students resources and academic support. ERUSD is using additional concentration grant add-on funding to both (1) increase the number of counselors serving in this capacity, and (2) retain current counselors who supported students during 2023-24.

* Action #3.10 – Small Group Instructional Opportunities for Students: Students in grades K-2 will receive support from instructional aides. ERUSD is using additional concentration grant add-on funding to both (1) increase the number of individuals who will be working with students in classrooms to support with tiered academic supports, and (2) retain current instructional aides performing these duties.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:34.3
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17.4

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$77,597,945.00	27,610,902.00	35.582%	8.398%	43.980%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$82,679,887.95	$6,642,497.00	$0.00	$869,187.00	$90,191,571.95	$75,817,362.00	$14,374,209.95

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	Highly Qualified Staff	All		No				7/1/24-6/30/27	$39,851,366.00	$0.00	$35,180,496.00	$4,162,465.00	$0.00	$508,405.00	$39,851,366.00	
1	1.2	Librarian and Library Media Technician Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$887,257.00	$0.00	$887,257.00				$887,257.00	0%
1	1.3	Maintaining Safe Facilities	All		No				7/1/24-6/30/27	$7,460,424.00	$0.00	$7,460,424.00	$0.00	$0.00	$0.00	$7,460,424.00	
1	1.4	Instructional Materials	All		No				7/1/24-6/30/27	$0.00	$1,368,780.00	$418,780.00	$800,000.00	$0.00	$150,000.00	$1,368,780.00	
1	1.5	Teacher Induction Program	English	Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$350,000.00	$0.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	0%
1	1.6	Student Wellness	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$793,067.00	$0.00	$793,067.00				$793,067.00	0%
2	2.1	EduClimber Comprehensive Data System	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$0.00	$46,655.00	$46,655.00				$46,655.00	0%
2	2.2	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	All		No				7/1/24-6/30/27	$1,011,958.00	$0.00	$1,011,958.00	$0.00	$0.00	$0.00	$1,011,958.00	0%
2	2.3	Mental Health Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$3,400,000.00	$0.00	$1,723,076.00	$1,466,142.00	$0.00	$210,782.00	$3,400,000.00	0%
2	2.4	Parent Workshops	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	7/1/24-6/30/27	$150,000.00	$20,000.00	$170,000.00	$0.00	$0.00	$0.00	$170,000.00	0%
2	2.6	Parent Liaisons	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/24-6/30/27	$260,000.00	$0.00	$260,000.00				$260,000.00	0%
2	2.7	Behavior Technicians	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	7/1/24-6/30/27	$181,000.00	$0.00	$181,000.00				$181,000.00	0%
2	2.8	Character Development/Behavior Intervention Programs	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$135,352.00	$144,060.00	$279,412.00				$279,412.00	0%
2	2.9	College Tutors	English Learners	Yes	Schoolwide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementa	7/1/24-6/30/27	$275,000.00	$0.00	$275,000.00				$275,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry, Rivera MS, North Park, STEAM, El Rancho High School									
2	2.10	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$0.00	$875,000.00	$875,000.00				$875,000.00	0
2	2.11	Provide Students with a Go PASS	Low Income	Yes	LEA-wide	Low Income	All Schools	7/1/24-6/30/27	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
2	2.12	Attention 2 Attendance	All	No				7/1/24-6/30/27	$0.00	$330,000.00	$330,000.00				$330,000.00	
2	2.13	Student Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	7/1/24-6/30/27	$3,412,376.00	$0.00	$3,412,376.00				$3,412,376.00	0%
2	2.14	Student Engagement Beyond the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$750,000.00	$1,650,000.00	$2,400,000.00				$2,400,000.00	0%
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$125,000.00	$125,000.00				$125,000.00	0%
2	2.16	Board Certified Behavior Analysts	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary	7/1/24-6/30/27	$290,000.00	$0.00	$290,000.00				$290,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5									
3	3.1	Professional Development for Teachers	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/24-6/30/27	$1,000,000.00	$2,000,000.00	$3,000,000.00	$0.00	$0.00	$0.00	$3,000,000.00	0%
3	3.2	Extended Learning Opportunities and Enhanced Materials	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$2,000,000.00	$800,000.00	$2,800,000.00	$0.00	$0.00	$0.00	$2,800,000.00	0%
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,926,484.00	$0.00	$1,926,484.00	$0.00	$0.00	$0.00	$1,926,484.00	0%
3	3.4	Academic Programs	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$300,000.00	$3,500,000.00	$3,800,000.00	$0.00	$0.00	$0.00	$3,800,000.00	0
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/24-6/30/27	$1,390,648.00	$0.00	$1,390,648.00	$0.00	$0.00	$0.00	$1,390,648.00	0
3	3.6	Access to Technology and Online Instructional Programs	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/24-6/30/27	$400,000.00	$700,000.00	$1,100,000.00	$0.00	$0.00	$0.00	$1,100,000.00	0%
3	3.7	Increase Access to Academic Counselors	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	7/1/24-6/30/27	$800,651.00	$0.00	$800,651.00	$0.00	$0.00	$0.00	$800,651.00	0
3	3.8	Dual Language Immersion Support/Professional Development	English	Learners	Yes	Schoolwide	English Learners	Specific Schools: South Ranchito Dual Languag	7/1/24-6/30/27	$380,000.00	$150,000.00	$530,000.00				$530,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e Academy , Rivera Middle School TK-8									
3	3.9	College and Career Readiness Support Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools 6th Through 12th	7/1/24-6/30/27	$650,000.00	$1,200,000.00	$1,850,000.00				$1,850,000.00	0
3	3.10	Small Group Instructional Opportunities for Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades K-2	7/1/24-6/30/27	$1,032,000.00	$0.00	$1,032,000.00				$1,032,000.00	0
3	3.11	Class size reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech	7/1/24-6/30/27	$4,372,337.00	$0.00	$4,372,337.00				$4,372,337.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3									
3	3.12	Renaissance Products	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$0.00	$175,824.95	$175,824.95				$175,824.95	0%
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$500,000.00	$250,000.00	$750,000.00				$750,000.00	0%
4	4.1	EL Resource Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/24-6/30/27	$182,442.00	$0.00	$182,442.00				$182,442.00	0%
4	4.2	Staff Articulation and Collaboration	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/24-6/30/27	$1,550,000.00	$0.00	$1,550,000.00				$1,550,000.00	0%
4	4.3	Support services for EL monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/24-6/30/27	$0.00	$400,000.00	$400,000.00				$400,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	English Language Development	English Learners	No				7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
4	4.5	EL Master Plan	English Learners	No				7/1/24-6/30/27	$0.00	$0.00	$0.00				$0.00	
5	5.1	Career Tech Education Pathway	All	No				7/1/24-6/30/27	$120,000.00	$83,890.00		$203,890.00			$203,890.00	0
5	5.2	Feet First Program	All	No				7/1/24-6/30/27	$5,000.00	$0.00		$5,000.00			$5,000.00	
5	5.3	Enhanced ELA Supports & Materials	All	No				7/1/24-6/30/27	$0.00	$5,000.00		$5,000.00			$5,000.00	

2024-25 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
$77,597,945.00	27,610,902.00	35.582%	8.398%	43.980%	$38,278,229.95	0.000%	49.329 %	**Total:**	$38,278,229.95
								LEA-wide Total:	$33,599,136.95
								Limited Total:	$752,442.00
								Schoolwide Total:	$3,926,651.00

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	1.2	Librarian and Library Media Technician Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$887,257.00	0%
1	1.5	Teacher Induction Program	Yes	LEA-wide	English Learners	All Schools	$350,000.00	0%
1	1.6	Student Wellness	Yes	LEA-wide	Foster Youth Low Income	All Schools	$793,067.00	0%
2	2.1	EduClimber Comprehensive Data System	Yes	LEA-wide	English Learners Foster Youth	All Schools	$46,655.00	0%
2	2.3	Mental Health Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,723,076.00	0%
2	2.4	Parent Workshops	Yes	LEA-wide	English Learners Low Income	All Schools	$500,000.00	0%
2	2.5	School Community Liaison for Foster/Homeless Student Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$170,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Parent Liaisons	Yes	LEA-wide	Foster Youth Low Income	All Schools	$260,000.00	0%
2	2.7	Behavior Technicians	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$181,000.00	0%
2	2.8	Character Development/Behavior Intervention Programs	Yes	LEA-wide	Foster Youth	All Schools	$279,412.00	0%
2	2.9	College Tutors	Yes	Schoolwide	English Learners	Specific Schools: North Ranchito, Rio Vista, Rivera Elementary, Rivera MS, North Park, STEAM, El Rancho High School	$275,000.00	0%
2	2.10	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,000.00	0
2	2.11	Provide Students with a Go PASS	Yes	LEA-wide	Low Income	All Schools	$50,000.00	0%
2	2.13	Student Services	Yes	LEA-wide	Foster Youth	All Schools	$3,412,376.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Student Engagement Beyond the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,000.00	0%
2	2.15	Provide ParentSquare access/Aeries Parent Portal/Seesaw/Edlio Web and Access Plus	Yes	LEA-wide	English Learners	All Schools	$125,000.00	0%
2	2.16	Board Certified Behavior Analysts	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts TK-5	$290,000.00	0
3	3.1	Professional Development for Teachers	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,000,000.00	0%
3	3.2	Extended Learning Opportunities and Enhanced Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,800,000.00	0%
3	3.3	School Site Based Teachers on Special Assignment Providing Instructional Support at the Elementary and Secondary Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,926,484.00	0%
3	3.4	Academic Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$3,800,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Content Experts/Teachers on Special Assignments Providing Support District-Wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,390,648.00	0
3	3.6	Access to Technology and Online Instructional Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$1,100,000.00	0%
3	3.7	Increase Access to Academic Counselors	Yes	Schoolwide	English Learners Low Income	Specific Schools: All ERUSD Middle Schools and ERHS	$800,651.00	0
3	3.8	Dual Language Immersion Support/Professional Development	Yes	Schoolwide	English Learners	Specific Schools: South Ranchito Dual Language Academy, Rivera Middle School TK-8	$530,000.00	0%
3	3.9	College and Career Readiness Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools 6th Through 12th	$1,850,000.00	0
3	3.10	Small Group Instructional Opportunities for Students	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades K-2	$1,032,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	Class size reduction	Yes	LEA-wide	English Learners Low Income	Specific Schools: Birney Tech Academy Durfee Elementary Magee Academy of Arts and Sciences North Ranchito Elementary Rio Vista Elementary Rivera Elementary South Ranchito Dual Language Academy Valencia Academy of the Arts Grades TK-3	$4,372,337.00	0%
3	3.12	Renaissance Products	Yes	LEA-wide	English Learners	All Schools	$175,824.95	0%
3	3.13	Professional Development to Support English Learners for Classified Staff Working Directly with Students	Yes	LEA-wide	English Learners	All Schools	$750,000.00	0%
4	4.1	EL Resource Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$182,442.00	0%
4	4.2	Staff Articulation and Collaboration	Yes	LEA-wide	English Learners	All Schools	$1,550,000.00	0%
4	4.3	Support services for EL monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$400,000.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$96,788,177.95	$85,112,813.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Teachers and Staff	Yes	$1,926,484.00	$1,051,162.00
1	1.2	Highly Qualified Staff	No	$39,851,366.00	$37,351,366.00
1	1.3	Tutoring Support for Students	Yes	$2,500,000.00	$1,401,385.00
1	1.4	Small Group Instructional Opportunities for Students	Yes	$860,709.00	$1,036,730.00
1	1.5	Staff Articulation and Collaboration	Yes	$1,550,000.00	1,653,568.00
1	1.6	Access to Technology and Online Instructional Programs	Yes	$2,500,000.00	$2,500,000.00
1	1.7	Maintaining Safe Facilities	No	$7,460,424.00	$7,460,424.00
1	1.8	Instructional Materials	No	$1,368,780.00	$1,368,780.00
1	1.9	Teacher Induction Program	Yes	$350,000.00	$350,000.00
1	1.10	Content Experts/Teachers on Special Assignments	Yes	$1,390,648.00	$893,942.00

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	1.11	EL Resource Teacher	Yes	$182,442.00	$189,887.00
1	1.12	Instructional Materials in Core Content Areas	No	$800,000.00	$800,000.00
1	1.13	Class size reduction	Yes	$4,372,337.00	$5,474,338.00
1	1.14	Professional Development to Support English Learners and Foster Youth	Yes	$2,000,000.00	$2,006,901.00
1	1.15	EduClimber Comprehensive Data System	Yes	$46,655.00	$46,655.00
1	1.16	Renaissance Products	Yes	$175,824.95	$175,825.00
2	2.1	Support for Small Group Instruction	Yes	$90,000.00	$115,502.00
2	2.2	Increase Access to Academic Counselors	Yes	$800,651.00	$487,919.00
2	2.3	School Security Officers(SSO)/Noon Aides/School Peace Officer (SPO)/School Resource Officer (SRO)	No	$1,011,958.00	$1,011,958.00
2	2.4	Support for small group instruction for English Learners	Yes	$150,000.00	$0
2	2.5	Parent Workshops	Yes	$300,000.00	$300,000.00
2	2.6	Counselor Support and Professional Development	Yes	$150,000.00	$158,459.00
2	2.7	School Community Liaison for Foster/Homeless Student Case Management	Yes	$150,000.00	$148,332.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Extended Learning for ELs, Low-Income students, and Foster Youth	Yes	$4,200,000.00	$600,000.00
2	2.9	Parent Liaisons to support ELs, Low-income students, and Foster Youth	Yes	$750,000.00	$231,193.00
2	2.10	Enhanced ELD Supports & Materials	Yes	$1,468,000.00	$1,468,000.00
2	2.11	Behavior Technicians	Yes	$350,000.00	$198,430.00
2	2.12	Academic Counselors for Secondary Students	No	$1,472,786.00	$1,309,391.00
2	2.13	AVID College Tutors	Yes	$275,000.00	$275,000.00
2	2.14	College and Career Readiness Support Services	Yes	$1,850,000.00	$1,850,000.00
2	2.15	Provide Students with a Go PASS	Yes	$50,000.00	$50,000.00
2	2.16	Attention 2 Attendance	No	$300,000.00	$300,000.00
2	2.17	Student Wellness	Yes	$793,067.00	$1,090,156.00
2	2.18	Librarian and Library Media Tech Support	Yes	$875,754.00	$1,048,855.00
2	2.19	Student Services	Yes	$3,412,376.00	$1,515,826.00
2	2.20	Student Engagement Beyond the School Day	Yes	$2,200,000.00	$2,200,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.21	Provide ParentSquare access/Aeries Parent Portal/Seesaw	Yes	$105,000.00	$105,000.00
2	2.22	Interpretation & Translation Services	No	$15,000.00	$15,000.00
3	3.1	Mental Health Counselors	Yes	$3,400,000.00	$1,649,913.00
3	3.2	Character Development/Behavior Intervention Programs	Yes	$279,412.00	$279,412.00
3	3.3	Career Exploration	No	$320,000.00	$320,000.00
3	3.4	Academic Programs	Yes	$2,700,000.00	$2,700,000.00
3	3.5	After School Enrichment Programs	No	$93,504.00	$93,504.00
3	3.6	Career Tech Education and Expansion	Yes	$1,100,000.00	$1,100,000.00
3	3.7	Teen Court	No	$60,000.00	$0
3	3.8	Dual Language Immersion Programs	Yes	$730,000.00	$730,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$27,756,078.00	$42,357,435.95	$35,073,932.00	$7,283,503.95	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Teachers and Staff	Yes	$1,926,484.00	$1,051,162.00	0%	0
1	1.3	Tutoring Support for Students	Yes	$2,500,000.00	$1,401,385.00	0%	0
1	1.4	Small Group Instructional Opportunities for Students	Yes	$860,709.00	$1,036,730.00	0%	0
1	1.5	Staff Articulation and Collaboration	Yes	$1,550,000.00	$1,653,568.00	0%	0
1	1.6	Access to Technology and Online Instructional Programs	Yes	$2,500,000.00	$2,500,000.00	0%	0
1	1.9	Teacher Induction Program	Yes	$350,000.00	$350,000.00	0%	0
1	1.10	Content Experts/Teachers on Special Assignments	Yes	$1,390,648.00	$893,942.00	0%	0
1	1.11	EL Resource Teacher	Yes	$182,442.00	$189,887.00	0%	0
1	1.13	Class size reduction	Yes	$4,372,337.00	$5,474,338.00	0%	0
1	1.14	Professional Development to Support English Learners and Foster Youth	Yes	$2,000,000.00	$2,006,901.00	0%	0
1	1.15	EduClimber Comprehensive Data System	Yes	$46,655.00	$46,655.00	0%	0
1	1.16	Renaissance Products	Yes	$175,824.95	$175,825.00	0%	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Support for Small Group Instruction	Yes	$90,000.00	$115,502.00	0%	0
2	2.2	Increase Access to Academic Counselors	Yes	$800,651.00	$487,919.00	0%	0
2	2.4	Support for small group instruction for English Learners	Yes	$150,000.00	0	0%	0
2	2.5	Parent Workshops	Yes	$300,000.00	$300,000.00	0%	0
2	2.6	Counselor Support and Professional Development	Yes	$150,000.00	$150,000.00	0%	0
2	2.7	School Community Liaison for Foster/Homeless Student Case Management	Yes	$150,000.00	$148,332.00	0%	0
2	2.8	Extended Learning for ELs, Low-Income students, and Foster Youth	Yes	$4,200,000.00	$600,000.00	0%	0
2	2.9	Parent Liaisons to support ELs, Low-income students, and Foster Youth	Yes	$750,000.00	$231,194.00	0%	0
2	2.10	Enhanced ELD Supports & Materials	Yes	$1,468,000.00	$1,468,000.00	0%	0
2	2.11	Behavior Technicians	Yes	$350,000.00	$198,430.00	0%	0
2	2.13	AVID College Tutors	Yes	$275,000.00	$275,000.00	0%	0
2	2.14	College and Career Readiness Support Services	Yes	$1,850,000.00	$1,850,000.00	0%	0
2	2.15	Provide Students with a Go PASS	Yes	$50,000.00	$50,000.00	0%	0
2	2.17	Student Wellness	Yes	$793,067.00	$1,090,156.00	0%	0
2	2.18	Librarian and Library Media Tech Support	Yes	$875,754.00	$1,048,855.00	0%	0
2	2.19	Student Services	Yes	$3,412,376.00	$1,515,826.00	0%	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.20	Student Engagement Beyond the School Day	Yes	$2,200,000.00	$2,200,000.00	0%	0
2	2.21	Provide ParentSquare access/Aeries Parent Portal/Seesaw	Yes	$105,000.00	$105,000.00	0%	0
3	3.1	Mental Health Counselors	Yes	$1,723,076.00	$1,649,913.00	0%	0
3	3.2	Character Development/Behavior Intervention Programs	Yes	$279,412.00	$279,412.00	0%	0
3	3.4	Academic Programs	Yes	$2,700,000.00	$2,700,000.00	0%	
3	3.6	Career Tech Education and Expansion	Yes	$1,100,000.00	$1,100,000.00	0%	0
3	3.8	Dual Language Immersion Programs	Yes	$730,000.00	$730,000.00	0%	0

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$81,741,747.00	$27,756,078.00	17.35%	51.306%	$35,073,932.00	0.000%	42.908%	$6,864,339.10	8.398%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

- 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.

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  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.

    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, 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.

    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.

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.

- o 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.

- o 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.

- 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.

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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o 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.

  - 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

    o 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)**

- 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).

California Department of Education
November 2023