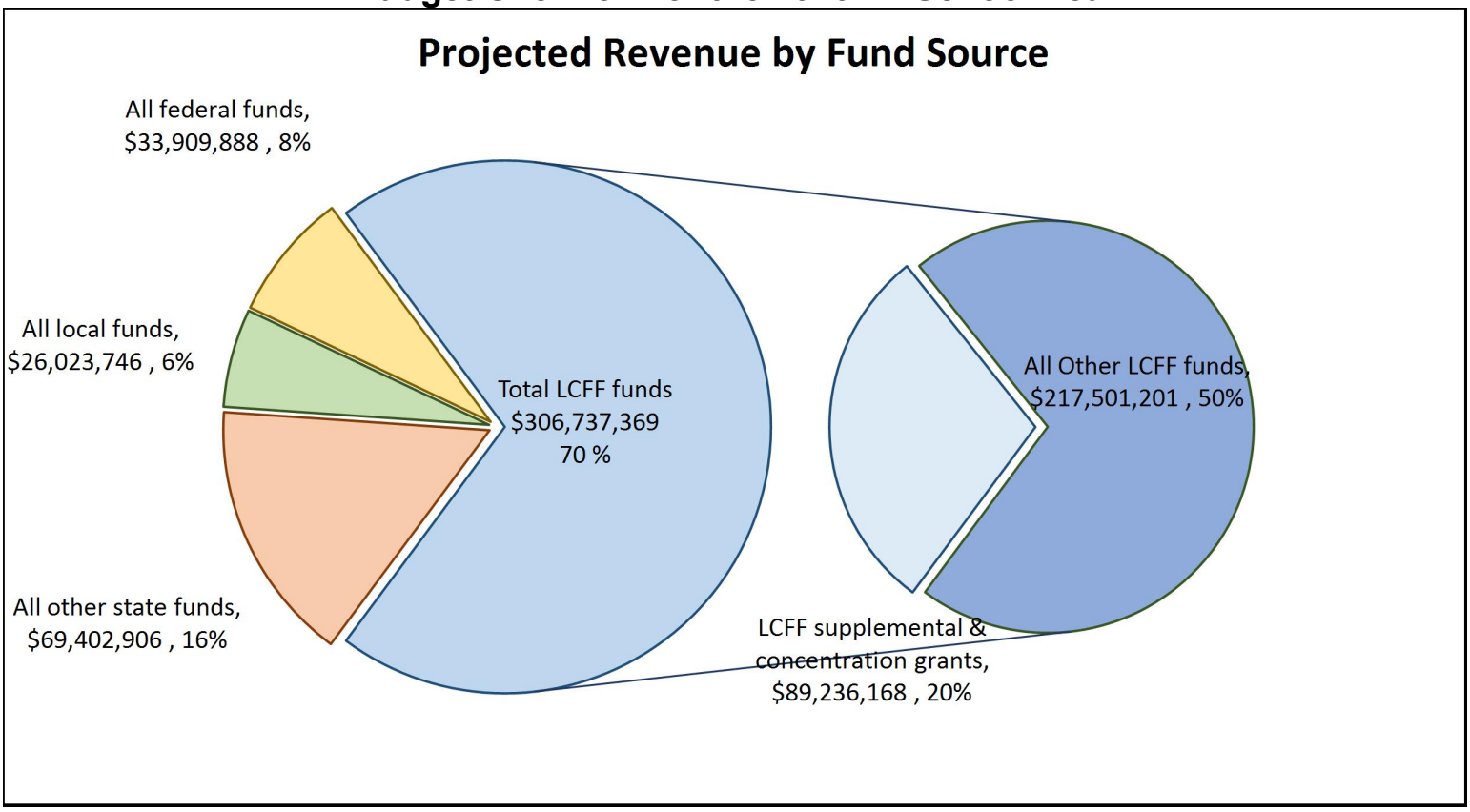
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Montebello Unified School District
CDS Code: 19-648080000000
School Year: 2026-27
LEA contact information:
Scott Mooney
Director, Federal and State Programs
mooney_scott@montebello.k12.ca.us
323-887-7925

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

Budget Overview for the 2026-27 School Year

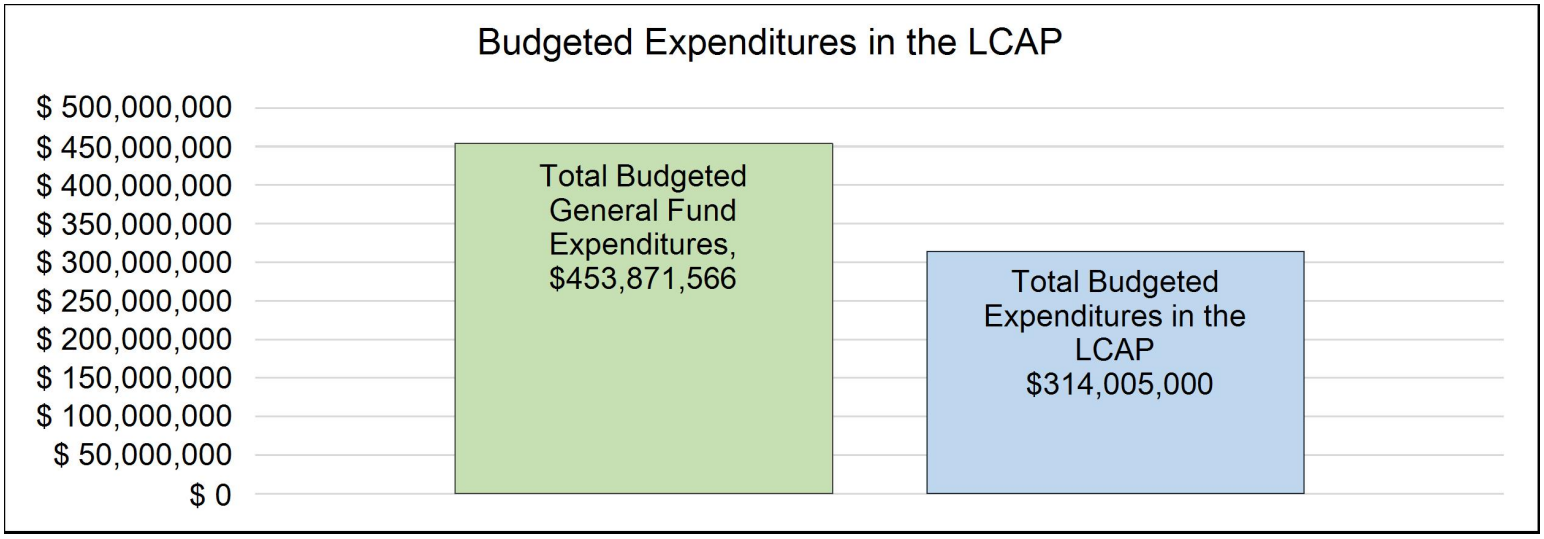


This chart shows the total general purpose revenue Montebello Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Montebello Unified School District is $436,073,909, of which $306,737,369 is Local Control Funding Formula (LCFF), $69,402,906 is other state funds, $26,023,746 is local funds, and $33,909,888 is federal funds. Of the $306,737,369 in LCFF Funds, $89,236,168 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Montebello Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Montebello Unified School District plans to spend $453,871,566 for the 2026-27 school year. Of that amount, $314,005,000 is tied to actions/services in the LCAP and $139,866,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

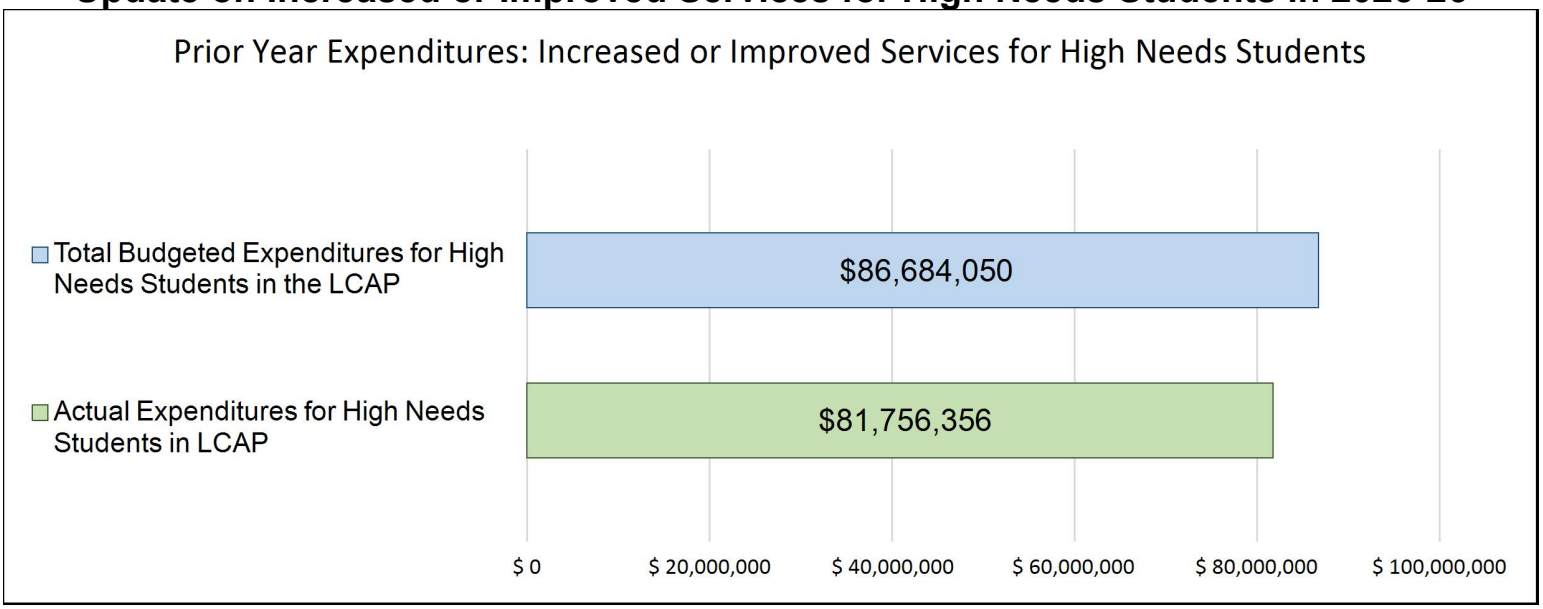
Unrestricted general funds for professional services such as legal representation. Other funds restricted to specific purposes are also not included in the LCAP. This includes supplemental grants described in the federal Every Student Succeeds Act (Title I, II, III, IV) which provide professional learning, supplemental instructional resources, online or in-person technology systems, supplemental reading materials, afterschool interventions or tutoring for students identified as low-income, low performing, at promise, or English Learners. Federal and State grants for early childhood education, adult school, and expanded learning programs are also not included in the LCAP.

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

In 2026-27, Montebello Unified School District is projecting it will receive $89,236,168 based on the enrollment of foster youth, English learner, and low-income students. Montebello Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Montebello Unified School District plans to spend $93,832,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Montebello Unified School District's LCAP budgeted $86,684,050 for planned actions to increase or improve services for high needs students. Montebello Unified School District actually spent $81,756,356 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,927,694 had the following impact on Montebello Unified School District's ability to increase or improve services for high needs students:

Multiple actions and services for high-needs students were delivered using funds other than LCFF. This difference in funding did not significantly impact the services received by high-needs students. The largest differences between budgeted and actual expenditures that affected actions and services for high-need students were due to challenges in hiring supplemental support staff. A delay in hiring Teachers on Special Assignment resulted in a delay in students receiving supplemental interventions that were provided by these staff (including direct instruction and professional development delays resulting in less effective instruction). The District also struggled to hire the needed number of AVID tutors, resulting in less direct tutoring support to students.

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
Montebello Unified School District	Scott Mooney Director, Federal and State Programs	mooney_scott@montebello.k12.ca.us 323-887-7925

Plan Summary [2026-27]

General Information

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

Montebello Unified School District (MUSD) serves approximately 21,000 students from Early Head Start to Adult School. The District's Head Start Program was among the first in Los Angeles County to obtain a grant to administer its own program under a grant from the California Department of Health and Human Services. Head Start programs operate at 12 of the District's elementary schools. Early Head Start recently expanded the ages served by MUSD to infants and toddlers. All 17 elementary schools operate a Transitional Kindergarten (TK) program. There are 15 elementary schools, two TK-8 schools, six intermediate schools, four comprehensive high schools, a continuation high school, and a community day school. The District operates an Adult Education program at four locations. The students in the district reside in the cities of Bell Gardens, Commerce, Montebello, portions of Los Angeles, Monterey Park, Rosemead, South San Gabriel, and Pico Rivera. In 2024-25 87.1% of students in the district were identified as socioeconomically disadvantaged (Source: CA Dashboard), 0.5% were classified as Foster Youth (Source: CA Dashboard), 18.9% were identified as students with disabilities (Source: CA Dashboard), 2.7% were classified as homeless (Source: CA Dashboard), 25.1% were classified English Learners (Source: CA Dashboard), and 21.3% were identified as Reclassified Fluent English Proficient (Source: DataQuest Enrollment by English Language Acquisition Status (ELAS) and Grade).

The District engages with the school community through committees such as Parent Teacher Associations, School Site Councils, District & School English Learner Advisory Committees (DELAC and ELAC), and school-designed informational parent/community meetings. Parents participate at the district level through District Advisory Meetings, LCAP Educational Partner input meetings, and Montebello Council Parent Teacher Association meetings.

District Vision
Empowering Students to Achieve Academic Excellence as Model Citizens

District Mission Statement
MUSD promotes rigor, relevance, and relationships. We continually refine our organization so that all learners have the opportunity to think critically, establish relationships, collaborate, and communicate effectively as we prepare them for success in college, career, and beyond.

MUSD District Graduate Profile
- Critical Thinkers: Our students will ask questions and create solutions using their well-developed ability to think critically.
- Communicators: Our students will leverage their technological knowledge in order to communicate both verbally and in writing to enhance the lives of others.
- Collaborators: Our students will be flexible teammates who are open to working with others to create positive solutions to 21st-century challenges and opportunities.
- Creators: Our students will take initiative to seek innovative solutions to address both local and global issues.

A recent focus from the State of California is placed on supporting schools with the following characteristics:
-Socio-economically disadvantaged (SED) rate over 70%
-Non-stability rate over 25%
Schools with these characteristics (who qualify for Equity Multiplier funding) face additional challenges because many of their students do not have a large number of resources outside of school (SED) and many students do not start and end the year at the same school (non-stability). Students at these schools may have difficulty feeling connected to the school community and effectively utilizing available resources.

Two schools in MUSD meet the criteria described above:
-Vail High School (VHS) is a continuation school for students who are 16 or older and significantly behind in progress toward graduation.
-Montebello Community Day School (CDS) is a community day school for students with significant non-academic challenges that make their participation in the comprehensive high school (and in some cases, intermediate school) impractical.
Both schools are designed to provide intensive support to help students overcome the challenges that made them less than successful at their prior school, with the goal of returning to that school after a short period of time. VHS's support is primarily academic and CDS's support is primarily non-academic, but both schools provide additional support to students in all areas. Students come in and out of these schools by design. LCAP Goal 8 describes support at these schools, addressing some of the challenges inherent in a non-stable student population.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that Montebello Unified School District continues to demonstrate overall improvement across multiple state and local indicators, while also identifying persistent areas of need for targeted student groups.

Areas of Strength

Overall District Performance (All Students)
Districtwide performance for All Students reflects continued progress across multiple indicators. Academic indicators improved, with ELA increasing slightly (+0.1 DFS) and Math showing a more substantial gain (+8.5 DFS). The graduation rate increased to 88.5% (+4.2%), and the College/Career Indicator improved by 5.3 percentage points to 35.8%. Additionally, chronic absenteeism declined to 16.9% (down 3.7 percentage points), demonstrating continued recovery from prior years. While the suspension rate increased slightly to 2.0%, it remains relatively low and continues to reflect the District's sustained focus on positive school climate and behavioral supports.

Improvement Across Student Groups
Several student groups demonstrated meaningful gains, particularly in graduation rates and chronic absenteeism. English Learners increased their graduation rate significantly to 82.5% (+8.9%), while also reducing chronic absenteeism to 14.3% (–4.1%). Long-Term English Learners (LTELs) showed strong gains in graduation (+7.2%) and attendance (–6.0% chronic absenteeism), indicating positive impacts from targeted supports.

Student groups previously identified for Differentiated Assistance based on the 2023 Dashboard continued to show improvement in key engagement metrics. Foster Youth and Homeless Youth both demonstrated substantial increases in graduation rates (+16.6% and +6.9%, respectively), along with notable reductions in chronic absenteeism. All student groups who qualified for Differentiated Assistance based on the 2023 Dashboard (English Learners: CCI, Chronic Absenteeism, Grad Rate, CAASPP; Foster Youth: Graduation Rate, CAASPP Results; Homeless Youth: Chronic Absenteeism, Grad Rate, CAASPP) exited the criteria on the 2024 Dashboard, and only Students with Disabilities returned to qualification on the 2025 Dashboard. These improvements reflect the District's continued collaboration with the Los Angeles County Office of Education and targeted intervention strategies.

Chronic Absenteeism
Chronic absenteeism continues to decline districtwide, improving from the prior year to 16.9%. Most student groups experienced reductions, including socioeconomically disadvantaged students (–4.8%) and students with disabilities (–4.8%). These improvements suggest that districtwide attendance interventions, including early identification and tiered supports, are having a positive impact.

Graduation Rate and College/Career Readiness
The District's graduation rate increased to 88.5%, continuing a positive upward trend. Gains across multiple student groups—including English Learners, LTELs, Foster Youth, and Homeless Youth—reflect improved systems for credit recovery, monitoring, and student engagement. The College/Career Indicator also improved for All Students and most groups, indicating progress toward preparing students for postsecondary success.

Areas of Need

English Learner Progress Indicator (ELPI)
The District's ELPI declined to 44.8% (–2.0%), indicating that fewer English Learners are making expected annual progress toward English proficiency. This remains one of the lowest-performing indicators for the District and highlights a continued need to strengthen designated and integrated English Language Development (ELD) instruction and monitoring systems.

Academic Achievement (ELA and Math)
While overall academic performance improved for All Students, several student groups experienced declines or continue to perform significantly below standard. Long-Term English Learners declined in ELA (–7.7 DFS) and remain among the lowest-performing groups in both ELA and Math. Students with disabilities also declined in both ELA (–4.0 DFS) and Math (–2.7 DFS), indicating a need for intensified academic interventions and support systems.

Additionally, Foster Youth and Homeless Youth experienced notable declines in academic performance despite improvements in engagement metrics, suggesting that increased access and attendance alone have not yet translated into improved academic outcomes.

Students with Disabilities
Students with disabilities remain a significant area of concern. In addition to declines in ELA and Math, their graduation rate decreased to 71.2% (–4.6%), and their College/Career Indicator remains low at 6.8%. While chronic absenteeism improved, overall outcomes for this group indicate a need for more effective alignment of instructional, intervention, and transition supports.

Suspension Rate Trends
Although suspension rates remain relatively low overall, increases across several student groups—including English Learners, LTELs, and students with disabilities—indicate a need to continue strengthening implementation of Positive Behavioral Interventions and Supports (PBIS) and ensuring equitable discipline practices.

Differentiated Assistance
Work in the District, including collaboration with LACOE, resulted in no student groups qualifying for Differentiated Assistance in the 2024-25 LCAP (Based on 2024 Dashboard Data). Unfortunately two new student groups (African American: CAASPP, Chronic Absenteeism; Students with Disabilities: CCI, CAASPP) qualified based on the 2025 Dashboard. Action 3.13 describes the District's ongoing work to support these student groups and raise outcomes.

For 2026-27, the District will be in the final year of the 2024-27 3-year LCAP cycle. Dashboard Data from 2023 helped inform the development of the LCAP, including actions that address red indicators on the 2023 Dashboard. The following list includes overall and student group indicators that were red in 2023 and where work continues:

District Level

-English Learner Progress Indicator (none)

-English Language Arts (2 student groups) - Specifically addressed by Goal 1 Action 8
English learners
Foster youth

-Math (3 student groups) - Specifically addressed by Goal 2 Action 7
English learners
Homeless youth

Foster youth

-Suspension Rate (none)

-Chronic Absenteeism (Overall + 5 student groups) - Specifically addressed by Goal 6 Action 11
All students
English learners
Homeless youth
Socioeconomicaly disadvantaged
Students with disabilities
Hispanic

-Graduation Rate (4 student groups) - Specifically addressed by Goal 3 Action 11
English learners
Foster youth
Homeless youth
Students with disabilities

-College/Career Readiness (2 student groups) - Specifically addressed by Goal 3 Action 12
English learners
Students with disabilities
On the 2023 Dashboard the College Career Readiness indicator did not have colors; the groups listed had the lowest status level on a scale of 1-5. (The 2024 and 2025 Dashboard now use colors for all indicators.)

The following indicators were red at the school level

-English Learner Progress Indicator - Specifically addressed by Goal 4 Action 6

Bell Gardens High
Montebello Gardens Elementary
Rosewood Park

-English Language Arts - Specifically addressed by Goal 1 Action 8

Bandini Elementary - All students
Bandini Elementary - English learners
Bandini Elementary - Hispanic
Bandini Elementary - Socioeconomically disadvantaged

Bell Gardens Intermediate - English learners
Bell Gardens Intermediate - Homeless youth
Bell Gardens Intermediate - Students with disabilities
Cesar E. Chavez Elementary - Students with disabilities
Garfield Elementary - English learners
Garfield Elementary - Students with disabilities
Greenwood Elementary - All students
Greenwood Elementary - English learners
Greenwood Elementary - Hispanic
Greenwood Elementary - Socioeconomically disadvantaged
Joseph A. Gascon Elementary - Students with disabilities
La Merced Academy - English learners
La Merced Academy - Socioeconomically disadvantaged
La Merced Academy - Students with disabilities
La Merced Intermediate - English learners
Montebello Gardens Elementary - Students with disabilities
Montebello High - All students
Montebello High - English learners
Montebello High - Hispanic
Montebello High - Socioeconomically disadvantaged
Montebello High - Students with disabilities
Montebello Intermediate - English learners
Montebello Intermediate - Students with disabilities
Montebello Park Elementary - English learners
Suva Elementary - All students
Suva Elementary - English learners
Suva Elementary - Hispanic
Suva Elementary - Socioeconomically disadvantaged
Suva Intermediate - English learners
Suva Intermediate - Homeless youth
Suva Intermediate - Students with disabilities
Washington Elementary - Students with disabilities
Wilcox Elementary - English learners
Wilcox Elementary - Students with disabilities

-Math - Specifically addressed by Goal 2 Action 7

Applied Technology Center - All students
Applied Technology Center - Hispanic

Applied Technology Center - Socioeconomically disadvantaged
Bandini Elementary - English learners
Bandini Elementary - Students with disabilities
Bell Gardens High - Hispanic
Bell Gardens High - Socioeconomically disadvantaged
Bell Gardens Intermediate - All students
Bell Gardens Intermediate - English learners
Bell Gardens Intermediate - Hispanic
Bell Gardens Intermediate - Homeless youth
Bell Gardens Intermediate - Socioeconomically disadvantaged
Bell Gardens Intermediate - Students with disabilities
Cesar E. Chavez Elementary - Students with disabilities
Joseph A. Gascon Elementary - Students with disabilities
La Merced Academy - Students with disabilities
La Merced Intermediate - All students
La Merced Intermediate - Hispanic
La Merced Intermediate - Socioeconomically disadvantaged
Montebello Gardens Elementary - Students with disabilities
Montebello High - English learners
Montebello High - Students with disabilities
Montebello Intermediate - All students
Montebello Intermediate - English learners
Montebello Intermediate - Hispanic
Montebello Intermediate - Socioeconomically disadvantaged
Montebello Intermediate - Students with disabilities
Schurr High - Students with disabilities
Suva Intermediate - All students
Suva Intermediate - English learners
Suva Intermediate - Hispanic
Suva Intermediate - Homeless youth
Suva Intermediate - Socioeconomically disadvantaged
Suva Intermediate - Students with disabilities
Wilcox Elementary - Students with disabilities

-Suspension rate - Specifically addressed by Goal 6 Action 10

Montebello Community Day - Socioeconomically disadvantaged
Montebello Gardens Elementary - All students
Montebello Gardens Elementary - Socioeconomically disadvantaged

Rosewood Park - All students
Rosewood Park - English learners
Rosewood Park - Hispanic
Rosewood Park - Socioeconomically disadvantaged
Rosewood Park - Students with disabilities

-Chronic Absenteeism - Specifically addressed by Goal 6 Action 11

Bandini Elementary - All students
Bandini Elementary - English learners
Bandini Elementary - Hispanic
Bandini Elementary - Socioeconomically disadvantaged
Bandini Elementary - Students with disabilities
Bell Gardens Elementary - All students
Bell Gardens Elementary - English learners
Bell Gardens Elementary - Hispanic
Bell Gardens Elementary - Homeless youth
Bell Gardens Elementary - Socioeconomically disadvantaged
Bell Gardens Elementary - Students with disabilities
Bella Vista Elementary - All students
Bella Vista Elementary - English learners
Bella Vista Elementary - Hispanic
Bella Vista Elementary - Socioeconomically disadvantaged
Bella Vista Elementary - Students with disabilities
Cesar E. Chavez Elementary - English learners
Cesar E. Chavez Elementary - Homeless youth
Eastmont Intermediate - Homeless youth
Fremont Elementary - Homeless youth
Garfield Elementary - Homeless youth
Greenwood Elementary - Students with disabilities
Joseph A. Gascon Elementary - Homeless youth
La Merced Intermediate - All students
La Merced Intermediate - Hispanic
La Merced Intermediate - Homeless youth
La Merced Intermediate - 2 or more races
La Merced Intermediate - Socioeconomically disadvantaged
La Merced Intermediate - Students with disabilities
Macy Intermediate - All students
Macy Intermediate - Hispanic

Macy Intermediate - Socioeconomically disadvantaged
Macy Intermediate - Students with disabilities
Montebello Intermediate - English learners
Montebello Intermediate - Homeless youth
Potrero Heights Elementary - Homeless youth
Rosewood Park - All students
Rosewood Park - English learners
Rosewood Park - Hispanic
Rosewood Park - Socioeconomically disadvantaged
Rosewood Park - Students with disabilities
Suva Elementary - All students
Suva Elementary - English learners
Suva Elementary - Hispanic
Suva Elementary - Homeless youth
Suva Elementary - Socioeconomically disadvantaged
Suva Elementary - Students with disabilities
Suva Intermediate - Homeless youth
Washington Elementary - All students
Washington Elementary - English learners
Washington Elementary - Hispanic
Washington Elementary - Homeless youth
Washington Elementary - Socioeconomically disadvantaged
Washington Elementary - Students with disabilities
Wilcox Elementary - English learners
Winter Gardens Elementary - All students
Winter Gardens Elementary - English learners
Winter Gardens Elementary - Hispanic
Winter Gardens Elementary - Homeless youth
Winter Gardens Elementary - Socioeconomically disadvantaged
Winter Gardens Elementary - Students with disabilities

-Graduation Rate - Specifically addressed by Goal 3 Action 11

Bell Gardens High - All students
Bell Gardens High - English learners
Bell Gardens High - Hispanic
Bell Gardens High - Homeless youth
Bell Gardens High - Students with disabilities
Vail High (Continuation) - All students

Vail High (Continuation) - English learners
Vail High (Continuation) - Hispanic
Vail High (Continuation) - Socioeconomically disadvantaged

-College/Career Readiness - Specifically addressed by Goal 3 Action 12

Bell Gardens High - English learners
Bell Gardens High - Students with disabilities
Montebello High - English learners
Montebello High - Hispanic
Montebello High - Homeless youth
Montebello High - Students with disabilities
Schurr High - English learners
Schurr High - Students with disabilities
Vail High (Continuation) - All students
Vail High (Continuation) - English learners
Vail High (Continuation) - Hispanic
Vail High (Continuation) - Homeless youth
Vail High (Continuation) - Socioeconomically disadvantaged

The following LCAP actions support overall (district-wide) improvement of each Dashboard Indicator:

-English Learner Progress Indicator: Goal 4
Actions 1 and 2 will improve the quality of instruction provided to English learners that is specifically designed to support their language acquisition (designated and integrated ELD).
Action 4 provides additional staff to provide professional development for teachers to improve instruction, student individual and group counseling, and parent education.
Action 5 describes the supplemental support provided specifically for long-term English learners: designated ELD within their social science classroom and the Summit K12 program which provides supplemental instruction through a digital platform.

-English Language Arts: Goal 1
Action 1 will provide professional development for staff to improve literacy instruction.
Action 6 describes the major focus of literacy professional development as improving the "Write from the Beginning... and Beyond" program, which includes the thinking maps instructional strategy.
Action 2 will support teacher teams using student assessment data to develop, deliver, and refine interventions based on students' needs.
Action 3 provides supplemental reading and instructional material to improve instruction in ELA.
Action 4 increases library access for students and improves the ability of library staff to support student literacy growth.
Action 7 is specific to our Dual Immersion Academy schools and provides extra professional development and supplemental instructional

resources that improve students' literacy acquisition in multiple languages, including English.

-Mathematics: Goal 2
Action 1 will provide professional development for staff to improve mathematics instruction.
Action 2 will support teacher teams using student assessment data to develop, deliver, and refine interventions based on students' needs.
Action 4 describes the major focus of professional development at the elementary and intermediate levels as expanding and improving the use of Cognitively Guided Instruction.
Action 5 describes the focus of assessment data analysis at the elementary and intermediate levels as preparing students for passing high school math (especially Algebra 1).
Action 6 describes the major focus of math professional development and data analysis at the high school level as supporting students' passage of their current math courses.

-Suspension Rate Goal 6
Action 1 provides counselors, marriage and family therapists, and staff training on how to provide effective social-emotional support and counseling. By addressing social-emotional needs, students will be less likely to act in ways that result in suspensions. Counseling (including substance abuse counseling) can be used as a means of correction that does not result in suspension for some infractions.
Action 2 provides a comprehensive PBIS program that teaches students how to behave positively to avoid behavior that might result in suspension and creates a culture that responds to infractions with restorative practices that can be less punitive and more effective than suspension.
Action 4 refers students to outside mental health agencies that can provide more intensive counseling than would be practical in the school setting. This can be used as an alternate means of correcting behavior infractions and potentially avoiding behaviors that would otherwise result in suspension.
Action 8 provides school resource officers who are responsive to student needs, build relationships with students, and provide counseling to help students avoid behaviors that might result in suspension.
Action 12 provides social-emotional learning (SEL) teams at each school that will develop and support the delivery of SEL lessons to all students, which address their needs, connect them to the school community, and reduce the likelihood of behaviors leading to suspension.

-Chronic Absenteeism: Goal 6
Action 3 provides a consistent, tiered intervention system to respond when students have attendance concerns. Multiple staff members are involved in reaching out to families, identifying barriers to regular attendance, and providing resources and services to overcome those barriers.
Action 5 increases services to students to address physical health concerns that might otherwise cause students to miss school.
Action 12 provides social-emotional learning (SEL) teams at each school that will develop and support the delivery of SEL lessons to all students, which address their needs, connect them to the school community, and make them more likely to want to attend school.

-Graduation Rate: Goal 3
Action 1 will provide additional CTE courses that count toward students' graduation requirements. Professional development and resources will improve the quality of all CTE courses. Higher-quality CTE courses will help keep students engaged and making progress toward graduation.

Action 2 will increase access to advanced courses that keep students engaged and progressing toward graduation. Helping students progress toward college readiness will help them recognize the importance of graduating.
Action 4 will improve the quality and quantity of world language and VAPA courses, helping keep students engaged in the school community and progressing toward graduation.
Action 6 will improve the quality of AVID programs, which teach students skills that help them pass all classes and progress toward graduation.
Action 8 will provide students with summer school opportunities to make up credits or accelerate progress toward graduation.
Action 9 will increase students' access to academic counselors to support their progress toward graduation and college or career readiness. Additional monitoring and adult connections will ensure students do not fall behind.

-College/Career Readiness: Goal 3
Action 1 will provide additional CTE courses that count toward students' graduation requirements and expand access to capstone courses that count towards meeting the Dashboard college/career "prepared" standard. Professional development and resources will improve the quality of all CTE courses. Higher-quality CTE courses will help keep students engaged and progressing toward college/career readiness.
Action 2 will increase access to advanced courses such as Advanced Placement, which keep students engaged and progressing toward college/career readiness. Scoring 3 or higher on two Advanced Placement exams is one method of being classified as college/career ready on Dashboard measures.
Action 3 will increase students' options to earn college credit while in high school, so they meet a-g requirements and/or sufficient college credits to be classified as prepared on Dashboard measures by completing two semesters of college credit.
Action 4 will improve the quality and quantity of world language and VAPA courses, helping keep students engaged in the school community and progressing toward college/career readiness. Ensuring more students meet a-g requirements will improve college/career Dashboard requirements.
Action 8 will give students summer school opportunities to make up credits or accelerate progress toward graduation and college/career readiness. Many students will use summer school to make up D grades to a C or higher, increasing a-g completion.
Action 9 will increase students' access to academic counselors to support their progress toward graduation and college or career readiness. Additional monitoring and adult connections will ensure students do not fall behind.
Goal 1, Action 7 will improve the quality of Dual Immersion programs that can support students' qualification as prepared by earning the State Seal of Biliteracy.

Review of Local Data
-Teachers and administrators report that a district-wide consistent focus on a small number of professional development topics has been effective. The District and schools will continue to ensure that training is aligned with District priorities as described in the LCAP, especially related to literacy across content areas (using the Write from the Beginning and Beyond program), math (using Cognitively Guided Instruction and Building Thinking Classrooms strategies), support for English learners (using integrated ELD strategies), and social-emotional learning.
-Focus group data from parents, staff, and students suggests that positive school climate exists in many areas ("At our school everyone has their friends and the staff are very welcoming" - high school student), but student behavior and engagement remain critical challenges, with a need to reinforce school-wide behavior systems as described in Goal 6
-While school facilities remain at or above the "good" standard on the Facilities Inspection Tool, survey and focus group data suggest that parents, staff, and students see this as an area of need, especially maintenance of restrooms.

Learning Recovery Emergency Block Grant (LREBG)
The District expects to have $1,750,599 unexpended LREBG funds at the start of the 2026-27 school year.
The following goal and action numbers will be partially funded with LREBG funds:
1.9 Accelerated Learning Lab (ALL) and ELA Intervention Teachers, which specifically addresses low performance in ELA of low-income students and English learners, as identified as a need through our needs assessment.
2.8 Math Intervention Teachers and Math ALL, which specifically addresses low performance in math of low-income students and English learners, as identified as a need through our needs assessment
The ALL program, as a pull-out intervention, was implemented in response to the pandemic using pandemic-response grants, paused in the 2024-25 school year, and was brought back in 2025-26 using a combination of LREBG and other grant funds. During the District's annual needs assessment prior to the 2025-26 school year, it became clear that the program should return, particularly based on assessment data for low-income students and English learners at the elementary level and feedback from teachers, principals, and parents who found the program effective and specifically requested its return. Similarly, the needs assessment revealed that math intervention was a significant area of need at secondary schools, and math intervention teachers were provided at secondary schools using non-LCFF funds as described in action 2.8. When reviewing data and educational partner feedback as part of the District's needs assessment prior to the 2026-27 school year, it became clear that expanding these actions would be beneficial. The actions will continue to utilize evidence-based strategies to improve academic outcomes for English learners and low-income students. ALL (elementary) and intervention classes (secondary) are designed to accelerate progress to close learning gaps through implementation and enhancement of the evidence-based learning support: small group learning supports provided by certificated staff. (EC Section 32526(c)(2)(B)(ii)) The actions are supported by research and will be monitored through SBAC, iReady assessment results, and other assessment data from participating students.
Research References: Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021, February). Accelerating student learning with high-dosage tutoring. EdResearch for Recovery Project. https://files.eric.ed.gov/fulltext/ED613847.pdf Dietrichson, J., Bog, M., Filges, T., & Klint Jorgensen, A.-M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. Review of Educational Research, 87(2), 243-282

Reflections: Technical Assistance

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

Montebello Unified School District (MUSD) qualified for Technical Assistance (Differentiated Assistance or DA) for the following student groups, who meet the assistance criteria for at least two State priority areas on the 2025 Dashboard.

African American: Priority 4 and Priority 5
Students with Disabilities: Priority 4 and Priority 8

The assistance criteria for each priority is:

Priority 4 (Pupil Achievement): Red on both English language arts/literacy (ELA) and Mathematics Indicators, or; Red on English language arts or math test and Orange on the other test, or; Red on English Learner Progress Indicator (ELPI) (English Learner Only); For the LTEL student group only: Red or Orange on the ELPI
Priority 5 (Pupil Engagement): Red on Graduation rate indicator, or; Red on Chronic Absence Indicator
Priority 8 (Outcomes in a Broad Coarse of Study): Red on College/Career Indicator

Specifically, MUSD student groups met criteria based on the following Dashboard data

African American
Red on both ELA and Math indicators
Red on Chronic Absenteeism indicator

Students with disabilities
Red on both ELA and Math indicators
Red on College/Career indicator

MUSD partnered with staff in the Los Angeles County Office of Education (LACOE) to review the data leading to qualification, identify strengths, and plan for improvement.
The following is a summary of the plan to address the Differentiated Assistance criteria:
-Maintain current focus areas in the LCAP, take a closer look at data and outcomes for African American students and students with disabilities within the qualifying areas. Review student counts related to African Aerican eligibility and share with school sites.
-Consider the intersectionality of long-term English learners and students with disabilities.
-Review accommodations and modifications for students with disabilities and how they connect with achievement and graduation rates for students with disabilities
-Review College/Career Indicator qualification methods and alignment with District practices. Ensure that all mechanisms to qualify as "prepared" are available to students, especially those with disabilities
-A robust credit recovery program for students who are behind on their progress toward graduation.
-Summer school.
-Revisiting course catalog data to ensure all high school courses are a-g approved.
-Cognitively guided instruction has expanded to include all elementary schools. Similar practices are being implemented as intermediate and high schools through the Building Thinking Classrooms framework. These instructional frameworks for math instruction have developed students' conceptual understanding of math concepts and shown growth in students' assessment results.
-Expanding ways for students to complete Algebra earlier, including Algebra preparation in intermediate school, support during the class, and support for students who are not successful the first time.
-Incorporating communication and collaboration strategies in Algebra to improve the passage rate.
-In order to improve our MTSS model across the District and provide early and appropriate intervention, a point person for MTSS, 504s, and interventions has been hired and has started with the district.
-Support social-emotional and physical health of students through a robust PBIS program and additional support for school health offices.
-Attendance teams at each school and the District to intervene early for students at risk of being chronically absent.

LCAP Goal 3, Action 13 is related explicitly to implementing work for Differentiated Assistance. It has been modified in the 2026-27 LCAP to reflect work underway to address the qualifying criteria within the 2025 Dashboard (previously, it addressed qualifying criteria from the 2023 Dashboard, most of which are no longer present). Other actions within the LCAP address actions the District is taking to improve in the areas that qualified the District for Differentiated Assistance. For example:
Credit Recovery via summer school is addressed in Goal 3, Action 8
Ensuring all courses are a-g approved is addressed in Goal 3, Action 1 and Goal 3, Action 4
Expanding access to graduating College/Career ready is addressed throughout Goal 3
Expanding Cognitively Guided Instruction is addressed in Goal 2, Action 4
Focus on Algebra preparation and completion is addressed in Goal 2, Action 5 and Goal 2, Action 6
Attendance monitoring and support is addressed in Goal 6, Action 3.
ELA support is addressed in Goal 1
Math support is addressed in Goal 2
PBIS is addressed Goal 6, Action 2

Physical health is addressed in Goal 6, Action 5
Support for student well-being and social-emotional health is addressed in Goal 6

For reference, the District was previously in Differentiated Assistance for the following groups based on 2023 Dashboard Data:
English learners: Priorities 4, 5, 8
Foster youth: Priorities 4, 5
Homeless youth: Priorities 4,5
Students with disabilities: Priorities 5, 8
While supports put in place to support student groups in these areas remain, they are no longer the focus of our work with LACOE related to Differentiated Assistance (except for students with disabilities priority 8).

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.

All previously qualifying schools have exited from comprehensive support and improvement.

Support for Identified Schools

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

No schools currently qualify for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools currently qualify for comprehensive support and improvement.

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
Teachers	Teachers were engaged in LCAP development through multiple meetings and surveys throughout the year. After each district-wide professional development day during the 2025-26 school year, teachers provided formal feedback that influenced future planning. During Professional Learning Committee meetings, teachers participated in data analysis and developing responses to students' needs. Teachers participated on School Site Councils at all schools where school and district data analysis and planning took place. Needs identified from these meetings were shared by principals at district-level meetings and informed the development of the LCAP. The following were completed specifically to solicit input for the development of the LCAP: LCAP Survey with 636 certificated staff responses - from 2/25/26 through 3/23/26 Teacher LCAP Focus Group - 4/2/26 Revenue and Expense Committee Meetings - 12/10/25, 2/11/26, 3/11/26 Ed Services Quarterly Meeting - 2/6/26 - Teachers on Special Assignment planned professional development for the 2026-27 school year and provided input into how existing and future work aligns with the LCAP.
Other School Personnel	Other school personnel (classified staff such as secretaries, playground and campus supervisors, attendance clerks, and custodians as well as certificated staff such as counselors,

Educational Partner(s)	Process for Engagement
	psychologists, and Teachers on Special Assignment) were engaged in LCAP development through multiple meetings and surveys throughout the year. Other school personnel from all schools participated on School Site Councils (where at least one classified staff member is present) where school and district data analysis and planning took place. Needs identified from these meetings were shared by principals at district-level meetings and informed the development of the LCAP. Monthly Senior Office Assistant meetings, monthly Student Assessment Assistant meetings, and other job-alike meetings provided opportunities for these staff to provide input on how to support students and staff effectively. The following were completed specifically to solicit input for the development of the LCAP: LCAP Survey with 279 classified staff responses - from 2/25/26 through 3/23/26 Classified Staff LCAP Focus Group - 3/31/26 Revenue and Expense Committee Meetings - 12/10/25, 2/11/26, 3/11/26
Administrators	Administrators were engaged in LCAP development through multiple meetings and surveys throughout the year. After each district-wide professional development day during the 2025-26 school year, administrators who led training sessions provided formal feedback that influenced future planning. During monthly Principals meetings and Principal/Director meetings school and district teams analyzed data and planned school and District responses to students' needs. The following were completed specifically to solicit input for the development of the LCAP: LCAP Survey with 32 management staff responses - from 2/25/26 through 3/23/26 Management LCAP Focus Group - 3/31/26 Revenue and Expense Committee Meetings - 12/10/25, 2/11/26, 3/11/26 Ed Services Quarterly Meeting - 2/6/26
Parents	Parents were engaged in LCAP development through multiple meetings and surveys throughout the year. Parents participated on

Educational Partner(s)	Process for Engagement
	School Site Councils at all schools where school and district data analysis and planning took place. Needs identified from these meetings were shared by principals at district-level meetings and informed the development of the LCAP. Bi-monthly Parent Advisory Committee (PAC) and monthly District English Learner Advisory Committee (DELAC) meetings included parent representatives of all schools where District programs were evaluated in relation to students' needs. The following were completed specifically to solicit input for the development of the LCAP: LCAP Survey with 4,936 parent responses - from 2/25/26 through 3/23/26 Parent LCAP Focus Group 1 (English) - 3/26/26 Parent LCAP Focus Group 2 (Spanish) - 3/26/26 PAC meeting - 2/10/26 PAC meeting - 5/12/26 DELAC meeting - 2/25/26 DELAC meeting - 5/19/26 Superintendent's Written Response to PAC and DELAC questions published 6/1/26
Students	Students were engaged in LCAP development through multiple meetings and surveys throughout the year. Students participated on School Site Councils at all high schools where school and district data analysis and planning took place. Needs identified from these meetings were shared by principals at district-level meetings and informed the development of the LCAP. Students served on the Parent Advisory Committee (PAC) and provided LCAP input as members of PAC. The following were completed specifically to solicit input for the development of the LCAP: LCAP Survey with 8,683 students (grades 3 and up) responses - from 2/25/26 through 3/23/26 Teacher LCAP group surveys (yes/no responses) of grades 2 and below of 46 classrooms representing 801 students Intermediate (grades 6-8) Student LCAP Focus Group - 3/25/26

Educational Partner(s)	Process for Engagement
	High School Student (Vail, Community Day, and ATC High Schools) LCAP Focus Group - 4/1/26 High School Student (Montebello, Schurr, and Bell Gardens High Schools) LCAP Focus Group - 3/25/26 PAC meeting - 5/12/26
Certificated Staff Bargaining Unit (Montebello Teachers Association)	Input that informed LCAP development was solicited during regular meetings between the bargaining unit leadership team and District management. Additionally, bargaining unit members provided input to LCAP development through the mechanisms described in the "Process for Engagement" column for the Educational Partners: Teachers row within this table
Classified Staff Bargaining Unit (California School Employees Association Chapter 505)	Input that informed LCAP development was solicited during regular meetings between the bargaining unit leadership team and District management. Additionally, bargaining unit members provided input to LCAP development through the mechanisms described in the "Process for Engagement" column for the Educational Partners: Other School Personnel row within this table
School Police Bargaining Unit (MUSD Police Officers Association)	MUSD Police Officers Association members participated in an LCAP Focus Group on 4/1/26. Additional input was solicited during regular meetings between the bargaining unit leadership team and District management.
Public	Published LCAP Draft online with link for public to submit written comments regarding proposed actions and expenditures Notices published in local newspapers, social media, and two Board meeting agendas (online posting and hard copy at District office) Public Comment period during June 17, 2026 and June 24, 2026 Board of Education meetings Public Hearing held during the June 17, 2026 Board of Education meeting Review of LCAP Local Indicator Data during the June 24, 2026 Board of Education meeting Adoption of the LCAP during the June 24, 2026 Board of Education meeting
Special Education Local Plan Area (Downey-Montebello SELPA)	SELPA monthly meetings addressed how students with special needs would be supported through actions and resources described in the LCAP

Educational Partner(s)	Process for Engagement
Educational Partners at Equity Multiplier Schools - Montebello Community Day School (CDS)	During the Spring of 2026, District staff reviewed CDS's previously identified need for additional staff, and in collaboration with the principal, reviewed the Equity Multiplier focus goal (Goal 8). During review of the goal, educational partners commented that their school serves a very important service for students who were otherwise not successful at a comprehensive high school, and in rare cases at an intermediate school. Students especially expressed gratitude for the opportunity to participate in a smaller school community; they felt that teachers knew them more compared to at a large high school and they could access social and emotional supports more easily. Collectively, educational partners determined it would be most appropriate to hire additional staff focused on supporting students' progress towards graduation and reducing (avoiding) suspensions. The goal was first implemented in the 2024-25 school year. Throughout the 2024-25 and 2025-26 school years, formal and informal conversations with the principal, students, and support staff suggested that the additional staff member (Psychologist in 24-25 and TOSA in 25-26) provided effective support for students social-emotional needs and additional monitoring of students' progress on both academic and social-emotional measures. Specific consultation with parents, staff, and students occured during School Site Council meetings. Student, parent, and staff survey data was disaggregated for CDS and analyzed to further confirm that educational partners appreciated the additional staff and viewed it as effective. Based on this data, Goal 8 will continue in the 2026-27 LCAP.
Educational Partners at Equity Multiplier Schools - Vail High School (VHS)	During the Spring of 2026, District staff reviewed VHS's previously identified need for additional staff, and in collaboration with the principal, reviewed the Equity Multiplier focus goal (Goal 8). During review of the goal, educational partners commented that their school serves a very important service for students who were otherwise not successful at a comprehensive high school. Students especially expressed gratitude for the opportunity to participate in a smaller school community; they felt that teachers knew them more compared to at a large high school and they could access academic, social, and emotional supports more easily. Collectively, educational partners agreed that the most important thing for students at VHS was to have additional adult support with social-emotional needs and additional

Educational Partner(s)	Process for Engagement
	monitoring of students' progress on both academic and social-emotional measures. The goal was first implemented in the 2024-25 school year. Throughout the 2024-25 and 2025-26 school years, formal and informal conversations with the principal, students, and support staff suggested that the TOSA on staff provided effective support for students' social-emotional needs and additional monitoring of students' progress on both academic and social-emotional measures. Specific consultation with parents, staff, and students occured during School Site Council meetings. Student, parent, and staff survey data was disaggregated for VHS and analyzed to further confirm that educational partners appreciated the additional staff provided and viewed it as effective. Based on this data, Goal 8 will continue in the 2026-27 LCAP.
Principals	Principals provided input to LCAP development through the mechanisms described in the "Process for Engagement" column for the Educational Partners: Administrators row within this table (above)

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

Educational partner feedback during 2025-26 school year suggested that the current layout of the LCAP goals aligns well with District needs, priorities, and actions. All educational partner groups shared that, in general, the LCAP should continue without significant changes for 2026-27, the final year of the 3-year cycle. The following minor changes were made to the 2026-27 LCAP, based on educational partner feedback:

Expansion of ALL (Action 1.9) and Math Intervention (Action 2.8)
Prior to the 2024-25 school year the District implemented a program called Accelerated Learning Lab (ALL) in which a small number of teachers were hired to deliver intervention in a pull-out model. This program demonstrated success for a small group of students. Due to declining budgets, the expiration of pandemic-era supplemental funding used to support the program, and a desire to expand the instructional practices used in ALL (including station rotations and other evidence-based strategies) to support all students district-wide, the program was adjusted in the 2024-25 LCAP. In order to deliver the effective intervention to a larger number of students, instructional coaches were hired to support the expansion of ALL strategies into all classrooms. While this demonstrated some success (and will continue as Action 5.6), there remained a significant desire from all educational partners to bring back the ALL program in its former implementation, with pull-out instruction provided by dedicated intervention teachers. Analysis of student assessment data and feedback from staff during professional development helped the District decide to provide ALL / intervention teachers at all schools, with a focus on literacy at the elementary level, and a focus on math at the intermediate and high school levels. Two new LCAP actions were added: 1.9 for ALL at the elementary level, and Action 2.8 for intermediate and high school math intervention teachers. Intervention will be provided during the school day to address specific skill gaps. Students are identified for ALL/intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. When reviewing LCAP implementation with educational partners during the 2025-26 school year, all groups expressed a strong desire to keep the program and expand it if possible.

In order to further expand the program, the District plans to add ALL pull-out classes at the elementary level in ELA and math (in 2025-26 ALL was ELA only), and standalone intervention classes at the elementary level in both math and ELA (in 2025-26 secondary intervention classes were math only). Actions 1.9 and 2.8 have been adjusted to reflect this change.

Removal of Actions 7.3 and 7.4:
After feedback from and conversations with educational partners, many of the functions of the Discover MUSD (action 7.4) event were determined to be better held at school functions (awards and other student recognition) or standalone District functions (Science Fair, Art Show). Data from prior years demonstrated that no students from outside of the District enrolled in MUSD at the event and fewer than 5 current families used the service, so this function was also not needed. Therefore, educational partners recommended that action 7.4 be removed from the 2026-27 LCAP. Similarly, the MUSD Equity Conference (action 7.3) had not been held for several years. While there were plans to bring it back, staffing constraints made this impractical for the past several years. Educational partners requested that action 7.3 and 7.4 be removed from the LCAP to help narrow the focus of Goal 7 (Parent and Community Engagement) and not confuse readers by describing events that are no longer held.

Goal 8 Continuation
Educational partners at sites that qualify for Equity Multiplier funding (Vail Continuation High School and Montebello Community Day School) felt that actions in Goal 8 should continue. As a result of this feedback, the 26-27 LCAP maintains the actions currently in place.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accelerate students' acquisition of literacy skills so that all students communicate clearly and effectively across content areas and at grade level.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students in the Montebello Unified School District continue to perform below their peers statewide in the area of English Language Arts. MUSD subgroup results remain lower than State averages.
2023:

Overall
MUSD: 34.0% met or exceeded standards
State: 46.7% met or exceeded standards

Socioeconomically Disadvantaged Students (77.3% of MUSD)
MUSD: 31.7% met or exceeded standards
State: 35.3% met or exceeded standards

Hispanic Students (95.3% of MUSD)
MUSD: 33.0% met or exceeded standards
State: 36.1% met or exceeded standards

English learners (32.3% of MUSD)
MUSD: 8.2% met or exceeded standards
State: 10.9% met or exceeded standards

2024:

Overall
MUSD: 35.7% met or exceeded standards

State: 47.0% met or exceeded standards

Socioeconomically Disadvantaged Students (80.4% of MUSD)
MUSD: 33.6% met or exceeded standards
State: 36.8% met or exceeded standards

Hispanic Students (95.6% of MUSD)
MUSD: 34.7% met or exceeded standards
State: 36.8% met or exceeded standards

English learners (27.4% of MUSD)
MUSD: 8.7% met or exceeded standards
State: 10.3% met or exceeded standards

2025:

Overall
MUSD: 37.01% met or exceeded standards
State: 48.82% met or exceeded standards

Socioeconomically Disadvantaged Students (87.1% of MUSD)
MUSD: 35.68% met or exceeded standards
State: 38.23% met or exceeded standards

Hispanic Students (95.8% of MUSD)
MUSD: 36.10% met or exceeded standards
State: 38.84% met or exceeded standards

English learners (25.1% of MUSD)
MUSD: 8.55% met or exceeded standards
State: 10.41% met or exceeded standards

Actions within Goal 1 seek to improve the quality of teaching and learning throughout the school system that develops student literacy skills. An important focus for the District is that literacy is not taught in isolation, but embedded into all content areas. Professional development will be provided to improve teachers' ability to teach literacy skills and differentiate instruction to address students' needs and skill gaps. Students will be provided supplemental resources and additional instructional time to accelerate their learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA % of students meet/exceed standards	2023 All Students: 34% Low-income: 31.7% English learner: 8.2% Foster youth: 15.0% Students with disabilities: 8.2% Hispanic: 33% Homeless youth: 27.7%	2024 All Students: 35.7% Low-income: 33.6% English learner: 8.7% Foster youth: 33.3% Students with disabilities: 10% Hispanic: 34.8% Homeless youth: no data	2025 All Students: 37.0% Low-income: 35.7% English learner: 8.6% Foster youth: 27.6% Students with disabilities: 10.0% Hispanic: 36.1% Homeless youth: 22.3%	2026: All Students: 50% Low-income: 50% English learner: 35% Foster youth: 40% Students with disabilities: 35% Hispanic: 50% Homeless youth: 45%	All Students: improved +3% Low-income: improved +4% English learner: improved +0.4% Foster youth: improved +12.6% Students with disabilities: improved +1.8% Hispanic: improved +3.1% Homeless youth: worsened -5.4%
1.2	CAASP ELA Writing % of students near or above standard	2023: 60.2%	2024: 58.6%	2025: 62.6%	2026: 80%	improved +2.4%
1.3	iReady on or above Grade level Reading	2024 Window 3: All Students: 34.7% Low-income students: 32.7%	2025 Window 3: All Students: 35.3% Low-income students: 33.7% English learner: 15.1% (Baseline) Foster youth: 35.1% (Baseline)	2026 Window 3 All students: 34.3% Low-income students: 32.9% English learner: 15.0% Foster youth: 26.2%	2027 All students: 50% Low-income students: 50% English learner: 25% Foster youth: 45%	All students: worsened -0.4% Low-income students: improved +0.2% English learner: worsened -0.1% Foster youth: worsened -8.9%
1.4	Access to a Broad Course of Study: Percentage of GATE identified students who are English learners, foster youth, and low-income students	2023-24 Total GATE identified students = 1632 (8% of student population) English learners 1% of GATE students (District = 32%) Foster youth 0.2% of GATE students (District = 0.7%)	2024-25 Total GATE identified students = 1373 (7.2% of student population) English learners 0.7% of GATE students (District = 25.1%)	2025-26 Total GATE identified students = 1346 (7.1% of student population) English learners 0.4% of GATE students (District = 22.1%)	2026-27 Total GATE identified students: 8% of student population Percentage of GATE students equal to District percentage of EL, FY, and LI	Total GATE identified students: declined 0.9% English learners: declined 0.6% Foster youth: declined 0.2% Low income: increased 21.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low income 66.3% of GATE students (District = 77%)	Foster youth 0.1% of GATE students (District = 0.5%) Low income 81.2% of GATE students (District = 86.4%)	Foster youth 0.0% of GATE students (District = 0.4%) Low income 87.4% of GATE students (District = 90.0%)		
1.5	STAR Assessment window 3: Students at or above grade level - Spanish Language Arts Dual Immersion Academy students	2023-24: 63%	2024-25: 67.1%	2025-26: 51%	2026-27: 80%	worsened -12%
1.6	Implementation of State Standards: LEA Rating for providing professional learning for teaching the State standards Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability	2024 English Language Arts: 4 English Language Development: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2025 English Language Arts: 4 English Language Development: 4 Math: 4 Next Generation Science Standards: 4	2026 English Language Arts: 4 English Language Development: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2026: English Language Arts: 5 English Language Development: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	English Language Arts: no change English Language Development: no change Math: no change Next Generation Science Standards: no change History-Social Science: no change
1.7	Implementation of State Standards: LEA Rating for implementation of State standards based upon survey and focus group responses from teachers CTE, Health, PE, VAPA,	2024 Career Technical Education: 4 Health: 4 Physical Education: 4 Visual and Performing Arts: 3 World Language: 3	2025 Career Technical Education: 4 Health: 4 Physical Education: 4 Visual and Performing Arts: 3	2026 Career Technical Education: 5 Health: 4 Physical Education: 4 Visual and Performing Arts: 4	2026 Career Technical Education: 5 Health: 5 Physical Education: 5 Visual and Performing Arts: 4	Career Technical Education: improved +1 (target met) Health: no change Physical Education: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and World Language courses Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability		World Language: 3	World Language: 4	World Language: 4	Visual and Performing Arts: improved +1 (target met) World Language: improved +1 (target met)

Goal Analysis [2025-26]

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

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

Overall, the district implemented a comprehensive, multi-tiered approach to improving student literacy outcomes across all grade levels, with a focus on strengthening instructional practices, expanding access to high-quality resources, and using data to drive instructional decision-making and intervention. Implementation of the planned actions was largely consistent with the original design, though variation in depth and coherence across sites remained a key challenge.

A central component of implementation was the delivery of professional development (Actions 1.1 and 1.6), which was provided to certificated and classified staff through non-student days, after-school sessions, sub-release time, and embedded coaching structures. Districtwide professional development emphasized literacy across content areas, with a targeted focus on improving outcomes for English learners, foster youth, and low-income students, particularly those identified in the California School Dashboard with red indicators in ELA (Action 1.8). Professional learning included the use of CAASPP interim assessments to monitor instructional effectiveness and a continued emphasis on the Write From the Beginning… and Beyond program as a systematic approach to writing development. Teachers and administrators were also trained in the use of Thinking Maps to support both comprehension and written expression across disciplines.

Professional development was further reinforced through multiple programs and structures. The Induction program supported new teachers through cycles of inquiry focused on literacy, including language development strategies, collaborative learning structures, and writing across the curriculum. Mentors engaged candidates in co-planning, co-teaching, and data analysis, including small group literacy instruction. AVID professional learning, including conferences, summer institutes, tutorials, and lesson demonstrations, supported writing, critical thinking, and academic language development across content areas. Additionally, the integration of literacy within science instruction was strengthened

through the development of a Science and Language Arts Integration Guide, aligning TWIG Science with Benchmark Advance to support informational reading, academic vocabulary development, and evidence-based writing.

At the elementary level, professional development focused on priority standards, informational reading and writing, foundational literacy skills (including RESULTS training for early grades), and reading comprehension strategies. At the secondary level, ELA Learning Labs for grades 6–8 and staff development days for both middle and high school teachers emphasized priority standards, lesson design, and writing instruction, including the use of platforms such as Writable. Across all levels, instructional coaches, Teachers on Special Assignment, and site administrators supported implementation through lesson demonstrations, co-teaching, and ongoing feedback.

Professional Learning Communities (PLCs) and Data Teams (Action 1.2) were implemented across the district to support the use of student data to inform instruction and intervention. Teams met regularly by content area to analyze formative and summative assessment data, including i-Ready, STAR, and SBAC results, identify trends, and select priority standards for focused instruction. At the secondary level, Data Team discussions were designed to directly inform ELA Learning Lab cycles. District staff provided coordination and coaching to support these processes, including targeted guidance on scaffolding for English learners and students with disabilities. While these systems were implemented districtwide, there was variability in the consistency and depth of data analysis and instructional follow-through across sites. In some cases, it was difficult to determine the extent to which identified strategies were consistently applied in classroom practice.

The district expanded access to literacy materials and instructional resources (Action 1.3) by adopting digital platforms such as MyON, Newsela, and SORA, providing students with access to high-interest, leveled texts and current events content aligned to their interests and reading levels. These resources supported both classroom instruction and independent reading at home. Library services (Action 1.4) were enhanced through expanded hours and targeted training for library technicians, enabling staff to better support students in selecting materials aligned to their needs and interests, thereby increasing engagement in reading.

Efforts to expand equitable access to advanced learning opportunities (Action 1.5) were implemented through a comprehensive approach to GATE programming. A universal screener was used to increase equitable identification of students, and teachers received extensive professional development, including GATE certification opportunities and conference participation. Monthly professional learning for site GATE coordinators supported the ongoing implementation of best practices. Instructional strategies emphasized depth and complexity, differentiation, and project-based learning across content areas. Students participated in a range of enrichment opportunities, including Academic Decathlon, after-school programs (e.g., STEAM, music, chess, and reading clubs), enrichment field trips, and districtwide initiatives such as the Summer Scholar Academy and a “Shark Tank”-style enrichment program. Additional supports included lesson demonstrations, co-teaching, and resources for both students and teachers. While these efforts expanded access and opportunities, continued monitoring is needed to ensure consistent implementation and participation across all sites and student groups.

The Dual Immersion Academy (Action 1.7) continued to support the development of biliteracy in English and either Spanish or Mandarin through targeted professional development and supplemental instructional materials. These efforts strengthened both oral and written language development and improved the overall quality of instruction within the program.

Intervention supports (Action 1.9), including the Accelerated Learning Lab (ALL) model, were implemented to address significant literacy gaps, particularly for English learners and low-income students at the elementary level. These supports emphasized small group instruction

during the school day, progress monitoring using local and state assessments, and flexible entry and exit criteria based on student growth. Instructional coaches and intervention teachers played a key role in supporting implementation and monitoring effectiveness.

A key area of focus across the district was addressing schools and student groups identified with ELA red indicators on the Dashboard (Action 1.8). District and site administrators, along with school-site PLC teams, engaged in ongoing analysis of assessment data and adjusted instructional and intervention plans accordingly. District-level staff, including certificated administrators and Teachers on Special Assignment, provided targeted professional development and support to improve outcomes for English learners and foster youth.

Implementation resulted in several notable successes. The district established a more coherent and consistent professional development structure focused on literacy, increased access to instructional resources and enrichment opportunities, and strengthened alignment of instructional practices across content areas. Feedback from staff indicated that districtwide professional development was valuable, particularly opportunities for collaboration and the sharing of effective instructional strategies. Administrators also noted increased engagement in professional learning and greater consistency in district messaging around literacy and instructional priorities.

At the same time, several challenges impacted full implementation. These included variability in the fidelity of PLC and Data Team processes across sites, differences in site-level capacity to implement and sustain instructional strategies, and scheduling constraints that limited collaboration and intervention time. Additionally, while districtwide professional development was more focused than in prior years, some staff reported difficulty seeing clear connections between different training sessions, particularly at the site level and within specialized subject areas such as electives. Aligning site-based initiatives with district priorities remains an area for continued refinement.

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

The following actions had material differences between budgeted and estimated actual expenditures:

1.2 Literacy Data Analysis
Budget: $2,000,000
Estimated Actual: $1,108,826
Multiple TOSA and Program Specialist positions were unfilled in the 2025-26 school year. These positions were to be responsible for reviewing district- and site-level data and working with teams of teachers to utilize this data to develop intervention plans at the classroom level. While this reduction of centrally coordinated data analysis likely resulted in teachers being less effective at revising intervention plans for individual students, school sites continued to hold Data Teams and PLC meetings using other funding (primarily Title I), so the reduction in improved services was likely not as significant as the material difference might indicate.

1.3 Literacy Materials
Budget: $902,500
Estimated Actual: $1,093,258
The District purchased more supplemental instructional programs than anticipated. Students benefited from having a more robust educational program.

1.7 DIA
Budget: $900,000
Estimated Actual: $1,099,149
Teachers participated in more supplemental training to improve the quality of the Dual Immersion Academy program than anticipated. Additional training was provided to ensure that instructional programs align with the guiding principles of dual immersion, and teachers were paid for additional planning time. Students received more effective instruction as a result of this material difference.

1.9 Accelerated Learning Lab
Budget: $3,240,000
Estimated Actual: $4,308,142
This material difference is due to increased personnel costs and additional training. The teachers selected to implement the ALL program had more experience and a corresponding higher salary than initially anticipated. Additionally, ALL teachers participate in more training than initially planned, resulting in professional development costs that were not anticipated.

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

CAASPP ELA results (metric 1.1) show promising growth in the percentage of students meeting standards for nearly all student groups. While English learners decreased slightly from the prior year, the percentage meeting standards remains above the baseline value. All students, low income students, students with disabilities, and hispanic students show modest growth. Only homeless youth have decreased since the baseline year.
Based on this data, we have determined the following actions have thus far been effective:
1.1 Literacy PD
1.2 Literacy Data Analysis
1.3 Literacy Materials
1.4 Library Access
1.9 Accelerated Learning Lab

GATE Identification (metric 1.4) shows growth for low-income students but very small change for English learners and foster youth. Based on this mixed progress we have determined that action 1.5 (GATE) has thus far been partially effective.

2025 CAASPP ELA in the Writing domain (metric 1.2) increased from 2023. Based on this progress, we have determined that action 1.6 (Writing Development) has thus far been effective.

STAR Assessment results for Spanish Language Arts at our Dual Immersion Schools (metric 1.5) have decreased. 2025 CAASPP ELA improved for all students, low-income students, English learners, and foster youth. Based on this progress we determined action 1.7 has thus far been mostly effective

The following indicators were red in 2023 and were no longer red on the 2025 Dashboard:
Districtwide - English learners
Bell Gardens Intermediate - English learners

Bell Gardens Intermediate - Homeless youth
Bell Gardens Intermediate - Students with disabilities
Cesar E. Chavez Elementary - Students with disabilities
Garfield Elementary - English learners
Garfield Elementary - Students with disabilities
La Merced Academy - English learners
La Merced Academy - Socioeconomically disadvantaged
Montebello Gardens Elementary - Students with disabilities
Montebello High - All students
Montebello High - Hispanic
Montebello High - Socioeconomically disadvantaged
Washington Elementary - Students with disabilities
Wilcox Elementary - English learners
Wilcox Elementary - Students with disabilities

The following indicators remain red:
Districtwide - Foster Youth
Bandini Elementary - All students
Bandini Elementary - English learners
Bandini Elementary - Hispanic
Bandini Elementary - Socioeconomically disadvantaged
Greenwood Elementary - All students
Greenwood Elementary - English learners
Greenwood Elementary - Hispanic
Greenwood Elementary - Socioeconomically disadvantaged
Joseph A. Gascon Elementary - Students with disabilities
La Merced Academy - Students with disabilities
La Merced Intermediate - English learners
Montebello High - English learners
Montebello High - Students with disabilities
Montebello Intermediate - English learners
Montebello Intermediate - Students with disabilities
Montebello Park Elementary - English learners
Suva Elementary - All students
Suva Elementary - English learners
Suva Elementary - Hispanic
Suva Elementary - Socioeconomically disadvantaged
Suva Intermediate - English learners
Suva Intermediate - Homeless youth (student group not reported due to low n-value, however results would otherwise place them in red)
Suva Intermediate - Students with disabilities

Based on this data, we have determined that Action 1.8 (ELA Red Indicators) has thus far had mixed effectiveness

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

Expansion of ALL (Action 1.9) to include ELA Intervention Teachers
Prior to the 2024-25 school year the District implemented a program called Accelerated Learning Lab (ALL) in which a small number of teachers were hired to deliver intervention in a pull-out model. This program demonstrated success for a small group of students. Due to declining budgets, the expiration of pandemic-era supplemental funding used to support the program, and a desire to expand the instructional practices used in ALL (including station rotations and other evidence-based strategies) to support all students district-wide, the program was adjusted in the 2024-25 LCAP. In order to deliver the effective intervention to a larger number of students, instructional coaches were hired to support the expansion of ALL strategies into all classrooms. While this demonstrated some success (and will continue as Action 5.6), there remained a significant desire from all educational partners to bring back the ALL program in its former implementation, with pull-out instruction provided by dedicated intervention teachers. Analysis of student assessment data and feedback from staff during professional development helped the District decide to provide ALL / intervention teachers at all schools, with a focus on literacy at the elementary level, and a focus on math at the intermediate and high school levels. Two new LCAP actions were added: 1.9 for ALL at the elementary level, and Action 2.8 for intermediate and high school math intervention teachers. Intervention will be provided during the school day to address specific skill gaps. Students are identified for ALL/intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. When reviewing LCAP implementation with educational partners during the 2025-26 school year, all groups expressed a strong desire to keep the program and expand it if possible. In order to further expand the program, the District plans to provide ALL pull-out classes at the elementary level in ELA and math (in 2025-26 ALL was ELA only), and standalone intervention classes at the secondary level in both math and ELA (in 2025-26 secondary intervention classes were math only).
In the 2026-27 LCAP, Action 1.9 was changed with the following:
Changed the Title from: "Accelerated Learning Lab (ALL)" to "Accelerated Learning Lab (ALL) and ELA Intervention Teachers"
Added to the description: "Dedicated ELA intervention teachers will be provided at intermediate and high schools. These teachers will coordinate and provide individualized intervention instruction (in addition to grade-level instruction) to address skill or knowledge gaps in ELA. Students are identified for intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program."
Added to the description: "The research cited below indicates that providing intensive and consistent small group instruction can accelerate achievement for students who are behind academically, especially when targeted to students' specific learning needs."
$447,000 is the budgeted amount of LREBG funds for this action. That information was also added to the description.
Changed the location from: "K-5 schools" to "All Schools"

Metric 1.3: iReady on or above Grade level Reading
Data for English learners and foster youth was added to Year 1 outcome in the 2024-25 LCAP. In 25-26, language was added to clarify that the Year 1 outcome for those two student groups serves as the baseline. Targets for Year 3 outcome were also added for those groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy PD	Provide professional development for certificated and classified staff to improve the delivery of instruction that develops students' literacy across content areas. Staff will participate in professional development activities during dedicated non-student days, before or after school, and sub-release days. District-wide PD will include analysis of ELA data for Foster Youth and English learners to address the district red indicators for these groups.	$1,122,000.00	Yes
1.2	Literacy Data Analysis	Schools will analyze student data to develop, deliver, and refine interventions that target the specific needs of students. Staff will participate in Data Teams organized by content area during dedicated non-student days, before or after school, and sub-release days. District staff will coordinate PLC and Data Team structures to improve shared understanding of the academic needs of students, monitor the delivery of interventions targeting those students and their needs, and provide coaching for teachers who are delivering interventions.	$1,389,000.00	Yes
1.3	Literacy Materials	Provide supplemental reading and instructional materials that increase students' access to engaging content aligned to their interest and reading level.	$1,203,000.00	Yes
1.4	Library Access	Increase the effectiveness of libraries to increase student literacy. Library hours will be expanded to increase student access. School library technicians will be trained to help students effectively find materials that are responsive to their interests, needs, and reading level.	$2,331,000.00	Yes
1.5	GATE	Increase access to Gifted and Talented Education (GATE) programs for English learners, foster youth, and low-income students. Ensure GATE	$201,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs support their needs. Provide supplemental resources and professional development to improve instruction and differentiation. Utilize a universal screener to ensure equity in the identification of GATE students.		
1.6	Writing Development	Professional development in all content areas will focus on improving students' ability to write at grade level. Teachers and certificated managers will participate in professional development to enhance the use of thinking maps and the "Write from the Beginning... and Beyond" comprehensive writing program to be implemented district-wide. At the elementary level, the program focuses on building foundational writing and thinking skills. Instruction is heavily scaffolded for early literacy development. At the intermediate level, the program focuses on transitioning from structured writing to more independent, analytical writing. Writing tasks become more connected to cross-curricular content. At the high school level, the program focuses on mastery of academic and real-world writing forms. Students learn to consider audience, purpose, and voice to refine persuasive and expository writing.	$0.00	No
1.7	DIA	Provide supplemental professional development and resources to improve the Dual Immersion Academy (DIA) structure to develop oral and written language in either: English and Spanish or English and Mandarin.	$1,160,000.00	Yes
1.8	ELA Red Indicators	Partner with educational partners to improve the English Language Arts Dashboard Indicator for the following student groups at the following schools (where it was red on the 2023 Dashboard): Districtwide - Foster Youth Districtwide - English learners Bandini Elementary - All students Bandini Elementary - English learners Bandini Elementary - Hispanic Bandini Elementary - Socioeconomically disadvantaged Bell Gardens Intermediate - English learners	$1,881,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Bell Gardens Intermediate - Homeless youth Bell Gardens Intermediate - Students with disabilities Cesar E. Chavez Elementary - Students with disabilities Garfield Elementary - English learners Garfield Elementary - Students with disabilities Greenwood Elementary - All students Greenwood Elementary - English learners Greenwood Elementary - Hispanic Greenwood Elementary - Socioeconomically disadvantaged Joseph A. Gascon Elementary - Students with disabilities La Merced Academy - English learners La Merced Academy - Socioeconomically disadvantaged La Merced Academy - Students with disabilities La Merced Intermediate - English learners Montebello Gardens Elementary - Students with disabilities Montebello High - All students Montebello High - English learners Montebello High - Hispanic Montebello High - Socioeconomically disadvantaged Montebello High - Students with disabilities Montebello Intermediate - English learners Montebello Intermediate - Students with disabilities Montebello Park Elementary - English learners Suva Elementary - All students Suva Elementary - English learners Suva Elementary - Hispanic Suva Elementary - Socioeconomically disadvantaged Suva Intermediate - English learners Suva Intermediate - Homeless youth Suva Intermediate - Students with disabilities Washington Elementary - Students with disabilities Wilcox Elementary - English learners Wilcox Elementary - Students with disabilities Regular check-ins on student achievement data will occur at school sites and at District meetings with Principals and Directors. PLC teams at each school will monitor student progress regularly. School leaders at each		

Action #	Title	Description	Total Funds	Contributing
		location with red indicators (identified above) will review achievement data for each student group to track their progress. iReady and STAR diagnostic assessments will be analyzed. District leaders will do the same with district-wide data for foster youth and English learners. When growth is identified for a student group, school and district teams will identify successful strategies and collaborate with other leaders to spread effective instructional practices. When no growth occurs for a student group, school and district teams will identify barriers to progress and new actions or practices that may need to be adjusted to support those student groups.		
1.9	Accelerated Learning Lab (ALL) and ELA Intervention Teachers	Provide intervention instruction via a pull-out model within the school day to address specific skill gaps at each elementary school. Teachers will pull groups of students for intervention during time when they will not miss instruction on grade-level standards. Students are identified for ALL based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. Dedicated ELA intervention teachers will be provided at intermediate and high schools. These teachers will coordinate and provide individualized intervention instruction (in addition to grade-level instruction) to address skill or knowledge gaps in ELA. Students are identified for intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. This action will be partially funded with $447,000 in unexpended LREBG funding. This action specifically addresses low performance in ELA of low-income students and English learners, which was identified as a need through our needs assessment. ALL at the elementary level and intervention courses at the secondary level are designed to accelerate progress to close learning gaps through implementation and enhancement of the evidence-based learning support: small group learning supports provided by certificated staff (EC Section 32526(c)(2)(B)(ii)), is supported by research, and will be monitored through SBAC and iReady assessment results of	$4,692,000.00	No

Action #	Title	Description	Total Funds	Contributing
		participating students. The research cited below indicates that providing intensive and consistent small group instruction can accelerate achievement for students who are behind academically, especially when targeted to students' specific learning needs. Research References: Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021, February). Accelerating student learning with high-dosage tutoring. EdResearch for Recovery Project. https://files.eric.ed.gov/fulltext/ED613847.pdf Dietrichson, J., Bog, M., Filges, T., & Klint Jorgensen, A.-M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. Review of Educational Research, 87(2), 243-282		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Accelerate students acquisition of mathematics skills so that all students meet or exceed grade level standards, are prepared for Algebra 1, and pass Algebra 1 with a C or better.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students in the Montebello Unified School District continue to perform below their peers statewide in the area of mathematics. While the disparity is much less when considering significant subgroups (compared to overall), those subgroup results remain lower than State averages.

2023:

Overall
MUSD: 20.5% met or exceeded standards
State: 34.6% met or exceeded standards

Socioeconomically Disadvantaged Students (77.3% of MUSD)
MUSD: 18.6% met or exceeded standards
State: 22.9% met or exceeded standards

Hispanic Students (95.3% of MUSD)
MUSD: 19.2% met or exceeded standards
State: 22.7% met or exceeded standards

English learners (32.3% of MUSD)
MUSD: 6.7% met or exceeded standards
State: 9.9% met or exceeded standards

2024:

Overall
MUSD: 22.3% met or exceeded standards
State: 35.5% met or exceeded standards

Socioeconomically Disadvantaged Students (80.4% of MUSD)
MUSD: 20.5% met or exceeded standards
State: 25.0% met or exceeded standards

Hispanic Students (95.6% of MUSD)
MUSD: 21.1% met or exceeded standards
State: 23.7% met or exceeded standards

English learners (27.4% of MUSD)
MUSD: 7.7% met or exceeded standards
State: 10.3% met or exceeded standards

2025:

Overall
MUSD: 25.92% met or exceeded standards
State: 37.30% met or exceeded standards

Socioeconomically Disadvantaged Students (87.1% of MUSD)
MUSD: 24.29% met or exceeded standards
State: 26.19% met or exceeded standards

Hispanic Students (95.8% of MUSD)
MUSD: 24.63% met or exceeded standards
State: 25.74% met or exceeded standards

English learners (25.1% of MUSD)
MUSD: 8.97% met or exceeded standards
State: 11.01% met or exceeded standards

Actions within Goal 2 seek to improve the quality of teaching and learning throughout the school system that develops mathematics skills. Over the past four years, professional development has been delivered to an increasing number of elementary schools in the area of Cognitively Guided Instruction (CGI). This has shown positive results at the schools implementing the practice. In 2026-27 all elementary schools will have been implementing CGI schoolwide for between 4-6 years. The focus at secondary schools has been on developing

students' skills in the standards of mathematical practice using the Building Thinking Classrooms framework, which will continue. An additional focus will be on preparing students to pass Algebra 1, which past study has shown remains an important step in students' progress in math and ability to graduate from high school. Professional development will be provided to improve teachers' ability to teach math skills and differentiate instruction to address students' needs and skill gaps. Students will be provided supplemental resources and additional instructional time to accelerate their learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math % of students met/exceeded standards	2023: All students: 20.5% Low-income: 18.6% English learner: 6.7% Foster youth: 10.3% Students with disabilities: 6.7% Hispanic: 19.2% Homeless youth: 17.4%	2024: All students: 22.3% Low-income: 20.5% English learner: 7.7% Foster youth: 11.9% Students with disabilities: 7.4% Hispanic: 21.1% Homeless youth: no data	2025: All Students: 25.9% Low-income: 24.3% English learner: 9.0% Foster youth: 23.3% Students with disabilities: 7.3% Hispanic: 24.6% Homeless youth: 17.6%	2026: All students: 40% Low-income: 40% English learner: 35% Foster youth: 35% Students with disabilities: 35% Hispanic: 40% Homeless youth: 40%	All students: improved +5.4% Low-income: improved +5.7% English learner: improved +2.3% Foster youth: improved +13% Students with disabilities: improved +0.6% Hispanic: improved +5.4% Homeless youth: improved 0.2%
2.2	CAASPP Science % of students met/exceeded standards	2023: 13.6%	2024: 17.2%	2025: 21.0%	2026: 35%	improved +7.4%
2.3	iReady on or above Grade level Math	2024 Window 3: All students: 25.8% Low-income: 24.1%	2025 Window 3: All students: 28.7% Low-income: 27.3% English learner: 13.6% (baseline)	2026 Window 3 All students: 27.4% Low-income: 26.3% English learner: 12.6%	2027 Window 3: All students: 45% Low-income: 45% English learner: 25%	All students: improved +1.6% Low-income: improved +2.2% English learners: worsened -1.0%

Goal Analysis [2025-26]

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

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

The district made substantial progress in implementing the actions associated with Goal 2, with a clear focus on strengthening instructional practices, increasing data-driven decision-making, and expanding targeted supports to accelerate students' acquisition of mathematics skills and readiness for Algebra 1. Overall, the majority of actions were implemented as planned, with a high degree of coherence across professional learning, classroom instruction, and intervention systems.

A central component of implementation was the expansion of professional development to improve mathematics instruction across all grade levels and content areas (Actions 2.1, 2.4). Certificated and classified staff participated in ongoing professional learning opportunities during non-student days, before and after school, and through sub-release time. Professional development emphasized shifts in instructional practice to promote deeper student thinking, with a strong focus on Cognitively Guided Instruction (CGI) at the elementary and intermediate levels. In 2025-26, additional professional development at the secondary levels has included strategies in the Building Thinking Classrooms (BTC) framework, which are closey aligned with CGI, but use language more appropriate to secondary students. Elementary sites have now engaged in two to four years of sustained CGI implementation, including opportunities for peer observation, collaborative lesson design, and reflection on student thinking. At the intermediate level, CGI and BTC strategies were integrated into both mathematics and science professional learning. Across the district, professional learning consistently incorporated analysis of student work and data to inform instructional decisions, with particular attention to the needs of English learners, low-income students, homeless youth, and foster youth. Additionally, the induction program supported new teachers through job-embedded cycles of inquiry, co-planning, and co-teaching, reinforcing student-centered instructional practices and strengthening consistency in math instruction across classrooms.

Implementation of data analysis structures (Action 2.2) was another key area of progress. Schools established and maintained Professional Learning Communities (PLCs) and Data Teams that met regularly to review formative and summative assessment data, including iReady, STAR, and CAASPP. These collaborative structures enabled educators to identify specific learning gaps, design targeted interventions, and monitor student progress over time. District staff provided coordination and coaching to strengthen these processes and ensure a shared understanding of effective instructional responses. Teachers also engaged in lab classrooms and strategic coaching cycles to refine instructional practices based on data. This work was further reinforced through science professional learning, which emphasized data analysis through NGSS Science and Engineering Practices, helping staff build transferable skills in analyzing evidence, identifying patterns, and using data to guide instruction.

The district also implemented actions to expand access to instructional resources and supports (Action 2.3). Schools were provided with supplemental math materials, including manipulatives and resources aligned with CGI and BTC practices, to support conceptual understanding and multiple modes of learning. These materials were integrated into both core instruction and intervention settings, increasing student access to rigorous and engaging mathematics experiences. Science instruction further reinforced this work by providing authentic contexts for applying mathematical concepts through TWIG Science modules, hands-on investigations, and participation in Science Fair and Science Olympiad, where students used measurement, data analysis, and modeling to solve real-world problems.

Efforts to improve Algebra readiness and success (Actions 2.5 and 2.6) were implemented through a combination of strengthened Tier I instruction and expanded intervention systems. Teachers and administrators at the elementary and intermediate levels used assessment data to identify barriers to grade-level mastery and adjust instruction accordingly. At the secondary level, mathematics teachers engaged in frequent data reviews to identify students at risk of not passing Algebra 1 and implemented timely interventions, including supplemental instruction during and after school. Professional learning supported educators in understanding the foundational skills necessary for Algebra success and in examining how instructional practices influence students' mathematical identities. These efforts contributed to increased student engagement, improved confidence in mathematics, and early indicators of growth in the number of students on track to pass Algebra 1 with a grade of C or better.

During regularly scheduled meetings with principals and directors at the district level, and data teams meetings at the site level, staff reviewed Dashboard data for the math indicator and developed intervention plans for student groups that were red. (Action 2.7)

Dedicated math intervention teachers (Action 2.8) were provided at intermediate and high school sites to deliver targeted, individualized support to students performing below grade level. Students were identified using diagnostic assessments such as iReady and STAR, and intervention services were adjusted based on ongoing progress monitoring. This structure allowed for more focused support and contributed to improved outcomes for students with the greatest needs.

While implementation was largely successful, there were some substantive differences between planned actions and actual execution. Staffing challenges impacted the full implementation of certain components, particularly vacancies in Teacher on Special Assignment (TOSA) positions, which limited the level of site-based coaching and data analysis support available to schools. Additionally, the district experienced ongoing difficulty in hiring teachers with single-subject mathematics credentials, which affected staffing stability in some secondary classrooms. As a result, some planned supports, particularly those involving intensive coaching and facilitation of data team processes, were implemented with less consistency than originally intended.

Despite these challenges, the district demonstrated adaptability by reallocating resources, leveraging existing staff expertise, and prioritizing high-impact strategies such as professional learning, data team collaboration, and targeted interventions. One notable success was the increased alignment of instructional practices across sites and content areas, particularly through the integration of mathematical thinking into science instruction and other disciplines. Educators reported increased confidence in implementing student-centered strategies, and classroom observations indicated a shift toward greater emphasis on problem-solving, reasoning, and conceptual understanding.

Overall, implementation of Goal 2 strengthened the district's systems for delivering high-quality mathematics instruction and intervention. The combined focus on professional learning, data-driven practices, and targeted student support contributed to positive momentum toward improving student achievement in mathematics and increasing readiness for Algebra 1. These systems provide a strong foundation for continued refinement and expansion in the coming year.

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

The following actions had material differences between budgeted and estimated actual expenditures:

2.2 Math Data Analysis
Budget: $2,000,000
Estimated Actual: $1,108,826
Multiple TOSA and Program Specialist positions were unfilled in the 2025-26 school year. These positions were to be responsible for reviewing district- and site-level data and working with teams of teachers to utilize this data to develop intervention plans at the classroom level. While this reduction of centrally coordinated data analysis likely resulted in teachers being less effective at revising intervention plans for individual students, school sites continued to hold Data Teams and PLC meetings using other funding (primarily Title I), so the reduction in improved services was likely not as significant as the material difference might indicate.

2.3 Math Materials
Budget: $1,052,500
Estimated Actual: $1,351,509
The District purchased more supplemental instructional programs than anticipated. Students benefited from having a more robust educational program.

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

CAASPP Math (metric 2.1), CAASPP Science (metric 2.2), and iReady Math (metric 2.3) have shown improvement for all students and low-income students. Based on this data, we have determined the following actions have thus far been effective making progress toward the goal:
2.1 Math PD
2.2 Math Data Analysis
2.3 Math Materials
2.4 CGI
2.5 Algebra Readiness
2.6 Algebra 1 and UC/CSU "c"
2.8 Math Intervention

The following math indicators were red on the 2023 Dashboard and are no longer red
Districtwide - English learners
Districtwide - Homeless youth
Applied Technology Center - All students
Applied Technology Center - Hispanic
Applied Technology Center - Socioeconomically disadvantaged
Bandini Elementary - English learners
Bell Gardens High - Hispanic
Bell Gardens High - Socioeconomically disadvantaged
Bell Gardens Intermediate - All students
Bell Gardens Intermediate - English learners
Bell Gardens Intermediate - Hispanic

Bell Gardens Intermediate - Homeless youth
Bell Gardens Intermediate - Socioeconomically disadvantaged
Bell Gardens Intermediate - Students with disabilities
La Merced Intermediate - All students
La Merced Intermediate - Hispanic
La Merced Intermediate - Socioeconomically disadvantaged
Montebello Gardens Elementary - Students with disabilities
Montebello High - English learners
Montebello High - Students with disabilities
Montebello Intermediate - All students
Montebello Intermediate - English learners
Montebello Intermediate - Hispanic
Montebello Intermediate - Socioeconomically disadvantaged
Montebello Intermediate - Students with disabilities
Schurr High - Students with disabilities
Suva Intermediate - All students
Suva Intermediate - English learners
Suva Intermediate - Hispanic
Suva Intermediate - Homeless youth
Suva Intermediate - Socioeconomically disadvantaged
Suva Intermediate - Students with disabilities

On the 2023 Dashboard, the following math indicators were red, and remain red:
Districtwide - Foster youth
Bandini Elementary - Students with disabilities
Cesar E. Chavez Elementary - Students with disabilities
Joseph A. Gascon Elementary - Students with disabilities
La Merced Academy - Students with disabilities
Wilcox Elementary - Students with disabilities

Based on this data, the District has determined that Action 2.7 (Math Red Indicators) has been effective, except for students with disabilities, for whom the action has had mixed effectiveness.

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

Expansion of Math Intervention (Action 2.8) to include Math Accelerated Learning Lab
Prior to the 2024-25 school year the District implemented a program called Accelerated Learning Lab (ALL) in which a small number of teachers were hired to deliver intervention in a pull-out model. This program demonstrated success for a small group of students. Due to declining budgets, the expiration of pandemic-era supplemental funding used to support the program, and a desire to expand the

instructional practices used in ALL (including station rotations and other evidence-based strategies) to support all students district-wide, the program was adjusted in the 2024-25 LCAP. In order to deliver the effective intervention to a larger number of students, instructional coaches were hired to support the expansion of ALL strategies into all classrooms. While this demonstrated some success (and will continue as Action 5.6), there remained a significant desire from all educational partners to bring back the ALL program in its former implementation, with pull-out instruction provided by dedicated intervention teachers. Analysis of student assessment data and feedback from staff during professional development helped the District decide to provide ALL / intervention teachers at all schools, with a focus on literacy at the elementary level, and a focus on math at the intermediate and high school levels. Two new LCAP actions were added: 1.9 for ALL at the elementary level, and Action 2.8 for intermediate and high school math intervention teachers. Intervention will be provided during the school day to address specific skill gaps. Students are identified for ALL/intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. When reviewing LCAP implementation with educational partners during the 2025-26 school year, all groups expressed a strong desire to keep the program and expand it if possible. To further expand the program, the District plans to provide ALL pull-out classes at the elementary level in ELA and math (in 2025-26 ALL was ELA only), and standalone intervention classes at the secondary level in both math and ELA (in 2025-26 secondary intervention classes were math only). In the 2026-27 LCAP, Action 2.8 was changed with the following:
Changed the Title from: "Math Intervention Teachers" to "Math Intervention Teachers and Math ALL"
Added to the description: "Provide intervention instruction via a pull-out model within the school day to address specific skill gaps at the elementary level, in a program referred to as Accelerated Learning Lab (ALL). Teachers will pull groups of students for intervention during time when they will not miss instruction on grade level standards. Students are identified for ALL based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program."
Changed the location from: "Grades 6-12" to "All Schools"
Added to the description: "Teachers providing small group learning supports to students performing below grade level is the strategy supported the research cited below."
$300,000 is the budgeted amount of LREBG funds for this action. That information was also added to the description.

Metric 2.3: iReady on or above Grade level Math
Data for English learners was added to the Year 1 outcome in the 2024-25 LCAP. In 25-26, language was added to clarify that the Year 1 outcome for this student group serves as the baseline. Targets for Year 3 outcome were also added for this group.

The District began implementing training for secondary teachers in the Building Thinking Classrooms (BTC) framework, which is very similar to Cognitively Guided Instruction (CGI) but more adapted to older students (whereas CGI generally uses language that is geared for younger students). As a result, Action 2.4 has been changed with the following:
Title changed from "CGI" to "CGI and BTC"
Added to the description " and Building Thinking Classrooms at intermediate and high schools"
Changed location from "Grades TK-8" to "All Schools"

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math PD	Provide professional development for certificated and classified staff to improve the delivery of instruction that develops students' math skills across content areas. Staff will participate in professional development activities during dedicated non-student days, before or after school, and sub-release days. District PD will focus on the analysis of data and addressing the needs for the following student groups which have red indicators in math at the District level: English learners, homeless youth, and foster youth.	$1,197,000.00	Yes
2.2	Math Data Analysis	Schools will analyze student data to develop, deliver, and refine interventions that target the specific needs of students. Staff will participate in Data Teams organized by content area during dedicated non-student days, before or after school, and sub-release days. District staff will coordinate PLC and Data Team structures to improve shared understanding of the academic needs of students, monitor the delivery of interventions targeting those students and their needs, and provide coaching for teachers who are delivering interventions.	$1,389,000.00	Yes
2.3	Math Materials	Provide supplemental resources to improve conceptual understanding of math concepts including manipulatives and supplemental instructional materials that present math concepts in multiple formats.	$1,277,000.00	Yes
2.4	CGI and BTC	Professional development in mathematics will focus on the continued implementation of Cognitively Guided Instruction for all elementary and intermediate schools, and Building Thinking Classrooms at intermediate and high schools. CGI and BTC help students develop number sense and the ability to identify problem solutions rather than following an algorithm.	$500,000.00	No
2.5	Algebra Readiness	Ensure all students are ready to pass Algebra 1 on the first attempt and complete the UC/CSU "c" requirement of 3 years of college prep mathematics. Teachers and school leaders at the elementary and intermediate schools will review students' CAASPP and iReady math assessment data. When students do not progress toward grade-level	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		mastery, barriers and strategies will be identified to support accelerating student learning. Students will receive supplemental instruction during the day and after school to support their learning acceleration. Professional development for teachers at the intermediate level will increase their understanding of what skill barriers lead to students struggling to complete algebra and will adjust their instruction to support the development of these skills.		
2.6	Algebra 1 and UC/CSU "c"	Put systems in place, so students pass Algebra 1 on the first attempt or as soon as possible and complete the UC/CSU "c" requirement of three years of college prep mathematics. High school mathematics teachers will frequently analyze student assessment data to identify students who are not making sufficient progress to pass their current math course and what interventions will accelerate their learning in areas they struggle with. Students will receive supplemental instruction during the day and after school to support their learning acceleration.	$100,000.00	No
2.7	Math Red Indicators	Partner with educational partners to improve the Mathematics Dashboard Indicator for the following student groups at the following schools (where it was red on the 2023 Dashboard): Districtwide - English learners Districtwide - Homeless youth Districtwide - Foster youth Applied Technology Center - All students Applied Technology Center - Hispanic Applied Technology Center - Socioeconomically disadvantaged Bandini Elementary - English learners Bandini Elementary - Students with disabilities Bell Gardens High - Hispanic Bell Gardens High - Socioeconomically disadvantaged Bell Gardens Intermediate - All students Bell Gardens Intermediate - English learners Bell Gardens Intermediate - Hispanic Bell Gardens Intermediate - Homeless youth	$1,615,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Bell Gardens Intermediate - Socioeconomically disadvantaged Bell Gardens Intermediate - Students with disabilities Cesar E. Chavez Elementary - Students with disabilities Joseph A. Gascon Elementary - Students with disabilities La Merced Academy - Students with disabilities La Merced Intermediate - All students La Merced Intermediate - Hispanic La Merced Intermediate - Socioeconomically disadvantaged Montebello Gardens Elementary - Students with disabilities Montebello High - English learners Montebello High - Students with disabilities Montebello Intermediate - All students Montebello Intermediate - English learners Montebello Intermediate - Hispanic Montebello Intermediate - Socioeconomically disadvantaged Montebello Intermediate - Students with disabilities Schurr High - Students with disabilities Suva Intermediate - All students Suva Intermediate - English learners Suva Intermediate - Hispanic Suva Intermediate - Homeless youth Suva Intermediate - Socioeconomically disadvantaged Suva Intermediate - Students with disabilities Wilcox Elementary - Students with disabilities Regular check-ins on student achievement data will occur at school sites and at District meetings with Principals and Directors. PLC teams at each school will monitor student progress regularly. School leaders at each location with red indicators (identified above) will review achievement data for each student group to track their progress. iReady and STAR diagnostic assessments will be analyzed. District leaders will do the same with district-wide data for foster youth, homeless youth, and English learners. When growth is identified for a student group, school and district teams will identify successful strategies and collaborate with other leaders to spread effective instructional practices. When no growth occurs for a student group, school and district teams will identify barriers to progress and new actions or practices that may need to be adjusted to support those student groups.		

Action #	Title	Description	Total Funds	Contributing
2.8	Math Intervention Teachers and Math ALL	Dedicated math intervention teachers will be provided at each intermediate and high school. These teachers will coordinate and provide individualized intervention instruction (in addition to grade-level instruction) to address skill or knowledge gaps in math. Students are identified for math intervention based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. Provide intervention instruction via a pull-out model within the school day to address specific skill gaps at the elementary level, in a program referred to as Accelerated Learning Lab (ALL). Teachers will pull groups of students for intervention during time when they will not miss instruction on grade level standards. Students are identified for ALL based on being multiple grade levels behind on the iReady and/or STAR assessment. Students who make sufficient progress will be moved out of the program. This action will be partially funded with $300,000 in unexpended LREBG funding. This action specifically addresses low performance in math of low-income students and English learners, which was identified as a need through our needs assessment. ALL at the elementary level and intervention courses at the secondary level are designed to accelerate progress to close learning gaps through implementation and enhancement of the evidence-based learning support: small group learning supports provided by certificated staff (EC Section 32526(c)(2)(B)(ii)), is supported by research, and will be monitored through SBAC and iReady assessment results of participating students. The research cited below indicates that providing intensive and consistent small group instruction can accelerate achievement for students who are behind academically, especially when targeted to students' specific learning needs. Research References: Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021, February). Accelerating student learning with high-dosage tutoring. EdResearch for Recovery Project. https://files.eric.ed.gov/fulltext/ED613847.pdf Dietrichson, J., Bog, M., Filges, T., & Klint Jorgensen, A.-M. (2017).	$2,714,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. Review of Educational Research, 87(2), 243-282		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase college and career readiness so that all students are aware of requirements and resources available for post-high school preparation and graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students in the Montebello Unified School District have made progress in the area of college and career readiness. MUSD students now have a higher graduation rate than the State of California overall and in significant subgroups. However, college and career preparedness as reported on the Dashboard remains below State averages, though the gap has been shrinking. This will continue to be an area of focus.

-2023

Graduation Rate

Overall
MUSD: 80.1%
State: 86.4%

Socioeconomically Disadvantaged Students (77.3% of MUSD)
MUSD: 80.1%
State: 83.7%

Hispanic Students (95.3% of MUSD)
MUSD: 80.1%
State: 84.2%

English learners (32.3% of MUSD)
MUSD: 67.9%
State: 73.5%

College/Career "Prepared"

Overall
MUSD: 19%
State: 43.9%

Socioeconomically Disadvantaged Students (77.3% of MUSD)
MUSD: 18.1%
State: 35.4%

Hispanic Students (95.3% of MUSD)
MUSD: 18.1%
State: 35.5%

English learners (32.3% of MUSD)
MUSD: 5.1%
State: 15.3%

-2024

Graduation Rate

Overall
MUSD: 84.3%
State: 86.7%

Socioeconomically Disadvantaged Students (80.4% of MUSD)
MUSD: 85%
State: 84.4%

Hispanic Students (95.6% of MUSD)
MUSD: 84.2%
State: 85.2%

English learners (27.4% of MUSD)
MUSD: 73.6%
State: 77.9%

College/Career "Prepared"

Overall
MUSD: 23.1%
State: 45.3%

Socioeconomically Disadvantaged Students (80.4% of MUSD)
MUSD: 21.9%
State: 37.4%

Hispanic Students (95.6% of MUSD)
MUSD: 22.1%
State: 37.4%

English learners (27.4% of MUSD)
MUSD: 9.5%
State: 17.%

2025:

Graduation Rate

Overall
MUSD: 88.5%
State: 87.8%

Socioeconomically Disadvantaged Students (87.1% of MUSD)
MUSD: 89.2%
State: 86.2%

Hispanic Students (95.8% of MUSD)
MUSD: 88.6%
State: 86.9%

English Learners (25.1% of MUSD)
MUSD: 82.5%
State: 79.7%

College/Career “Prepared”

Overall
MUSD: 35.8%
State: 51.7%

Socioeconomically Disadvantaged Students (87.1% of MUSD)
MUSD: 35.4%
State: 42.0% (approximate based on statewide subgroup patterns)

Hispanic Students (95.8% of MUSD)
MUSD: 35.2%
State: 41.0% (approximate based on statewide subgroup patterns)

English Learners (25.1% of MUSD)
MUSD: 15.7%
State: 23.0% (approximate based on statewide subgroup patterns)

Actions within Goal 3 seek to improve the quality of teaching and learning throughout the school system and provides supports to students to help them make progress towards graduation. College and Career readiness has been an area of focus for the district for several years, as the class of 2027 will be the first group required to meet a-g requirements in order to graduate. A standalone goal for graduation and college/career readiness will help the District with this area of focus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rate Dashboard	2023: All students: 80.1% Low-income: 80.1% Foster youth: 60% English learners: 67.9% Students with disabilities: 67.1% Homeless youth: 66.7% Hispanic: 80.1%	2024: All students: 84.3% Low-income: 85% Foster youth: 68.4% English learners: 73.6% Students with disabilities: 75.8%	2025: All Students: 88.5% Low-income: 89.2% Foster youth: 85.0% English learners: 82.5% Students with disabilities: 71.2%	2026: All students: 99% Low-income: 99% Foster youth: 90% English learners: 90% Students with disabilities: 90% Homeless youth: 90% Hispanic: 99%	All students: improved +8.4% Low-income: improved +9.1% Foster youth: improved +25% English learners: improved +14.6% Students with disabilities: improved +4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless youth: 78.4% Hispanic: 84.2%	Homeless youth: 85.3% Hispanic: 88.6%		Homeless youth: improved +18.6% Hispanic: improved +8.5%
3.2	a-g Completion CALPADS 15.1	2023: All students: 23% (453 / 1948) Low-income: 25% (441 / 1798) Foster youth: 7.1% (1 / 14) English learners: 18.6% (107 / 575) Students with disabilities: 18.2% (54 / 297) Hispanic: 24% (450 / 1878) Homeless youth: 13.3% (25 / 188)	2024: All students: 23.8% (456 / 1915) Low-income: 22.7% (399 / 1755) Foster youth: 15.8% (3 / 19) English learners: 13.4% (71 / 531) Students with disabilities: 8.7% (25 / 288) Hispanic: 22.7% (422 / 1855) Homeless youth: 17% (34 / 200)	2025: All Students: 26.9% (461 / 1713) Low-income: 24.9% (399 / 1601) Foster youth: 15% (3 / 20) English learners: 12.1% (63 / 519) Students with disabilities: 8.2% (23 / 279) Hispanic: 26.3% (435 / 1656) Homeless youth: 19.5% (39 / 200)	2026 All students: 90% Low-income: 90% Foster youth: 80% English learners: 85% Students with disabilities: 85% Hispanic: 90% Homeless youth: 80%	All students: improved +3.9% Low-income: worsened -0.1% Foster youth: improved +7.9% English learners: worsened -6.5% Students with disabilities: worsened -10% Hispanic: improved +2.3% Homeless youth: improved +6.2%
3.3	CTE Pathway Completion: CALPADS 15.1	2023: All students: 3.4% (67 / 1948) Low-income: 3.3% (60 / 1798) Foster youth: 0% (0 / 14) English learners: 3.1% (18 / 575) Students with disabilities: 2.7% (8 / 297) Hispanic: 3.4% (64 / 1878) Homeless youth: 4.8% (9 / 188)	2024: All students: 8.4% (161 / 1915) Low-income: 8.5% (149 / 1755) Foster youth: 0% (0 / 19) English learners: 5.5% (29 / 531) Students with disabilities: 6.6% (19 / 288) Hispanic: 8.2% (152 / 1855) Homeless youth: 6.5% (13 / 200)	2025: All Students: 8.8% (150 / 1713) Low-income: 9.3% (149 / 1601) Foster youth: 0% (0 / 20) English learners: 8.9% (46 / 519) Students with disabilities: 8.2% (23 / 279) Hispanic: 9% (149 / 1656) Homeless youth: 8% (16 / 200)	2026: All students: 20% Low-income: 20% Foster youth: 10% English learners: 20% Students with disabilities: 20% Hispanic: 20% Homeless youth: 20%	All students: improved +5.4% Low-income: improved +6% Foster youth: no change 0% English learners: improved +5.8% Students with disabilities: improved +5.5% Hispanic: improved +5.6% Homeless youth: improved +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	CTE and a-g Completion CALPADS 15.1	2023: 1.3% (25 / 1948) All students: 1.3% (25 / 1948) Low-income: 1.2% (21 / 1798) Foster youth: 0% (0 / 14) English learners: 1.2% (7 / 575) Students with disabilities: 0.3% (1 / 297)	2024: All students: 4.2% (80 / 1915) Low-income: 4% (71 / 1755) Foster youth: 0% (0 / 19) English learners: 2.8% (15 / 531) Students with disabilities: 1.7% (5 / 288) Hispanic: 4% (74 / 1855) (baseline) Homeless youth: 3.5% (7 / 200) (baseline)	2025: All Students: 4.7% (80 / 1713) Low-income: 4.4% (71 / 1601) Foster youth: 0% (0 / 20) English learners: 3.3% (17 / 519) Students with disabilities: 2.5% (7 / 279) Hispanic: 4.8% (80 / 1656) Homeless youth: 5% (10 / 200)	2026: All students: 20% Low-income: 20% Foster youth: 10% English learners: 20% Students with disabilities: 20% Hispanic: 20% Homeless youth: 20%	All students: improved +3.4% Low-income: improved +3.2% Foster youth: no change 0% English learners: improved +2.1% Students with disabilities: improved +2.2% Hispanic: improved +0.8% Homeless youth: improved +1.5%
3.5	Percentage of 12th graders who have passed an AP Exam with a score of 3 or higher CollegeBoard AP Score Reports - Equity and Excellence	2023: 18.8%	2024: 21.4%	2025: 23.1%	2026: 35%	improved +4.3%
3.6	Early Assessment Program (EAP) % of students Prepared for ELA CAASPP	2023 Ready 11.1 % Conditionally Ready 22.9%	2024 Ready 12.9% Conditionally Ready 22.8%	2025 Ready 18.3% Conditionally Ready 31.4%	2026 Ready 30% Conditionally Ready 20%	Ready improved +7.2% Conditionally Ready improved +8.5%
3.7	Early Assessment Program (EAP) % of students Prepared for Math CAASPP	2023 Ready 7.4% Conditionally Ready 13.1%	2024 Ready 9% Conditionally Ready 13.3%	2025 Ready 12.6% Conditionally Ready 7.4%	2026 Ready 15% Conditionally Ready 25%	Ready improved +5.2% Conditionally Ready worsened -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Access to and enrollment in a broad course of study: Students enrolled in the Associate of Arts program	2023-24 All students: 101 Low-income: 72 English learners: 2 Foster Youth: 0	2024-25 All students: 134 Low-income: 111 English learners: 2 Foster Youth: 0	2025-26 All students: 157 Low-income: 141 English learners: 2 Foster Youth: 0	2026-27 All students: 160 Low-income: 150 English learners: 5 Foster Youth: 1	All students: improved +56 Low-income: improved +69 English learners: no change Foster Youth: no change
3.9	Access to and enrollment in a broad course of study: Number of college classes taken through Dual Enrollment program	2023-24 All students: 298 Low-income: 242 English learners: 22 Foster youth: 0	2024-25 All students: 1687 Low-income: 1367 English learners: 90 Foster youth: 1	2025-26 All students: 692 Low-income: 623 English learners: 61 Foster youth: 4	2026-27 All students: 400 Low-income: 300 English learners: 100 Foster youth: 5	All students: improved +394 Low-income: improved +381 English learners: improved +39 Foster youth: improved +4
3.10	Other Pupil Outcomes Dashboard College/Career Levels and Measures Report	2023 Prepared 19% Approaching Prepared 23.4%	2024 Prepared 23.1% Approaching Prepared 14.4%	2025 Prepared 35.8% Approaching Prepared 10.1%	2026 Prepared 50% Approaching Prepared 20%	Prepared improved +16.8% Approaching Prepared declined -13.3%
3.11	Access to and enrollment in a broad course of study: AVID Participation for English learners, foster youth, and low-income students	2023-24 Total AVID Participation: 2008 students Percentage of AVID students who are: English learners: 18% (District = 32.3%) Low-income or foster youth: 81% (District = 77%)	2024-25 Total AVID Participation: 6258 Percentage of AVID students who are: English learners: 22.2% (District = 25.1%) Low-income or foster youth: 82.1% (District = 86.4%)	2025-26 Total AVID Participation: 6219 Percentage of AVID students who are: English learners: 21.1% (District = 21.1%) Low-income or foster youth: 88.6% (District = 90.0%)	2026-27 Percentage of AVID students equal to or greater than District percentage of EL, FY, and LI	English Learners AVID percentage difference from District percentage improved -14.3 % (target met) LI and FY AVID percentage difference from District percentage improved -2.6% (target met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	FAFSA/CADAA Completion Local data	2023: Low-income students 61% English learners, foster youth, and low-income students: 61%	2024: Low-income students 69.3% English learners, foster youth, and low-income students: 67.9%	2025: Low-income students 78.5% English learners, foster youth, and low-income students: 78.0%	2026: Low-income students: 85% English learners, foster youth, and low-income students: 85%	Low-income students improved +17.5% English learners, foster youth, and low-income students improved +17.0%
3.13	Graduating Seniors who enrolled in post-secondary education Naviance Reporting	Class of 2023: 36%	Class of 2024: 66.3%	Class of 2025: 52.7%	Class of 2026: 50%	improved +16.7% (goal met)
3.14	Percentage of High School Students on track to graduate (at least 50 credits per year) Student Information System (SIS)	2023-24 through Semester 2 All Students 9th = 76.1% 10th = 75.1% 11th = 79.6% Low-income 9th = 76.1% 10th = 75.3% 11th = 79.8% Foster youth 9th = 100% 10th = 40% 11th = 90% English learners 9th = 60.6% 10th = 59.1% 11th = 60.9% (baseline data added in 2025-26 LCAP)	2024-25 through Semester 1 All Students 9th = 71.8% 10th = 87.3% 11th = 88.8% Low-income 9th = 70.0% 10th = 87.2% 11th = 89.0% Foster youth 9th = 40% 10th = no data 11th = no data English learners 9th = 55.1% 10th = 76.1% 11th = 82.1%	2025-26 through Semester 1 All Students 9th = 68.5% 10th = 58.1% 11th = 82.0% Low-income 9th = 68.3% 10th = 57.5% 11th = 78.5% Foster youth 9th = 66.7% 10th = 42.9% 11th = 75% English learners 9th = 52.3% 10th = 43.6% 11th = 63.3% Data for Year 2 Outcomes was changed to reflect a requirement of C grades or better in a-g courses (rather	2026 All Students 9th = 99% 10th = 99% 11th = 99% Low-income 9th = 99% 10th = 99% 11th = 99% Foster youth 9th = 90% 10th = 90% 11th = 90% English learners 9th = 90% 10th = 90% 11th = 90%	All Students 9th = -7.6% 10th = -17.0% 11th = +2.4% Low-income 9th = -7.8% 10th = -17.8% 11th = -1.3% Foster youth 9th = -33.3% 10th = +2.9% 11th = -15.0% English learners 9th = -8.3% 10th = -15.5% 11th = +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				than D or better) to align with MUSD graduation requirements.		

Goal Analysis [2025-26]

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

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

The District implemented a comprehensive set of actions aligned to Goal 3 to increase college and career readiness so that all students are aware of requirements and resources available for post-high school preparation and graduate college and career ready. Overall, the actions and services in Goal 3 were implemented largely as planned, with several programs expanded during the 2025–2026 school year to increase student access to rigorous coursework, counseling, postsecondary opportunities, and career preparation experiences. The District continued to prioritize supports for English learners, foster youth, homeless youth, students with disabilities, and socioeconomically disadvantaged students, who historically have been underrepresented in college enrollment and completion.

The District expanded and improved Career Technical Education (CTE) pathways by increasing both the number and quality of CTE courses, ensuring that pathways aligned with a-g requirements and included capstone experiences where possible. Professional development and supplemental resources were provided to improve instructional quality and increase opportunities for students to engage in real-world applications of learning. Programs were enhanced through the purchase of specialized materials and equipment, including biomedical supplies, 3-D printers and related materials, furniture for child development courses, crime scene investigation materials, and updated computers for computer graphics and design programs. These investments strengthened college and career preparation opportunities and increased access to industry-relevant experiences for students. (Action 3.1)

To support college and career readiness across all grade spans, the District implemented initiatives focused on increasing awareness of graduation requirements, a-g completion, and postsecondary opportunities. Staff at elementary, intermediate, and high schools received professional development related to college and career readiness expectations and analysis of student progress data. Students and families received support completing college admissions and financial aid applications, and the District expanded access to AP, PSAT, SAT, and other college readiness exams by covering examination fees for many students. These efforts helped reduce financial barriers and increase awareness of postsecondary pathways for students and families. (Action 3.2)

Dual enrollment opportunities continued to expand through partnerships with local community colleges, particularly East Los Angeles College (ELAC). Students participated in both the Associate of Arts (AA) Degree Program and general dual enrollment opportunities that allowed them to earn transferable college credit while still enrolled in high school. In addition to high school students, two intermediate students also enrolled in college courses during the year. The District continued to focus outreach and support on English learners, foster youth, and low-income students to increase equitable participation in early college opportunities and strengthen college readiness. (Action 3.3)

The District also focused on increasing the number of students graduating with completion of UC/CSU a-g requirements by strengthening World Language and Visual and Performing Arts (VAPA) programs. Additional course sections were offered, including expanded opportunities in Spanish, Mandarin, graphic design, and music courses such as jazz band. Teachers participated in professional development focused on instructional quality, student engagement, and alignment to a-g standards. Supplemental instructional materials, instruments, books, and technology resources were purchased to improve access and participation in these programs. (Action 3.4)

To promote a college-going culture and increase FAFSA and California Dream Act Application (CADAA) completion rates, the District partnered with the New Tech Network (NTN) to provide staff training, student engagement activities, direct family support, completion tracking, and postsecondary outcome monitoring. College Access Team convenings for intermediate and high school staff, winter convenings, counselor professional development, high school site visits, and support for the Early College and AA Cohort programs were implemented throughout the year. These activities strengthened coordination across school sites and increased awareness of college and financial aid opportunities for students and families. (Action 3.5)

The Advancement Via Individual Determination (AVID) program continued to expand during the year. Additional AVID elective sections were added to master schedules, and teachers participated in AVID conferences, summer professional learning, lesson demonstrations, co-teaching opportunities, and monthly AVID coordinator collaboration meetings. Students benefited from AVID tutorials, after-school enrichment opportunities, college field trips, and expanded access to instructional supplies and organizational resources. The District also hosted an AVID Showcase at Bell Gardens High School that included participation from schools throughout Southern California. These efforts supported the implementation of AVID strategies across classrooms and strengthened college readiness supports for students. A challenge in fully implementing this action was that fewer AVID tutors were hired than planned, resulting in less individual student support. (Action 3.6)

The District continued significant investments in educational technology to support access to learning resources and differentiated instruction. Teachers received professional development and coaching from Teachers on Special Assignment and instructional technology staff regarding effective integration of technology into instruction. Students continued to receive Chromebooks, Wi-Fi hotspots, and technology support services to ensure access to instructional resources both at school and at home. Site-based instructional technology support staff helped ensure uninterrupted access to devices and digital learning systems throughout the school year. (Action 3.7)

Students who were behind in credits toward graduation were supported through summer school opportunities provided in partnership with Mt. San Antonio College (Mt. SAC). These programs provided English learners, foster youth, and low-income students with additional opportunities to recover credits and remain on track for graduation. (Action 3.8)

To improve graduation outcomes and college/career readiness indicators, the District expanded counseling supports and professional development related to the California Dashboard College/Career Indicator (CCI) and graduation rate metrics. Counselors regularly reviewed student data, grades, credits, and readiness indicators to identify students needing additional support and opportunities to meet college and career readiness criteria. Staff at schools identified with red or very low Dashboard indicators spent additional paid time analyzing student data and reviewing effective practices used at higher-performing schools such as Applied Technology Center High School (ATC). District and site leaders collaborated to identify barriers to student success and replicate effective systems and strategies across school sites. (Actions 3.9, 3.11, and 3.12)

Implementation of Health and Physical Education improvements focused on strengthening instructional quality and supporting student wellness through updated curriculum resources and targeted professional development. During the 2025–2026 school year, the Health Education Program focused on aligning instruction with district initiatives in writing and mathematics while reinforcing essential health standards. Health Education staff completed the review and refinement of essential standards as part of professional learning provided to teachers. Teachers received updated slide decks, lessons, and student activities to support consistent implementation of health instruction across the district. New intermediate teachers received training and standards-aligned curriculum materials, and Studies Weekly Health was adopted to support summer enrichment learning opportunities. Reduced program expenditures were achieved through the use of Expanded Learning Opportunities Program (ELOP) funding to support summer enrichment opportunities. (Action 3.10)

The District continued implementation of actions associated with Differentiated Assistance identified through the California Dashboard. In partnership with the Los Angeles County Office of Education (LACOE), District staff reviewed data trends, identified strengths and areas for growth, and planned for continued improvement. Efforts included improving designated ELD instruction, expanding credit recovery opportunities, ensuring all courses were a-g approved, increasing access to additional college and career readiness pathways, and strengthening mathematics instruction and Algebra preparation through Cognitively Guided Instruction and targeted professional development. (Action 3.13)

Although implementation across Goal 3 was largely successful, several challenges impacted full implementation of planned services. The most significant challenge involved the unexpected loss of grant funding previously used by the New Tech Network to support FAFSA/CADAA completion efforts. To maintain these services without interruption, the District identified and utilized alternative funding sources. In addition, the District experienced difficulties filling certain positions, including supplemental academic counselors and AVID tutors, which reduced the availability of some direct student supports during portions of the school year. Despite these challenges, the District maintained implementation of all major Goal 3 actions and continued to expand opportunities that support students' preparation for college, career, and postsecondary success.

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

The following actions had material differences between budgeted and estimated actual expenditures:

3.2 College and Career Readiness
Budget: $200,000
Estimated Actual: $364,673
The District hired additional staff and consultants to provide outreach to families on what it means to be college and career ready, what resources are available to students, and how to help students graduate college and career ready. As a result, more information was provided to families to support this action.

3.4 VAPA and World Languages
Budget: $1,615,000
Estimated Actual: $2,053,431

The District purchased more supplies and equipment than initially anticipated to improve the quality of during- and after-school VAPA programs. Students benefited as a result.

3.6 AVID
Budget: $2,900,000
Estimated Actual: $2,243,827
The District was unable to hire the planned number of tutors during the school year. Hiring for this position has remained a challenge. As a result, students had less access to tutoring during their AVID classes.

3.7 Technology
Budget: $3,000,000
Estimated Actual: $4,859,447
Purchase and lease of devices to improve the quality of instruction provided to students were more expensive than anticipated because more advanced devices were acquired. Students had access to more advanced technology than was planned.

The following actions had material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:
3.3: Dual Enrollment and AA
Planned: 0.48%
Estimated Actual: 0.27%
Fewer English learners, foster youth, and low-income students participated in Associate of Arts and Dual Enrollment opportunities through East Los Angeles College than anticipated. The planned percentage was calculated anticipating 247 qualifying AA students and 1382 qualifying non-AA courses. In 2025-26, we only had 143 qualifying AA students and 625 qualifying non-AA courses. Fewer students were able to complete college coursework than anticipated as a result of this material difference.

3.8 Mt. SAC Summer School
Planned: 0.23%
Estimated Actual: 0.48%
High School Students took more Mt. SAC classes than anticipated. English learners, foster youth, and low-income students took a total of 1985 semester courses (some took one semester course during the summer, some students took two), which was more than planned. More high need students received the opportunity to make up credits towards graduation as a result of this material difference. The Estimated Actual Percentage is calculated at:
(Pay rate * hours per semester * number of semester courses / class size) / 2025-26 S&C Allocation = ($69.47 * 72 * 1985 / 25) / $82,336,387 = 0.48%

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

CTE Pathway Completion (metric 3.3) and Attendance rate (metric 6.1) show growth for all students and low-income students. Based on this progress, we determined that action 3.1 (Pathways) has thus far been effective.

The percentage of 12th grade students who passed an AP exam with a score of 3 or higher (metric 3.5) improved, while the a-g completion rate (metric 3.2) declined slightly for low-income students. Based on this mixed progress for low-income students, we determined that action 3.2 (College Readiness) has thus far demonstrated partial progress toward the goal

The number of low-income enrolled in the Associate of Arts (metric 3.8) and dual enrollment (metric 3.9) has grown substantially. Foster youth and English learner participation has grown for dual enrollment, but not Associate of Arts. Based on this, we determined that action 3.3 (Dual Enrollment and AA) has thus far been effective.

Attendance rates (metric 6.1) improved, while the a-g completion rate (metric 3.2) declined for low-income students. Based on this mixed progress for low-income students, we determined that action 3.4 (VAPA and World Language) has thus far demonstrated partial effectiveness at making progress toward the goal

2025 CAASP ELA (metric 1.1) and math (metric 2.1), 2026 iReady math (metric 2.3) results have all shown growth for low-income students. Based on this progress, we determined that action 3.7 (Technology) has thus far been effective.

Graduation Rate (metric 3.1) and Attendance rate (metric 6.1) show growth for all students, English learners, foster youth, and low-income students. Based on this progress, we determined the following actions have thus far been effective:
3.8 Mt. SAC Summer School
3.9 Academic Counseling
3.10 Health and PE

The number of students completing a FAFSA or CADAA (metric 3.12) and the number enrolling in post-secondary education (metric 3.13) have increased. Based on this progress, we have determined the following actions have thus far been effective:
3.5 FAFSA / CADAA
3.11 Graduation Rate Red Indicators
3.12 College/Career Very Low Indicators

2025 CAASP ELA (metric 1.1) and math (metric 2.1) results have shown growth for English learners, foster youth, and low-income students. However, 2026 iReady ELA (metric 1.3) and math (metric 2.3) and a-g completion (metric 3.2) for low-income students and English learners worsened (it improved for foster youth). Based on this mixed progress for low-income students and English learners, we determined that action 3.6 (AVID) has demonstrated limited effectiveness at making progress toward the goal.

The District was able to exit Differentiated Assistance status on the 2024-25 LCAP based on overall improvements to the Dashboard indicators for English Learners (improvements to ELA, Math, College/Career, and Graduation rate), Foster Youth (improvements to Math, ELA, and Graduation rate), Homeless youth (improvements to ELA, Math, and Graduation rate), and Students with Disabilities (improvements to Graduation Rate, Chronic absenteeism, and College/Career). Based on this progress, we determined that action 3.13 (Differentiated Assistance) was effective. However, the action has been changed in the 2026-27 Dashboard to reflect new qualifying conditions.

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.

In the first two LCAP years (2024-25 and 2025-26), metric 3.14 was calculated with a grade of D or better counting toward a students' "on-track" status. However, based on educational partner feedback, the calculation was changed in the current LCAP (using data through the first semester of 2025-26) to include only C or better for a-g classes. This is because the District graduation requirement changed to use this criteria, and it is more appropriate to use as a measure of success. The comparison between years is no longer precise, but the current measurement is a more accurate representation of the District's status for this metric.

Hiring sufficient AVID tutors has been a challenge for many years, and remains a need as expressed by multiple educational partner groups. In order to bring attention to this challenge, the following text has been added to Action 3.6: "Increase the number of tutors supporting students through the AVID program."

Action 3.13 was added to the LCAP based on the District's 2023 Dashboard data and qualifying criteria for Differentiated Assistance. On the 2024 Dashboard, the District's Dashboard improved such that we no longer met those criteria and had no qualifying conditions. On the 2025 Dashboard, the District re-qualified for Differentiated Assistance. Action 3.13 has been updated to reflect the actions the District will take to address the new qualifying conditions. The action previously had the following description (some aspects of the action description remain in place to support the new qualifying conditions):
Address areas of need that qualified the District for Differentiated Assistance on the 2023 Dashboard. Though all qualifying conditions have improved, the District will continue work in this area.
-Partner with staff in the Los Angeles County Office of Education (LACOE) to review the data leading to qualification, identify strengths, and plan for improvement.
-Continue improvement of designated ELD instruction This is addressed in Goal 4 Action 1.
-Continue improving and expanding credit recovery opportunities. Utilize self-paced technology systems during the school year and hold regular check-ins with students to ensure they are making progress. Partner with Mt. SAC to provide summer school courses that recover credits. Summer school is addressed in Goal 3 Action 8. Credit recovery during the school year is funded with other grants.
-Ensure all courses are a-g approved. This is addressed in Goal 3 Actions 1 and Action 4
-Identify and expand access to other means for students to graduate College and Career Ready as defined by the California Dashboard. This is addressed throughout Goal 3 and specifically in Goal 3 Action 12.
-Expand and improve Cognitively Guided Instruction in math. This is addressed in Goal 2 Action 4
-Focus professional development and data analysis on Algebra preparation and successful completion. This is addressed in Goal 2 Action 5 and Action 6.

Metric 3.4 CTE and a-g Completion
Data for Hispanic and homeless youth were added to the Year 1 outcome in the 2024-25 LCAP. In 25-26, language was added to clarify that the Year 1 outcome for these student groups serves as the baseline. Targets for the Year 3 outcome were also added for these groups.
A typo in the baseline data for low-income students was also fixed.

Action 3.7 (Technology)

The following language was added to Action 3.7: "Teachers on Special Assignment will provide regular professional development to teachers on the effective use of technology in classrooms for increasing student engagement and outcomes." This increase in service further resulted in additional funds being allocated to the action compared to the prior year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Pathways	Increase the number and quality of Career Technical Education (CTE) pathways and courses. Ensure that all courses meet a-g requirements. Increase the number of CTE pathways with a capstone course. Provide professional development and supplemental resources that improve the quality of CTE instruction and engage students in real-world applications of skills they learn.	$4,683,000.00	Yes
3.2	College Readiness	Increase college and career readiness for all students upon graduation. Increase understanding of the steps required to graduate from high school college and career ready for students and staff at all levels (elementary, intermediate, and high schools). Provide professional development to staff to analyze college and career progress data. Meet with students to help them complete financial aid and entrance applications. Increase access to AP, PSAT, SAT and other college readiness exams, including covering exam fees.	$344,000.00	Yes
3.3	Dual Enrollment and Associate of Arts	Increase options for and participation in dual enrollment courses (college level courses taken while in high school) in partnership with local community colleges. Students will participate in both asynchronous and synchronous classes taught by college professors after school. English learners, foster youth, and low-income students will enroll in one of two options with East Los Angeles College (ELAC): -Associates of Arts Degree (AA) Program: Students take the equivalent of two years of community college over the course of their four-year high school career. -General Dual Enrollment: Students select from a list of available college courses that meet their interests or needs. Students graduate from high	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school with a college transcript with units transferrable to a UC, CSU, or Community College.		
3.4	VAPA and World Language	Increase the number of students who graduate competing UC/CSU a-g requirements. Professional development and supplemental instructional materials to improve the quality of instruction in World Languages ("e" requirement) and Visual and Performing Arts (VAPA) ("f" requirement) so that more students are involved in a comprehensive and engaging high school experience and complete high school meeting a-g requirements those requirements. The number and quality of world language and VAPA classes will be increased. World language and VAPA teachers will be provided professional development by district-level staff to improve the quality of their instruction, make the courses more engaging to increase student participation, and ensure courses align with a-g requirements.	$1,652,000.00	Yes
3.5	FAFSA / CADAA	Promote a college-going culture and increase students' ability to enroll in college by increasing the number of students who complete a Free Application for Student Aid (FAFSA) or California Dream Act Application (CADAA). New Tech Network (NTN) will partner with high schools and intermediate schools to provide staff training, student engagement and education activities, direct student and family support, tracking of completion rates, and longitudinal tracking of student outcomes post-graduation.	$0.00	No
3.6	AVID	Provide and expand a robust Advancement Via Individual Determination (AVID) program and professional development for all teachers to implement AVID strategies. Increase participation in AVID programs by English learners, foster youth, and low-income students. Increase the number of tutors supporting students through the AVID program.	$2,664,000.00	Yes
3.7	Technology	Improve the effective use of technology to differentiate instruction and provide systematic interventions. Professional development and coaching for teachers in the effective use of technology, integration of school	$5,324,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology systems and instruction, digital instructional tools, and digital collaboration tools will improve the quality of instruction supported by instructional technology. Purchase Chromebooks and computers to improve instruction, differentiation, intervention, and data analysis. Provide tech support for students at school and home and WiFi hotspots for student internet access. Teachers on Special Assignment will provide regular professional development to teachers on the effective use of technology in classrooms for increasing student engagement and outcomes.		
3.8	Mt. SAC Summer School	Assist English learners, foster youth, and low-income students make up credits towards graduation with a summer school program provided by Mt. San Antonio College (Mt. SAC).	$0.00	Yes
3.9	Academic Counseling	Increase students' access to academic counselors who will support students' progress toward graduation and preparation for college and career.	$2,323,000.00	Yes
3.10	Health and PE	Improve the quality of instruction in courses that are graduation requirements but not UC/CSU a-g requirements. Provide supplemental instructional materials and professional development PE and health teachers to make these courses more engaging. Provide elementary teachers with professional development on integrating health and physical education into a well-rounded academic program so they are not disconnected from instruction in other subjects. Develop students' appreciation for and enjoyment of healthy living to support healthy lifestyles outside of the school day. Provide digital resources that teach students how to exercise outside of school.	$570,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Graduation Rate Red Indicators	Partner with educational partners to improve the Graduation Rate Dashboard Indicator for the following student groups at the following schools (where it was red on the 2023 Dashboard): Districtwide - English learners Districtwide - Foster youth Districtwide - Homeless youth Districtwide - Students with disabilities Bell Gardens High - All students Bell Gardens High - English learners Bell Gardens High - Hispanic Bell Gardens High - Homeless youth Bell Gardens High - Students with disabilities Vail High (Continuation) - All students Vail High (Continuation) - English learners Vail High (Continuation) - Hispanic Vail High (Continuation) - Socioeconomically disadvantaged Regular check-ins on student progress toward graduation will occur at school sites and district meetings with high school principals and counselors. School leaders at each location with red indicators (Bell Gardens HS and Vail HS) will review achievement data for each student group to track their progress. Grades and credits earned will be gathered from the student information system for review. District leaders will do the same with district-wide data for English learners, foster youth, homeless youth, and students with disabilities. When growth is identified for a student group, school and district teams will identify successful strategies and collaborate with other leaders to spread effective instructional practices. When no growth occurs for a student group, school and district teams will identify barriers to progress and new actions or practices that may need to be adjusted to support those student groups. Staff will analyze what systems are working at schools without red indicators that might improve the quality of programs at Bell Gardens and Vail.	$322,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	College/Career Very Low Indicators	Partner with educational partners to improve the College and Career Readiness Dashboard Indicator for the following student groups at the following schools (where it was "very low" on the 2023 Dashboard): Districtwide - English learners Districtwide - Students with disabilities Bell Gardens High - English learners Bell Gardens High - Students with disabilities Montebello High - English learners Montebello High - Hispanic Montebello High - Homeless youth Montebello High - Students with disabilities Schurr High - English learners Schurr High - Students with disabilities Vail High (Continuation) - All students Vail High (Continuation) - English learners Vail High (Continuation) - Hispanic Vail High (Continuation) - Homeless youth Vail High (Continuation) - Socioeconomically disadvantaged Counselors will be provided professional development on the Dashboard requirements for college/career readiness so they can more effectively work with students to identify criteria they may be close to meeting that would qualify them as prepared. During district meetings with high school principals and counselors, barriers to "readiness" and strategies to overcome the obstacles will be identified. Data for the above student groups at schools and the district will be analyzed. When growth is determined for a student group, school and district teams will identify successful strategies and collaborate with other leaders to spread effective instructional practices. When no growth occurs for a student group, school and district teams will identify actions or practices that may need to be adjusted to support those student groups. Staff will analyze what systems are working at the Applied Technology Center where there were zero "very low" (in future years "red") indicators that might improve the quality of programs at all other high schools.	$545,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Differentiated Assistance	Address areas of need that qualified the District for Differentiated Assistance on the 2025 Dashboard. -Partner with staff in the Los Angeles County Office of Education (LACOE) to review the data leading to qualification, identify strengths, and plan for improvement. -Continue improving and expanding credit recovery opportunities. Utilize self-paced technology systems during the school year and hold regular check-ins with students to ensure they are making progress. Partner with Mt. SAC to provide summer school courses that recover credits. Summer school is addressed in Goal 3 Action 8. Credit recovery during the school year is funded with other grants. -Ensure all courses are a-g approved. This is addressed in Goal 3 Actions 1 and Action 4 -Identify and expand access to other means for students to graduate College and Career Ready as defined by the California Dashboard. This is addressed throughout Goal 3 and specifically in Goal 3 Action 12. -Expand and improve Cognitively Guided Instruction and Building Thinking Classrooms in math. This is addressed in Goal 2 Action 4 -Focus professional development and data analysis on Algebra preparation and successful completion. This is addressed in Goal 2 Action 5 and Action 6. -A point person for MTSS, 504s, and interventions will support consistent implementation of MTSS interventions across the District -Implement PBIS (Goal 6, Action 2), attendance supports (Goal 6, Action 3), and expand physical health resources (Goal 6, Action 5) to improve attendance.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase the rate of language acquisition for English learners (including long-term English learners) by improving instruction and intervention so that at least 60% of English learners make progress towards English Language proficiency and less than 10% of English learners decrease one or more levels as measured by the English Language Progress Indicator (ELPI) by 2026. Increase the English learner reclassification rate to 20% by 2026	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on 2023 Dashboard data on the English Learner Progress Indicator (ELPI). 2024 and 2025 Dashboard data continued to indicate this as an area of need:

2023

49.7% of English learners made progress towards English Language proficiency.
The California average for the same year was 48.7%.

Within the 49.7%, 49% of ELs progressed one ELPI Level, and 0.9% maintained an ELPI Level 4.
31.3% of ELs maintained an ELPI level of 1, 2L, 2H, 3L, or 3H
18.8% of ELs decreased at least one ELPI level

2024

46.8% of English learners made progress towards English Language proficiency.
The California average for the same year was 45.7%.

Within the 46.8%, 46.7% of ELs progressed one ELPI Level, and 0.1% maintained an ELPI Level 4.
34.8% of ELs maintained an ELPI level of 1, 2L, 2H, 3L, or 3H
18.4% of ELs decreased at least one ELPI level

The decrease in ELPI results in Montebello mirrors California averages, and MUSD results continue to be more positive than State results. Analysis of student outcomes and educational partner input confirms support for ELs and LTELs as a continued area of need in MUSD.

A program analysis in the 2019-2020 school year determined that not all English Learners at the secondary level (grades 6-12) receive effective designated ELD instruction. To address this deficiency, all English learners were enrolled in an ELD course. In order to provide designated ELD, many English learners lost access to electives, and there is a desire to continue providing extension and enrichment to these students in addition to intervention through designated ELD, while keeping them on track for a-g completion. For example, one focus group response included this teacher's comment, "Yes. [supporting ELL students] is a big problem right now. I think especially for high schools. What happens with them is, they were pulled out of their electives and put into their designated language setting. And the reason why, sometimes it's because they failed at PE class, so they didn't reclassify. Meanwhile, you can graduate from high school and never be re-designated. But the problem with that is there were students who were A through G, that are no longer A through G now, because they were pulled out of that elective... But I think that was a state decision, but now we're grappling with that effect of it, is how do we get our students back on track for A through G, how do we support our LTELs, so that they have options?" In the 2023-24 school year, designated ELD was provided to most high school English learners through their social studies course. This was a change in practice, but one that saw positive results, especially because it allowed students to remain engaged in electives that are responsive to their interests. In the 2024-25 school year, this practice was expanded to intermediate schools. While overall, the practice continues to be viewed as a positive change by students and staff (as reflected in survey and focus group data every year since implementation), implementing designated ELD in this way will require continued training for teachers and resources to support differentiation. Integrated ELD strategies will continue to be strengthened to support English learners' language acquisition throughout their school day. Supporting English learners in acquiring language while meeting their additional academic and social needs is an area of focus for Montebello USD that will continue to receive energy and resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Learner Progress Indicator (ELPI): Students making progress toward English proficiency Dashboard - calculated from English Language Proficiency Assessments for California (ELPAC)	2023: 49.7%	2024: 46.8%	2025: 44.8%	2026: 60%	worsened -4.9%
4.2	English Learner Progress Indicator (ELPI): Students decreasing one level Dashboard - calculated from English Language	2023: 18.8%	2024: 18.4%	2025: 18.5%	2026: 10%	improved -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency Assessments for California (ELPAC)					
4.3	Reclassification Rate CALPADS 2.16 (Students Reclassified) and 8.1 (Students remaining EL)	2022-23: 16.9% (1348 / (1348 + 6629))	2023-24: 11.4% (709 / (709+5508))	2024-25: 12.3% (680 / (680 + 4832))	2025-26: 20%	worsened -4.6%

Goal Analysis [2025-26]

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

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

The district implemented a comprehensive and collaborative approach to improving outcomes for English Learners (ELs) and Long-Term English Learners (LTELs) through evidence-based instruction, targeted intervention, professional learning, data analysis, and family engagement. Planned actions under Goal 4 were implemented substantially as intended, with additional supports developed to address the diverse needs of English learners across grade spans and language proficiency levels. (Actions 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6)

All English learners received designated English Language Development instruction specifically designed to accelerate English language acquisition and support progress toward proficiency. In addition, integrated English Language Development strategies were implemented throughout the instructional day across content areas to ensure English learners had ongoing opportunities to develop academic language while engaging with grade-level standards. Teachers incorporated evidence-based instructional strategies designed to increase academic discourse and student engagement, including the Frayer Model, “Think, Pair, Share 2.0,” and Socratic Seminars. Instructional practices emphasized collaboration, structured student interaction, vocabulary development, and language production to improve students’ access to rigorous academic content. (Actions 4.1 and 4.2)

Professional development and instructional coaching were major components of implementation. School site leaders received ongoing support and information related to English learner programs and compliance requirements, while teachers, administrators, instructional aides, and other classroom support staff participated in extensive professional learning focused on effective designated and integrated ELD practices. Teachers received training on instructional routines and classroom structures that support language acquisition and student discourse. Teachers of LTELs also participated in targeted professional development focused on strategies for connecting language development and content instruction, particularly within social studies courses at the secondary level. Teachers collaborated across English and ELD courses to align instructional strategies and reinforce language development throughout the school day. (Actions 4.1, 4.2, 4.4, and 4.5)

The district continued implementation of Summit K12 as a supplemental instructional support for LTEL students. Summit K12 provided students with personalized digital lessons aligned to their individual areas of need and focused on preparing students for success on the

ELPAC assessment. Teachers participated in multiple professional learning sessions on how to effectively utilize the platform and analyze student performance data to inform instruction and intervention. Goal-setting cards and progress monitoring tools were also utilized to motivate students and support their understanding of the pathway toward English proficiency and reclassification. (Action 4.5)

Additional personnel and support systems played a significant role in implementation. Teachers on Special Assignment (TOSAs) provided coaching, modeling, co-teaching, and support with implementation of evidence-based ELD strategies in classrooms. School counselors and support staff provided supplemental counseling to English learners regarding their progress toward English proficiency and reclassification requirements while also connecting students to intervention opportunities and additional supports. Parent Liaisons conducted outreach to families, facilitated trainings and workshops, connected families to outside resources, and supported parent participation through ELAC and DELAC meetings. These efforts strengthened home-school partnerships and increased family awareness of ways to support English learners academically. (Action 4.4)

The district also strengthened systems for monitoring English learner progress and supporting reclassified fluent English proficient (RFEP) students. Formal monitoring of RFEP students occurred twice annually to review academic progress and identify students needing additional support. The Ellevation data analysis and visualization platform was utilized districtwide to support efficient review of ELPAC, academic, and intervention data. Staff received training on the use of Ellevation to monitor student performance, identify trends, and implement targeted interventions based on student need. (Action 4.3)

As part of efforts to address schools identified with Red performance indicators for English Learner Progress, district staff partnered closely with leadership teams at Bell Gardens High School, Montebello Gardens Elementary School, and Rosewood Park STEAM Academy. Staff reviewed ELPAC, iReady, STAR, and SBAC data to identify trends, determine barriers to student success, and develop individualized intervention plans for English learners who were not making adequate progress. Schools also examined successful practices implemented at other district sites to identify strategies that could be replicated and adapted locally. (Action 4.6)

A notable success during implementation was the increased coordination between district departments, school administrators, teachers, counselors, TOSAs, and families to support English learners through a more cohesive system of instruction, intervention, monitoring, and communication. Expanded professional development opportunities and the integration of data analysis tools improved staff capacity to monitor student progress and tailor instruction to student needs. The district also strengthened support specifically designed for LTEL students through dedicated professional development, digital learning supports, and increased collaboration among teachers.

One implementation challenge continues to involve supporting newcomer English learners who enroll at the secondary level mid-year with limited or no prior English experience. These students required more intensive foundational language development supports that differed from the needs of LTEL students who had attended U.S. schools for multiple years. In response, schools differentiated designated ELD services for newcomer students separately from LTEL supports to better address varying levels of English proficiency and educational background. Often, this required placing newcomer ELs in a separate ELD class within their schedule; while this was a benefit for these students, it can create challenges in developing a secondary master schedule. Despite this challenge, the district continued to adapt instructional models and interventions to meet the diverse needs of English learners across all school sites.

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

The following actions had material differences between budgeted and estimated actual expenditures:

4.4 EL Personnel
Budget: $1,200,000
Estimated Actual: $1,374,220
This action was implemented as planned. The staff members who provided services described by this action had higher salary and benefit costs than what was initially budgetted. This material difference did not affect the quality or quantity of improved services provided by the action.

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

2025 Dashboard data show mixed progress toward the goal. The percentage of ELs making progress towards reclassification and dropping a level on the ELPI both decreased (metric 4.1 worsened and 4.2 improved). More students (36.5%) remained at approximately the same level as the prior year. This is partially due to the number of ELs decreasing from 7977 to 5512 between 2023 and 2025. This is because the District successfully reclassified many students between 2023 and 2025 when they met the necessary criteria and they no longer remain in the reporting of ELs.

The percentage of ELs who remained at ELPAC level 4 decreased from 0.9% to 0.2%, meaning that most students who reached level 4 reclassified. This is viewed as positive because it means that students who meet the ELPAC requirement are prepared for reclassification on all other criteria. Since so many ELs had reclassified in 2023 and 2024, there were fewer ELs in the ELPI indicator and fewer ELs able to reclassify in 2024 and 2025. While the decrease in reclassification rate in 2024 is concerning (metric 4.3), it means that the District has fewer ELs and can focus our efforts on improving the outcomes for these students. Because the reclassification rate increased slightly in 2025, along with the continued small number of students remaining at ELPAC level 4, it means that reclassification efforts have been successful over the span of this LCAP cycle

Based on this data, the District has determined that the following actions have thus far had mixed effectiveness:
4.1 Designated ELD
4.2 Integrated ELD
4.3 Reclassification Monitoring
4.4 EL Personnel
4.5 LTEL Support

Schools that previously had red ELPI indicators in 2023 have made significant progress and risen out of the red level as follows:
Bell Gardens High - yellow in 2024, now Green
Montebello Gardens Elementary - blue in 2024, back to red
Rosewood Park STEAM Academy - orange in 2024, now Green
This suggests that action 4.6 (EL Red Indicators) has had mixed success for the targeted schools

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.

No changes have been made to this goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Designated ELD	Teachers will provide designated English Language Development (ELD) instruction to English learners that is evidence-based and targeted to each students' needs. English learners will receive instruction specifically designed to accelerate their acquisition of the English language.	$0.00	No
4.2	Integrated ELD	Teachers will utilize Integrated English Language Development (Integrated ELD) strategies that are evidence-based and support the English language development of all students. English learners and long-term English learners will develop their acquisition of English through content area instruction. Strategies to increase student discourse (such as the Frayer Model, "Think, Pair, Share 2.0," and Socratic seminar) will be utilized throughout English learners' day.	$0.00	No
4.3	Reclassification Monitoring	Formally monitor student academic progress twice per year after reclassification. The district will provide schools with mechanisms to quickly review individual student data and assess their progress. School staff will review each student's progress and put interventions in place should they be required to ensure reclassified students make adequate progress towards grade level proficiency and graduation.	$0.00	No
4.4	EL Personnel	Improve services for English learners beyond the core program through • Administrators to coordinate districtwide actions that enhance English learner instruction and intervention programs and systems	$1,239,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional counseling with students regarding their progress towards English proficiency and outreach to ensure they participate in intervention services provided • TOSAs to provide coaching to teachers and direct services to English learners • Parent Liaisons to support outreach and education for parents of English Learners including training on ways to support English learners at home and connecting parents to outside resources • Professional development for teachers that improves the quality of integrated and designated ELD instruction		
4.5	LTEL Support	Long-term English learners (LTEL) will receive Designated ELD within their social studies courses. Teachers will participate in professional development on the best ways to operate classroom structures and routines, ensuring 25-30 minutes of Designated ELD is delivered effectively within a regular class period. Teachers will participate in professional development to improve their teaching strategies to support LTELs acquisition of English and progress towards proficiency. English teachers and ELD teachers will collaborate to ensure that instructional strategies are aligned in English and ELD classes. The Summit K12 program will provide students with digital lessons that support their areas of need, with a focus on preparing them to earn level 4 on the ELPAC assessment. Students will utilize the program outside of their designated ELD time to further accelerate their learning. Teachers will learn how to use data from Summit K12 to tailor classroom instruction. Targeted professional development will be provided for designated ELD teachers of LTELS at the secondary level based on the book “Strategies for Connecting Content and Language for English Language Learners in Social Studies” by Shell Education	$0.00	No
4.6	EL Red Indicators	Partner with educational partners to improve the English Learner Progress Indicator at the following schools: Bell Gardens High Montebello Gardens Elementary	$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Rosewood Park STEAM Academy District staff will meet with school leaders at the three identified schools to review English learner progress data, including ELPAC, iReady, STAR, and SBAC assessments. Trends will be analyzed to identify common student needs that can be targeted through professional development with teachers. Individual students' data will be analyzed to develop custom intervention plans for all English learners who are not making progress. Staff will identify barriers to success and support that can overcome those barriers. Strategies that have proven successful at other schools will be considered for implementation at the identified schools when similarities exist between them.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide students a high-quality, comprehensive, and consistent educational program by recruiting and retaining effective certificated, classified, and management staff, and continue to provide access to a high quality educational environment including sufficient facilities and instructional materials.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 5 includes outcomes that can be addressed through staffing, facilities, and instructional materials. Educational partners have indicated a desire to recruit and retain high-quality teachers, increase the number of teachers supporting students, and maintain high-quality facilities. By recruiting and retaining teachers who are fully qualified and can support the diverse needs of students, Montebello Unified School District will provide the best quality educational experience possible and be able to respond to student needs in a timely and effective fashion. Goal 5 includes actions that supplement the core instructional program and address students' academic and social-emotional needs. Grouped together, the actions in Goal 5
-Provide a quality educational program that meets State Priority 1: Basic (Conditions of Learning) including basic conditions for students with disabilities (Actions 5.1, 5.2, 5.4 and 5.7)
-Improve the quality of the educational program (Priority 4: Pupil Achievement) through induction, classified PD, and increasing the number of teachers district-wide (Actions 5.3, 5.5, 5.6, and 5.8)
-Support academic (Priority 4: Pupil Achievement) and social-emotional (Priority 5: Pupil Engagement and Priority 8: Other Pupil outcomes) needs of low-income students and English learners by improving academic and social-emotional interventions (Action 5.6 and 5.8)
Prior to the 2024-25 school year, the District implemented a program called Accelerated Learning Lab (ALL) in which a small number of teachers were hired to deliver intervention in a pull-out model. This program demonstrated success for a small group of students. Educational partners expressed a desire to expand the strategies used in ALL to support all students district-wide. In order to deliver the effective intervention to a larger number of students, the was adapted in the 2024-25 school year to provide the intervention strategies (especially station rotations) in all classes. Action 5.6 increased the number of teachers district-wide so that ALL strategies can be more effectively implemented in all classes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Fully Credentialed and Appropriately Assigned Teachers - Percentage of Teachers classified as ineffective or out-of-field CalSAAS Detail Report	2022-23 Ineffective: 0.3% (3/1177) Out of field: 5.6% (66/1177)	2023-24 Ineffective: 8% (84 / 1153) Out of field: 6% (62 / 1153)	2024-25 Ineffective: 13.6% (153 / 1127) Out of field: 4.2% (47 / 1127)	2025-26: 0%	Ineffective: worsened +13.3% Out of field: improved -1.4%
5.2	Facilities in "Good" Repair Facilities Inspection Tool (FIT Report)	Fall 2023: 100%	2024-25: 100% Good or Excellent	2025-26: 100% Good or Excellent	2026: 100%	no change (Goal Met)
5.3	Induction Participants Survey Response "How have the requirements of the induction program impacted your practice in relation to each California Standard for the Teaching Profession?"	2023-2024 Positively Impacted my Practice 87.8% Moderately Impacted my Practice 11.8% Slightly Impacted my Practice 0.5%	2024-25 Positively Impacted my Practice 91.7% Moderately Impacted my Practice 8.3% Slightly Impacted my Practice 0%	2025-26 Positively Impacted my Practice 100% Moderately Impacted my Practice: 0 Slightly Impacted my Practice: 0	2026-27: Positively Impacted my Practice 90% Moderately Impacted my Practice 9.5% Slightly Impacted my Practice 0.5%	Positively Impacted my Practice: improved +12.2% (goal met) Moderately Impacted: declined to zero (-11.8%) Slightly Impacted: declined to zero (-0.5%)
5.4	Access to Standards-Aligned Instructional Materials Williams' Textbook Sufficiency Report	Fall 2023: 100% sufficient	2024: 100% sufficient	2025: 100% sufficient	2026: 100% sufficient	no change (Goal Met)

Goal Analysis [2025-26]

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

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

The District implemented Goal 5 through a comprehensive system of staffing, professional learning, instructional coaching, facilities support, and student services designed to ensure that all students had access to a high-quality, comprehensive, and consistent educational program. Across all schools, the District prioritized recruiting, retaining, and supporting effective certificated, classified, and management staff while maintaining safe campuses, standards-aligned instructional materials, and educational environments that supported both academic achievement and social-emotional well-being. The District continued to provide appropriately assigned certificated, classified, and management staff at all schools and maintained staffing ratios aligned to collective bargaining agreements. Schools continued to provide

campus supervision and safety support staff to ensure safe learning environments for students throughout the school day. Investments in facilities maintenance and instructional materials ensured that students had access to standards-aligned curriculum and classrooms that were safe, functional, and conducive to learning. (Actions 5.1, 5.7)

The District continued implementing staffing supports intended to reduce teacher-to-student ratios and increase opportunities for individualized instruction and relationship-building. Additional certificated staff were hired to support lower class sizes across grade spans and reduce the number of combination classrooms where possible. Smaller class sizes increased teachers' ability to provide differentiated instruction, facilitate station rotations, conduct small-group intervention, and increase individualized academic feedback. Teachers implemented evidence-based instructional strategies such as Think-Pair-Share 2.0, Write From the Beginning and Beyond, and station rotations to increase student discourse, engagement, and collaborative learning opportunities. Teachers also increased opportunities for individualized student check-ins focused on both academic progress and social-emotional well-being. More frequent progress monitoring and communication with families allowed teachers to provide targeted intervention and guidance regarding student preparation for high school, college, and career. English learners benefited from increased individualized support during designated ELD instruction due to smaller instructional groupings and increased teacher capacity to differentiate instruction. Teachers also increased the amount of speaking and listening opportunities provided to students through structured peer collaboration and discourse activities. (Action 5.6)

Although the District was largely successful in maintaining smaller class sizes and staffing schools appropriately, implementation challenges emerged due to declining enrollment and statewide staffing shortages. Student enrollment patterns varied significantly across schools and grade levels, making it difficult to evenly distribute students while maintaining target class sizes across all sites. While some classes exceeded target enrollment ranges, many others were significantly smaller, which ultimately provided those students with increased individualized attention and personalized support. The District also experienced challenges retaining teachers in specialized credential areas such as mathematics, science, and special education. Some less experienced teachers left the District for neighboring districts experiencing enrollment growth and greater long-term staffing stability. In several cases, positions were filled using teachers on permits or waivers, resulting in assignments being classified by the California Department of Education as ineffective or out-of-field. Additionally, changes in credentialing requirements for certain secondary elective courses caused veteran teachers who had previously taught those courses successfully for many years to be newly classified as out-of-field under revised credentialing guidelines. Despite these challenges, the District maintained instructional continuity and continued prioritizing student access to qualified staff and personalized instruction. (Actions 5.1, 5.6)

The District continued extensive recruitment efforts to strengthen the quality and diversity of certificated and classified applicant pools through advertising, outreach efforts, job fairs, and targeted recruitment strategies. Recruitment efforts focused particularly on high-need areas and hard-to-fill positions. The District also invested in professional development and retention systems designed to support long-term employee success and effectiveness. Classified staff participated in ongoing professional learning aligned to school-site operational needs, student supervision, instructional support, and student engagement. Professional learning opportunities for classified staff strengthened their ability to support students both inside and outside the classroom while contributing to efficient school operations and positive campus climates. (Actions 5.2, 5.5)

The Montebello Teacher Induction Program (MTIP) provided a systematic structure of support for beginning teachers through mentoring, coaching, inquiry cycles, and individualized professional growth planning. Participating teachers were paired with trained mentor teachers who engaged candidates in weekly reflective dialogue, collaborative planning, and ongoing professional support aligned to the California Standards for the Teaching Profession. Mentors supported candidates through co-planning, co-teaching, classroom observations, data

analysis, and instructional reflection focused on improving student outcomes and teacher effectiveness. Candidates completed two inquiry cycles focused on student learning outcomes and instructional improvement through the development of Individual Learning Plans (ILPs), goal setting, classroom observations, and evidence collection. Professional learning emphasized literacy instruction, mathematics instruction, differentiated instruction, culturally responsive teaching, designated English Language Development strategies, and instructional practices designed to support English learners, foster youth, and low-income students. Mentors also supported candidates in implementing collaborative learning strategies, sentence frames, academic discourse routines, explicit writing instruction, and targeted small-group intervention practices aligned to district literacy and mathematics priorities. (Action 5.3)

Induction candidates participated in extensive job-embedded professional learning designed to strengthen both literacy and mathematics instruction. Through Cycles of Inquiry, candidates focused on language development strategies including collaborative learning structures, sentence frames, writing across the curriculum, and explicit instruction in identifying theme and supporting comprehension. Mentors guided candidates through analysis of reading and writing data, co-teaching opportunities, and implementation of targeted literacy intervention strategies. Additional professional learning opportunities included literacy-focused articles, webinars, and collaborative planning sessions. In mathematics, candidates engaged in professional learning centered on Cognitively Guided Instruction (CGI), Building Thinking Classrooms strategies, and student-centered problem-solving approaches. Professional development emphasized the use of data analysis to identify performance gaps and implement equitable instructional practices that improved access to grade-level content for underserved student groups. The Induction Program also aligned professional learning to the updated 2024 California Standards for the Teaching Profession to ensure the program remained aligned to evolving state requirements. End-of-year survey results indicated that participating teachers believed the program positively impacted their instructional practice, student engagement, and confidence as educators. In response to candidate and mentor feedback, the District increased implementation flexibility by refining timelines, incorporating virtual mentoring meetings, expanding opportunities for veteran teacher observations, and adjusting meeting structures to better align with adult learning needs and reduce candidate stress. (Action 5.3)

The District continued implementation of inclusive practices and supports for students with disabilities to increase access to the general education curriculum and maximize participation in the Least Restrictive Environment. Individualized Education Program (IEP) teams worked collaboratively to ensure accommodations and supports aligned to students' unique needs while maintaining access to grade-level standards and instruction. Special education teachers participated in both special education-specific and general education professional learning opportunities focused on inclusive instructional practices, standards-based instruction,and accommodations within the general education setting. Fall and spring professional development emphasized the creation of grade-level aligned IEP goals connected to student baseline performance through scaffolding and accommodations. Special education staff participated in Professional Learning Communities with general education teachers and collaborated around instructional planning and pacing guides intended to support inclusive instruction. However, balancing the extensive professional development requirements for special education teachers with participation in schoolwide planning and curriculum alignment work remained a challenge. While progress was made in increasing collaboration between general education and special education staff, ensuring consistent participation in all district instructional initiatives will remain an area of focus moving forward. (Action 5.4)

Certificated support staff, including principals, program specialists, and Teachers on Special Assignment, played a significant role in supporting implementation of district instructional priorities and monitoring classroom practices. Site administrators and district leaders provided professional development on station rotations, differentiated instruction, Think-Pair-Share 2.0, and student discourse strategies designed to increase engagement and language production. Administrators conducted classroom observations and walkthroughs focused on

monitoring implementation of instructional strategies and ensuring that students had increased opportunities to engage in speaking, listening, collaboration, and academic discourse. Certificated support staff also monitored implementation of social-emotional learning lessons and used Panorama survey data to identify school-specific areas of concern related to student engagement, school climate, and social-emotional well-being. These supports helped strengthen instructional consistency and ensured alignment between district priorities and classroom practices across school sites. (Action 5.8)

Instructional Coaches played a significant role in supporting district instructional initiatives and strengthening teacher capacity. Coaches worked closely with teachers through professional development, collaborative planning, modeling lessons, coaching cycles, and classroom support focused on Accelerated Learning Lab (ALL) strategies, station rotations, foundational literacy, writing instruction, mathematics instruction, and student discourse. Instructional Coaches facilitated data analysis using i-Ready, SBAC, ELPAC, and AMIRA assessment data and supported grade-level teams in identifying intervention priorities and instructional next steps. Coaches provided professional development on targeted grouping, systematic phonics instruction, vocabulary development, reading comprehension strategies, and academic discourse routines. At multiple elementary sites, coaches supported implementation of Heggerty phonemic awareness routines, CRLP-Results assessments, Science of Reading strategies, and Read-Aloud techniques learned through ALL professional learning sessions. Coaches also modeled literacy lessons, supported implementation of Write From the Beginning and Beyond, facilitated writing calibration activities, and developed performance task series aligned to SBAC writing expectations. (Action 5.9)

The District also continued strengthening early learning implementation through expanded professional development, family outreach, collaboration structures, and supplemental instructional materials designed to support Transitional Kindergarten and early childhood programs. All TK teachers received ongoing professional learning and in-classroom coaching focused on Teaching Pyramid practices, Desired Results Developmental Profile (DRDP) implementation, Learning Genie data systems, play-based instruction, classroom transitions, and social-emotional development. Inclusive professional learning opportunities were expanded to include early intervention teachers, RSP staff, Mild/Moderate and Moderate/Severe special education teachers, instructional assistants, and staff supporting TK students in specialized settings. The District purchased dramatic play materials and supplemental hands-on instructional resources to create developmentally appropriate learning environments and strengthen curriculum implementation. iPads and Learning Genie accounts were also purchased to support DRDP documentation and data collection. Early Education Teachers on Special Assignment provided social-emotional learning workshops for families through the Parent Involvement Academy annual conference for parents, helping parents develop strategies to support learning and development at home. Additionally, a collaborative leadership team composed of TK TOSAs, school administrators, Head Start leaders, psychologists, student services staff, special education leaders, and TK teachers worked together to align instructional practices and supports across programs. During the year, the District also developed and launched the Early Childhood Education Roadmap to align instructional and support practices from Head Start through third grade and improve continuity of services for young learners. (Action 5.10)

Overall, implementation of Goal 5 resulted in expanded instructional supports, increased professional learning opportunities, improved alignment across programs, and stronger systems designed to support both staff and students. Investments in staffing, instructional coaching, induction, early learning, special education inclusion, facilities, and instructional materials strengthened the District's ability to provide equitable access to high-quality instruction and personalized support for students across all schools. Although challenges related to enrollment decline, staffing shortages, credentialing requirements, and recruitment of instructional coaches impacted some aspects of implementation, the District continued adapting programs and supports to meet student and staff needs while maintaining a focus on instructional quality, relationship-building, differentiated instruction, and equitable educational opportunities for all students.

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

The following actions had material differences between budgeted and estimated actual expenditures:

5.3 Induction
Budget: $260,000
Estimated Actual: $389,791
The District hired more new teachers than initially anticipated, which required additional coaching hours. This resulted in an increased cost, but also more robust professional development for those new teachers. Students benefitted from more effective instruction provided by their teachers due to this professional development.

5.7 Facilities and Materials
Budget: $8,221,000
Estimated Actual: $5,392,804
Multiple positions were vacant during the school year (Equipment Operator, Equipment Mechanic, Utility Worker, Custodian). This resulted in facilities work orders taking longer than normal to correct and negatively impacting the quality of educational facilities for students. A significant project to replace all locks across the district was held up due to complications getting approval from the Division of the State Architect (DSA). As a result, the project was not completed as planned. This did not affect students, as the existing locks keep buildings secure. Additionally, multiple open purchase orders for materials were not fully utilized, primarily because more digital resources were used rather than hard copy supplies. This did not negatively affect students.

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

The 2025–2026 end-of-year induction survey results demonstrated a strong positive impact on participating teachers' professional practice in relation to the California Standards for the Teaching Profession (CSTPs). All participants reported that the Induction Program positively impacted their growth and effectiveness as educators, with 100% of participating teachers indicating a positive impact. Throughout the year, participating teachers engaged in cycles of inquiry and collected evidence aligned to each of the CSTPs to reflect on instructional practices, student learning, and ongoing professional growth. Teachers shared that ongoing mentoring, reflective dialogue, collaboration, and individualized support strengthened their instructional practices, classroom environment, student engagement, and ability to support diverse learning needs aligned to the CSTPs. Additionally, the following metrics demonstrate improved results:
Metric 1.1 CAASPP ELA: All students, English learners, low-income students, foster youth
Metric 2.1 CAASPP Math: All students, English learners, low-income students, foster youth
Metric 1.3 iReady ELA: low-income students
Metric 2.3 iReady Math: All students, low-income students
The following metrics worsened
Metric 1.3 iReady ELA: All students, English learners, foster youth
Metric 2.3 iReady Math: English learners
Based on this data and reflection, we have determined that Action 5.3 (Induction) has been mostly effective.

Facilities (metric 5.2) and instructional materials (metric 5.4) sufficiency data demonstrate the district continues to provide a basic educational program that meets California Priority 1: Basic Services. Based on this data, we have determined that action 5.7 (Facilities and Materials) has thus far been effective.

English learners and low-income students have improved results on CAASPP ELA (metric 1.1), math (metric 2.1), and attendance rate (metric 6.1) Based on this data, we have determined the following actions have thus far been effective:
5.5 Classified PD
5.6 Increased Staffing
5.8 Certificated Support Staff
5.9 Instructional Coaches
However, suspension rates increased for English learners, therefore action 5.6 has not been effective at decreasing suspensions for this groups.

While student outcome data has improved (ELA, math, and attendance as listed above), an increase of teachers classified as ineffective or out of field (metric 5.1) has led us to determine that the following actions have thus far not been effective at making progress towards employing Fully Credentialed and Appropriately Assigned Teachers:
5.1 Base Personnel
5.2 Recruitment
5.4 Special Education

Teacher feedback and observation data in early learning classrooms suggest that Action 5.10 (Early Learning) has thus far been successful at aligning teaching practices to the California Preschool/Transitional Kindergarten Learning Foundations.

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.

5.3 Induction
Based on assessment data and stakeholder feedback, the program will expand professional learning for administrators and mentors to fully integrate the 2024 adopted California Standards for the Teaching Profession. This will strengthen alignment across Induction, mentoring, and site-level support and ensure consistent implementation of updated state requirements. As a result, the following language was added: "Provide professional development to site administrators on the induction program."

5.10 Early Learning
Student assessment data, including the Desired Results Developmental Profile (DRDP), along with professional learning feedback, classroom observation data, and coaching feedback, have been utilized throughout the year to make timely adjustments and ensure instructional practices and supports meet the evolving needs of both students and teachers. This data-informed approach to monitoring progress and impact will continue next year to support ongoing improvement and maintain responsiveness to the needs of students and teachers. The following language has been added to action 5.10 to reflect this approach: "Utilize the Desired Results Developmental Profile

(DRDP), professional learning feedback, classroom observation data, and coaching feedback to make timely adjustments to professional learning and ensure instructional practices and supports meet the evolving needs of both students and teachers."

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Base Personnel	Provide appropriately assigned and fully credentialed certificated, classified, and management staff for the district and each school. Schools will be staffed based on ratios identified in the collective bargaining agreements to remain at or below the following class sizes: Grades TK-4: 33 students Grade 5: 34 students Grades 6-8 keyboarding, physical education, and performing arts: 40 students Grades 6-8 other subjects: 34 students Grades 9-12 keyboarding: 42 students Grades 9-12 physical education and performing arts: 44 students Grades 9-12 other subjects: 36 All schools will provide a safe campus utilizing campus safety and yard supervision staff.	$135,694,000.00	No
5.2	Recruitment	Increase the quality of certificated and classified applicants for positions through advertisement, job fairs, and other recruitment efforts.	$0.00	No
5.3	Induction	Provide a systematic and comprehensive structure of support for beginning teachers through an Induction program. Support new teachers through mentor teachers, who will receive training and coaching in mentoring skills to support participating teachers through weekly reflective dialogue and collaboration to meet professional growth goals. Provide professional development to site administrators on the induction program.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Special Education	Provide students with disabilities the same opportunities and resources as all students, as well as interventions and services to meet their unique needs. Increase students' participation in the Least Restrictive Environment (regular classroom setting) to the highest percentage of the school day possible based on their unique needs and abilities. IEP teams will work together to ensure that appropriate accommodations are provided to students with disabilities that enable them to be successful in a regular classroom setting. Provide professional development for staff on strategies to include students with disabilities in general education classes. Special Education staff will fully participate in content-area professional development and the PLC process with general education teachers to ensure that grade-level instruction is responsive to the needs of students with disabilities. Special education staff at each school will meet to review essential standards and develop pacing guides to identify what accommodations may be needed to ensure full inclusion of students with disabilities.	$57,883,000.00	No
5.5	Classified PD	Recruit and retain effective support staff by providing professional development to classified staff. Classified staff will support students inside and outside of the classroom and ensure that schools operate efficiently and effectively.	$0.00	No
5.6	Increased Staffing	Provide additional teachers to reduce teacher-to-student ratios, support differentiation, increase the amount of time teachers can spend with each student, and facilitate small group interventions within the school day. Implement effective and evidence-based instructional strategies in all classrooms, especially station-rotations. Support students' social-emotional health by increasing access to trusted adults and increasing the number of staff members at each school. Staff members can connect with more students than possible with fewer adults on campus. In the 2025-26 school year, the number of teachers will be increased to target an average class size of: Grades K-3 22:1 (compared to 33:1 as provided in Goal 5 Action 1) Grades 4 29:1 (compared to 33:1 as provided in Goal 5 Action 1)	$37,036,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Grade 5 29:1 (compared to 34:1 as provided in Goal 5 Action 1) Grades 6-8 Core classes 30:1 (compared to 34:1 as provided in Goal 5 Action 1) Grades 6-8 Non-core classes 35:1 (compared to 40:1 as provided in Goal 5 Action 1) Grades 9-12 Core classes 32:1 (compared to 36:1 as provided in Goal 5 Action 1) Grades 9-12 Non-core classes 37:1 (compared to 40:1 as provided in Goal 5 Action 1) Teachers of smaller class sizes will perform the following actions to support students: • Utilize the Think-Pair-Share 2.0 instructional strategy. Require students to summarize others' responses prior to sharing (rather than repeating verbatim). Lowering class sizes will increase the number of students who summarize and share peer responses with the class. • Continue expanding the use of Write from the Beginning and Beyond strategies including the effective use of thinking maps as a tool for students to organize their writing. Teacher leaders at each school will be trained to deliver professional development and monitor the effective use of these strategies at each school. Lowering class sizes will increase the time teachers are able to support individual students on their writing and use of these strategies. • Expand and improve the effectiveness of station rotations as an instructional strategy in all classrooms. Decrease the size of groups during station rotation practices. Experience with the Accelerated Learning Lab program from 2021-2024 demonstrated that this practice successfully accelerated student growth when used in a pull-out model. The intention is to expand the effective use of this strategy to be used in all classrooms, grade levels, and subjects. Lowering class sizes will make the universal implementation of station-rotations more effective and personalized for each student. • Increase the amount of feedback provided to each student during guided practice and independent practice of writing skills.		

Action #	Title	Description	Total Funds	Contributing
		• Increase the amount of time students are listening and speaking to one another in pairs and small groups. • Perform regular check-ins with each student to ensure they feel known, comfortable, and safe within the school and classroom setting. Refer students to counselors when they have changes in mood or areas of social-emotional concern. • Provide individualized attention to students during SEL lessons as described in Goal 6. • Review academic progress individually with each student and/or student's parent at least quarterly. Counsel students and parents on their progress towards preparation for high school, college, and career. • Provide more individualized support to English learners during designated ELD instruction.		
5.7	Facilities and Materials	In order to provide a robust and complete educational program, continue to provide facilities that are in good repair and access to standards-aligned instructional materials in all courses.	$6,650,000.00	No
5.8	Certificated Support Staff	Certificated support staff (such as principals and program specialists) will perform the following actions to support students in smaller class sizes at all schools: • Provide professional development in the use of the station rotation instructional strategy that provides students with differentiated instruction to address their unique strengths and needs. • Provide professional development in the use of Think-Pair-Share 2.0 which provides additional practice for students to listen and speak in response to prompts. • Monitor classroom instruction to ensure that teachers are differentiating instruction, using station rotations, and utilizing the Think-Pair-Share 2.0 instructional strategy. • Monitor the amount of time students spend listening and speaking within a class period in order to increase the amount of time students spend producing language through speech. • Ensure that social-emotional lessons are delivered. Monitor Panorama survey data for areas of concern.	$1,161,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.9	Instructional Coaches	Instructional Coaches (teachers on special assignment) will work with teachers to support the implementation of Accelerated Learning Lab (ALL) strategies across elementary schools. They will focus on providing professional development and individual coaching in the use of station rotations in all schools, grade levels, and subjects.	$1,295,000.00	No
5.10	Early Learning	Improve the efficacy of early learning programs (including transitional kindergarten) through professional development for teachers, supplemental materials, increased outreach to parents, and increased collaboration between Head Start and TK staff. Utilize the Desired Results Developmental Profile (DRDP), professional learning feedback, classroom observation data, and coaching feedback to make timely adjustments to professional learning and ensure instructional practices and supports meet the evolving needs of both students and teachers.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Provide a coordinated Social and Emotional Learning (SEL) program that supports a whole-child approach, addresses students' overall wellbeing, and ensures students are physically, emotionally, and mentally prepared to fully participate in instruction, intervention, and enrichment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data over the past several years has demonstrated a continued need to focus on the Social and Emotional Health of students.

Panorama Student SEL data, students percent favorable responses (Spring survey)

2024:

School Safety
Gr 3-5: 64% (60-79 percentile compared to national)
Gr 6-12 54% (20-39 percentile compared to national)

Positive Feelings
Gr 3-5: 68% (40-59 percentile compared to national)
Gr 6-12: 54% (40-59 percentile compared to national)

Self Efficacy
Gr 3-5: 52% (20-39 percentile compared to national)
Gr 6-12: 42% (0-19 percentile compared to national)

Challenging Feelings
Gr 3-5: 51% (40-59 percentile compared to national)
Gr 6-12: 51% (40-59 percentile compared to national)

Emotion Regulation
Gr 3-5: 49% (60-79 percentile compared to national)

Gr 6-12: 45% (40-59 percentile compared to national)

2025:

School Safety
Gr 3-5: 70% (80-99 percentile compared to national)
Gr 6-12 58% (40-59 percentile compared to national)

Positive Feelings
Gr 3-5: 64% (20-39 percentile compared to national)
Gr 6-12: 51% (20-39 percentile compared to national)

Self Efficacy
Gr 3-5: 45% (0-19 percentile compared to national)
Gr 6-12: 37% (0-19 percentile compared to national)

Challenging Feelings
Gr 3-5: 53% (40-59 percentile compared to national)
Gr 6-12: 52% (40-59 percentile compared to national)

Emotion Regulation
Gr 3-5: 44% (40-59 percentile compared to national)
Gr 6-12: 40% (20-39 percentile compared to national)

2026:

School Safety
Gr 3-5 64% (60-79 percentile compared to national)
Gr 6-12 55% (20-39 percentile compared to national)

Positive Feelings
Gr 3-5: 65% (40-59 percentile compared to national)
Gr 6-12: 55% (20-39 percentile compared to national)

Self Efficacy
Gr 3-5: 41% (20-39 percentile compared to national)
Gr 6-12: 34% (0-19 percentile compared to national)

Challenging Feelings
Gr 3-5: 52% (60-79 percentile compared to national)

Gr 6-12: 50% (40-59 percentile compared to national)

Emotion Regulation
Gr 3-5: 43% (20-39 percentile compared to national)
Gr 6-12: 45% (40-59 percentile compared to national)

Positive Behavioral Intervention Supports (PBIS) systems have been in place in the District for several years. The program was rolled out first to elementary schools, which may partially explain the difference in favorable responses between elementary and secondary. Since returning from Distance learning, many more supports have been in place to support overall health and wellbeing. Survey and focus group data has indicated these supports are vitally needed to address students' non-academic needs so they can come to class ready to learn. Goal 6 actions include resources to support students in areas that are non academic such as counseling, mental health, physical health, attendance challenges, and barriers to safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Attendance Rate CALPADS 14.2	2022-23: All students: 92.3% Low-income: 92.2% English learners: 92.1% Foster Youth: 88.7% Students with disabilities: 91.5% Hispanic: 92.2% Homeless: 90.7% Two or more races: 91.7%	2023-24: All students: 93.3% Low-income: 93% English learners: 93% Foster Youth: 89% Students with disabilities: 91.4% Hispanic: 93.2% Homeless: 91.7% Two or more races: 94.9%	2024-25: All students: 93.7% Low-income: 93.6% English learners: 93.7% Foster Youth: 92.2% Students with disabilities: 92.1% Hispanic: 93.7% Homeless: 91.6% Two or more races: 94.4%	2025-26: All students: 97% Low-income: 97% English learners: 97% Foster Youth: 95% Students with disabilities: 96% Hispanic: 97% Homeless: 96% Two or more races: 97%	All students: improved +1.4% Low-income: improved +1.4% English learners: improved +1.6% Foster Youth: improved +3.5% Students with disabilities: improved 0.6% Hispanic: improved +1.5% Homeless: improved +0.9% Two or more races: improved +2.7%
6.2	Chronic Absenteeism Dashboard	2023: All students: 30.5% Low-income: 31.6% English learners: 27.2%	2024: All students: 11.1%	2025: All students: 16.9%	2026: All students: 15% Low-income: 15%	All students: improved -13.6% Low-income: improved -13.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 30.3% Students with disabilities: 38.7% Hispanic: 31.1% Homeless: 38.4% Two or more races: 19.6%	Low-income: 14.5% English learners: 13.5% Foster Youth: 30.6% Students with disabilities: 19.1% Hispanic: 14.9% Homeless: 38% Two or more races: 12%	Low-income: 17.7% English learners: 14.3% Foster Youth: 15.5% Students with disabilities: 23.4% Hispanic: 17.1% Homeless: 25.1% Two or more races: 18.2%	English learners: 15% Foster Youth: 20% Students with disabilities: 20% Hispanic: 15% Homeless: 20% Two or more races: 15%	English learners: improved -12.9% Foster Youth: improved -14.8% Students with disabilities: improved -15.3% Hispanic: improved -14% Homeless: improved -13.3% Two or more races: improved -1.4%
6.3	Suspension Rate Dashboard	2023: All students: 2% Low-income: 2.1% English learners: 2.3% Foster Youth: 7.5% Students with disabilities: 3.1% Hispanic: 2% Homeless: 2%	2024: All students: 1.9% Low-income: 2.7% English learners: 3.5% Foster Youth: 11.5% Students with disabilities: 4.0% Hispanic: 2.9% Homeless: 9.8%	2025 All students: 2% Low-income: 2.1% English learners: 2.4% Foster Youth: 7.2% Students with disabilities: 3.2% Hispanic: 2% Homeless: 2.7%	2026: All students: 2% Low-income: 2% English learners: 2% Foster Youth: 2% Students with disabilities: 2% Hispanic: 2% Homeless: 2%	All students: no change (target met) Low-income: no change English learners: worsened +0.1% Foster Youth: improved -0.3% Students with disabilities: worsened +0.1% Hispanic: no change (target met) Homeless: worsened +0.7%
6.4	Middle School Dropouts CALPADS 8.1c	2022-23: 0	2023-24: 0	2024-25: 16	2025-26: 0	worsened +16
6.5	High School Dropout Rate Dataquest: Five-Year Cohort Outcome	2023 7.2% (Five-Year Cohort)	2024 12.8% (Five-Year Cohort)	2025 10% (Five-Year Cohort)	2026: 1% (Five-Year Cohort)	worsened +2.8% (Five-Year Cohort) improved -6.8% (Four-Year Cohort)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dataquest: Four-Year Cohort Outcome	11.7% (Four-Year Cohort)	11.3% (Four-Year Cohort)	4.9% (Four-Year Cohort)	3% (Four-Year Cohort)	
6.6	Expulsion Rate DataQuest	2022-23: 0% (1 / 21,608)	2023-24: 0% (4 / 21,011	2024-25: 0% (0 / 20,116)	2025-26: 0%	no change (target met)
6.7	Student Perception of School Safety Panorama - Percent Favorable	Fall 2023: All students: Grades 3-5: 62% Grades 6-12: 56% Low-income students: Data not available	Fall 2024: All students: Grades 3-5: 61% Grades 6-12: 53% Low-income students: Data not available	Fall 2025: All students: Grades 3-5: 67% Grades 6-12: 61% Low-income students: Data not available	Fall 2026: Grades 3-5 70% Grades 6-12 65% Low-income students: Grades 3-5 70% Grades 6-12 65%	Grades 3-5: improved +5% Grades 6-12: improved +5%
6.8	Student Positive Feelings Panorama - Percent Favorable	Fall 2023 Grades 3-5: 68% Grades 6-12: 53% Low-income students: Data not available	Fall 2024 Grades 3-5: 67% Grades 6-12: 53% Low-income students: Data not available	Fall 2025 Grades 3-5: 65% Grades 6-12: 54% Low-income students: Data not available	Fall 2026: Grades 3-5 70% Grades 6-12 65% Low-income students: Grades 3-5 70% Grades 6-12 65%	Grades 3-5: worsened -3% Grades 6-12: improved +1%
6.9	Student Perception of Connectedness LCAP Student Survey agree with statement "I feel like I belong at this school"	2024: 89.1%	2025: 80.2%	2026: 81.8%	2027: 95%	worsened -7.3%
6.10	Parent Perception of School Safety LCAP Parent Survey agree with statement "My child feels safe at this school"	2024: 88.9%	2025: 92%	2026: 92.8%	2027: 95%	improved +3.9%
6.11	Parent Perception of School Connectedness LCAP Parent Survey agree with statement "My child feels connected to this school"	2024: 91.7%	2025: 93%	2026: 88.2%	2027: 95%	worsened -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	/ "My child feels a sense of belonging at this school"					
6.12	Staff Perception of Own Safety LCAP Staff Survey agree with statement "I feel safe at this school."	2024: 82.7%	2025: 88.2%	2026: 88.6%	2027: 95%	improved +5.9%
6.13	Staff Perception of Student Connectedness LCAP Staff Survey agree with statement "Students feel a sense of belonging to this school community."	2024: 87.6%	2025: 86.2%	2026: 91.7%	2027: 95%	improved +4.1%
6.14	Staff Perception of Own Connectedness LCAP Staff Survey agree with statement "I feel a sense of belonging to this school/worksite."	2024: 82.7%	2025: 87.9%	2026: 88.9%	2027: 95%	improved +6.2%

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, the district continued implementation of a coordinated Social and Emotional Learning (SEL) program designed to support the whole child and ensure students were physically, emotionally, mentally, and socially prepared to participate fully in instruction, intervention, and enrichment opportunities. Goal 6 implementation focused on strengthening districtwide systems of prevention, intervention, counseling, behavioral support, attendance outreach, school safety, physical health services, and coordinated student support structures. The district continued expanding integrated services and partnerships intended to remove barriers to learning, improve student connectedness, and provide timely interventions for students experiencing academic, behavioral, social-emotional, mental health, attendance, or family-related challenges. Implementation remained largely aligned to planned actions and services; however, ongoing increases in student mental health needs, persistent chronic absenteeism among high-needs student groups, staffing capacity, and scheduling constraints for professional development continued to create implementation challenges throughout the year.

To support students' social-emotional and mental health needs, the district expanded counseling and therapeutic services available at school sites. Additional counselors continued providing classroom-based SEL instruction, individual counseling, crisis response, and small-group interventions for students identified through Panorama SEL data, teacher referrals, attendance concerns, behavioral concerns, and parent requests. Counselors collaborated with administrators, teachers, psychologists, nurses, outside agencies, and families to ensure students received appropriate support services. Data from the Panorama Student SEL Competency and Well-Being Measures Survey continued to guide implementation by helping schools identify areas of student need related to anxiety, connectedness, school safety, and overall well-being, particularly for low-income students, foster youth, and English learners. Counselors and intervention teams used these data to group students for targeted small-group counseling and SEL interventions. (Action 6.1)

The district also maintained contracts with Licensed Marriage and Family Therapists (LMFTs), substance abuse counselors, and outside mental health agencies to provide more intensive mental health interventions for students experiencing significant emotional or behavioral concerns. Students requiring support beyond what school-based staff could provide were referred for individual therapeutic services coordinated in partnership with families and outside providers. These partnerships were especially important for low-income students and families who often experienced barriers accessing mental health services through private insurance or MediCal systems. During 2025–26, the district successfully referred more than 400 students for intensive counseling and therapeutic services through outside agencies, representing a significant area of success in improving access to mental health care. District staff also participated in professional development focused on early identification of mental health concerns, trauma-informed practices, suicide prevention, restorative approaches, and effective strategies for responding to students experiencing emotional distress.
(Action 6.1, Action 6.4)

The district continued implementing Positive Behavioral Interventions and Supports (PBIS) throughout all schools in order to strengthen school climate, increase students' sense of connectedness, and reduce exclusionary discipline practices. In partnership with the Los Angeles County Office of Education (LACOE), certificated, classified, and management staff participated in PBIS professional development focused on relationship-building, restorative practices, de-escalation strategies, and creating positive school cultures. Schools maintained PBIS leadership teams that reviewed discipline and behavior data, coordinated site implementation efforts, and developed systems designed to teach, model, and reinforce positive student behavior expectations across all school settings. Additional playground supervisors, campus aides, and supervision staff were utilized throughout campuses to increase students' access to trusted adults during recess, lunch, passing periods, and after-school activities. Schools also worked to ensure that after-school program providers and outside vendors implemented district PBIS expectations and restorative practices consistently beyond the regular instructional day. District and site teams analyzed suspension data for student groups identified with Red Dashboard indicators and implemented targeted interventions at identified schools, including increased adult presence in high-incident locations, proactive student outreach, SEL lessons, restorative circles, and individualized behavioral supports. SEL teams at each site regularly reviewed student attendance, behavioral, and Panorama SEL data to develop classroom-, grade-level-, and schoolwide- SEL lessons aligned to identified student needs. Teachers implemented SEL lessons consistently throughout the year and received site-based support and professional development from SEL leadership teams. One significant implementation challenge involved providing supplemental PBIS training opportunities for all staff. Many certificated and classified staff members were simultaneously participating in multiple district initiatives and professional development activities connected to other LCAP goals, making scheduling additional PBIS training difficult. Despite these challenges, schools continued to strengthen restorative systems and expand consistent SEL and PBIS implementation.
(Action 6.2, Action 6.10, Action 6.12)

Improving attendance and reducing chronic absenteeism remained a major area of focus throughout the year. The district continued implementing a tiered attendance intervention system involving Attendance Technicians, school administrators, School Engagement Teams, counselors, and District Attendance Officers. Attendance Technicians monitored daily attendance and provided regular reports to principals and school teams, allowing schools to identify attendance concerns early and intervene before patterns worsened. School staff conducted outreach through phone calls, parent conferences, attendance meetings, and home visits designed to identify barriers preventing regular attendance and connect families with appropriate supports and resources. Students and families experiencing significant barriers were connected to community resources, including transportation assistance, counseling services, food and clothing supports, housing referrals, and mental health services. District Attendance Officers conducted home visits and coordinated additional outreach for students with persistent attendance concerns or families who could not be reached through standard school interventions. Continued attendance difficulties resulted in referrals to the School Attendance Review Team (SART) and School Attendance Review Board (SARB) process when necessary. The district also increased efforts to educate families regarding chronic absenteeism thresholds and the impact of missed instructional time. Staff found that many families did not realize students become chronically absent after missing 10% of instructional days, and increased communication helped families better understand the long-term impact of attendance patterns on academic achievement. District and school teams reviewed attendance data regularly for schools and student groups identified with Red Dashboard indicators in chronic absenteeism, including socioeconomically disadvantaged students, homeless youth, English learners, Hispanic students, and students with disabilities. Although overall attendance rates continued to improve modestly, chronic absenteeism remained a persistent challenge districtwide, particularly among students facing housing instability, transportation issues, health concerns, economic pressures, and ongoing social-emotional needs.
(Action 6.3, Action 6.11)

The district continued providing extensive support services for foster youth through coordinated case management, caregiver engagement, outside partnerships, and targeted interventions. District foster youth staff monitored student attendance, academic progress, behavioral concerns, and social-emotional needs while collaborating closely with caregivers, school staff, counselors, social workers, and outside agencies. Foster youth were connected with tutoring, counseling, instructional supplies, transportation support, field trips, and other services intended to reduce barriers to school participation and engagement. The district maintained partnerships with the Department of Children and Family Services (DCFS) and LACOE to improve coordination of services and communication regarding foster youth placements and student needs. Licensed Clinical Social Workers continued providing direct counseling and case management services to foster youth. Additional supports such as TAP cards, HopSkipDrive transportation services, and in-home tutoring were utilized to ensure students maintained consistent school access and academic support even when placement changes or transportation barriers occurred. Professional development also continued for administrators, counselors, and school staff focused on understanding the unique social-emotional and academic challenges foster youth often experience as a result of school instability, trauma, and adverse childhood experiences (ACEs).
(Action 6.1, Action 6.6, Action 6.7)

The district expanded physical health and wellness supports in order to improve student access to healthcare services and reduce the loss of instructional time related to health concerns. Additional nurses, licensed vocational nurses, health aides, health procedure specialists, and student health assistants provided direct services at school sites beyond required screenings. Health office staff focused on improving efficiency and responsiveness in order to return students to class as quickly as possible when appropriate. Attendance support staff and office personnel also received professional development related to family engagement, connecting families with community resources, and addressing barriers to healthcare access. These services were particularly important for low-income students and foster youth who often face additional barriers to accessing healthcare outside of school settings.

(Action 6.5)

School Resource Officers (SROs) supported safe and welcoming school environments through relationship-building, proactive intervention, restorative practices, and student engagement activities. SROs participated in ongoing professional development related to restorative justice, PBIS implementation, crisis response, school-based de-escalation strategies, and working effectively with diverse student populations. Rather than functioning in a disciplinary capacity, SROs maintained a visible and supportive presence on campuses designed to build trust and strengthen relationships with students and families. SROs participated in school activities such as Career Day, Read Across America, community outreach events, after-school programming, and presentations related to bullying prevention, gang awareness, substance abuse prevention, and digital safety. SROs also collaborated with school staff and mental health professionals during crisis response situations, including mental health emergencies and safety concerns. The district continued expanding the Explorer program to provide students with exposure to careers in law enforcement and public service. Implementation of these services emphasized restorative and relationship-centered approaches intended to improve students' perceptions of school safety, connectedness, and trust in school personnel, particularly among low-income students, English learners, and foster youth whose Panorama survey responses reflected less favorable perceptions of school safety and environment.
(Action 6.8)

The district continued supporting pregnant and parenting students through the Pregnant and Parenting Education Program and Infant-Toddler Program at the high school level. Students received counseling, instruction, and coaching related to parenting skills, child development, health and safety, and the importance of completing high school and preparing for future college and career opportunities. The Infant-Toddler Program provided onsite childcare services that enabled parenting students to remain enrolled in comprehensive high school settings while their children received developmentally appropriate care and instruction. The district continued to see positive outcomes for participating students, including high rates of persistence and high school completion among program participants.
(Action 6.9)

Across all Goal 6 actions, district and school staff collaborated regularly to review student data, identify emerging needs, coordinate interventions, and align services across departments and community agencies. Schools increasingly utilize Panorama SEL data, attendance data, behavior data, and intervention records to guide decision-making and target supports for specific student groups and campuses demonstrating higher levels of need. The district's coordinated SEL and whole-child approach strengthened systems of prevention and intervention while expanding students' access to counseling, health services, behavioral supports, trusted adults, and community resources. Successes included increased student access to counseling and therapeutic services, stronger coordination between schools and community agencies, continued expansion of SEL and PBIS implementation, increased support for foster youth and parenting students, and modest improvements in overall attendance rates. The most significant challenge faced was in hiring and retaining qualified playground supervisors, school nurses, and Licensed Marriage and Family Therapists (LMFTs). Despite this challenge, the district continued making progress toward creating safe, supportive, connected, and responsive learning environments where students are prepared to fully participate in instruction and school life.

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

The following actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures:

6.1 SEL Counseling and LMFTs
Budgeted $2,955,550
Estimated Actual $2,355,522
The District's contractor for Licensed Marriage and Family Therapists (LMFTs) was unable to provide as many service providers as originally planned. While LMFTs continued to serve all students who were referred for services, the quantity of those services was reduced. Students with extreme counseling needs continued to be referred to outside mental health agencies as described in Action 6.4.

6.2 PBIS
Budgeted: $6,820,000
Estimated Actual: $4,943,260
Professional development in PBIS was provided to certificated and classified staff, but fewer staff participated in professional development and other activities to support PBIS than was originally planned. The District was unable to hire as many supplemental playground supervisors as originally planned. Combined, these challenges resulted in a less robust PBIS system to support the districts' whole-child approach to education.

6.5 Physical Health
Budgeted: $8,713,000
Estimated Actual: $7,001,651
All District health offices were fully supplied, but staffing challenges resulted in this material difference in expenditures. Fewer nurses were able to be hired than anticipated, and fewer nurses were able to work overtime that would have fully covered the needs as originally planned. As a result, when students went to health offices, they may have been supported by office staff rather than nurses, which could result in less robust care for their physical health.

6.6 Foster Youth
Budgeted: $360,000
Estimated Actual: $420,243
Foster youth needs resulted in a larger amount of funds being spent to support them. Foster youth received more individual counseling and school supplies than originally planned.

6.8 SROs
Budgeted: $1,000,000
Estimated Actual: $1,158,910
School Resource Officer expenses were higher than anticipated due primarily to more required overtime than anticipated. Schools requested additional SRO hours for after school and weekend events. This allowed the District to provide more evening and weekend activities for students and families in a safe and welcoming environment.

6.9 Pregnant or Parenting
Budgeted: $638,000
Estimated Actual: $328,202

This action was fully implemented as planned. Fewer students required the services described in this action and there was no impact to the quality of services provided to the students who qualified.

6.12 SEL Teams
Budgeted: $400,000
Estimated Actual: $511,175
School SEL teams at multiple schools met more frequently than anticipated. This material difference improved the quality of services to students more than anticipated.

The following action had a material difference between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

6.4 Mental Health Agencies
Planned: 0.38%
Estimated Actual: 0.52%
The planned percentage was calculated on an estimated 327 referrals to outside agencies. The actual referrals of low-income students to outside agencies for mental health services was 423. Additionally, the LCSW cost calculation was increased to $100.87 per hour from $91.67 per hour (increasing the percentage) and the supplemental and concentration grant estimate for 25-26 was increased from $79,539,744 to $82,336,387 (lowering the percentage). The estimated hours of service per referral remained the same. The Estimated Actual percentage was calculated using: LCSW cost * referrals * hours of counseling / supplemental and concentration grant

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

Attendance rate (metric 6.1) and chronic absenteeism (metric 6.2) improved for low-income students, English learners, and foster youth. Suspension rate (metric 6.3) was unchanged for low-income students, improved for foster youth, and worsened for English learners. Based on this data, we have determined the following actions have thus far been effective in making progress towards the goal:
6.1 SEL Counseling and LMFTs
6.2 PBIS
6.4 Mental Health Agencies
6.8 SROs

Chronic absenteeism (metric 6.2) improved significantly overall and for all student groups. Based on this data, we determined that action 6.3 (Attendance) has thus far been effective in making progress towards the goal.

Attendance rate (metric 6.1) and chronic absenteeism (metric 6.2) improved for low-income students and foster youth. Based on this data, we have determined that Action 6.5 (Physical Health) has thus far been effective.

Attendance rate (metric 6.1), chronic absenteeism (metric 6.2), suspension rate (metric 6.3), and graduation rate (metric 3.1) all improved for foster youth. Based on this data, we determined that actions 6.6 (Foster Youth) and 6.7 (Foster Youth Outside Resources) have thus far been effective in making progress toward the goal.

Because no participating students have dropped out, we determined that action 6.9 (Pregnant or Parenting) has thus far been effective in making progress toward the goal.

The following suspension indicators were red in 2023, and are no longer red on the 2025 Dashboard
Rosewood Park - All students
Rosewood Park - English learners
Rosewood Park - Hispanic
Rosewood Park - Socioeconomically disadvantaged
Rosewood Park - Students with disabilities

The following suspension indicators remain red:
Montebello Community Day - Socioeconomically disadvantaged
Montebello Gardens Elementary - All students
Montebello Gardens Elementary - Socioeconomically disadvantaged

Based on this data we determined that Action 6.10 Suspension Red Indicators has been effective at Rosewood Park but ineffective at Montebello Community Day and Montebello Gardens

Of the 67 chronic absenteeism indicators that were red in 2023, only two remain red on the 2025 Dashboard:
Washington Elementary - Students with disabilities
Wilcox Elementary - English learners
Based on this data, we determined that action 6.11 Chronic Absenteeism Red Indicators has been effective.

Because the District suspension rates have remained low, we determined that Action 6.12 SEL Teams has thus far been effective.

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.

In order to better align questions across educational partner groups, the language used in our LCAP parent survey changed from: "My child feels connected to this school" to "My child feels a sense of belonging at this school"
Because these are both asking about parent perception of school connectedness, we are using them interchangeably to measure metric 6.11: Parent Perception of School Connectedness. The metric description was updated to add: " / "My child feels a sense of belonging at this school" "

Because the Discover MUSD Event (action 7.4) has been removed from the LCAP, a reference to support for the event has been removed from action 6.8: SROs

A typo in the year for Metric 6.8, Year 1 Outcome (as published in the 2025-26 LCAP) was corrected

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SEL Counseling and LMFTs	Increase the effectiveness and number of staff providing social-emotional education, personal connections, counseling, and other support. -Increase school counselors for all grade levels -Provide small group and individual counseling to all students. Increase counseling for students with more serious social-emotional needs. When necessary, refer students to outside services. -Contract for Licensed Marriage and Family Therapists (LMFTs) -Substance abuse counselors -Training for staff to improve their ability to understand and respond to students' social-emotional needs -Counselors will support the implementation of site-level SEL plans and coordinate services -Data will be analyzed to group students based on common need for small group services	$3,072,000.00	Yes
6.2	PBIS	Implement a Positive Behavioral Interventions and Supports (PBIS) structure throughout the district. Partner with LACOE to provide professional development to all staff in how to build and improve positive school cultures that create strong and healthy student relationships with other students and school staff. Teach and model for students how to act in various settings throughout the school experience. Increase students' access to trusted adults and safe spaces by hiring additional playground and common area supervisors beyond what is necessary for basic school safety. Establish positive school cultures that celebrate students' positive behavior and respond with care when students make mistakes. Provide professional development in PBIS to certificated and classified staff. Ensure the development of PBIS systems includes input from all school staff so that PBIS culture and systems are implemented consistently throughout a student's day. Train outside vendors who provide after-school programming so they also implement school- and district-adopted PBIS practices.	$7,234,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.3	Attendance	Tiered attendance intervention and support system, coordinated by District administrative staff -Attendance Technicians at each school will monitor daily attendance and provide weekly reports to Principals. -School administrators will provide support to students missing school including phone calls home, conferences, identification of barriers to regular attendance, and support to overcome barriers. When students have significant material/resource challenges, they will be referred to outside agencies that can provide support. -School Engagement Team personnel will make personal phone calls to parents and find resources to help students re-engage in school. -Students who continue to have attendance difficulties, who can not be reached by school staff, or otherwise need more intensive support will be referred to MUSD Attendance Officers who will make additional contact with families to include home visits, reinforcing the importance of regular attendance, identification of barriers, and referrals to services or resources that can help students re-engage. -Continued poor attendance will result in referral to the School Attendance Review Team and/or School Attendance Review Board.	$4,277,000.00	Yes
6.4	Mental Health Agencies	Low-income students who need intensive mental health counseling will be referred to outside agencies for 1-1 services. Counseling plans will be developed in a partnership between each student's family, the agency, and school staff. Usually, services are provided 1 hour per week for around 10 weeks, but some students may receive more or less depending on their needs.	$0.00	Yes
6.5	Physical Health	Improve students physical health through -Increased personnel to provide direct services in the areas of physical health such as: additional nurses, student health assistants, health procedure specialists, licensed vocational nurses -Professional development for attendance support staff in the areas student and family engagement and the use of community and district resources	$9,024,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Professional development to support fast, efficient, and effective health screening and services, ensuring students spend less time out of class		
6.6	Foster Youth	District staff will provide additional monitoring and case management of foster youth -Monitor foster youth progress and needs -Early detection of social, emotional, and academic concerns with referrals to district services (tutoring, counseling, etc.) -Education of and frequent check-ins with parents and caregivers to ensure they are able to support the academic progress of foster youth -Connecting parents and caregivers with workshops and other education events provided by county and non-profit agencies -Professional development for staff on the unique needs of foster youth -Collaboration with school administration to ensure that foster youth access available resources and programs -Instructional supplies for foster youth whose caregivers cannot afford them -Supplemental field trips to engage students in school and encourage them to work towards graduation, college, and career readiness	$430,000.00	Yes
6.7	Foster Youth Outside Resources	Engage in partnerships with outside entities to address needs of individual foster youth. -Memorandum of Understanding with LACOE to house and support Licensed Clinical Social Workers in-school who provide direct services foster youth including counseling and coordination between parents/caregivers and teachers -TAP cards for transportation needs that cannot be met by MUSD. -Hop, Skip, Drive services when public transit (via TAP card) is insufficient to meet transportation needs -Data-sharing partnership with the Department of Children and Family Services to ensure that government agencies can access school information and MUSD can get frequent updates on individual foster youth cases -Individual, in-home tutoring in all subjects	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.8	SROs	Increase student safety by employing School Resource Officers (SROs) that develop positive relationships with students, collaborate with other school staff, and partner with mental health professionals. Proactively address school safety issues before they escalate. Support safe participation of students in after-school programs. Support other school staff in completing home visits when safety is a potential concern. Respond to mental health emergencies including suicidal ideation. SROs will continue to participate in external training and gain certifications that support their effectiveness in a school setting and working with diverse communities. SROs will spend their days on school sites according to a set schedule (other than when responding to an emergency on other campuses) so that all students and parents see them as positive influences, role models, and partners in the educational setting. SROs will participate in specialized training that prepares them to respond in a school setting using restorative practices. They will integrate into school PBIS practices that will result in proactive (rather than reactive) responses to behavior challenges. SROs will be partners in supporting restorative practices to increase students' sense of safety and connectedness. SROs will supplement student supervision and overall student safety that is provided at all schools by yard supervision aides and campus security officers. SROs will implement and expand an Explorer program to expose students to careers in law enforcement. SROs will provide general education to students and parents in topics such as gang prevention, drug abuse mitigation, bullying prevention (including cyberbullying), and other topics. SROs will provide community education and outreach at community events on weekends such as the Career Technical Education fair. SROs will participate in general school events such as Career Day and Read Across America Day.	$1,250,000.00	Yes
6.9	Pregnant or Parenting	Provide services to students who become pregnant or have a child while in high school via: -Pregnant and Parenting education program. Instruction, counseling, and coaching for students in a classroom setting on how to raise children and	$538,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the importance of completing high school. Instruction on best practices for optimal health and safety of teen parents and their children -Infant-Toddler program to provide childcare for students with children so they may continue their education in the comprehensive high school setting. Age-appropriate instruction and care is provided to infants and toddlers.		
6.10	Suspension Red Indicators	Partner with educational partners to improve the Suspension Rate Dashboard Indicator for the following student groups at the following schools (where it was red on the 2023 Dashboard): Montebello Community Day - Socioeconomically disadvantaged Montebello Gardens Elementary - All students Montebello Gardens Elementary - Socioeconomically disadvantaged Rosewood Park - All students Rosewood Park - English learners Rosewood Park - Hispanic Rosewood Park - Socioeconomically disadvantaged Rosewood Park - Students with disabilities District staff will meet with school leaders at the three identified schools to review behavior and suspension data. Trends in behavior will be identified to see where students are more likely to engage in actions that could lead to suspension. Staff (including staff described in Goal 6 actions) will connect with students in the physical locations on campus where infractions tend to happen and intervene early. School teams will review the same data, develop response plans, and disseminate information to all school staff that can help them build a culture that teaches positive behavior expectations.	$535,000.00	No
6.11	Chronic Absenteeism Red Indicators	Partner with educational partners to improve the Chronic Absenteeism Rate Dashboard Indicator for the following student groups at the following schools (where it was red on the 2023 Dashboard): Districtwide - All students Districtwide - English learners	$2,889,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Districtwide - Homeless youth Districtwide - Socioeconomically disadvantaged Districtwide - Students with disabilities Districtwide - Hispanic Bandini Elementary - All students Bandini Elementary - English learners Bandini Elementary - Hispanic Bandini Elementary - Socioeconomically disadvantaged Bandini Elementary - Students with disabilities Bell Gardens Elementary - All students Bell Gardens Elementary - English learners Bell Gardens Elementary - Hispanic Bell Gardens Elementary - Homeless youth Bell Gardens Elementary - Socioeconomically disadvantaged Bell Gardens Elementary - Students with disabilities Bella Vista Elementary - All students Bella Vista Elementary - English learners Bella Vista Elementary - Hispanic Bella Vista Elementary - Socioeconomically disadvantaged Bella Vista Elementary - Students with disabilities Cesar E. Chavez Elementary - English learners Cesar E. Chavez Elementary - Homeless youth Eastmont Intermediate - Homeless youth Fremont Elementary - Homeless youth Garfield Elementary - Homeless youth Greenwood Elementary - Students with disabilities Joseph A. Gascon Elementary - Homeless youth La Merced Intermediate - All students La Merced Intermediate - Hispanic La Merced Intermediate - Homeless youth La Merced Intermediate - 2 or more races La Merced Intermediate - Socioeconomically disadvantaged La Merced Intermediate - Students with disabilities Macy Intermediate - All students Macy Intermediate - Hispanic Macy Intermediate - Socioeconomically disadvantaged Macy Intermediate - Students with disabilities		

Action #	Title	Description	Total Funds	Contributing
		Montebello Intermediate - English learners Montebello Intermediate - Homeless youth Potrero Heights Elementary - Homeless youth Rosewood Park - All students Rosewood Park - English learners Rosewood Park - Hispanic Rosewood Park - Socioeconomically disadvantaged Rosewood Park - Students with disabilities Suva Elementary - All students Suva Elementary - English learners Suva Elementary - Hispanic Suva Elementary - Homeless youth Suva Elementary - Socioeconomically disadvantaged Suva Elementary - Students with disabilities Suva Intermediate - Homeless youth Washington Elementary - All students Washington Elementary - English learners Washington Elementary - Hispanic Washington Elementary - Homeless youth Washington Elementary - Socioeconomically disadvantaged Washington Elementary - Students with disabilities Wilcox Elementary - English learners Winter Gardens Elementary - All students Winter Gardens Elementary - English learners Winter Gardens Elementary - Hispanic Winter Gardens Elementary - Homeless youth Winter Gardens Elementary - Socioeconomically disadvantaged Winter Gardens Elementary - Students with disabilities District and school staff collaborate to review attendance data for individuals and groups of students and intervene early when attendance concerns arise. Unfortunately, absences continue to be a difficult concern to address. While the overall attendance rate has risen slightly over the past few years, there remain many students who miss 10% or more of school days. A significant focus will be placed on outreach to families to reinforce the importance of regular attendance. Outreach to families will also include education on what qualifies a student as chronically absent. When presented with information that their student is close to being		

Action #	Title	Description	Total Funds	Contributing
		chronically absent, families tend to respond more positively to offers of assistance. Many families don't realize how frequently their student has been absent until presented with the information. They might be less likely to keep students home when each absence might put them over the chronically absent threshold.		
6.12	SEL Teams	Implement Social Emotional Learning (SEL) lessons in all classrooms. SEL teams at each school will review data and develop lessons that can be implemented on a school-, grade-, or classroom-wide basis, depending on the unique needs at each school. SEL Teams will consider and respond to the unique needs of student groups when there are red indicators for suspension (listed in Action 6.10) and chronic absenteeism (listed in Action 6.11). All teachers will implement SEL lessons and participate in professional development provided at the site level by SEL teams.	$400,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Support student learning that continues outside of the school day by increasing family and community engagement and increases their understanding of the educational programs and services provided to their students. By the 2026-27 school year, achieve the following outcomes: Grades TK-5 90% of parents invited to a parent-teacher conference attend in person or via phone. Grades 6-8 80% of parents invited to a parent-teacher conference attend in person or via phone. 80% of students agree with the survey statement "I have discussed setting academic goals for the current school year with my parents. Grades 9-12 90% of students agree with the survey statement "I have discussed setting academic goals for the current school year with my parents. 90% of students agree with the survey statement "My parents and I regularly discuss plans for college or work after high school."	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Local indicators, surveys, focus groups, and anecdotal data from conversations with educational partners in various meetings revealed a perceived need to improve communication with all educational partners, especially families. While there are a small group of parents who are active in meetings at the district and school levels, it is often the same few parents who participate on multiple committees, and they are also over-represented in survey submissions. These committee members expressed a desire to include more families in activities and decision making, but expressed concern that not all families receive information sent by schools. They indicated a need to use multiple communication methods including paper flyers, and to ensure that electronic contact information is up to date. Survey data below might indicate that parents receive information and are active participants in the school. Because the perception from meetings with educational partners is so drastically different from the data below, it is possible there is significant selection bias in the data: parents who are more involved in school already are more likely to complete a survey, or those who don't have access to the resources (time or technology) to complete the survey are less likely to complete it. While our current processes work well for some families, there may be a need to reach

families via other means. The significant increase in parents indicating they are "invited and encouraged" relative to other survey questions suggests that outreach is increased but participation has remained stagnant. It was suggested that a focus is placed on ensuring that all parent contact information is updated more often and effectively.

Survey Responses
I receive effective communication from this school in my preferred language.

- Parents 2020: 94.2%, 2021: 93.8%, 2022: 93.3%, 2023: 92.6%, 2024: 94.8%, 2025: 95.2%

Parents are invited and encouraged to serve on important committees such as the School Site Council, English Learners Advisory Committee, PTA, and other groups.

- Parents 2020: 94.5%, 2021: 93.9% 2022: 88.5%, 2023: 93%

(In 2024 the above question was changed to this language) I am welcomed and encouraged to participate in all aspects of my child's education

- Parents 2024: 92.5%, 2025: 93.4%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Parent Participation: LCAP Survey Parent Response Rate (responses / enrollment on CALPADS 1.1 and 1.17)	2024: All students: 22% (4396 / 19920) Parent of low-income student (self reported): 20% (3116 / 15387) Parent of unduplicated pupil (self-reported): 21% (3556 / 17334)	2025: All students: 18.3% (3483 / 19073) Parent of low-income student (self reported): 12.4% (2027 / 16288) Parent of unduplicated pupil (self-reported): 16.3% (2762 / 16929)	2026 All students 26.8% (4937 / 18445) Parent of low-income student (self-reported): 16.5% (2755 / 16701) Parent of unduplicated pupil (self-reported): 18.9% (3170 / 16790)	2027: All: 35% Low-income: 35% Unduplicated: 35%	All students improved +4.8% Low-income worsened -3.5% Unduplicated worsened -2.1%
7.2	LCAP Parent Survey: "I receive effective communication from this school in my preferred language."	2024: 94.8%	2025: 95.2%	2026: 94.3%	2027: 97%	worsened -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	Parent Decision Making: LCAP Parent Survey: "I am welcome and encouraged to participate in all aspects of my child's education"	2024: 92.5%	2025: 93.4%	2026:92.9%	2027: 97%	improved +0.4%
7.4	LCAP Student Survey "I have discussed setting academic goals for the current school year with my parents."	2024: Data not available 2025: Grades 6-8: 67.6% Grades 9-12: 78.4% (baseline data added on 2025-26 LCAP)	2025 Grades 6-8: 67.6% Grades 9-12: 78.4%	2026: Grades 6-8: 68.4% Grades 9-12: 79.7%	2027 Grades 6-8: 80% Grades 9-12: 90%	Grades 6-8: improved +0.8% Grades 9-12: improved +1.3%
7.5	LCAP Student Survey "My parents and I regularly discuss plans for college or work after high school."	2024: Data not available 2025: Grades 6-8: 60.6% Grades 9-12: 76.2% (baseline data added on 2025-26 LCAP)	2025 Grades 6-8: 60.6% Grades 9-12: 76.2%	2026: Grades 6-8: 61.2% Grades 9-12: 75.8%	2027 Grades 6-8: 65% Grades 9-12: 90%	Grades 6-8: improved +0.6% Grades 9-12: worsened -0.4%
7.6	Percentage of parents invited to a conference who attended in person or via phone. Collected via sign-in sheets from parent conferences.	2023-24: Data Unavailable	2024-25: Data Unavailable	2025-26: Data Unavailable	2026-27 Grades TK-5: 90% Grades 6-8: 80%	No change

Goal Analysis [2025-26]

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

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

The district continued to prioritize meaningful family and community engagement during the 2025–26 school year through consistent communication, parent education opportunities, and relationship-building activities at both the district and school-site levels. Implementation

of Goal 7 focused on increasing families' understanding of educational programs and services while strengthening connections between schools, families, and the broader community in order to support student learning beyond the instructional day. Overall, the district successfully implemented Actions 7.1 and 7.2, with modifications made to large-scale events (Actions 7.3 and 7.4) based on educational partner feedback and evaluation of effectiveness.

Implementation of Action 7.1: District-level Engagement remained extensive and multifaceted throughout the year. Schools and district departments continued to communicate with families using a variety of platforms, including email, phone calls, text messaging, social media, flyers, school websites, PowerSchool, and Blackboard. These communication systems allowed schools to share timely information regarding academic programs, student supports, events, attendance, and school safety. The district also continued to use surveys, focus groups, and feedback opportunities to gather input from educational partners and inform decision-making processes. Recognizing that many parents of low-income students face barriers to participation due to work schedules and other responsibilities, the district intentionally expanded outreach efforts through multiple communication methods and continued providing support through parent liaisons and school staff who served as points of contact for families needing assistance navigating district systems or accessing resources.

The district also continued to implement a comprehensive series of parent workshops designed to increase family understanding of educational programs and student supports. Workshops and informational sessions addressed topics including the Local Control and Accountability Plan (LCAP), Special Education services, English Learner strategies and reclassification requirements, graduation requirements, Gifted and Talented Education (GATE), foster youth supports, Families in Transition resources, PowerSchool navigation, and Social and Emotional Learning (SEL). In addition, district staff facilitated a parent book club in which participating parents selected and discussed books focused on supporting student success and family engagement. These opportunities helped strengthen parents' capacity to support student learning at home and better understand available district resources and services.

Implementation of Action 7.2: School-level Engagement also continued at all school sites. Schools hosted small-group events such as "Coffee with the Principal" and similar family engagement activities to create welcoming and informal opportunities for parents to connect with administrators and staff members. These gatherings allowed families to ask questions, provide feedback, discuss concerns, and build relationships with school personnel in a more accessible setting. School sites reported that these events helped improve communication and increase parent comfort and visibility on campuses, particularly for families who may not typically participate in larger school events.

A substantive difference between planned actions and actual implementation occurred with Action 7.3: Equity Conference. The Montebello USD Equity Conference, which was originally intended to provide workshops, guest speakers, and resources related to diversity, inclusion, LGBTQ+ issues, women's issues, and legal rights, was not held during the 2025–26 school year. While the district continues to value equity-focused learning opportunities and inclusive practices, staffing capacity and competing priorities impacted the ability to organize and host the event during the year.

Another substantive difference occurred with Action 7.4: Discover MUSD Event. The district did not hold the Discover MUSD event during the 2025–26 school year after reviewing educational partner feedback and evaluating prior years' participation data. Conversations with families, staff, and community members indicated that many components of the event were more effectively implemented through existing school-site functions, such as student awards ceremonies and recognition events, or through separate districtwide events including the Science Fair and Art Show. Additionally, prior-year data demonstrated that the event did not significantly support student enrollment efforts, as no out-of-district students enrolled through the event and very few current families utilized the enrollment support services offered there. As a result,

the district determined that resources and recognition opportunities could be more effectively distributed across school-site and standalone district events throughout the year.

One of the most significant implementation challenges during the year continued to be staffing capacity, particularly the difficulty in filling the vacant Parent Engagement Specialist position. This vacancy limited the district's ability to fully expand coordinated outreach and engagement efforts for families, particularly for targeted student groups and families requiring additional support navigating district systems and services. Additionally, schools continued to experience challenges collecting data for Metric 7.6, limiting the district's ability to fully measure progress in some areas related to family engagement and communication outcomes.

Despite these challenges, the district experienced several successes in implementing Goal 7. Schools and district departments maintained consistent communication with families across multiple platforms, increased opportunities for parent education and feedback, and continued creating welcoming school environments that encouraged family participation and connection. Parent workshops, school-site engagement activities, and ongoing outreach efforts helped strengthen relationships between families and schools while supporting parents' ability to actively participate in their students' educational experiences. Overall, implementation of Goal 7 reflected the district's continued commitment to building strong partnerships with families and the community in support of student achievement and wellbeing.

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

Action 7.1 had the following material difference between Budgeted Expenditures and Estimated Actual Expenditures:
Budget: $685,000
Estimated Actual $486,289
One District Parent Engagement Specialist position remained vacant. This resulted in fewer district-level parent meetings being held than anticipated, and impacted students by having less effective school-home communication than anticipated.

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

Metrics based on the LCAP Survey have not changed significantly, specifically:
Metric 7.1 Parent Participation: LCAP Survey Parent Response Rate improved for all students but worsened for low-income students
Metric 7.2 LCAP Parent Survey: "I receive effective communication from this school in my preferred language" worsened.
Metric 7.3 Parent Decision Making: LCAP Parent Survey: "I am welcome and encouraged to participate in all aspects of my child's education") improved.
Metric 7.4 LCAP Student Survey "I have discussed setting academic goals for the current school year with my parents" improved.
Metric 7.5 LCAP Student Survey "My parents and I regularly discuss plans for college or work after high school" improved for 6-8th grades and worsened for 9-12th grades.
Metrics related to Attendance, however, have demonstrated improvement, specifically:
Metric 6.1 Attendance Rate improved for all students, English learners, foster youth, and low-income students.
Metric 6.2 Chronic Absenteeism improved dramatically for all students, English learners, and low-income students.
Based on this data, we determined that the following actions have thus far been mostly effective in making progress towards the goal:
7.1 District Level Engagement
7.2 School-level Engagement

Action 7.3 (Equity Conference) and Action 7.4 (Discover MUSD) did not occur and were therefore not effective in making progress toward the goal.

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

Addition of Aeries Training to Action 7.1
The District is transitioning to a new Student Information System in 2026-27. Training for staff began in 2025-2026, but will be an area of focus for parents in 2026-27. As a result action 7.1 has been adjusted to remove "PowerSchool" and replace with "Aeries"
Prior language:
"Promote and enhance school and district engagement of families through
-Communication via email, phone, text message, social media, flyers, school websites, PowerSchool, and Blackboard
-Feedback mechanisms including focus groups and surveys
-Workshops for parents in the areas of: the Local Control and Accountability Plan, Special Education, English Learner Strategies, English Learner Reclassification, Graduation Requirements, Gifted and Talented Education, foster youth, Families in Transition, Navigating PowerSchool (our current Student Information System,) and Social and Emotional Learning"

Removal of Actions 7.3 and 7.4
After feedback from and conversations with educational partners, many of the functions of the Discover MUSD were determined to be more appropriately held at school-level functions (including awards and other student recognition) or standalone District functions (such as the Science Fair and Art Show). Data from prior years demonstrated that no students from outside of the District enrolled in MUSD at the event and fewer than 5 current families used the service, so this function was also not needed. Therefore, educational partners recommended that action 7.4 be removed from the 2026-27 LCAP. Similarly, the MUSD Equity Conference (Action 7.3) had not been held for several years. While there were plans to bring it back, staffing constraints made this not practical for the past several years. Educational partners requested that action 7.3 be removed from the LCAP so as to not confuse readers by describing an event that is no longer held.
The prior actions used this language:
"7.3 Equity Conference
Host a Montebello USD Equity Conference. This conference promotes diversity and inclusion of the various student populations that make up MUSD. The event includes workshops, guest speakers, and provides resources for students and families. All students are welcome to attend the Equity Conference and learn about a range of topics that include LGBTQ+ issues, women's issues, and legal rights."
"7.4 Discover MUSD Event
Host "Discover MUSD." This community event provides an opportunity for the school district to highlight the accomplishments of our students and programs. Student artwork and performances are celebrated and recognized at this event. A student enrollment booth is set up to assist families with the enrollment process."

Metric 7.1 update
CALPADS 1.17 is used to calculate enrollment of low income and unduplicated pupils, so metric 7.1 has been updated to: "Parent Participation: LCAP Survey Parent Response Rate
(responses / enrollment on CALPADS 1.1 and 1.17)" Previous LCAPs did not list 1.17 in the description.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	District-level Engagement	Promote and enhance school and district engagement of families through -Communication via email, phone, text message, social media, flyers, school websites, Aeries, and Blackboard -Feedback mechanisms including focus groups and surveys -Workshops for parents in the areas of: the Local Control and Accountability Plan, Special Education, English Learner Strategies, English Learner Reclassification, Graduation Requirements, Gifted and Talented Education, foster youth, Families in Transition, Navigating Aeries(our current Student Information System,) and Social and Emotional Learning	$503,000.00	Yes
7.2	School-level Engagement	Provide small group events such as "coffee with the principal" at all schools to increase parent comfort on campus and make connections with staff.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Ensure students at Vail High School (VHS) and Montebello Community Day (CDS) school are provided with a consistent and welcoming environment. VHS: Increase the graduation rate and college and career readiness to the following levels by the end of the 2026-27 school year: Graduation Rate -All Students: 70% -English learners: 70% -Socioeconomically disadvantaged: 70% -Hispanic students: 70% College / Career Readiness -All students: 12% -English learners: 12% -Long-term English learners: 12% -Homeless Youth: 12% -Socioeconomically disadvantaged: 12% -Hispanic students: 12% CDS: Decrease suspensions for all students, socioeconomically disadvantaged students, and Hispanic students at CDS to 25% or lower by the end of the 2026-27 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Equity Multiplier funding is provided by the State of California for schools with the following characteristics:
-Socially economically disadvantaged (SED) rate over 70%
-Non-stability rate over 25%
Schools with these characteristics face additional challenges because many of their students do not have a large number of resources outside of school (SED) and many students do not start and end the year at the same school (non-stability). Students at these schools may have difficulty feeling connected to the school community and effectively utilizing available resources. In order to address these challenges,

MUSD will provide additional staff to be a point of personal connection for students, monitor their progress, and help them with referrals to other resources (both internal and external) that may support their success.

Two schools in MUSD meet the criteria described above:
-Vail High School (VHS) is a continuation school for students who are 16 or older and significantly behind in progress toward graduation.
-Montebello Community Day School (CDS) is a community day school for students with significant non-academic challenges that make their participation in the comprehensive high school (and in some cases, intermediate school) impractical.

Both schools are designed to provide intensive support to help students overcome the challenges that made them less than successful at their prior school, with the goal of returning to that school after a short period of time. VHS's support is primarily academic and CDS's support is primarily non-academic, but both schools provide additional support to students in all areas. Students come in and out of these schools by design. Therefore, the intention of this LCAP goal is not to reduce the non-stability rate, but to provide support for students that address some of the challenges inherent in a non-stable student population. Collaboration with educational partners at these two schools identified connecting students to the school community as the primary area of need to address challenges that students face in achieving success.

Specific areas of need based on Red Dashboard indicators from 2023 are:

-VHS: Graduation Rate: overall, English learners, socioeconomically disadvantaged students, and Hispanic students
2022-23 data:
All Students: 59.5%
English learners: 49.5%
Socioeconomically disadvantaged: 59.7%
Hispanic students: 59.1%

-CDS: Suspension Rate: socioeconomically disadvantaged students
2022-23 data: 35.3%

Specific areas of need based on "very low" Dashboard indicators from 2023 are:

-VHS: College/Career: overall, English learners, homeless youth, socioeconomically disadvantaged students, and Hispanic students
2022-23 data:
All students: 1.6%
English learners: 0
Homeless Youth: 2.6%
Socioeconomically disadvantaged: 1.7%
Hispanic students: 1.7%

The following indicators remain red on the 2025 Dashboard:

-CDS: Suspension Rate: all, socioeconomically disadvantaged, and Hispanic students
Socioeconomically disadvantaged: 43.9%

-VHS: College/Career: overall, English learners, long-term English learners, socioeconomically disadvantaged, and Hispanic students
All students: 0%
English learners: 0
Long-term English learners: 0
Socioeconomically disadvantaged: 0%
Hispanic students: 0%

While some improvements have been made as reflected on the Dashboard (2024: no red indicators at CDS and Graduation green at VHS; 2025: Graduation Rates Green and Orange indicators), suspensions at CDS on the 2025 Dashboard significantly increased back to red (and red for multiple student groups)
The District will continue to focus on the areas of need identified based on the 2023 Dashboard. With the addition of long-term English learners as a reported student group on the Dashboard, they were added on the 2024-25 LCAP and remain in the goal for VHS college/career readiness. CDS will continue to focus on suspension rates and VHS will continue to focus on college/career readiness along with graduation rate. Communication with educational partners at both schools suggests that actions within Goal 8 should continue.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CDS Suspension Rate Dashboard	All Students: 29.2% Socioeconomically disadvantaged: 35.3%	2024: All Students: 13.5% Socioeconomically disadvantaged: 15.8%	2025: All Students: 43.5% Socioeconomically disadvantaged: 43.9% Hispanic students: 45.5% (baseline)	All Students: 25% Socioeconomically disadvantaged: 25% Hispanic students: 25%	All Students: worsened +14.3% Socioeconomically disadvantaged: worsened +8.6% Hispanic students: n/a
8.2	VHS Graduation Rate Dashboard	All Students: 59.5% English learners: 49.5% Socioeconomically disadvantaged: 59.7% Hispanic students: 59.1%	2024: All Students: 80.3% English learners: 74.5% Socioeconomically disadvantaged: 80.4%	2025: All Students: 75.9% English learners: 83.3% Socioeconomically disadvantaged: 77.2%	All Students: 70% English learners: 70% Socioeconomically disadvantaged: 70% Hispanic students: 70%	All Students: improved +16.4% (met target) English learners: improved +33.8% (met target) Socioeconomically disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic students: 80.3%	Hispanic students: 75.6%		improved +17.5% (met target) Hispanic students: improved +16.5% (met target)
8.3	VHS College / Career Readiness Dashboard	All students: 1.6% English learners: 0 Homeless Youth: 2.6% Socioeconomically disadvantaged: 1.7% Hispanic students: 1.7%	2024: All students: 0.5% English learners: 0 Homeless Youth: 0 Socioeconomically disadvantaged: 0.5% Hispanic students: 0.5% Long-term English learners: 0 (baseline)	2025: All students: 0 English learners: 0 Homeless Youth: 0 Socioeconomically disadvantaged: 0 Hispanic students: 0 Long-term English learners: 0	All students: 12% English learners: 12% Homeless Youth: 12% Socioeconomically disadvantaged: 12% Hispanic students: 12% Long-term English learners: 12%	All students: declined -1.6% English learners: no change Homeless Youth: declined -2.6% Socioeconomically disadvantaged: declined -1.7% Hispanic students: declined -1.7% Long-term English learners: no change

Goal Analysis [2025-26]

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

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

Vail High School and Montebello Community Day School were staffed with a designated equity multiplier leader: a Teacher on Special Assignment (TOSA) at each school. They addressed student needs in their unique school contexts. These staff members coordinated targeted support services to improve student engagement, academic progress, and graduation outcomes.

They monitored individual student progress, provided academic and mental health counseling, identified barriers to success, coordinated support services from district and external providers, and intervened to reduce behaviors leading to suspension. They worked closely with teachers to identify students in need, delivered individualized and small group interventions, and supported teacher-family communication around student needs. In collaboration with district leaders, they used student data to inform support design and delivery, and received professional development and coaching to enhance their impact on student outcomes. They were successful at connecting with students, helping them feel welcome, and supporting their progress towards graduation. The District had challenges processing the hiring of the Equity Multiplier TOSA at VHS. This resulted in students not receiving the personalized services provided by the TOSA for the first few months of

the school year. (The CDS TOSA position did not have the same challenge.) Getting students at VHS and CDS to meet college and career readiness measures continues to be a challenge.

The District expanded the implementation of action 8.1 by hiring additional teaching staff to lower class sizes, allowing teachers to more effectively partner with the Equity Multiplier TOSA, school administrators, and other service providers to: monitor individual student progress, identify challenges to individual students' progress, connect students with programs and services, help students identify potential hindrances to their progress and ways to overcome challenges, and provide individualized attention and small group intervention within academic classes to support students' progress toward graduation

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

Action 8.1 had a material difference of 12.8%
Budgeted: $503,148
Estimated Actual: $569,406

This increased spending was due to increasing teaching staff to provide increased services to students aligned with services provided by the Equity Multiplier TOSAs. While the VHS Equity Multiplier TOSA position was vacant for the first few months of school, resulting in fewer services for students, overall services were increased across the school year due to this material difference

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

Reviewing data for CDS and VHS over a three year span, it is clear that sustained improvements to student outcomes are a challenge. From 2023 to 2024, CDS suspension rates and VHS graduation rates improved significantly, but worsened in 2025 (though VHS graduation rates are significantly improved in 2025 compared to 2023, they weren't as positive in 2025 as in 2024). College/Career Readiness for VHS remains a singificant challenge.
Based on this data, we have determined that action 8.1 (Equity Multiplier Staffing) has thus far had limited effectiveness making progress toward the goal.

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

Educational Partners feel strongly that the services provided by this goal should continue similarly to 25-26 and that monitoring should continue for student groups that have met the goal; therefore the goal description and existing metrics have remained in place. In order to ensure that there is a clear connection between the work of teachers and the outcomes desired for students at Equity Multiplier schools, the following has been added to action 8.1: "Teachers at each school will partner with the Equity Multiplier Leader, school administrators, and other service providers to: monitor individual student progress, identify challenges to individual students' progress, connect students with programs and services, help students identify potential hindrances to their progress and ways to overcome challenges, and provide individualized attention and small group intervention within academic classes to support students' progress toward graduation."

The following has been added or changed within the goal

Metric 8.1: Add Hispanic students to the Year 2 outcome as a baseline, and add a target for year 3 outcome for Hispanic students of 25%

Metric 8.3: Clarify under the Year 1 outcomes that the value for long-term English learners was a baseline, since the metric was added to the 2025-26 LCAP.

Update description to include Hispanic students (a new red indicator), and clarify that 25% is the target percentage for every student group.
Prior description language:
"CDS: Decrease suspensions for all students. Decrease the suspension rate for socioeconomically disadvantaged students at CDS to 25% or lower by the end of the 2026-27 school year."
Updated description language:
"CDS: Decrease suspensions for all students, socioeconomically disadvantaged students, and Hispanic students at CDS to 25% or lower by the end of the 2026-27 school year."

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Equity Multiplier Staffing	One program specialist, teacher on special assignment, psychologist, or other certificated staff member at each school will be hired to coordinate services that connect students to the school community, provide individual counseling, and coordinate work that supports school needs resulting from a high non-stability rate, and the unique setting of Vail High School and Montebello Community Day School. They will perform the following specific services: -Monitor individual student progress -Identify challenges to individual students' progress towards graduation and put supports in place -Counsel students academically and for mental health support -Connect students with programs and services provided by other District staff or by outside agencies -Help students identify potential hindrances to their progress and ways to overcome challenges -Identify behaviors that might lead to suspensions and put in place replacement behaviors -Provide individualized attention and small group intervention within academic classes to support students' progress toward graduation	$617,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This "equity multiplier leader" will collaborate with teachers at each school to identify students in need of additional resources or counseling and meet individually or in groups with those students. When appropriate, students will be referred to other services, such as mental health counseling, as described in Goal 6 Action 4. Teacher teams will analyze student progress data to identify interventions that can overcome barriers to individual students' success. Teachers will connect with families to identify resources and services to support students' connection to school and eventual success. District staff review school data with principals to identify potential challenges and responses. District staff will provide coaching and professional development for teachers on how to support the academic and social needs of students to increase the graduation rate. Teachers at each school will partner with the Equity Multiplier Leader, school administrators, and other service providers to: monitor individual student progress, identify challenges to individual students' progress, connect students with programs and services, help students identify potential hindrances to their progress and ways to overcome challenges, and provide individualized attention and small group intervention within academic classes to support students' progress toward graduation.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$89,236,168	$11,605,545

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.419%	2.357%	$5,027,347.48	43.776%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy PD **Need:** Low-income students face challenges in achieving school success due to a lack of access to resources, information, preschool, and school readiness programs. Low-income students are thus more likely to have gaps in their learning and acquisition of the English	Professional development will be provided to all teachers to improve their delivery of literacy instruction for low-income students. Specific instructional strategies will include station-rotations, Think Pair Share 2.0, and how to increase student time spent speaking and listening. Professional development on instructional strategies will be provided by Program Specialists, Teachers on Special Assignment, and Principals. Literacy instruction	1.1 CAASPP ELA: All, LI 1.3 iReady ELA: All, LI

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. Low-income students in MUSD declined in ELA performance on the 2023 Dashboard and remain below state averages for low-income students. Educational partner feedback indicated that the District should remain focused on improving teaching practices that will support the development of English literacy for low-income students. **Scope:** LEA-wide	will be improved by integrating consistent and effective instructional practices across content areas. Professional development to improve ELA instruction is provided LEA-wide because the strategies be implemented will benefit all students, including low-income students and other low-performing student groups.	
1.2	**Action:** Literacy Data Analysis **Need:** Low-income students demonstrate a gap in their literacy skills. Low-income students face challenges in achieving school success due to a lack of access to resources, information, preschool, and school readiness programs. Even for students who are native English speakers, the use of formal (academic) English may be challenging for low-income students because they have less access to resources from an early age. Low-income students are thus more likely to have gaps in their learning and acquisition of English literacy. Low-income students in MUSD declined in ELA performance on the 2023 Dashboard and remain below state averages for low-income students. Feedback from educational partners, especially teachers, indicated that there remains a need for staff to review students' performance in PLC	Review of achievement data for low-income students will support teachers' ability to differentiate instruction and target interventions to students' individual needs. This action is provided on an LEA-wide basis because the PLC process is an evidence-based best practice for all students and all students will benefit. Teachers will review and identify specific learning gaps in literacy during after school meetings. Teachers will determine the specific instructional strategies that will support individual students and then deliver that instruction during the day and after school interventions. Collaboration between teachers will support the spread of common, evidence-based, and effective instructional practices that are taught during district-wide professional development.	1.1 CAASPP ELA: All, LI 1.3 iReady ELA: All, LI

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
	structures in order to design and deliver individualized instruction and intervention. **Scope:** LEA-wide		
1.3	**Action:** Literacy Materials **Need:** Low-income students are less likely to have access to rich and varied reading materials at home. They are less likely to have access to books, litaracy resources, libraries, museums, and other extra-curricular resources that help them naturally develop literacy outside of the school setting. Low-income students in MUSD declined in ELA performance on the 2023 Dashboard and remain below state averages for low-income students. **Scope:** LEA-wide	Access to supplemental resources including primary source documents, instructional media, books, periodicals, and digital content subscriptions will provide low-income students with increased access to material aligned with students interests and reading levels that they can use in school and at home. This action is provided LEA-wide because the resources provided will be available to and benefit all students. Materials will be available to check out from libraries. Students will have access to additional materials to support literacy growth during the school day and after school. Teachers will coordinate resources so they can be utilized at home.	1.1 CAASPP ELA: All, LI 1.3 iReady ELA: All, LI
1.4	**Action:** Library Access **Need:** Low-income students are less likely to have access to rich and varied reading materials at home. They are less likely to have access to library, museum, and other extra-curricular resources that help them naturally develop literacy outside of the school setting. Low-income students are less likely to have access	Expanded library access increases opportunities for reading, research, and academic support beyond the regular school day. Increased access at all schools to libraries and staff who support low-income students' use of libraries support student literacy development inside and outside of the school day. Low-income students at all schools will be able to access libraries that provide a more personalized approach to their needs and give them additional space to connect with school staff. This action is provided on an LEA-wide basis	1.1 CAASPP ELA: All, LI 1.3 iReady ELA: All, LI

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
	to library resources in their communities within walking distance. Low-income students in MUSD declined in ELA performance on the 2023 Dashboard and remain below state averages for low-income students. Educational partners, especially parents and students expressed appreciation for and a desire to continue actions that increase the time that libraries are open. Students expressed a desire to continue updating libraries with books that align with their interests. **Scope:** LEA-wide	because all students will have access to libraries and benefit from the increased and improved services.	
1.5	**Action:** GATE **Need:** Historical identification methods for GATE relied heavily on teacher and parent recommendations, which parents of foster youth, English learners, and low-income students are less likely to advocate for, they have been historically under-identified. These students are less likely to have access to rich and varied experiences outside of the school day. Parents of GATE identified foster youth, English learners, and low-income students have shared that they might not have advocated for their children to be identified, and appreciation for the additional resources that are responsive to their children's unique needs.	Teacher training and a universal screening process will ensure GATE identification is based upon objective measures. Professional development and supplemental resources will ensure that GATE instruction responds to the needs of English learners, foster youth, and low-income students. All teachers teaching GATE students will complete professional development on research-based best practices to support the gifted learners, including identification, programming, social emotional needs, depth, complexity, novelty, differentiation, creative and productive thinking, as well as project-based learning and enrichment. The district GATE coordinator will visit school sites and met with site GATE coordinators monthly to provide ongoing professional learning. Math and ELA teachers will provide differentiated lessons using depth and complexity to create a more rigorous lesson. GATE students will be encouraged to use project-based learning in other non-core areas such as	1.4 Percentage of GATE students identified as English learners, foster youth, or low-income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	social studies and science based on the standards. GATE students will have the opportunity to participate in a special enrichment field trip based on the needs of each particular site. They will be provided after-school enrichment opportunities such as music, STEAM, reading clubs, chess clubs, and accelerated classes. This action is provided on an LEA-wide basis because instruction intentionally designed to support these student groups will benefit all GATE identified students.	
1.7	**Action:** DIA **Need:** English learners, low-income students, and foster youth face challenges in achieving school success due to a lack of access to resources, information, preschool, and school readiness programs. English learners and low-income students are less likely to have access to rich and varied English reading materials at home. Foster youth are more likely to have gaps in schooling or school transitions that interrupt the consistent development of their foundational English skills. All three of these student groups are thus more likely to have gaps in their learning and acquisition of the English language. These student groups perform below their peers on CAASPP ELA assessments. Educational Partners, especially parents, have expressed a need to help English learners develop literacy in their primary language. Parents report that many of their English learners can speak or understand	Improving the quality of the DIA program will increase the development of student literacy in two languages. Professional development will be provided to DIA teachers to improve the quality of their instruction in both languages. Instruction in the Dual Immersion program will be improved to provide more effective literacy instruction to students than would otherwise be provided through the program. Foster youth and low-income students will have teachers who are well-versed in evidence-based practices that support dual immersion instruction. Supplemental reading materials will be provided to all DIA classrooms to give students increased access to engaging texts in two languages. Foster youth and low-income students in the DIA program will have a higher likelihood of success after high school by developing the marketable asset of literacy in two languages. Low-income students will have a higher chance of increasing their and their families' economic outlook with more job opportunities. English learners will have access to an academic setting that develops their primary language (Spanish or Mandarin) in an academic setting and supports development of true biliteracy where	1.1 CAASPP ELA: All, LI, EL, FY, DIA 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
	their primary language (Spanish or Mandarin), but have limited reading and writing skills. **Scope:** Schoolwide	students can effectively speak, listen, read, and write in two languages (rather than only speak and listen in their primary language).	
2.1	**Action:** Math PD **Need:** Low-income students face challenges in achieving school success due to a lack of access to resources, information, preschool, and school readiness programs. Low-income students are thus more likely to have gaps in their learning and acquisition of math skills. Low-income students in MUSD achieved below standard on 2023 CAASPP math assessments and performed below state averages for low-income students (MUSD 96.2 points below, CA 80.8 points below). Educational partners identified math achievement as an area of need. **Scope:** LEA-wide	Professional development will be provided to all teachers to improve their delivery of math instruction for low-income students. All teachers (including those who teach subjects other than math at the secondary level) will participate in professional development on integrating the standards of mathematical practice into content instruction. Professional development on instructional strategies will be provided by Program Specialists, Teachers on Special Assignment, and Principals. Math instruction for low-income students will be improved by integrating consistent and effective instructional practices across content areas. The teaching of mathematics skills will be incorporated into instruction in all classrooms and across content areas, not just math classes. This action is provided LEA-wide because the strategies will be implemented during all instruction and will benefit all students.	2.1 CAASPP Math: All, LI 2.3 iReady Math: All, LI
2.2	**Action:** Math Data Analysis **Need:** Low-income students face challenges in achieving school success due to a lack of access to resources, information, preschool, and school readiness programs. Low-income	Review of achievement data for low-income students will support teachers' ability to differentiate instruction and target interventions to students' individual needs. This action is provided on an LEA-wide basis because the PLC process is an evidence-based best practice for all students and all students will benefit. Teachers will review and identify specific learning gaps in math during	2.1 CAASPP Math: All, LI 2.3 iReady Math: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are thus more likely to have gaps in their learning and acquisition of math skills. Low-income students in MUSD achieved below standard on 2023 CAASPP math assessments and performed below state averages for low-income students (MUSD 96.2 points below, CA 80.8 points below). Educational partners identified math achievement as an area of need. Teachers reported a need to review student data and design individualized interventions. **Scope:** LEA-wide	after school meetings. Teachers will determine the specific instructional strategies that will support individual students and then deliver that instruction during the day and after school interventions. Collaboration between teachers will support the spread of common, evidence-based, and effective instructional practices (such as Cognitively Guided Instruction) that are taught during district-wide professional development.	
2.3	**Action:** Math Materials **Need:** Low-income students are less likely to have access to rich and varied experiences that would naturally expose them to mathematics concepts outside of formal schooling. They are less likely to have access to libraries, museums, and other extra-curricular resources that help them naturally develop math skills outside of the school setting. Low-income students in MUSD achieved below standard on 2023 CAASPP math assessments and performed below state averages for low-income students (MUSD 96.2 points below, CA 80.8 points below). Educational partners identified math achievement as an area of need.	Access to supplemental resources including manipulatives and supplemental curriculum will allow students to access information and instruction in varied ways. Low-income students will have access to resources that support the effective implementation of Cognitively Guided Instruction. Teachers will be provided books to use to support and improve their understanding and implementation of CGI strategies, such as: Number Sense Routines, Choral Counting & Counting Collections, Intentional Talk. Students will receive more effective instruction based on this professional development. This action is provided LEA-wide because the resources provided will be available to all students and support mathematics instruction for all students.	2.1 CAASPP Math: All, LI 2.3 iReady Math: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Pathways **Need:** Low-income students are under-represented in enrollment at colleges and universities. Their parents are less likely to have the time and knowledge necessary to effectively monitor their progress toward college preparedness. They have less access to enrichment activities outside of school that provide skills necessary for successful employment or certifications. Low-income students are frequently called upon, by necessity, to be gainfully employed while in high school, right after graduation, and while they are enrolled in college. Low-income students CTE completion rate is lower than all students at 3.2%. Parents of low-income students report needing help supporting their students prepare for college. Low-income students and their parents reported a need to develop skills that will help low-income students acquire high-paying jobs, in some cases to support their participation in higher education. **Scope:** LEA-wide	Increasing the number and quality of CTE course offerings and ensuring that CTE pathways lead to college and career preparedness (including industry certifications) will provide the resources low-income students need to be successful. Improvements (additional resources to improve the quality of instruction such as: biomedical supplies, 3-D printers / supplies, furniture for child development courses, crime scene investigation materials and supplies, and computers for computer graphic courses; and new courses such as Computer Gaming) will result in more low-income students graduating college and career-ready. Low-income students will graduate from high school with the skills to be employed after graduation, including while they attend college for those who choose to do so. The action is provided LEA-wide because the improved courses will benefit all students and all students will be able to enroll in CTE pathways.	3.3 CTE completion: All, LI 6.1 Attendance rate: All, LI
3.2	**Action:** College Readiness	All district staff will be provided professional development on a-g requirements and how MUSD resources support students' completion of a-g	3.5 Percentage12th grade students who have passed an AP exam: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income students are under-represented in enrollment at college and universities and face challenges to enrollment and success in college. Parents of low-income students are less likely to have experience applying for admission to and attending colleges and universities. Their parents are less likely to have the time and knowledge necessary to effectively monitor their progress toward college preparedness. They have not historically participated in Advanced Placement courses or taken college preparation exams such as the PSAT. Costs associated with preparation make it a challenge for students to enroll. Low-income students' a-g completion rate of 25% is low. Educational partners have indicated this is an area of need for low-income students. Parents report having a general awareness of a-g requirements, but report needing more information on how to help their students meet them. **Scope:** LEA-wide	requirements. This way, low-income students will have additional adults on campus who can help guide them towards a-g completion. Certificated staff will review each students' progress towards preparedness (including steps that can be taken at the elementary and middle school levels to ensure students enter high school prepared for taking a-g required classes). Covering the costs of exam fees will lower barriers to success. Students who pass AP exams can begin their college career with a head start, making them more likely to see paths to completion. The action is provided LEA-wide because college readiness is a District priority and all students will benefit from the development of a District culture focused on a-g readiness and completion.	3.2 a-g completion rate: All, LI
3.4	**Action:** VAPA and World Language **Need:** Low-income students face challenges in achieving school success due to a lack of access to resources, information, and school readiness programs. Their parents are less likely to have the time, experience, and	The number of World Language and Visual and Performing Arts (VAPA) classes will increase in grades 6-12. Schools will offer additional sections of VAPA and World Language classes (including Spanish and Mandarin) and new courses that would not otherwise be provided such as: graphic design and jazz band. Instructional supplies (such as books in other languages, computers, and instruments) will improve the quality of World	3.2 a-g completion rate: All, LI 6.1 Attendance rate: All, LI

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
	knowledge to effectively support their progress toward a-g completion. They were more likely to express feelings of disconnection from school. Low-income students and their parents report that they do not have access and exposure to extension activities outside of school that would expose them to World Languages or private Visual and Performing Arts (VAPA) instruction. Low-income students have a relatively low a-g completion rate of 25% and educational partners report this as an area of need. **Scope:** LEA-wide	Language and VAPA programs. VAPA and World Language classes will provide engaging options for students to enroll in, which will make them more likely to be engaged in the school experience and graduate meeting a-g requirements. This action is provided LEA-wide because the improved number and quality of programs will be available to and benefit all students.	
3.6	**Action:** AVID **Need:** English learners, foster youth, and low-income students are often the first in their family to attend college and are traditionally underrepresented in higher education. Many of these students do not have adults in their home to help with acquiring the skills necessary to succeed in college and with navigating the college application process. Their parents are less likely to have the time and knowledge necessary to effectively monitor their progress toward college preparedness, and their parents report this as an area of need. **Scope:**	AVID reinforces academic behaviors in preparation for college readiness. AVID will be provided to English learners, foster youth, and low-income students through the use of AVID strategies in all classes and through standalone AVID courses at the intermediate and high school levels. A focus will be paid to ensuring English learners, foster youth, and low-income students are provided access to standalone AVID classes. The academic and organizational strategies that are implemented districtwide (such as Cornell notes, graphic organizers, structured discussions, and primary source analysis) will support improving academic performance for foster youth, English learners, and low-income students. The action is provided district-wide because these strategies benefit all students.	3.11 EL, FY, and LI enrollment in AVID 3.2 a-g completion: All, EL, FY, LI 3.12 EL, FY, and LI FAFSA/CADAA completion 1.1 CAASPP ELA: All, EL, FY, LI 2.1 CAASPP Math: All, EL, FY, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	**Action:** Technology **Need:** Low-income students are disproportionately affected by limited access to devices, internet connectivity, and technology support outside of school. This action is intended to close those access gaps and improve participation in instruction, intervention, and college/career readiness activities. Low-income students are less likely to have access to internet-equipped computers. When they do have access, it is often shared between family members. Due to this historical lack of access, low-income students are less likely to have the skills necessary to effectively utilize educational technology systems. They are less likely to have supports at home or resources to take full advantage of technological tools available to them. Educational partners report that educational technology has been helpful in the past to improve the educational experience for low-income students. Parents have specifically requested that the District continue providing resources and tech support during and after school. **Scope:** LEA-wide	This action is intended to close technology access gaps for low-income students and improve participation in instruction, intervention, and college/career readiness activities. Low-income students will have increased and improved access to technology resources and the District will be able to more effectively improve instruction via technological tools. Professional development will be provided to teachers by Teachers on Special Assignment in how to effectively integrate technology into instruction. They will teach teachers how to utilize new tools and digital resources effectively to support student learning. Devices and internet connectivity (including WiFi hotspots) will be provided to increase access to learning resources at home. Technology support will be provided to all educational partners that improves the use of technology to accelerate learning. Students and families will be able to receive tech support at home so they can extend their learning beyond the school day. An Instructional Technology (IT) support staff member will support each school to ensure that students have uninterrupted access to technology tools that enhance their learning. This action is provided LEA-wide because all students will have access to and benefit from the resources.	1.1 CAASPP ELA: All, LI 2.1 CAASPP Math: All, LI 1.3 iReady ELA: All, LI 2.3 iReady Math: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.9	**Action:** Academic Counseling **Need:** The parents of low-income students are less likely to have the time and knowledge necessary to effectively monitor their progress toward graduation and college and career preparedness, and their parents report this as an area of need. Low-income students' a-g completion rate and graduation rate remain low and education partners report these as areas of need. **Scope:** Schoolwide	Additional counselors at the intermediate and high school level will provide academic counseling and monitoring of low-income students' progress towards graduation and college/career readiness. Increasing the number of counselors will result in more individualized and more frequent services provided to each student. The action is provided LEA-wide because all students will benefit from counseling services.	3.14 Percentage High School Students on track to graduate: All, LI 3.1 Graduation rate: All, LI 6.1 Attendance rate: All, LI
3.10	**Action:** Health and PE **Need:** Survey and focus group data has indicated that low-income students have less access to healthy food, healthy living practices, and safe locations for physical activity outside of school. These families have requested that the District provide more engaging and comprehensive health and physical education programs within the school day, train students in strategies to stay active, and provide resources for students and parents to access at home to increase physical activity and fitness outside of school. **Scope:**	Professional development will be provided to health and PE teachers by Teachers on Special Assignment and Program Specialists to improve their teaching practices. They will learn about integrating their content areas into other content areas and students' lives outside of school. Elementary teachers (who teach all content areas) will learn about ways to integrate health and physical education into a well-rounded academic program so they are not disconnected from instruction in other subjects. Online programs will be purchased so that low-income students can track their fitness and learn about ways to stay active outside of school. Improving the quality of health and physical education instruction will provide a comprehensive health and wellness program that extends well-beyond the school day. Low-income students will develop healthy habits that make them more likely to come to school	3.14 Percentage High School Students on track to graduate: All, LI 3.1 Graduation rate: All, LI 6.1 Attendance rate: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	ready to learn. They will have access to online programs that help them participate in physical fitness activities outside of school. This action is provided LEA-wide because all students will benefit from the improved services.	
5.3	**Action:** Induction **Need:** English learners, low-income students, and foster youth often come to school lacking foundational literacy and numeracy skills. Many of them arrive having not participated in preschool or other academic experiences to prepare them for school. As a result, we want their teachers, especially first and second year teachers, to have the skills and tools to address those needs and help them accelerate their learning. Research shows that training for new teachers, especially when provided in a non-evaluative, coaching setting, results in improved student outcomes. Parents have reported a desire to keep new teachers employed in the district. **Scope:** LEA-wide	Students placed in classrooms with teachers in the induction program will received improved instruction. Induction training and coaching will focus on strategies that support English learners, foster youth, and low-income students. Induction teachers will share these strategies when collaborating with their peers in PLC meetings. Teachers participating in induction will be more likely to stay in the District when they are provided ongoing training and support. The action is provided LEA-wide because all students enrolled in these classes will benefit from the improved teacher quality.	5.3 Percentage of induction teachers reporting that the program had a positive impact on their practice in relation to the California Standards for the Teaching Profession 1.1 CAASPP ELA: All, EL, LI, FY 2.1 CAASPP Math: All, EL, LI, FY 1.3 iReady ELA: All, EL, LI, FY 2.3 iReady Math: All, EL, LI, FY
5.6	**Action:** Increased Staffing **Need:** English learners and low-income students face multiple challenges to achieving school success due to a lack of access to resources,	Reducing class sizes and increasing English learners' and low-income students' access to trusted adults in the school setting will support small-group instruction, differentiation, and the development of positive relationships. Low-income students and English learners will be more likely to attend school when they are personally known by	1.1 CAASPP ELA: All, EL, LI 2.1 CAASPP Math: All, EL, LI 1.3 iReady ELA: All, EL, LI 2.3 iReady Math: All, EL, LI

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
	information, preschool, and school readiness programs. Low-income students are more likely to have home environments that are not conducive to continued learning outside of school. They are less likely to have access to extra-curricular activities outside of school that help build positive connections to adult role models and develop positive habits that would support their success in the school setting. English learners are less likely to have access to rich and varied English reading materials at home. They are more likely to have gaps in their learning and acquisition of the English language. English learners and low-income students have lower assessment scores, attendance, and higher suspension rates than their peers. Teacher and parent feedback received from Board meeting public comments, survey responses, and focus groups indicates that lowering class sizes is important to our low-income students' success. These groups have identified the need to build relationships with students, differentiate instruction, and provide more individual attention during intervention as important factors that require lower class sizes. **Scope:** LEA-wide	more school staff. Avoiding combination classes at the elementary level will help teachers provide grade-level instruction and focus differentiation on intervention rather than instruction of two grade levels. Increasing the number of teaching staff will allow for more individual attention and feedback for low-income students, facilitate more effective small group instruction (including through the station-rotation instructional strategy), and increase the amount of time students are speaking and listening in each class. Low-income students will receive consistent, regular, and individual feedback on their progress towards proficiency. This action is provided on an LEA-wide basis because English learners and low-income students are not isolated in individual classes, and all students will benefit from personalized support, targeted intervention, and consistent feedback.	6.1 Attendance Rate: All, EL, LI 6.3 Suspension Rate: All, EL, LI
6.1	**Action:** SEL Counseling and LMFTs **Need:**	All personnel, including teachers and classified support staff, will be trained in the early detection of mental health concerns. School counselors will coordinate the overall social-emotional learning (SEL) and intervention program at their schools.	6.8 Panorama survey - Positive Feelings: All, LI 6.1 Attendance Rate: All, LI

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
	Survey data from low-income students and their parents indicates that these students feel less connected to their school communities, and were more likely to express anxiety. Low-income have less favorable responses to the Panorama survey in the areas of school environment and school safety. Parents report a need to continue supporting the social-emotional health of students. **Scope:** LEA-wide	They will provide general SEL instruction and monitoring of the social-emotional needs of low-income students. Marriage and family therapists will provide early intervention for social, emotional, and mental health concerns and will provide specialized intervention when necessary. The Panorama SEL system (including assessments, strategies, and lessons) will be utilized at all schools, providing data for the resources and needs of each foster youth and low-income student. District and school-level systems will be developed to respond to the social and emotional needs of students that are revealed through Panorama data. This action is provided on an LEA-wide basis because all students can benefit from the increased services.	6.3 Suspension Rate: All, LI
6.2	**Action:** PBIS **Need:** Low-income students face challenges outside of the school setting that makes them less likely to develop strong and healthy relationships with trusted adults. They are less likely to have access to extracurricular or other activities in which they might naturally develop the social skills necessary to succeed in the school setting. Historically, low-income students are more likely to experience behavioral challenges resulting in suspensions from schools. Students report feeling more connected to school when there is a restorative, rather than punitive culture around behavior expectations. **Scope:**	Implementing a coordinated PBIS system across the entire District will support the development of a culture that teaches low-income students behavior expectations and responds to student infractions with care and restorative practices. All staff (certificated, classified, management) will participate in PBIS training. Each school have PBIS leadership teams that receive additional training from the Los Angeles County Office of Education and coordinate PBIS activities on their campus. School staff will teach and model for low-income students how to act in various settings throughout the school experience. The number of supervision staff will be increased so that low-income students have access to more trusted adults on campus who are trained in PBIS. Low-income students will benefit from building positive relationships with staff and other students. This action is provided LEA-wide because PBIS is a	6.1 Attendance Rate: All, LI 6.3 Suspension Rate: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	system that is used for all students and in all settings within a school.	
6.3	**Action:** Attendance **Need:** Low-income students often have responsibilities at home, must work to provide for their families, or have more frequent illnesses, resulting in increased absences. Historically, low-income students have higher rates of chronic absenteeism than their peers. Homeless students (who qualify as low-income) have the highest rates of chronic absenteeism. Low-income students are more likely to have fewer resources that support consistent sleep schedules presenting further challenges to waking up and getting to school on time. Teachers report that low-income student attendance remains a barrier to academic progress. **Scope:** LEA-wide	This action provides additional monitoring of attendance and resources to help low-income students overcome barriers to regular school attendance. A tiered intervention system will be put in place to respond to students who disengage from school. Interventions will begin with classroom teachers, school staff, and principals. When needed, attendance officers will make home visits that identify barriers and provide resources (material resources, TAP cards, connection to other District programs and services) to families. When student needs are greater than the District staff can address, connections will be made with outside agencies to provide more intensive support. This action is provided LEA-wide because the attendance interventions provided will benefit all students' improved attendance and academic progress.	6.1 Attendance Rate: All, LI 6.2 Chronic Absenteeism: All, LI 6.3 Suspension Rate: All, LI
6.5	**Action:** Physical Health **Need:** Low-income students are less likely to have access to private insurance, which limits their access to high-quality healthcare and supplemental coverage for mental health services to address routine and more acute social and emotional needs. They are more	Supplemental resources provided at school will quickly address the physical health of foster youth and low-income students. Nurses and student health assistants will provide additional direct services beyond required health screenings. Professional development for attendance support staff in the areas student and family engagement and the use of community and district resources will be provided by Program Specialists to connect foster youth and low-income students.	6.1 Attendance Rate: All, FY, LI 6.2 Chronic Absenteeism: All, FY, LI

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
	likely to have other barriers to regular healthcare. Foster youth have healthcare services through MediCal, however, regular access to MediCal healthcare is often more difficult than with private insurance. Foster parents report that accessing services often requires staying on hold for extended periods of time, additional referrals, or travel to providers that are far away for special services. Parents of low income students and foster youth report that they might have otherwise had to take their students out of school for medical appointments if schools did not provide some basic physical health services. **Scope:** LEA-wide	Professional development for health office and general office staff will support fast, efficient, and effective health screening and services, ensuring foster youth and low-income students spend less time out of class. The action is provided on an LEA-wide basis because the increased physical health services will benefit all students and be available for all students to access.	
6.8	**Action:** SROs **Need:** Low-income students, English learners, and foster youth have less favorable responses to the Panorama survey in the areas of school environment and school safety. They have greater suspension rates than their peers (Overall 2.0%, EL 2.3%, FY 7.5%, LI 2.1%). Survey and focus group data indicate that these student groups have a less positive view of school safety. Parents of these students have reported a desire to have school resource officers on campus as a resource they can access when they have questions about public safety and law enforcement.	School resource officers (SROs) are being used to improve school connectedness, reduce barriers to attendance, provide early intervention, and connect students to support services, which are intended to improve attendance, engagement, and school climate outcomes for foster youth, English learners, and low-income students. By directly employing a professional group of SROs, the District can ensure they are responsive to the unique needs of English learners, foster youth, and low-income students. SROs will work with students from a restorative justice standpoint. SROs will participate in professional development that develops their skill to implement restorative practices on campus. Because the SROs are on campus full-time, they can build relationships with English learners, foster youth, and low-income	6.1 Attendance Rate: All, LI, FY, EL 6.2 Chronic Absenteeism: All, LI, FY, EL 6.3 Suspension Rate: All, LI, FY, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students and establish trust to help them make positive choices that will avoid suspension. SROs will support these students by providing safe locations for after-school programs, visiting student homes alongside other staff, and responding to mental health emergencies, including suicidal ideation. By increasing trust and reducing apprehension, students will be more likely to be mentally prepared to succeed in school. SROs will provide community outreach and education. Their regular visibility on campuses and personal interactions with foster youth, English learners, and low-income students will ensure that schools are a safe and welcoming place. By connecting with students and families, SROs will be trusted resources in the community. The action is provided LEA-wide because all students will benefit from the positive, welcoming, and safe school settings that SROs help provide.	
6.9	**Action:** Pregnant or Parenting **Need:** Low-income students who become pregnant or have a child while in high school are less likely to have resources and support structures in place to allow them to continue in school and care for an infant. Input from students in prior years has indicated that they felt resources provided to them after they became pregnant and had a child allowed them to complete high school. 100% of participants have completed high school. **Scope:**	Low-income students who become pregnant or are parents will be provided supplemental instruction to support their ability to parent well while their infants are provided childcare so they can remain in school. This action is provided school-wide at high schools (Grades 9-12) because all students will have access to this resource if they become pregnant or have a child.	Dropout rate for students who become pregnant or have a child (internal data only, n-size not applicable)

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
	Schoolwide		
7.1	**Action:** District-level Engagement **Need:** Many parents of low-income students have jobs or other responsibilities that do not provide the flexibility to become involved in school activities that would keep them engaged in the school community. The participation rate in the LCAP survey was significantly lower for parents of low-income students than for other parents. Parents and teachers report a need to continue and increase parent participation in the educational program in order to improve outcomes form low-income students **Scope:** LEA-wide	Parents of low-income students will have increased access to support staff who can answer questions and serve as a liaison between parents and school staff. Schools, teachers, and District staff will communicate with parents of low-income students through multiple methods such as email, phone, text, and automated messages.. District parent liaisons will coordinate outreach efforts to parents of low-income students and respond to their inquiries. Parent education events, videos, and print resources from the District will increase low-income students' parents' understanding of what resources are available to them, how to effectively support their students, and how to effectively engage with teachers and other school staff. The action is provided LEA-wide because the all students will benefit when their parents are more informed and connected to schools and the District.	7.1 LCAP Survey Response: All, LI 6.1 Attendance Rate: All, LI 6.2 Chronic Absenteeism: All, LI

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
3.3	**Action:** Dual Enrollment and Associate of Arts **Need:**	English learners, foster youth, and low-income students will be able to take college-level courses while in high school at no cost to the student's families. Students will be able to earn college	3.8 AA Participation: FY, EL, LI 3.9 Dual Enrollment Participation: FY, EL, LI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners, foster youth, and low-income students are under-represented in enrollment at college and universities. Parents of these groups are less likely to have experience applying for admission to and attending colleges and universities. They are less likely to have the skills necessary to succeed in college. Their parents are less likely to have the time and knowledge necessary to effectively monitor their progress toward college preparedness. Low-income students are at risk of not completing college due to costs. MUSD foster youth, English learners, and low-income students are less likely to enroll in college and universities. English learners, foster youth, and low-income students who have participated in college courses through ELAC in the past report that these have better prepared them for enrollment in college after high school. They have suggested that more students be given the opportunity. **Scope:** Limited to Unduplicated Student Group(s)	credit prior to high school graduation. Students will have additional support from their high school while they gain exposure to the more rigorous requirements of a college course. By starting their progress towards a college degree prior to graduation from high school, they will have fewer barriers to enrollment and graduation from college and will be more motivated when they have a "head start" in the process. This action is provided to students without cost to the District.	
3.8	**Action:** Mt. SAC Summer School **Need:** English learners, foster youth, and low-income students frequently have barriers to learning that result in learning loss, content knowledge or skill gaps, and/or deficiencies in progress towards graduation. These students have limited access to resources at home, limited	Summer school will allow English learners, foster youth, and low-income students in high school to earn credit towards graduation. Classes will be held on MUSD high school campuses and taught by certificated teachers employed by Mt. SAC.	3.14 Percentage High School Students on track to graduate: EL, FY, LI 3.1 Graduation rate: All, LI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	extra-curricular opportunities, or families who are unable to provide the same level of academic support and guidance through the educational system as other students. Interventions outside of the regular school day/year and opportunities to make up credits rank as a priority for parents of these students **Scope:** Limited to Unduplicated Student Group(s)		
4.4	**Action:** EL Personnel **Need:** English learners face challenges to achieve school success due to a lack of access to resources, information, preschool, and school readiness programs. English learners are less likely to have access to rich and varied English reading materials at home. They are more likely to have gaps in their learning and acquisition of the English language. English learners perform well below their peers on ELA assessments including CAASPP. Educational partners, especially parents and teachers report a need to continue focusing on improving the quality of instruction to English learners to help them acquire English proficiency and to access other content. **Scope:** Limited to Unduplicated Student Group(s)	The delivery of targeted instruction and ELD strategies will be improved through professional learning and coaching for teachers and classified personnel. Additional personnel including administrators, TOSAs, and classified parent liaisons will support English learners and their families to access grade-level content and make progress toward graduation. Staff will provide professional learning that improves the quality of designated and integrated ELD instruction. Staff will provide learning opportunities for parents to ensure that students' learning continues at home and families know how to best support their students to make progress towards English proficiency and mastery of grade-level standards. Staff will monitor the progress of English learners and connect with families to identify barriers to the acquisition of English and progress toward proficiency. Staff will connect families with supplemental resources and outside agencies to address barriers to learning. English learners will receive supplemental counseling regarding their progress towards English proficiency so they understand what steps are necessary to progress	4.1 ELPI Growth 4.2 ELPI Decreases 4.3 Reclassification 1.1 CAASPP ELA: EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		towards reclassification, and encouragement to do so.	
6.4	**Action:** Mental Health Agencies **Need:** Low-income students are less likely to have access to private insurance, which limits their access to high-quality healthcare and supplemental coverage for mental health services to address routine and more acute social and emotional needs. Survey data from low-income students and their parents indicates that these students feel less connected to their school communities, and were more likely to express anxiety. Parents of low-income students who have MediCal insurance report difficulties getting access to mental health services on their own. Data from the Panorama Student SEL Competency and Well-Being Measures Survey indicates that low-income students had slightly lower favorable responses, on average, than other students. Parents of low-income students frequently request social-emotional counseling for their students, and when school personnel are unable to provide needed supports, they refer to outside agencies. **Scope:** Limited to Unduplicated Student Group(s)	By partnering directly with mental health agencies that provide services at no cost to the family, the District is able to help low-income students quickly gain access to high-quality mental health services. Students receiving these services are more likely to be successful in all aspects of their schooling. By addressing their mental health concerns early, students will more likely come to class ready to learn. Agencies provide services to low-income students without a cost to the District. Agencies identify external funding sources to pay for services and bill directly. Most families are eligible for MediCal; for those who are not eligible for some reason, the agencies work to identify other grants that can pay for the service.	6.1 Attendance Rate: LI 6.2 Chronic Absenteeism: LI 6.3 Suspension Rate: LI
6.6	**Action:** Foster Youth **Need:**	A foster youth liaison will monitor foster youth, collaborate with their caregivers and service providers, and connect them to services in order to support their ability to succeed in school. Schools	6.1 Attendance Rate: FY 6.2 Chronic Absenteeism: FY 3.1 Graduation Rate: FY

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Foster youth face unique challenges outside of school that impact their preparation for school. They have often moved between schools as their placement changes. They are more likely to have gaps in their schooling. When placed in a stable home, they continue to experience the ongoing effects of multiple adverse childhood experiences (ACEs). Caregivers of foster youth have to interface with multiple external agencies and may have difficulty navigating systems designed to support foster youth. Foster youth have higher rates of chronic absenteeism and lower rates of attendance and graduation than their peers. Foster parents report that they need support from the District to help their students' achieve success. **Scope:** Limited to Unduplicated Student Group(s)	will be provided with regular updates on the progress of foster youth in their school. Professional development provided by the foster youth liaison and school principals will help all staff understand and respond to the needs of foster youth.	

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.

Action 3.3: Dual Enrollment and AA
In 2025-26, 143 English learners, foster youth, and low-income students participated in the AA program through East Los Angeles College (ELAC). 2025-26 tuition for an in-state student for fall, winter, and spring totals $1991.86. Because students take two years of courses over their four-year high school career, the effective tuition for one year in the MUSD AA program is half of a year's tuition, or $995.93.
In 2025-26, English learners, foster youth, and low-income students enrolled in a total of 635 college courses through the general (non-AA) dual-enrollment program at ELAC. The cost per individual course (enrollment fee) is $46 per unit, so each 3-unit course would cost $138.
The quality improvement is calculated at ($995.93 * 143 + $138 * 635) / $89,236,168 = 0.26%
The calculation does not include any additional fees that students would normally incur (ASB, health services, books, etc.)
Tuition data source: https://www.elac.edu/cost-tuition/fees

Action 3.8: Mt. SAC Summer School
Mt. SAC requires 72 hours of instruction per semester for the summer session. Mt. SAC courses are staffed at a ratio of 25 students : 1 teacher. The MUSD certificated teacher additional assignment pay rate is $69.47 including benefits. In the summer of 2025, English learners, foster youth, and low-income students enrolled 1985 semester courses through Mt. SAC.
The planned quality improvement percentage for this action is calculated:
($69.47 * 72 * 1985 / 25) / $89,236,168 = 0.45%

Action 6.4 Mental Health Agencies
Outside service providers provide services to low-income students without a cost to the District. Agencies identify external funding sources to pay for services and bill directly. Most families are eligible for MediCal; for those who are not eligible for some reason, the agencies work to identify other grants that can pay for the service.
If the District were to provide this type of intensive counseling, it would need to be provided by Licensed Marriage and Family Therapists. The District contracts out these types of services (as described in Action 6.1) at an average rate of $100.87. In 2025-26 there were 423 referrals to outside agencies as described in this action, and each referred student receives an average of 10 hours of counseling (though some receive more).
The planned quality improvement anticipated for the action is calculated as:
$100.87 * 423 * 10 / $89,236,168 = 0.48%

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.

All schools in Montebello Unified have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. The increased concentration grant supports actions described in the LCAP by increasing and retaining staff who provide direct services to students.
-Libraries are opened for longer hours by increasing the number and hours for library technicians at all schools. (Action 1.4: Library Access)
-The number of teachers assigned to each school is increased in order to provide additional intervention and enrichment courses, which increases the amount of personal attention each student receives during classroom instruction and may result in some lower class sizes. (Action 3.1: Pathways, Action 3.6: AVID, Action 5.6: Increased Staffing)
-Tech support personnel will work directly with students to ensure they can quickly and effectively access technological resources (Action 3.7 Technology)
-Additional counselors, marriage and family therapists, social workers, and health office staff provide additional physical, emotional, social, and mental health support to students in need (Action 3.9 Academic Counselors, Action 6.1: SEL Counseling and LMFTs)
-Attendance Officers will make home visits to students to reinforce the importance of school attendance and identify solutions to potential barriers to regular attendance. (Action 6.3: Attendance)
-Staff will monitor the progress of and regularly meet with foster youth. (Action 6.6: Foster Youth)
-High school students who become pregnant or have a child are provided special courses that provide training and allow them to remain enrolled (Action 6.9: Pregnant or Parenting)

-The number of School Resource Officers will be increased in order to foster healthy relationships and support social and emotional health needs (Action 6.8: SROs)

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	No comparable schools. All schools have concentration greater than 55%.	All schools have a student concentration greater than 55%.
Staff-to-student ratio of certificated staff providing direct services to students	No comparable schools. All schools have concentration greater than 55%.	All schools have a student concentration greater than 55%.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	215,445,029	89,236,168	41.419%	2.357%	43.776%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$298,810,000.00	$1,364,000.00	$0.00	$13,831,000.00	$314,005,000.00	$289,626,000.00	$24,379,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Literacy PD	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$954,000.00	$168,000.00	$1,122,000.00				$1,122,000.00	0
1	1.2	Literacy Data Analysis	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,250,000.00	$139,000.00	$1,389,000.00				$1,389,000.00	0
1	1.3	Literacy Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$60,000.00	$1,143,000.00	$1,203,000.00				$1,203,000.00	0
1	1.4	Library Access	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,307,000.00	$24,000.00	$2,331,000.00				$2,331,000.00	0
1	1.5	GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$181,000.00	$20,000.00	$201,000.00				$201,000.00	0
1	1.6	Writing Development	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
1	1.7	DIA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winter Gardens Elementary, Bell Gardens Elementary, La Merced Elementary, Bell Gardens Intermediate, Montebello Intermediate, Suva Intermediate, and	ongoing	$1,044,000.00	$116,000.00	$1,160,000.00				$1,160,000.00	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
							Bella Vista Elementary									
1	1.8	ELA Red Indicators	All, EL, LI, FY, SWD, Hispanic, Homeless	No			All Schools	ongoing	$1,881,000.00	$0.00	$1,881,000.00				$1,881,000.00	0
1	1.9	Accelerated Learning Lab (ALL) and ELA Intervention Teachers	All	No			All Schools	ongoing	$4,647,000.00	$45,000.00		$447,000.00		$4,245,000.00	$4,692,000.00	0
2	2.1	Math PD	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,017,000.00	$180,000.00	$1,197,000.00				$1,197,000.00	0
2	2.2	Math Data Analysis	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,250,000.00	$139,000.00	$1,389,000.00				$1,389,000.00	0
2	2.3	Math Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$1,277,000.00	$1,277,000.00				$1,277,000.00	0
2	2.4	CGI and BTC	All	No			All Schools	ongoing	$0.00	$500,000.00	$0.00			$500,000.00	$500,000.00	0
2	2.5	Algebra Readiness	All	No			TK-8	ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	0
2	2.6	Algebra 1 and UC/CSU "c"	All	No			9-12	ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	0
2	2.7	Math Red Indicators	All, EL, LI, FY, SWD, Hispanic, Homeless	No			All Schools	ongoing	$1,615,000.00	$0.00	$1,615,000.00				$1,615,000.00	0
2	2.8	Math Intervention Teachers and Math ALL	All	No			All Schools	ongoing	$2,684,000.00	$30,000.00		$300,000.00		$2,414,000.00	$2,714,000.00	0
3	3.1	Pathways	Low Income	Yes	LEA-wide	Low Income	Grades 6-12	ongoing	$3,746,000.00	$937,000.00	$4,683,000.00				$4,683,000.00	0
3	3.2	College Readiness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$275,000.00	$69,000.00	$344,000.00				$344,000.00	0
3	3.3	Dual Enrollment and Associate of Arts	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	Grades 9-12	ongoing	$0.00	$0.00	$0.00				$0.00	0.26

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
					s)											
3	**3.4**	VAPA and World Language	Low Income	Yes	LEA-wide	Low Income	Grades 6-12	ongoing	$1,487,000.00	$165,000.00	$1,652,000.00				$1,652,000.00	0
3	**3.5**	FAFSA / CADAA	All	No			6-12	ongoing	$0.00	$0.00	$0.00				$0.00	0
3	**3.6**	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,397,000.00	$267,000.00	$2,664,000.00				$2,664,000.00	0
3	**3.7**	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,662,000.00	$2,662,000.00	$5,324,000.00				$5,324,000.00	0
3	**3.8**	Mt. SAC Summer School	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12	ongoing	$0.00	$0.00	$0.00				$0.00	0.45
3	**3.9**	Academic Counseling	Low Income	Yes	School wide	Low Income	Grades 6-12	ongoing	$2,091,000.00	$232,000.00	$2,323,000.00				$2,323,000.00	0
3	**3.10**	Health and PE	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$513,000.00	$57,000.00	$570,000.00				$570,000.00	0
3	**3.11**	Graduation Rate Red Indicators	All, EL, LI, FY, SWD, Hispanic, Homeless	No			9-12	ongoing	$322,000.00	$0.00	$322,000.00				$322,000.00	0
3	**3.12**	College/Career Very Low Indicators	All, EL, LI, SWD, Hispanic, Homeless	No			9-12	ongoing	$545,000.00	$0.00	$545,000.00				$545,000.00	0
3	**3.13**	Differentiated Assistance	Students with Disabilities, Foster Youth, English Learners, Homeless Youth	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
4	**4.1**	Designated ELD	English learners	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	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	**4.2**	Integrated ELD	English learners	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
4	**4.3**	Reclassification Monitoring	Reclassified students	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
4	**4.4**	EL Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,177,000.00	$62,000.00	$1,239,000.00				$1,239,000.00	0
4	**4.5**	LTEL Support	Long-term English learners	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
4	**4.6**	EL Red Indicators	English Learners	No			Specific Schools: Bell Gardens High Montebello Gardens Elementary Rosewood Park	ongoing	$480,000.00	$0.00	$480,000.00				$480,000.00	0
5	**5.1**	Base Personnel	All	No			All Schools	ongoing	$135,694,000.00	$0.00	$135,694,000.00				$135,694,000.00	0
5	**5.2**	Recruitment	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
5	**5.3**	Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$360,000.00	$40,000.00	$400,000.00				$400,000.00	0
5	**5.4**	Special Education	Students with Disabilities	No			All Schools	ongoing	$52,094,000.00	$5,789,000.00	$52,906,000.00			$4,977,000.00	$57,883,000.00	0
5	**5.5**	Classified PD	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
5	**5.6**	Increased Staffing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$37,036,000.00	$0.00	$37,036,000.00				$37,036,000.00	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
5	5.7	Facilities and Materials	All	No			All Schools	ongoing	$0.00	$6,650,000.00	$6,650,000.00				$6,650,000.00	0
5	5.8	Certificated Support Staff	All	No			All Schools	ongoing	$1,161,000.00	$0.00	$1,161,000.00				$1,161,000.00	0
5	5.9	Instructional Coaches	All	No			K-5	ongoing	$1,295,000.00	$0.00				$1,295,000.00	$1,295,000.00	0
5	5.10	Early Learning	All	No			Transitional Kindergarten	ongoing	$0.00	$0.00	$0.00				$0.00	0
6	6.1	SEL Counseling and LMFTs	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,765,000.00	$307,000.00	$3,072,000.00				$3,072,000.00	0
6	6.2	PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$6,149,000.00	$1,085,000.00	$7,234,000.00				$7,234,000.00	0
6	6.3	Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$3,849,000.00	$428,000.00	$4,277,000.00				$4,277,000.00	0
6	6.4	Mental Health Agencies	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0.48
6	6.5	Physical Health	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$7,670,000.00	$1,354,000.00	$9,024,000.00				$9,024,000.00	0
6	6.6	Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$365,000.00	$65,000.00	$430,000.00				$430,000.00	0
6	6.7	Foster Youth Outside Resources	Foster Youth	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
6	6.8	SROs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,125,000.00	$125,000.00	$1,250,000.00				$1,250,000.00	0
6	6.9	Pregnant or Parenting	Low Income	Yes	School wide	Low Income	9-12	ongoing	$484,000.00	$54,000.00	$538,000.00				$538,000.00	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
6	**6.10**	Suspension Red Indicators	All, EL, LI, SWD, Hispanic	No			Specific Schools: Community Day School Montebello Gardens Elementary Rosewood Park STEAM Academy	ongoing	$535,000.00	$0.00	$535,000.00				$535,000.00	0
6	**6.11**	Chronic Absenteeism Red Indicators	All, EL, LI, FY, SWD, Hispanic, Homeless	No			All Schools	ongoing	$2,889,000.00	$0.00	$2,889,000.00				$2,889,000.00	0
6	**6.12**	SEL Teams	All	No			All Schools	ongoing	$400,000.00	$0.00				$400,000.00	$400,000.00	0
7	**7.1**	District-level Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$453,000.00	$50,000.00	$503,000.00				$503,000.00	0
7	**7.2**	School-level Engagement	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0
8	**8.1**	Equity Multiplier Staffing	All	No			Specific Schools: Vail High School, Community Day School	ongoing	$617,000.00	$0.00		$617,000.00			$617,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
215,445,029	89,236,168	41.419%	2.357%	43.776%	$93,832,000.00	1.190%	44.743 %	**Total:**	$93,832,000.00
								LEA-wide Total:	$88,142,000.00
								Limited Total:	$1,669,000.00
								Schoolwide Total:	$4,021,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Literacy PD	Yes	LEA-wide	Low Income	All Schools	$1,122,000.00	0
1	**1.2**	Literacy Data Analysis	Yes	LEA-wide	Low Income	All Schools	$1,389,000.00	0
1	**1.3**	Literacy Materials	Yes	LEA-wide	Low Income	All Schools	$1,203,000.00	0
1	**1.4**	Library Access	Yes	LEA-wide	Low Income	All Schools	$2,331,000.00	0
1	**1.5**	GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,000.00	0
1	**1.7**	DIA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winter Gardens Elementary, Bell Gardens Elementary, La Merced Elementary, Bell Gardens Intermediate,	$1,160,000.00	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 (%)
						Montebello Intermediate, Suva Intermediate, and Bella Vista Elementary		
2	2.1	Math PD	Yes	LEA-wide	Low Income	All Schools	$1,197,000.00	0
2	2.2	Math Data Analysis	Yes	LEA-wide	Low Income	All Schools	$1,389,000.00	0
2	2.3	Math Materials	Yes	LEA-wide	Low Income	All Schools	$1,277,000.00	0
3	3.1	Pathways	Yes	LEA-wide	Low Income	Grades 6-12	$4,683,000.00	0
3	3.2	College Readiness	Yes	LEA-wide	Low Income	All Schools	$344,000.00	0
3	3.3	Dual Enrollment and Associate of Arts	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12	$0.00	0.26
3	3.4	VAPA and World Language	Yes	LEA-wide	Low Income	Grades 6-12	$1,652,000.00	0
3	3.6	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,664,000.00	0
3	3.7	Technology	Yes	LEA-wide	Low Income	All Schools	$5,324,000.00	0
3	3.8	Mt. SAC Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12	$0.00	0.45
3	3.9	Academic Counseling	Yes	Schoolwide	Low Income	Grades 6-12	$2,323,000.00	0
3	3.10	Health and PE	Yes	LEA-wide	Low Income	All Schools	$570,000.00	0
4	4.4	EL Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,239,000.00	0
5	5.3	Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	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 (%)
5	5.6	Increased Staffing	Yes	LEA-wide	English Learners Low Income	All Schools	$37,036,000.00	0
6	6.1	SEL Counseling and LMFTs	Yes	LEA-wide	Low Income	All Schools	$3,072,000.00	0
6	6.2	PBIS	Yes	LEA-wide	Low Income	All Schools	$7,234,000.00	0
6	6.3	Attendance	Yes	LEA-wide	Low Income	All Schools	$4,277,000.00	0
6	6.4	Mental Health Agencies	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0.00	0.48
6	6.5	Physical Health	Yes	LEA-wide	Foster Youth Low Income	All Schools	$9,024,000.00	0
6	6.6	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$430,000.00	0
6	6.8	SROs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250,000.00	0
6	6.9	Pregnant or Parenting	Yes	Schoolwide	Low Income	9-12	$538,000.00	0
7	7.1	District-level Engagement	Yes	LEA-wide	Low Income	All Schools	$503,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$364,740,198.00	$375,180,458.00

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**	Literacy PD	Yes	$852,500.00	$832,008
1	**1.2**	Literacy Data Analysis	Yes	$2,000,000.00	$1,108,826
1	**1.3**	Literacy Materials	Yes	$902,500.00	$1,093,258
1	**1.4**	Library Access	Yes	$2,043,000.00	$1,938,205
1	**1.5**	GATE	Yes	$220,000.00	$200,388
1	**1.6**	Writing Development	No	$0.00	0
1	**1.7**	DIA	Yes	$900,000.00	$1,099,149
1	**1.8**	ELA Red Indicators	No	$1,873,000.00	$1,880,711
1	**1.9**	Accelerated Learning Lab (ALL)	No	$3,240,000.00	$4,308,142
2	**2.1**	Math PD	Yes	$1,002,500.00	$1,090,259
2	**2.2**	Math Data Analysis	Yes	$2,000,000.00	$1,108,826

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	**2.3**	Math Materials	Yes	$1,052,500.00	$1,351,509
2	**2.4**	CGI	No	$800,000.00	$800,000
2	**2.5**	Algebra Readiness	No	$200,000.00	$200,000
2	**2.6**	Algebra 1 and UC/CSU "c"	No	$100,000.00	$100,000
2	**2.7**	Math Red Indicators	No	$1,605,000.00	$1,614,550
2	**2.8**	Math Intervention Teachers	No	$1,620,000.00	$1,577,538
3	**3.1**	Pathways	Yes	$4,095,000.00	$4,095,401
3	**3.2**	College Readiness	Yes	$200,000.00	$364,673
3	**3.3**	Dual Enrollment and Associate of Arts	Yes	$0.00	0
3	**3.4**	VAPA and World Language	Yes	$1,615,000.00	$2,053,431
3	**3.5**	FAFSA / CADAA	No	$0.00	0
3	**3.6**	AVID	Yes	$2,900,000.00	$2,243,827
3	**3.7**	Technology	Yes	$3,000,000.00	$4,859,447

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)
3	3.8	Mt. SAC Summer School	Yes	$0.00	0
3	3.9	Academic Counseling	Yes	$2,205,500.00	$2,208,588
3	3.10	Health and PE	Yes	$400,000.00	$423,056
3	3.11	Graduation Rate Red Indicators	No	$331,000.00	$322,180
3	3.12	College/Career Very Low Indicators	No	$550,000.00	$545,400
3	3.13	Differentiated Assistance	No	$0.00	0
4	4.1	Designated ELD	No	$0.00	0
4	4.2	Integrated ELD	No	$0.00	0
4	4.3	Reclassification Monitoring	No	$0.00	0
4	4.4	EL Personnel	Yes	$1,200,000.00	$1,374,220
4	4.5	LTEL Support	No	$0.00	0
4	4.6	EL Red Indicators	No	$482,000.00	$479,639

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)
5	**5.1**	Base Personnel	No	$181,003,000.00	$193,515,121
5	**5.2**	Recruitment	No	$0.00	0
5	**5.3**	Induction	Yes	$260,000.00	$389,791
5	**5.4**	Special Education	No	$70,590,000.00	$75,060,305
5	**5.5**	Classified PD	No	$0.00	0
5	**5.6**	Increased Staffing	Yes	$34,664,000.00	$33,562,579
5	**5.7**	Facilities and Materials	No	$8,221,000.00	$5,392,804
5	**5.8**	Certificated Support Staff	No	$1,912,000.00	$1,827,758
5	**5.9**	Instructional Coaches	No	$1,200,000.00	$1,295,000
5	**5.10**	Early Learning	No	$0.00	0
6	**6.1**	SEL Counseling and LMFTs	Yes	$2,955,550.00	$2,355,522
6	**6.2**	PBIS	Yes	$6,820,000.00	$4,943,260
6	**6.3**	Attendance	Yes	$4,000,000.00	$3,664,838

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)
6	**6.4**	Mental Health Agencies	Yes	$0.00	0
6	**6.5**	Physical Health	Yes	$8,713,000.00	$7,001,651
6	**6.6**	Foster Youth	Yes	$360,000.00	$420,243
6	**6.7**	Foster Youth Outside Resources	No	$0.00	0
6	**6.8**	SROs	Yes	$1,000,000.00	$1,158,910
6	**6.9**	Pregnant or Parenting	Yes	$638,000.00	$328,202
6	**6.10**	Suspension Red Indicators	No	$531,000.00	$534,953
6	**6.11**	Chronic Absenteeism Red Indicators	No	$2,895,000.00	$2,889,420
6	**6.12**	SEL Teams	No	$400,000.00	$511,175
7	**7.1**	District-level Engagement	Yes	$685,000.00	$486,289
7	**7.2**	School-level Engagement	No	$0.00	0
7	**7.3**	Equity Conference	No	$0.00	0
7	**7.4**	Discover MUSD Event	No	$0.00	0
8	**8.1**	Equity Multiplier Staffing	No	$503,148.00	$569,406

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$82,366,387	$86,684,050.00	$81,756,356.00	$4,927,694.00	1.090%	1.270%	0.180%

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	Literacy PD	Yes	$852,500.00	$832,008	0	0
1	1.2	Literacy Data Analysis	Yes	$2,000,000.00	$1,108,826	0	0
1	1.3	Literacy Materials	Yes	$902,500.00	$1,093,258	0	0
1	1.4	Library Access	Yes	$2,043,000.00	$1,938,205	0	0
1	1.5	GATE	Yes	$220,000.00	$200,388	0	0
1	1.7	DIA	Yes	$900,000.00	$1,099,149	0	0
2	2.1	Math PD	Yes	$1,002,500.00	$1,090,259	0	0
2	2.2	Math Data Analysis	Yes	$2,000,000.00	$1,108,826	0	0
2	2.3	Math Materials	Yes	$1,052,500.00	$1,351,509	0	0
3	3.1	Pathways	Yes	$4,095,000.00	$4,095,401	0	0
3	3.2	College Readiness	Yes	$200,000.00	$364,673	0	0
3	3.3	Dual Enrollment and Associate of Arts	Yes	$0.00	0	0.48	.27
3	3.4	VAPA and World Language	Yes	$1,615,000.00	$2,053,431	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)
3	**3.6**	AVID	Yes	$2,900,000.00	$2,243,827	0	0
3	**3.7**	Technology	Yes	$3,000,000.00	$4,859,447	0	0
3	**3.8**	Mt. SAC Summer School	Yes	$0.00	0	0.23	0.48
3	**3.9**	Academic Counseling	Yes	$2,205,500.00	$2,208,588	0	0
3	**3.10**	Health and PE	Yes	$400,000.00	$423,056	0	0
4	**4.4**	EL Personnel	Yes	$1,200,000.00	$1,374,220	0	0
5	**5.3**	Induction	Yes	$260,000.00	$389,791	0	0
5	**5.6**	Increased Staffing	Yes	$34,664,000.00	$33,562,579	0	0
6	**6.1**	SEL Counseling and LMFTs	Yes	$2,955,550.00	$2,355,522	0	0
6	**6.2**	PBIS	Yes	$6,820,000.00	$4,943,260	0	0
6	**6.3**	Attendance	Yes	$4,000,000.00	$3,664,838	0	0
6	**6.4**	Mental Health Agencies	Yes	$0.00	0	0.38	0.52
6	**6.5**	Physical Health	Yes	$8,713,000.00	$7,001,651	0	0
6	**6.6**	Foster Youth	Yes	$360,000.00	$420,243	0	0
6	**6.8**	SROs	Yes	$1,000,000.00	$1,158,910	0	0
6	**6.9**	Pregnant or Parenting	Yes	$638,000.00	$328,202	0	0
7	**7.1**	District-level Engagement	Yes	$685,000.00	$486,289	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$213,293,891	$82,366,387	3.341%	41.957%	$81,756,356.00	1.270%	39.600%	$5,027,347.48	2.357%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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